

Graduate Catalog

2011 - 2012

Georgia Southern University

Follow this and additional works at: <https://digitalcommons.georgiasouthern.edu/grad-catalog>



Part of the [Education Commons](#)

Recommended Citation

Georgia Southern University, "Graduate Catalog" (2011). *Graduate Catalogs*. 2.
<https://digitalcommons.georgiasouthern.edu/grad-catalog/2>

This catalog is brought to you for free and open access by the Office of the Registrar at Digital Commons@Georgia Southern. It has been accepted for inclusion in Graduate Catalogs by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact digitalcommons@georgiasouthern.edu.

Georgia Southern
University

Graduate Catalog
2011-2012

Georgia Southern University

2011-2012 Graduate Catalog

CollegeSource®

Visit the CollegeSource® Online website at <http://www.collegesource.com>

Copyright & Disclaimer Information

Copyright © 2011. CollegeSource, Inc. All rights reserved.

This means you may NOT:

- Distribute or display the digital catalog files to others,
- “mirror” or include this material on an Internet (or Intranet) server, or
- modify or re-use digital files
- copy or adapt the digital catalog files without the express written consent of CollegeSource, Inc. and the appropriate school.

You may:

- print copies of the information for your own personal use,
- store the files on your own computer for personal use only, or
- reference this material from your own documents.

CollegeSource, Inc. reserves the right to revoke such authorization at any time, and any such use shall be discontinued immediately upon written notice from CollegeSource, Inc.

Disclaimer

CollegeSource® digital catalogs are converted from either the original printed catalog or electronic media supplied by each school. Although every attempt is made to ensure accurate conversion of data, CollegeSource, Inc. and the schools which provide the data do not guarantee that this information is accurate or correct. The information provided should be used only as reference and planning tools. Final decisions should be based and confirmed on data received directly from each school.

GEORGIA SOUTHERN UNIVERSITY

Graduate Catalog 2011-2012

The statements set forth in this Catalog are for information purposes only and should not be construed as the basis of a contract between the students and this institution. While the provisions of this Catalog will ordinarily be applied as stated, Georgia Southern University reserves the right to change any provision listed herein, including but not limited to academic requirements for graduation, without actual notice to individual students. Every effort will be made to keep students advised of such changes. Information on changes will be available in the Office of the Registrar. Ultimately, each student is responsible for keeping himself or herself apprised of current graduation requirements in his or her particular degree program. While academic advisors should be consulted regularly, students are responsible for the completion of their chosen degree programs.

Georgia Southern University

Statesboro, Georgia 30460

General Information: (912) 478-5611

World Wide Web: <http://www.georgiasouthern.edu/>

Georgia Southern University is accredited by the Southern Association of Colleges and Schools to award bachelor's, master's, specialist's, and doctoral degrees. The Southern Association of Colleges and Schools/Commission on Colleges (SACS/COC) should be contacted for information about the accreditation status of Georgia Southern University, not for general admission or other institutional information.

Southern Association of Colleges and Schools/Commission on Colleges
1866 Southern Lane
Decatur, GA 30033-4097
(404) 679-4501
<http://www.sacscoc.org>

How to Use This Catalog

The Georgia Southern University General Catalog is an information book and reference guide dealing with different aspects of the University - its policies, facilities, degree programs, course offerings, services, and faculty.

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

While the provisions of the catalog will ordinarily be applied as stated, Georgia Southern University reserves the right to change any provision listed in this catalog, including but not limited to academic requirements for graduation, without actual notice to individual students. Every effort will be made to keep students advised of such changes. Information on changes will be available in the Office of the Registrar. It is especially important for each student to note that it is his/her responsibility to keep himself/herself apprised of current graduation requirements for his/her particular degree program.

If you have suggestions for improving this *Catalog*, please email us at ccollins@georgiasouthern.edu.

Equal Opportunity Policy Statement

It continues to be the policy of Georgia Southern University to implement affirmative action and equal opportunity to all employees, students, and applicants for employment or admission without regard to race, color, gender, sexual orientation, national origin, religion, age, veteran status, political affiliation, or disability. This policy extends to participation in any of Georgia Southern's programs. Questions regarding this policy of nondiscrimination should be directed to the *Director of Diversity Services, at (912) 478-5136, P.O. Box 8035, Statesboro, GA 30460-8035.*

Accommodations for Americans With Disabilities

In compliance with the Americans with Disabilities Act (ADA), Georgia Southern University will honor requests for reasonable accommodations made by individuals with disabilities. Students must self disclose their disability to the Student Disability Resource Center (SDRC) Director before academic accommodations can be implemented. The University offers modern technological devices for people with visual and hearing impairments. For additional information, please call the ADA Compliance Officer at (912) 478-5136, TDD (912) 478-0273, or the SDRC Director at (912) 478-1566, TDD (912) 478-0666. The TDD phone numbers are specifically for those with hearing impairments.

Student Notification Policy

All Georgia Southern University students are provided with an e-mail address within 24 hours of student registration. E-mail addresses are the official means of communications between the University and the student. It is the student's responsibility to check their e-mail each school day for administrative messages. There is no justifiable excuse for failure to respond to a University communication or failure to act on a University communication in a timely manner.

Message from the Dean

The mission of the Jack N. Averitt College of Graduate Studies is to develop, promote and sustain graduate programs of the highest quality at Georgia Southern University. The College of Graduate Studies seeks to support graduate students and graduate programs at the highest level, to provide a foundation for university graduate program growth and development, and to advance excellence in research and scholarly activities associated with graduate education.

The namesake of the College, Dr. Jack N. Averitt, was instrumental in inaugurating graduate education in South Georgia and served the Institution as a visionary faculty member and Dean from 1945 to 1979. Dr. Averitt organized Georgia Southern University's first graduate programs with off-campus centers and served as the first Graduate Dean from 1969 until his retirement. A Paul Harris Fellow and Rotary International Foundation Trustee, Dr. Averitt further broadened the University's horizons as Director of the campus Rotary Language Institute for international students. In 1998 the Graduate College was named the Jack N. Averitt College of Graduate Studies in honor of Dr. Averitt's many contributions to the Institution and to the development and support of graduate studies.

To this day the College of Graduate Studies proudly subscribes to the Rotary's core value of "Service Above Self," as the College continues to diligently serve the many faculty, staff and students that encompass the graduate education enterprise at Georgia Southern, supporting 43 degree majors offered to approximately 2,650 students by over 700 graduate faculty members. Working independently and collaboratively, Georgia Southern graduate faculty members offer committed graduates student unlimited opportunities for development. The University's facilities provide outstanding opportunities for distinguished careers in the science, public health, health and human sciences, nursing, information technology, the arts and social sciences, business, and education.

This Graduate School Catalog provides an overview the many academic colleges and graduate programs across campus, as well as valuable course descriptions. For additional information, we invite you to visit our web page at <http://cogs.georgiasouthern.edu/>, and encourage you to become well acquainted with your graduate program, the graduate program directors, and your mentors and advisors within your program.

Charles E. Patterson, Ph.D.
Vice President for Research and
Dean, Jack N. Averitt College of Graduate Studies

Jack N. Averitt College of Graduate Studies - Directory Page

Office of the Vice President for Research and Graduate Dean

Veazey Hall, Room 2000	912-478-2647
Vice President for Research and Dean, Dr. Charles E. Patterson	912-478-2647
Associate Dean, Dr. John R. Diebolt	912-478-1710
Assistant to the Vice President and Dean - Audie Graham	912-478-0851
Student Services Assistant -Melanie Reddick	912-478-7579
Electronic Research Administrator -Jeb Barger	912-478-2588
Administrative Assistant - Randi Sykora-McCurdy	912-478-2647
Electronic Thesis & Dissertation Editor	912-478-1756
Graduate Student Organization	912-478-6457

Graduate Admissions

Lewis Hall

Director of Admissions, Sarah Smith	912-478-5534
Graduate Recruitment Manager, Dr. Charles (Toby) Ziglar	912-478-5635
Coordinator of Graduate Student Communications, Amanda Gilliland	912-478-2302
Administrative Assistant, Naronda Wright	912-478-5384

Additional Numbers

Financial Aid Office, Rosenwald Building, Second Floor	912-478-5413
Bursar's Office, Deal Hall	912-478-0999
Registrar's Office, Rosenwald Building, Third Floor	912-478-5152
Henderson Library	912-478-5115
Testing Center, Cone Hall, Second Floor	912-478-5415
International Student Center, Forest Drive Building	912-478-0332
Parking & Transportation Services Office	912-478-7275

Graduate Degrees, Endorsements and Certificate Programs

Graduate Degrees, Endorsements and Certificate Programs Offered

<u>Department</u>	<u>Program</u>	<u>Program Director</u>
<u>Degree/Program</u>		

College of Business Administration (COBA)

Accounting

M.Acc	Master of Accounting	Dr. Dwight Sneathen
M.Acc	Master of Accounting, Forensic Accounting	Dr. Dwight Sneathen
WebM.Acc	Master of Accounting (Online)	Dr. Dwight Sneathen

Business Administration

M.B.A.	Master of Business Administration	Ms. Melissa Holland
	Health Services Administration	Ms. Melissa Holland
	Information Systems	Ms. Melissa Holland
	International Business	Ms. Melissa Holland
WebMBA	Master of Business Administration (Online)	Ms. Melissa Holland

Economic Development

M.S.	Master of Science in Applied Economics (Online)	Dr. Donna K. Fisher
Certificate	Applied Economics (Online)	Dr. Donna K. Fisher

Information Systems

Certificate	Enterprise Resources Planning (ERP) (Online)	Dr. Camille Rogers
-------------	--	--------------------

Management, Marketing, and Logistics

Ph.D.	Doctor of Philosophy - Logistics and Supply Chain Management	Dr. Stephen Rutner
-------	--	--------------------

College of Education (COE)

Curriculum, Foundations, and Reading

Ed.D.	Doctor of Education in Curriculum Studies	Dr. John Weaver
M.Ed.	Master of Education in Literacy Education (Online Option)	Dr. Michael Moore
Endorsement	Reading Endorsement: Classroom Teacher of Reading Program (Online Option)	Dr. Michael Moore

Leadership, Technology, and Human Development

Ed.D.	Doctor of Education in Educational Administration	Dr. Russell Mays
	Higher Education	Dr. Russell Mays
	K-12 Administration	Dr. Russell Mays
	Teacher Leadership	Dr. Russell Mays
Ed.S.	Education Specialist in Counselor Education	Dr. Fayth Parks
Ed.S.	Education Specialist in Educational Leadership	Dr. Linda Arthur
	School Administration	Dr. Linda Arthur
	Higher Education Administration	Dr. Linda Arthur
Ed.S.	Education Specialist in Instructional Technology (Online)	Dr. Kenneth Clark
	School Library Media Specialist	Dr. Kenneth Clark
	Instructional Technology	Dr. Kenneth Clark
Ed.S.	Education Specialist in School Psychology	Dr. Terry Diamanduros
M.Ed.	Master of Education in Counselor Education	Dr. Fayth Parks
	School Counseling	Dr. Fayth Parks
	Clinical Mental Health Counseling	Dr. Fayth Parks
	Student Services in Higher Education	Dr. Fayth Parks Dr.
M.Ed.	Master of Education in Educational Leadership (Online)	Paul Brinson Dr.
M.Ed.	Master of Education in Higher Education Administration (Online Option)	Brenda Marina
M.Ed.	Master of Education in Instructional Technology (Online)	Dr. Judi Repman
	School Library Media Specialist	Dr. Judi Repman
	Instructional Technology	Dr. Judi Repman
Endorsement	Teacher Leader Endorsement (Online)	Dr. Paul Brinson

Teaching and Learning

Ed. S.	Education Specialist in Teaching and Learning (Online Option)	Dr. Maggie LaMontagne
	Art Education	Dr. Maggie LaMontagne
	Business Education	Dr. Maggie LaMontagne
	Early Childhood Education	Dr. Maggie LaMontagne
	English Education	Dr. Maggie LaMontagne
	Foreign Language Education	Dr. Maggie LaMontagne
	Health and Physical Education	Dr. Maggie LaMontagne

	Mathematics Education	Dr. Maggie LaMontagne
	Middle Grades Education	Dr. Maggie LaMontagne
	Music Education	Dr. Maggie LaMontagne
	Literacy Education	Dr. Maggie LaMontagne
	Science Education	Dr. Maggie LaMontagne
	Social Science Education	Dr. Maggie LaMontagne
	Special Education	Dr. Maggie LaMontagne
M.A.T.	Master of Arts in Teaching	Dr. Missy Bennett
	Middle Grades Education	Dr. Missy Bennett
	P-12 Education- Spanish	Dr. David Alley
	Secondary Education - Biology	Dr. Missy Bennett
	Secondary Education - Broad Fields Science	Dr. Missy Bennett
	Secondary Education - Business	Dr. Missy Bennett
	Secondary Education - Chemistry	Dr. Missy Bennett
	Secondary Education - Economics	Dr. Missy Bennett
	Secondary Education - English	Dr. Missy Bennett
	Secondary Education - Family and Consumer Sciences	Dr. Missy Bennett
	Secondary Education - Geography	Dr. Missy Bennett
	Secondary Education - History	Dr. Missy Bennett
	Secondary Education - Mathematics	Dr. Missy Bennett
	Secondary Education - Physics	Dr. Missy Bennett
	Secondary Education - Political Science	Dr. Missy Bennett
	Special Education (Online)	Dr. Eric Landers
M.Ed.	Master of Education in Accomplished Teaching (Online)	Dr. Kymberly Harris
M.Ed.	Master of Education in Teaching and Learning	Dr. Ronnie Sheppard
	Early Childhood Education	Dr. Hsiu-Lien Lu
	Instructional Improvement (Online)	Dr. Yasar Bodur
	Middle Grades Education	Dr. Greg Chamblee
	Secondary Education - Business Education	Dr. Michelle Reidel
	Secondary Education - English Education	Dr. Michelle Reidel
	Secondary Education - Mathematics Education	Dr. Michelle Reidel
	Secondary Education - Science Education	Dr. Michelle Reidel
	Secondary Education - Social Science Education	Dr. Michelle Reidel
	Special Education (Online)	Dr. Eric Landers
	Moderate-Severe Disabilities- Adaptive	Dr. Eric Landers
	Mild Disabilities- General	Dr. Eric Landers
Endorsement	English for Speakers of Other Languages (ESOL)	Dr. Scott Beck
Endorsement	K-5 Math Endorsement (COST with Certification through COE) (Online)	Dr. Sharon Taylor

College of Information Technology (CIT)

Computer Science

M.S.	Master of Science in Computer Science (Online)	Dr. Lixin Li
------	--	--------------

Information Systems

Certificate	Enterprise Resources Planning (ERP) (Online)	Dr. Camille Rogers
-------------	--	--------------------

College of Public Health (JPHCOPH)

Public Health

Dr.P.H.	Doctor of Public Health	Dr. Kari Brisolaro
	Biostatistics	Dr. Kari Brisolaro
	Community Health Behavior and Education	Dr. Kari Brisolaro
M.H.A	Master of Healthcare Administration	Dr. James Stephens
M.P.H.	Master of Public Health	Dr. Cassandra Arroyo
	Biostatistics	Dr. Cassandra Arroyo
	Community Health	Dr. Cassandra Arroyo
	Environmental Health Sciences	Dr. Cassandra Arroyo
	Epidemiology	Dr. Cassandra Arroyo
	Health Policy Management	Dr. Cassandra Arroyo

College of Health and Human Science (CHHS)

Health and Kinesiology

M.S.	Master of Science in Kinesiology	Dr. Jim McMillan
	Athletic Training	Dr. Thomas Buckley
	Coaching (Online)	Dr. Drew Zwald

Graduate Certificates Programs

COBA	Applied Economics (Online)	Dr. Donna K. Fisher
COBA/CIT	Enterprise Resources Planning (ERP) (Online)	Dr. Camille Rogers
CHHS	Coaching	Dr. Drew Zwald
CHHS	Community Health Clinical Nurse Specialist	Dr. Deborah Allen
CHHS	Post MSN Family Nurse Practitioner	Dr. Deborah Allen
COST	Engineering and Manufacturing Management	Dr. Frank Goforth
COST	Occupational Safety and Environmental Compliance	Dr. Frank Goforth

Table of Contents

GEORGIA SOUTHERN UNIVERSITY	1
University Calendars	10
Institutional Testing Schedule 2011-2012	16
National Testing Schedule 2011-2012.....	17
Accreditation.....	18
General Information	19
Graduate Admissions.....	29
Financial Aid.....	38
Student Accounts.....	42
University Housing.....	46
Student Life.....	47
Graduate Academic Information	54
University Programs	61
College of Graduate Studies.....	64
College of Business Administration.....	74
College of Business Administration Programs.....	81
College of Education	106
College of Education Programs	113
College of Health and Human Sciences.....	151
College of Health and Human Sciences Programs.....	154
College of Information Technology	166
College of Information Technology Programs	169
College of Liberal Arts and Social Sciences.....	174
College of Liberal Arts and Social Sciences Programs.....	177
Jiann-Ping Hsu College of Public Health.....	199
Jiann-Ping Hsu College of Public Health Programs.....	202
Allen E. Paulson College of Science and Technology	231
Allen E. Paulson College of Science and Technology Programs	237
Course Descriptions	247
The University System of Georgia.....	341
University of Georgia Independent and Distance Learning	343
Georgia Southern University Faculty, Fall 2010.....	344
Index	389
Campus Map and Legend	394
Campus Directory* - General Information (912) 478-5611.....	395

University Calendars

Fall Semester 2011

April 1	GOML (Georgia On My Line), Registration begins for Fall 2011 Full, Short I, and Short II sessions
April 1	Final deadline for Ed.D. Educational Administration applicants for Fall 2011 admission
April 1	Final deadline for undergraduate students to apply for Summer 2011 admission
May 1	Final deadline for freshmen students to apply for Fall 2011 admission
June 1	Final deadline for international graduate students to apply for Fall 2011 admission
June 1	Final deadline for former undergraduate students to apply for Fall 2011 admission
July 1	Final deadline for domestic graduate students to apply for Fall 2011 admission
August 1	Final deadline for WebMBA applicants for Fall 2011 admission
August 1	Final deadline for transfer, transient, post-baccalaureate, Accel, and mature students to apply for Fall 2011 admission
August 11	Academic Standards Committee meeting, 2:00 p.m.
August 12	New Faculty Orientation for Tenure Track and Full-Time Temporary Faculty
August 12	GOML (Georgia On My Line), Final deadline for applicants for Fall 2011 admission
August 15	Academic Year begins
August 15	Academic Standards Committee meeting, 2:00 p.m.
August 15	GOML (Georgia On My Line), Classes begin, Full and Short I sessions
August 15-19	GOML (Georgia On My Line), Drop/Add, Full and Short I sessions
August 17	University Fall Convocation (for Faculty and Staff)
August 17	Academic Standards Committee meeting, 2:00 p.m.
August 17	Employee Tuition Assistance Program (TAP) registration for Fall 2011, via the web beginning at 8:30 a.m.
August 19	Residence hall check-in, 9:00 a.m. - 6:00 p.m. at the RAC and 6:30 p.m.-10:00 p.m. in the residence halls
August 20	New Student Orientation and Registration for Undergraduate Students, Russell Union, 8:00 a.m. – NOTE: Enrolled and former students should refer to WINGS (http://students.georgiasouthern.edu/registrar) for specific registration times.
August 21	Conversations with Professors for all new first-year students, 3:30-4:45 p.m.
August 22	Fee payment deadline for Fall 2011, including GOML (Georgia On My Line), (First Day of University Classes)
August 22	Classes Begin, Attendance Verification must be completed on the first class meeting day
August 22	Final date for graduate and undergraduate students to apply for Fall 2011 graduation
August 22-25	Drop/Add
August 23	GOML (Georgia On My Line), Attendance Verification must be completed for Full and Short I sessions
August 26	\$100 Late Registration Fee begins
September 5	Labor Day Holiday – Administrative offices closed – No classes
September 6	Fee payment deadline for final SOAR registration, registration or changing registration during the Drop/Add period
September 7	GOML (Georgia On My Line), Last day to withdraw without academic penalty, Short I session
September 12	Faculty may begin entering early alert/midterm grades for freshmen (due October 7)
September 26	GOML (Georgia On My Line), Classes end for Short I session
September 27	GOML (Georgia On My Line), Final Exams for Short I session
October 1	Final deadline for international graduate students to apply for Spring 2012 Admission
October 7	Last day to submit required early alert/mid-term grades for freshmen
October 7	GOML (Georgia On My Line), Last day to withdraw without academic penalty, Full session
October 7-9	Family Weekend
October 11	GOML (Georgia On My Line), Classes begin for Short II session
October 11-13	GOML (Georgia On My Line), Drop/Add for Short II session
October 17	Last day to withdraw without academic penalty; See the Policy for Limiting Individual Course Withdrawals for additional information http://academics.georgiasouthern.edu/advisement/aa_policy.html
October 24	GOML (Georgia On My Line), Attendance Verification must be completed for Short II session
October 31	Early Registration for Spring and Summer 2012 begins (Students should view WINGS for individual date and time)
October 31	GOML (Georgia On My Line), Last day to withdraw without academic penalty for Short II session
November 1	Final deadline for Ed.D. Educational Administration applicants for Spring 2012
November 1	GOML (Georgia ONmyLINE), Early Registration (GOML), for Spring 2012 Full, Short I, and Short II sessions
November 1	Priority deadline for domestic graduate students to apply for Spring 2012 admission
November 3	Academic Standards Committee meeting, 3:00 p.m.
November 4-5	Homecoming – Classes canceled beginning at 2:00 p.m. on Friday, November 4
November 11-12	Interview weekend for MEd Counselor Education applicants, by invitation only, for Spring 2012
November 12	Interview day for Ed.D. Educational Administration applicants, by invitation only, for Spring 2012
November 15	Final deadline for domestic graduate students to apply for Spring 2012 admission
November 15	Final deadline for University System of Georgia full-time employees to apply for the Employee Tuition Assistance Program (TAP) for Spring 2012
November 16	Final date to hold terminal or comprehensive examination, theses and dissertation defenses
Nov 18-Dec 1	Student Ratings of Instruction for Full-semester students will be given by faculty
November 21-25	Thanksgiving holidays for students, Residence halls open – Administrative offices open November 21-23, closed

	November 24-25 for Thanksgiving Holidays
November 23	Deadline to submit electronic theses and dissertations to College of Graduate Studies for final format review
November 29	GOML (Georgia On My Line), Classes end for Full and Short II sessions
November 30	GOML (Georgia On My Line), Final Exams for Short II session
Nov 30-Dec 2	GOML (Georgia On My Line), Final Exams for Full session
December 1	Final Deadline for Undergraduate Students to apply for Spring 2012 Admission
December 9	Last day of classes
December 11	Final deadline for WebMBA applicants for Spring 2012
December 12-15	Final exams
December 15	Deadline to submit final verified (approved) electronic theses or dissertation to College of Graduate Studies
December 16	Residence halls close at 12:00 noon (with the exception of students living in Centennial Place building 2 and University Villas)
December 16	Commencement
December 17	Residence halls close at 12:00 noon for students participating in commencement activities (permission required)
December 17	Holiday break for students begins
December 21	Employee Tuition Assistance Program (TAP) registration for Spring 2012, via the web beginning at 8:30 a.m.
Dec 26-Jan 2	Winter Break – Administrative offices closed

Spring Semester 2012

December 1, 2011	Final deadline for Undergraduate Students to apply for Spring 2012 admission
January 2	New Year's Day Holiday Observed-Administrative offices closed-No classes
January 6	GOML (GeorgiaOnMyLine), Final deadline for applicants for Spring 2012 admission
January 9	Academic Standards Committee meeting, 2:00 p.m.
January 9	GOML (GeorgiaOnMyLine), Classes begin, Full and Short I sessions
January 9-13	GOML (GeorgiaOnMyLine), Drop/Add, Full and Short I sessions
January 11	Academic Standards Committee meeting, 10:00 a.m.
January 12	Residence hall check-in, 12:00 noon at the Residence Halls
January 13	New Student Orientation and Registration for Undergraduate Students, Russell Union, 8:00 a.m. NOTE: Enrolled and former students should refer to WINGS (http://students.georgiasouthern.edu/registrar) for specific registration times.
January 15	Application deadline for Doctor of Psychology applicants for Fall 2012 admission (Domestic & International)
January 16	Martin Luther King Jr. Holiday - Administrative offices closed - No classes
January 17	Fee payment deadline for Spring 2012, including GOML (GeorgiaOnMyLine), (First Day of University Classes)
January 17	Classes begin, Attendance Verification must be completed on the first class meeting day
January 17	Final Date for Graduate and Undergraduate students to apply for Spring 2012 and Summer 2012 graduation
January 17-20	Drop/Add
January 18	GOML (GeorgiaOnMyLine), Attendance Verification must be completed for Full and Short I sessions
January 23	\$100 Late Registration Fee begins
January 30	Final deadline for Ed.D. Curriculum Studies applicants for Summer 2012
January 30	Fee payment deadline for final SOAR registration, or changing registration during Drop/Add period
February 1	Final deadline for International Graduate Students to apply for Summer 2012 admission
February 1	GOML (GeorgiaOnMyLine), Last day to withdraw without academic penalty, Short I session
February 6	Faculty may begin entering early alert/midterm grades for freshmen (due March 2)
February 23	GOML (GeorgiaOnMyLine), Classes end for Short I session
February 24	GOML (GeorgiaOnMyLine), Final Exams for Short I session
March 1	Deadline for receipt of Graduate Assistantship Applications to have priority consideration for Fall 2012
March 1	Application deadline for Doctorate of Nursing Practice applicants for Fall 2012 (Domestic & International)
March 1	Application deadline for MS Kinesiology-Coaching applicants for Summer 2012 (no Fall or Spring admission)
March 1	Priority deadline for domestic Graduate Students to apply for Summer 2012 Admission
March 2	Last day to submit required early alert/mid-term grades for freshmen
March 5	Early Registration for Fall 2012 begins (Students should view WINGS for individual date and time.)
March 5	GOML (GeorgiaOnMyLine), Classes begin for Short II session
March 5-9	GOML (GeorgiaOnMyLine), Drop/Add for Short II session
March 7	GOML (GeorgiaOnMyLine), Last day to withdraw without academic penalty, Full session
March 12-16	Spring break for students – Administrative offices open – Residence halls open
March 15	Priority deadline for domestic Graduate Students to apply for Fall 2012 admission
TBA	Application deadline for M.Ed. Counselor Education applicants for Summer 2012 and Fall 2012 admission (no Spring 2011 admission)
March 14	GOML (GeorgiaOnMyLine), Attendance Verification must be completed for Short II session
March 19	Last day to withdraw without academic penalty; See the Policy for Limiting Individual Course Withdrawals for additional Information http://academics.georgiasouthern.edu/advisement/aa_policy.html
March 26	GOML (GeorgiaOnMyLine), Last day to withdraw without academic penalty for Short II session
April 1	Application deadline for Undergraduate Students to apply for Summer 2012 Admission
April 1	Final deadline for Ed.D. Educational Administration applicants for Fall 2012
April 1	Final deadline for domestic Graduate Students to apply for Summer 2012 admission
April 2	GOML (Georgia On My Line), Registration begins for Fall and Summer 2012 Full, Short I, and Short II sessions
April 4	Honors Day, Nessmith-Lane Building 8:30 a.m. Classes beginning at 8:00 and 9:00 a.m. will not be canceled

TBA	Interview weekend for M.Ed. Counselor Education applicants, by invitation only
April 10	Final date to hold terminal or comprehensive examination, theses or dissertation defenses
April 12	Academic Standards Committee meeting, 3:00 p.m.
April 15	Final Deadline for University System of Georgia full-time employees to apply for the Employee Tuition Assistance Program (TAP) for Summer 2012
April 19	Deadline to submit electronic theses and dissertations to College of Graduate Studies for final format review
April 24	GOML (GeorgiaOnMyLine), Classes end for Full and Short II sessions
April 25-27	GOML (GeorgiaOnMyLine), Final Exams for Full session
April 26	GOML (GeorgiaOnMyLine), Final Exams for Short II session
May 4	Last day of classes
May 7-11	Final exams, May 11 Exams will be in the morning only
May 10	Deadline to submit final verified (approved) electronic theses or dissertations to College of Graduate Studies
May 11	Commencement for Graduate students at Hanner Fieldhouse, 1:00 p.m.
May 11	GOML (GeorgiaOnMyLine), Final deadline for applicants for Summer 2012 admission
May 12	Residence halls close, 12:00 noon
May 12	Commencement for Undergraduate Students at Paulson Stadium, 9:00 a.m.
May 13	Residence Halls close at 12:00 noon for students participating in Commencement activities (permission required)
May 16	Employee Tuition Assistance Program (TAP) Registration for Summer 2012, via the web beginning at 8:30 a.m.
June 1	Final deadline for International Graduate Students to apply for Fall 2012 admission
June 1	Final deadline for former student applicants for Fall 2012

Summer Semester 2012 (Tentative)

January 17	Final Date for graduate and undergraduate students to apply for Summer 2012 graduation
April 1	Final deadline for undergraduate students to apply for Summer 2012 admission
April 2	GOML (Georgia On My Line), Registration begins for Summer 2012 session, Fall 2012 Full, Short I, and Short II sessions
May 11	GOML (Georgia On My Line), Final deadline for, applicants for Summer 2012 admission
May 14	GOML (Georgia On My Line), Classes begin, Summer Semester
May 14-18	GOML (Georgia On My Line), Drop/Add
May 15	Classes begin for May Term
May 15	Drop/Add for May Term
May 15	Attendance Verification must be completed for May Term
May 16	Employee Tuition Assistance Program (TAP) Registration for Summer 2012, via the web beginning at 8:30 a.m.
May 16	Faculty may begin entering Early Alert/Midterm grades for freshmen for May term (Due May 21)
May 17	Academic Standards Committee meeting, 2:00 p.m.
May 18	Residence hall check-in, 12:00 noon in the Residence Halls
May 19	New Student Orientation and Registration for Undergraduate Students, Russell Union, 8:00 a.m. NOTE: Enrolled and former students should refer to WINGS (http://students.georgiasouthern.edu/registrar) for specific registration times.
May 21	Academic Standards Committee meeting, 10:00 a.m.
May 21	Fee payment deadline for Summer 2012 (First Day of University Classes) for Long Term, Term A, College of Public Health Graduate Evening Session, College of Education Graduate Session, and GOML (Georgia On My Line)
May 21	Classes begin for Long Term, Term A, and College of Public Health Graduate Evening Monday/Wednesday Session, Attendance Verification must be completed on the first class meeting day
May 21	Last day to submit required Early Alert/Midterm grades for freshmen for May term
May 21-23	Drop/Add for Long Term, Term A and College of Public Health Graduate Session
May 22	Classes begin for College of Public Health Graduate Evening Tuesday/Thursday Session, Attendance Verification must be completed on the first class meeting day
May 22	GOML (Georgia On My Line) Attendance Verification must be completed for Summer 2012
May 23	Last day to withdraw without academic penalty for May Term
May 24	Faculty may begin entering early alert/midterm grades for freshmen for Term A (due June 4)
May 28	Memorial Day – Administrative offices closed – No classes
May 29	Classes begin for College of Education Graduate Tuesday/Thursday Session, Attendance Verification must be completed on the first class meeting day
May 29-30	Drop/Add College of Education Graduate Session
May 30	Classes begin for College of Education Graduate Monday/Wednesday Session, Attendance Verification must be completed on the first class meeting day
May 31	Faculty may begin entering early alert/midterm grades for freshmen for Long Term (due June 14)
June 1	Final deadline for former student applicants for Fall 2012
June 1	Final deadline for international graduate students to apply for Fall 2012 admission
June 1	Last day of classes for May Term
June 2	Final exams for May Term
June 4	Last day to submit required early alert/mid-term grades for freshmen for Term A
June 4	Fee payment deadline for final SOAR, registrations or changing registration during Drop/Add period for Long Term, Term A, College of Public Health Graduate Evening Session and College of Education Session
June 7	Last day to withdraw without academic penalty, Term A
June 14	Last Day to submit required early alert/mid-term grades for freshmen for Long Term

June 15	Last day to withdraw without academic penalty, College of Public Health Graduate Evening Session
June 20	Last day of classes for Term A
June 20	Last day to withdraw without academic penalty, Long Term
June 20	Last day to withdraw without academic penalty, College of Education Graduate Session
June 21	Term A exams
June 21	Final exams for Evening classes, Term A, 6:00-8:00 p.m.
June 21	Residence halls open at 12:00 noon for EIP Students
June 22	Academic Standards Committee meeting, 2:00 p.m.
June 22	Residence halls close at 12:00 noon for students attending Term A
June 24	Residence hall check-in for Term B at 12:00 noon in the Residence Halls
June 24	Conversations with Professors for all new first-year students, 3:30-4:45 p.m.
June 25	Classes begin for Term B; Attendance Verification must be completed on the first class meeting day
June 25	GOML (Georgia ON MY Line), last day to withdraw without academic penalty
June 25-26	Drop/Add for Term B
June 28	Faculty may begin entering early alert/midterm grades for freshmen for Term B (due July 9)
June 28	Last day of classes for College of Public Health Graduate Evening Tuesday/Thursday Session
June 29	Final date to hold terminal or comprehensive examination, theses or dissertation defense for Summer graduates
July 1	Final deadline for domestic graduate students to apply for Fall 2012 admission
July 2	Last day of classes for College of Public Health Graduate Evening Monday/Wednesday Session
July 3	Final exams for Tuesday/Thursday, College of Public Health Graduate Evening Session
July 4	Independence Day Holiday – Administrative offices closed – No classes
July 5	Final exams for Monday/Wednesday, College of Public Health Graduate Evening session
July 5	Last day of classes for College of Education Graduate Tuesday/Thursday Session
July 6	Deadline to submit electronic theses and dissertations to College of Graduate Studies for final format review
July 6	Fee payment deadline for final SOAR registration and/or for changing registrations during the Drop/Add period for Term B
July 9	Last day to submit required early alert/mid-term grades for freshmen for Term B
July 10	Final exams for Tuesday/ Thursday, College of Education Graduate Session
July 11	Last day of classes for College of Education Graduate Monday/Wednesday Session
July 12	Last day to withdraw without academic penalty, Term B
July 12	Final exams for Tuesday/Thursday Evening Classes, Long Term
July 12	Final exams for Monday/Wednesday, College of Education Graduate Session
July 12	Final Exams for two nights a week evening classes for Tuesday/Thursday, Long Term
July 15	Final Deadline for University System of Georgia full-time employees to apply for the Employee Tuition Assistance Program (TAP) for Fall 2012
July 17	GOML (Georgia On My Line), Last day of Classes
July 17	Last day of Classes for Long Term
July 18	Final Exams for two nights a week evening classes for Monday/Wednesday, Long Term
July 18	Final exams for Monday/Wednesday Evening classes, Long Term
July 18-19	Final exams, Long Term
July 18-20	GOML (Georgia On My Line), Final exams
July 20	Residence halls close at 12:00 noon for students attending Long Term
July 25	Last day of classes for Term B
July 26	Final exams, Term B
July 26	Final exams for Evening classes, Term B
July 26	Deadline to submit final verified (approved) electronic theses or dissertations to College of Graduate Studies
July 27	Residence halls close at 12:00 noon for Term B
August 1	Final deadline for WebMBA admissions for Fall 2012
August 9	Academic Standards Committee meeting, 2:00 p.m.
August 10	GOML (Georgia On My Line), Final deadline for applicants for Fall 2012 admission
August 20	Final date for graduate and undergraduate students to apply for Fall 2012 graduation

Fall Semester 2012

June 1	Final deadline for former student applicants for Fall 2012
August 13	Academic Year begins
August 18	Final registration
August 20	Fee payment deadline, Fall Semester 2012 (First Day of University Classes)
August 20	Classes begin
August 20	Final date for graduate and undergraduate students to apply for Fall 2012 graduation
August 20-23	Drop/Add
September 3	Labor Day
November 19-23	Thanksgiving Holidays for students – Administrative offices closed November 22-23
December 7	Last day of classes
December 10-13	Final exams
December 14	Commencement

Spring Semester 2013

January 1	New Year's Day Holiday – Administrative offices closed
January 11	Final registration
January 21	Martin Luther King Jr. Holiday – Administrative offices closed – No classes
January 14	Fee payment deadline, Spring Semester 2013 (First Day of University Classes)
January 14	Classes begin
January 14	Final date for graduate and undergraduate students to apply for Spring and Summer 2013 graduation
January 14-17	Drop/Add
March 18-22	Spring Break
May 3	Last day of classes
May 6-10	Final exams
May 10	Graduate Commencement
May 11	Undergraduate Commencement

Summer Semester 2013 (Tentative)

May 14	Classes begin, May Term
May 14	Drop/Add May Term
May 18	Final Registration
May 20	Classes begin for Term A, Long Term, and College of Public Health Graduate Monday/Wednesday classes
May 20-22	Drop/Add for Term A, Long Term, and Public Health Graduate classes
May 21	Classes begin for College of Public Health Graduate Tuesday/Thursday classes
May 27	Memorial Day Holiday – Administrative Offices closed – No classes
May 28	Classes begin for College of Education Graduate Tuesday/Thursday classes
May 28-29	Drop/Add for College of Education Graduate Monday/Wednesday and Tuesday/Thursday classes
May 29	Classes begin for College of Education Graduate Monday/Wednesday classes
May 31	Last day of classes, May Term
June 1	Final exams, May Term
June 19	Last day of classes for Term A
June 20	Final Exams for Term A
June 24	Classes begin for Term B
June 24-25	Drop/Add for Term B
June 27	Last day of classes for College of Public Health Graduate Tuesday/Thursday classes
July 1	Last day of classes for College of Public Health Graduate Monday/Wednesday classes
July 2	Final exams for College of Public Health Graduate Tuesday/Thursday classes
July 3	Final exams for College of Public Health Graduate Monday/Wednesday classes
July 4	Independence Day Holiday – Administrative Offices closed – No classes
July 8	Last day of classes for College of Education Graduate Monday/Wednesday classes
July 9	Last day of classes for College of Education Graduate Tuesday/Thursday classes
July 10	Final Exams for College of Education Graduate Monday/Wednesday classes
July 11	Final exams for College of Education Graduate Tuesday/Thursday classes
July 16	Last day of classes for Long Term
July 17-18	Final Exams for Long Term
July 24	Last day of classes for Term B
July 25	Final Exams for Term B

Fall Semester 2013

June 1	Final deadline for former student applicants for Fall 2013
August 12	Academic Year begins
August 17	Final registration
August 19	Fee payment deadline, Fall Semester 2013 (First Day of University Classes)
August 19	Classes begin
August 19	Final date for graduate and undergraduate students to apply for Fall 2013 graduation
August 19-22	Drop/Add
September 2	Labor Day
November 18-22	Thanksgiving Holidays for students – Administrative offices closed November 21-22
December 6	Last day of classes
December 9-12	Final exams
December 13	Commencement

Spring Semester 2014

January 1	New Year's Day Holiday (Observed) – Administrative offices closed
January 10	Final registration
January 13	Fee payment deadline, Spring Semester 2014 (First Day of University Classes)
January 13	Classes begin
January 13	Final date for graduate and undergraduate students to apply for Spring and Summer 2013 graduation
January 13-16	Drop/Add
January 20	Martin Luther King Jr. Holiday – Administrative offices closed – No classes
March 17-21	Spring Break
May 2	Last day of classes
May 5-9	Final exams
May 9	Graduate Commencement
May 10	Undergraduate Commencement

Summer Semester 2014 (Tentative)

May 13	Classes begin, May Term
May 13	Drop/Add May Term
May 17	Final Registration
May 19	Classes begin for Term A, Long Term, and College of Public Health Graduate Monday/Wednesday classes
May 19-21	Drop/Add for Term A, Long Term, and College of Public Health classes.
May 20	Classes begin for College of Public Health Graduate Tuesday/Thursday classes
May 26	Memorial Day Holiday – Administrative Offices closed – No classes
May 27	Classes begin for College of Education Graduate Tuesday/Thursday classes
May 27-28	Drop/Add for College of Education Graduate Monday/Wednesday and Tuesday/Thursday classes
May 28	Classes begin for College of Education Graduate Monday/Wednesday classes
May 30	Last day of classes, May Term
May 31	Final exams, May Term
June 18	Last day of classes for Term A
June 19	Final Exams for Term A
June 23	Classes begin for Term B
June 23-24	Drop/Add for Term B
June 26	Last day of classes for College of Public Health Graduate Tuesday/Thursday classes
June 30	Last day of classes for College of Public Health Graduate Monday/Wednesday classes
July 1	Final exams for College of Public Health Graduate Tuesday/Thursday classes
July 2	Final exams for College of Public Health Graduate Monday/Wednesday classes
July 3	Last day of classes for College of Education Graduate Tuesday/Thursday classes
July 4	Independence Day Holiday – Administrative Offices closed – No classes
July 7	Last day of classes for College of Education Graduate Monday/Wednesday classes
July 8	Final exams for College of Education Graduate Tuesday/Thursday classes
July 9	Final Exams for College of Education Graduate Monday/Wednesday classes
July 15	Last day of classes for Long Term
July 16-17	Final Exams for Long Term
July 23	Last day of classes for Term B
July 24	Final Exams for Term B

NOTE: Though the University will try to adhere to dates published here, it may become necessary to make changes to the published calendar. The Office of the Registrar will maintain updates to the calendar and any updates may be viewed at "Calendars" on our web site, <http://students.georgiasouthern.edu/registrar/>.

Institutional Testing Schedule 2011-2012

(Dates are subject to change, please verify dates at <http://academics.georgiasouthern.edu/testing>)

MAT (<http://academics.georgiasouthern.edu/testing/mat.htm>)

Saturday	September 10, 2011
Saturday	October 15, 2011
Saturday	November 12, 2011
Saturday	December 10, 2011
Saturday	January 21, 2012
Saturday	February 11, 2012
Saturday	March 10, 2012
Saturday	April 21, 2012
Saturday	May 5, 2012
Saturday	June 9, 2012

Testing is available by appointment Monday through Friday between 9:00 a.m. - 4:00 p.m.

National Testing Schedule 2011-2012

(Dates are subject to change)

GRE Subject Tests (<http://www.ets.org/gre>)

Saturday	October 15, 2011
Saturday	April 21, 2012

LSAT (<http://www.lsac.org>)

Saturday	October 1, 2011
Saturday	December 3, 2011
Saturday	February 11, 2012

TOEFL (<http://www.ets.org/toefl>)

See the web site for the testing dates.

For more information concerning testing or registration for a test, check the Office of Testing Services web page at <http://academics.georgiasouthern.edu/testing/> or call (912) 478-5415.

Accreditation

Georgia Southern University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award bachelor's, master's, specialist's, and doctoral degrees.

Departments/Programs

Athletics Program

Career Services

Child Development Center

Counseling Center

Museum

College of Business Administration

Accounting (Undergraduate and Graduate)

College of Business Administration (Undergraduate and Graduate)

College of Education

College of Education (Undergraduate and Graduate)

Counseling Education

College of Health and Human Sciences

Coaching Education

Interior Design

Nursing (Undergraduate and Graduate)

Nutrition and Food Science

Recreation

Athletic Training

College of Liberal Arts and Social Sciences

Art (Undergraduate and Graduate)

Music (Undergraduate and Graduate)

Public Administration

Theatre

College of Information Technology

Computer Sciences

Information Technology

College of Science and Technology, Allen E. Paulson

Construction Management

Chemistry

Civil Engineering Technology

Electrical Engineering Technology

Mechanical Engineering Technology

Accrediting Organization

National Collegiate Athletic Association

Accreditation Council for Cooperative Education

National Association for the Education of Young Children

International Association of Counseling Services

American Association of Museums

Association to Advance Collegiate Schools of Business

Association to Advance Collegiate Schools of Business

National Council for Accreditation of Teacher Education

Georgia Professional Standards Commission (*Certification*)

Council for Accreditation of Counseling and Related Educational Programs

National Council for Accreditation of Coaching Education Level 3

Council for Interior Design Accreditation

National Association of Schools of Art and Design

Commission on Collegiate Nursing Education

Georgia Board of Nursing (*approval to operate in the state of Georgia*)

Commission on Accreditation for Dietetics Education

National Recreation and Park Association/American Association for Leisure and Recreation Council on Accreditation

Commission on Accreditation of Athletic Training Education

National Association of Schools of Art and Design

National Association of Schools of Music

National Association of Schools of Public Affairs and Administration

National Association of Schools of Theatre (Associate Membership)

Computing Accreditation Commission of the Accreditation Board for Engineering and Technology

Computing Accreditation Commission of the Accreditation Board for Engineering and Technology

American Council for Construction Education

American Chemical Society

Technology Accreditation Commission of the Accreditation Board for Engineering and Technology

Technology Accreditation Commission of the Accreditation Board for Engineering and Technology

Technology Accreditation Commission of the Accreditation Board for Engineering and Technology

General Information

The City of Statesboro

The City of Statesboro is a progressive community that provides an exceptional quality of life to its residents and offers southern charm and hospitality to its visitors. The City offers a high standard of living with a commitment to ensure the most responsive and progressive public services to residents, businesses and visitors. Statesboro is where the living remains softly southern.

Statesboro has a growing economy facilitated by a strong industrial base, a growing dynamic research university and a regional medical center. Statesboro is currently experiencing rapid change as a result of unprecedented growth in commercial/retail expansion and residential development.

The City of Statesboro is the county seat of Bulloch County, Georgia located in the southeastern corner of the state. It is located about 3.5 hours from Atlanta and about 1 hour from Savannah, Georgia.

Recreation opportunities in the City are plentiful. The mild climate through the year allows outside recreation for enthusiasts almost any time of the year. In addition, the city offers many cultural opportunities that include the David H. Averitt Center for the Arts and Performing Arts Center on the Georgia Southern University campus.

University Mission

Georgia Southern University is a public, Carnegie Doctoral/Research university devoted to academic distinction in teaching, scholarship, and service. The University's hallmark is a culture of engagement that bridges theory with practice, extends the learning environment beyond the classroom, and promotes student growth and life success. Georgia Southern's nationally accredited academic programs in the liberal arts, sciences, and professional studies prepare a diverse and select undergraduate and graduate student population for leadership and service as world citizens. Faculty, staff, and students embrace core values expressed through integrity, civility, kindness, collaboration, and a commitment to lifelong learning, wellness, and social responsibility.

Central to the University's mission is the faculty's dedication to excellence in teaching and the development of a fertile learning environment exemplified by a free exchange of ideas, high academic expectations, and individual responsibility for academic achievement. Georgia Southern faculty are teacher-scholars whose primary responsibility is the creation of learning experiences of the highest quality, informed by scholarly practice, research, and creative activities. The University offers a student-centered environment enhanced by technology, transcultural experiences, private and public partnerships, and stewardship of a safe residential campus recognized for its natural beauty.

Georgia Southern University is committed to advancing the State of Georgia and the region through the benefits of higher education, offering baccalaureate through doctoral degrees and a variety of outreach programs. The University fosters access to its educational programs, provides a comprehensive and fulfilling university experience, and enhances quality of life in the region

through collaborative relationships supporting education, health care and human services, cultural experiences, scientific and technological advancement, athletics, and regional development.

Office of Institutional Effectiveness

The mission of the Office of Institutional Effectiveness (OIE) is to support continuous improvement initiatives at Georgia Southern University by providing support for assessment, institutional effectiveness, planning, and accreditation activities to academic and administrative units, guided by a dedication to a culture of continuous improvement. OIE comprehends both institutional effectiveness and academic assessment. Institutional effectiveness measures how well the University achieves its stated mission and goals. Academic assessment measures how well students learn, and takes the form of the following:

- identifying program mission statements,
- articulating measureable student learning outcomes,
- identifying how the programs will measure the achievement of student learning outcomes,
- specifying faculty expectations for student achievement,
- assessing how well the faculty expectations have been met, and
- documenting corrective action taken to improve the program.

Included in academic assessment is assessment of the core curriculum and general education, measuring what students learn through the core as well as what additional general education learning is achieved through the major. Additional information is available at OIE's website at <http://academics.georgiasouthern.edu/vpie/index.php>.

The University Strategic Plan Themes

The vision of becoming recognized as one of the best public comprehensive universities in the country identifies the University's destination. The Level 1 plan articulates the overall strategic objectives and action steps to achieve this goal. The Level 2 and 3 plans describe how we will arrive there. Our journey is guided by six essential strategic themes, with the core being academic distinction.

**Academic Distinction Student-Centered University
Technological Advancement
Transcultural Opportunities
Private and Public Partnerships
Physical Environment**

The proposed action steps do not necessarily represent a fresh start toward an altogether new destination. Rather, they are ways of capitalizing on the progress we have made since 1906. We are already an excellent university, and we can contemplate actions that will enable us to become better and clearly one of the nation's best public comprehensive universities. Given the differences among the units within the University, it is not anticipated that every unit will pursue the same themes. However, if the University is to progress, academic distinction must be the top priority at all levels and in all units.

History of Georgia Southern University

On December 1, 1906, the newly appointed First District Board of Trustees convened in Savannah, Georgia. It was one of 11 such boards created for each congressional district by state legislation that year to build and oversee agricultural and mechanical schools for elementary and secondary students. The trustees were prepared to hear bids from local leaders who wanted the First District A&M School to be built in their communities and were willing to provide the funding to do so. Among the bidders were 50 representatives from Bulloch County who had journeyed from Statesboro on a train called the “College Special.” Their bid of \$125,000 in cash and in-kind contributions, including a donation of 300 acres for a campus, won handily. Early in 1908, just outside Statesboro (on a site called “Collegeboro”), the First District A&M School opened its doors with 15 students, four faculty members, and three buildings.

By 1920, the First District A&M School had 150 students and was fielding teams in football and baseball; the “Aggies” typically won more than half their games in any given season. But by 1921, a combination of rapidly growing debt and drastically declining enrollments almost spelled the end of the fledgling school.

Hard work and commitment prevailed, however, and by 1924, not only were the school’s finances and enrollments back on track, but the Georgia General Assembly upgraded the school to a two-year college for teacher training and retitled it the Georgia Normal School, one of three in the state. With this first change in the school’s status, “Principal” Ernest V. Hollis became “President” Hollis, Georgia Southern University’s first president. The following year, private donors funded the first scholarships for the campus.

In 1929, the General Assembly was persuaded that yet another major institutional promotion was due, and the Georgia Normal School became the South Georgia Teachers College via state legislation, converting the Statesboro campus from a two-year junior college to a four-year teachers college. The Aggies had receded, and the “Blue Tide” had rolled in, bringing programs not only in football and baseball, but also in basketball and track; basketball was played in a tobacco warehouse until the first gymnasium was built in 1931.

Also in that year, the long-supportive First District Board of Trustees, like all freestanding boards of college trustees in the state, was dissolved by state legislation. Higher education in Georgia was reorganized into its present form, with all state colleges and universities reporting to a single Board of Regents. Now, the Regents, not the General Assembly, were responsible for determining any changes in mission for the college in Statesboro.

In 1939, South Georgia Teachers College became Georgia Teachers College by action of the Board of Regents. This new title represented less a change of status for the college and more a recognition by the Regents that the Statesboro campus was the statewide college for teacher education. Later, the “Blue Tide” receded, and “The Professors” became the official name of Georgia Teachers College’s intercollegiate teams.

When Eugene Talmadge was elected governor in 1940, he remembered, according to some observers, that the electoral district dominated by Georgia Teachers College had voted for his opponent. Within a year, the governor had initiated an effort to remove President Marvin Pittman on charges that included advocating “racial equality and teaching communism” (the latter conclusively disproved). President Pittman was fired, and as a direct result of his dismissal, all state-supported institutions of higher education in Georgia saw their regional academic accreditation withdrawn by what is now the Southern Association of Colleges and Schools. In 1942, a new governor was elected, and the Board of Regents was reorganized; a year later, Georgia Teachers College and the University System of Georgia were reaccredited, and Dr. Pittman was reinstated by the Board as president of Georgia Teachers College.

This incident, which received international media coverage at the time, was a formative and symbolic experience in the history of Georgia Southern University and a measure of its resilience in the defense of academic and institutional integrity, qualities that remain today.

In 1957, the college in Statesboro was authorized by the Board of Regents to offer its first graduate degree, a Master of Education. In some ways, that benchmark was the beginning of the ultimate evolution from a college to a university.

Only two years later, Georgia Teachers College was upgraded by the Board of Regents to Georgia Southern College, a recognition by Georgia’s policymakers that the College was now a comprehensive institution with responsibilities well beyond the specialized mission of educating teachers. In 1960, the “Professors” was retired as the name of Georgia Southern’s intercollegiate teams, and by student vote, the “Eagles” was hatched.

The first fraternities and sororities were chartered on the campus in 1967 and 1968. The first three Schools, Arts and Sciences, Education, and Graduate Studies, were established in 1968, followed by the School of Business in 1971, and the School of Health, Physical Education, Recreation and Nursing and the School of Technology in 1980. Today, these schools have been organized as the College of Liberal Arts and Social Sciences (in 1994), Education, Graduate Studies, Business Administration, Health and Human Sciences, and the Allen E. Paulson College of Science and Technology (in 1994). In 2003, the College of Information Technology was established, and in 2005, the Jiann-Ping Hsu College of Public Health became the University’s eighth college. In 1981, football was reintroduced to Georgia Southern after a hiatus of almost 40 years, inaugurating a new winning tradition of Division I intercollegiate sports.

Beginning in the early 1970s, a resurgent effort to acquire university status for the Statesboro campus emerged, culminating in 1989 with the Board of Regents’ vote to promote Georgia Southern College to Georgia Southern University. When university status became effective on July 1, 1990, Georgia Southern received its sixth and final name. Georgia Southern University became the first new university in Georgia in 21 years and the third largest university in the state. In 1992, the Regents authorized Georgia Southern University to initiate its first doctoral program, the Doctorate of Education, which was the first doctorate to be offered by an institution located in South Georgia. In 2006, the Carnegie Foundation for the Advancement of

Teaching classified Georgia Southern University as a doctoral/research institution.

Administrative Structure

BROOKS A. KEEL, B.S., Ph.D.

President

STEVEN BURRELL, B.S., M.Ed.

Vice President for Information Technology and Chief Information Officer

RONALD J. CORE, B.A., M.A., Ed.D.

Vice President for Business and Finance

WILLIAM I. GRIFFIS, B.B.A.

Vice President for University Advancement

WILLIAM (TED) MOORE, B.S., MBA, Ph.D.

Provost and Vice President for Academic Affairs

CHARLES E. PATTERSON, B.S., Ph.D.

Vice President for Research and Dean, Jack N. Averitt College of Graduate Studies

TERESA THOMPSON, B.S., M.S., Ph.D.

Vice President for Student Affairs and Enrollment Management

JEAN BARTELS, B.S., M.A., Ed.D.

Dean, College of Health and Human Sciences

ANTHONY T. BRETTI, B.S., M.S., Ed.D.

Interim Dean, Continuing Education and Public Services

BRET S. DANILOWICZ, B.S., M.A., Ph.D.

Dean, Allen E. Paulson College of Science and Technology

CAROLYN D. WOODHOUSE, B.A., M.Ed., Ed.D., M.P.H.

Interim Dean, Jiann-Ping Hsu College of Public Health

THOMAS R. KOBALLA, JR., B.S., M.A.Ed., Ph.D.

Dean, College of Education

GEORJ L. LEWIS, B.S., M.A., Ed.D.

Dean of Students

W. BEDE MITCHELL, B.A., M.L.S., Ed.D.

Dean of the Library and University Librarian

RONALD E. SHIFFLER, B.S., M.S., M.Stat., Ph.D.

Dean, College of Business Administration

RONALD E. SHIFFLER, B.S., M.S., M.Stat., Ph.D.

Interim Dean, College of Information Technology

MICHAEL R. SMITH, B.S., J.D., Ph.D.

Dean, College of Liberal Arts and Social Sciences

College Structure

The academic credit programs of the University are administered by eight colleges. They are the College of Liberal Arts and Social Sciences, the College of Business Administration, the College of Education, the College of Health and Human Sciences, the College of Information Technology, the Jiann-Ping Hsu College of Public Health, the Allen E. Paulson College of Science and Technology, and the Jack N. Averitt College of Graduate Studies. Except for the College of Graduate Studies and the Jiann-Ping Hsu College of Public Health, each of these is subdivided into schools or departments. A dean directs each college, a director or chair each school, and a chair each department. The following organizational structure provides for the degrees, fields of study, and courses set out in this catalog.

I. College of Business Administration

Dr. Ronald E. Shiffler, Dean

School of Accountancy

Dr. Jerry Wilson, Interim Director

Department of Finance and Quantitative Analysis

Dr. William Wells, Chair

Department of Management, Marketing, and Logistics

Dr. Jerry Wilson, Chair

School of Economic Development

Dr. Godfrey Gibbison, Director

II. College of Education

Thomas R. Koballa, Jr., Dean

Department of Curriculum, Foundations, and Reading

Dr. Cordelia Zinskie, Chair

Department of Leadership, Technology, and Human Development

Dr. Judith Repman, Interim Chair

Department of Teaching and Learning

Dr. Ronnie Sheppard, Chair

III. College of Health and Human Sciences

Dr. Jean Bartels, Interim Dean

Department of Hospitality, Tourism, and Family and Consumer Sciences

Dr. Diana Cone, Interim Chair

Department of Health and Kinesiology

Dr. A. Barry Joyner, Chair

School of Nursing

Dr. Donna Hodnicki, Interim Chair

IV. College of Information Technology

Dr. Ronald Shiffler, Interim Dean

Department of Computer Sciences

Dr. James Harris, Chair

Department of Information Systems

Dr. Tom Case, Chair

Department of Information Technology

Dr. J. Arthur Gowan, Chair

V. College of Liberal Arts and Social Sciences

Dr. Michael Smith, Dean

Betty Foy Sanders Department of Art

Ms. Patricia Carter, Chair

Department of Communication Arts

Dr. Pamela Bourland-Davis, Chair

Department of Foreign Languages

Dr. Eric J. Kartchner, Chair

Department of History

Dr. Johnathan O'Neill, Interim Chair

Department of Literature and Philosophy

Dr. David Dudley, Chair

Department of Music

Dr. Richard E. Mercier, Chair

Department of Political Science

Dr. Richard L. Pacelle, Jr., Chair

Department of Psychology

Dr. Michael Nielson, Chair

Department of Sociology and Anthropology

Dr. Peggy G. Hargis, Chair

Department of Writing and Linguistics

Dr. Randall McClure, Chair

VI. Jiann-Ping Hsu College of Public Health

Dr. Carolyn D. Woodhouse, Interim Dean

VII. Allen E. Paulson College of Science and Technology

Dr. Bret Danilowicz, Dean

Department of Biology

Dr. Stephen Vives, Chair

Department of Chemistry

Dr. John C. DiCesare, Chair

Department of Construction Management and Civil Engineering

Dr. Brian C. Moore, Chair

Department of Geology and Geography

Dr. James Reichard, Chair

Department of Mathematical Sciences

Dr. Martha Abell, Chair

Department of Mechanical and Electrical Engineering

Dr. Mohammad Davoud, Chair

Department of Military Science

LTC George Lamont Fredrick, Chair

Department of Physics

Dr. Mark Edwards, Chair

Institute of Arthropodology and Parasitology

Dr. James Oliver, Director

VIII. Jack N. Averitt College of Graduate Studies

Dr. Charles E. Patterson, Dean

The College of Graduate Studies

The College of Graduate Studies is the only academic unit at Georgia Southern University whose sole concern and primary advocacy is graduate education. The College of Graduate Studies provides institutional oversight for more than 40 graduate curricula programs established across eight academic colleges, with nearly 2700 registered graduate students each semester. These programs span the breadth of graduate education from practice-oriented master's programs that prepare students for leadership roles in a wide variety of professional settings to research focused doctoral programs that develop the next generation of scholars. The College of Graduate Studies works closely with the Graduate Committee, the deans and graduate faculties of the eight academic colleges and external accrediting organization to ensure excellence in all aspects of the graduate experience. The College of Graduate Studies also helps the university maintain a culture of collegiality and ethical behavior through its dedication to fairness and integrity. In addition to the Colleges, several other departments or agencies within Georgia Southern University enhance the academic life of the University.

Graduate Faculty

A member of the Graduate Faculty at Georgia Southern University must be an active, productive, creative scholar or creative performer in his/her discipline. In order to teach graduate students how to be active scholars, practitioners, and/or performers in their own right, Graduate Faculty must be involved in the current knowledge, methods, and techniques of their disciplines. This modeling of sustained scholarship/performance is the cornerstone of quality graduate education. There are two Categories of Graduate Faculty: Member and Affiliate. Members of the Graduate Faculty are professorial faculty on tenured or tenure-track appointments. Affiliate Graduate Faculty include research appointees, visiting, temporary, adjunct, or part-time faculty who may appropriately teach graduate classes and serve on thesis and dissertation committees. Affiliate can also be used to recognize outstanding scholars, including those who work in government agencies, private industry, healthcare, and education who are not full-time employees of Georgia Southern University whom the College of Graduate Studies welcomes to participate on thesis and dissertation committees.

Members are eligible:

- To teach graduate courses.
- For memberships on university graduate committees.

- To serve on comprehensive examination committees.
- To direct and/or chair master's and doctoral committees as approved by the department/school or division.

Affiliates are eligible:

- To teach graduate courses.
- To serve on comprehensive examination committees.
- For membership on and/or co-chair master's and doctoral committees as approved by the department/school or division.

Member and Affiliate graduate faculty status is granted permanently.

University-wide Criteria

The minimum University-wide criteria for appointment to the Member Category of the Graduate Faculty shall be:

- an earned terminal degree;
- demonstrated ability to teach graduate courses;
- demonstrated involvement in graduate programming and curriculum, including advising responsibilities and directing student research; and
- demonstrated evidence of scholarly activity.

The minimum University-wide criteria for appointment to the Affiliate category of the Graduate Faculty shall be:

- SACS minimum for faculty credentials
- College criteria as applicable.

Faculty Committees in Departments/Schools and Colleges may develop additional criteria for Graduate Faculty. The Graduate Committee of the Faculty Senate must approve these criteria.

Graduate Degree Program Directors/Coordinators

The Graduate Program Director (GPD) in an academic unit is a faculty member appointed by the unit administrator (Chair) to administer its graduate program(s). The GPD makes recommendations for admission, provides approval for Programs of Study, Thesis and Dissertation committees, etc. It is the GPD's responsibility to coordinate the department's program with the COGS. The GPD receives all inquiries, applications, announcements, and requests for data and information relative to the academic program(s), and communicates the COGS policies and actions to program faculty and graduate students. Graduate Program Directors are expected to be knowledgeable of degree requirements, Graduate School regulations and procedures, and the general organization of the University as it affects graduate students. The specific duties of the GPDs include:

- Processing and evaluation of applications
- Transmitting to the Office of Admissions the program's recommendation on student applications for admission
- Notifying the COGS of the student's progress towards the degree (exams, etc.)
- Submitting Programs of Study to the COGS for final approval
- Submitting committee nominations for approval by the COGS
- Maintaining unit files on prospective, present and past students
- Providing department endorsement of requested exceptions to University policy

- Attendance and participation in COGS Program Director meetings and functions.

Academic Services

In addition to the Colleges, several other departments or agencies within Georgia Southern University enhance the academic life of the University.

Advisement

Philosophy

Georgia Southern University accepts the philosophy that faculty members should be involved in graduate student advisement whenever possible since they provide a necessary academic orientation to the process. It is important that the students have as much direct contact with faculty as possible, and advisement is a particularly individualized avenue of communication. Graduate students are assigned a graduate faculty advisor in their study discipline area at the time of admission to a graduate program.

Definition of the Role of Graduate Advisors

Graduate advisors serve as resource persons, providing information about university graduate programs and institutional requirements. Advisors also serve as a link between students and the university community and refer them to areas of assistance. Advisors also help students develop self-direction and develop career pathways.

The Division of Continuing Education and Public Service (CEPS)

The mission of the Division of Continuing Education and Public Service (CEPS) is to provide innovative credit and non-credit programs that facilitate degree completion, improve the skills of the region's workforce, enhance societal and cultural understanding, encourage healthy lifestyles and constructive use of leisure time, and enhance the quality of life of the region's citizens by providing personal development and cultural enrichment opportunities.

CEPS is comprised of the following units:

- Continuing Education
- Center for Online Learning
- Nessmith-Lane Facility
- Performing Arts Center
- Georgia Southern Botanical Garden
- Georgia Southern University Museum
- Center for Wildlife Education and Lamar Q Ball, Jr. Raptor Center
- Regional Center in Savannah

For more information about the Division, see <http://ceps.georgiasouthern.edu/conted/>.

Continuing Education

Continuing Education works closely with the region, community and each college in the University to provide credit and non-credit programs, seminars, conferences, workshops, and symposia designed for professionals seeking to enhance their personal, professional, and leadership skills. The unit also works with businesses, non-profit organizations, institutions, and government agencies to address the workforce and economic development needs of southeast Georgia.

Program development services provided by Continuing Education include needs assessment, program planning, program administration and coordination, fiscal management, marketing, and program evaluation. The unit also assists with in-house contract training programs for businesses, industries, non-profit organizations, and other agencies.

All Continuing Education programs and activities are offered in accordance with the programmatic and fiscal requirements of the Commission on Colleges, Southern Association of Colleges and Schools, and the University System of Georgia. Continuing Education maintains all records pertaining to the University's non-credit programs of instruction, including records of the Continuing Education Units (CEUs) earned by participants. For more information about Continuing Education, see <http://ceps.georgiasouthern.edu/conted/>.

Nessmith-Lane Building

The Nessmith-Lane facility provides a leading-edge environment for lifelong learning and cultural enrichment. It is designed to provide training and development programs for adults, host conferences, and offer distance education. The facility includes an 850 seat Performing Arts Center, a 600 seat multipurpose room, a 350 seat auditorium, a number of meeting and classrooms, offices, and a full-service catering facility. A full range of meeting planning and conference services is also available.

Regional Outreach Center

• Coastal Georgia Center

The Coastal Georgia Center is a University System of Georgia facility operated by Georgia Southern University in partnership with Armstrong Atlantic State University and Savannah State University. A host site for meetings, conferences, workshops, graduates courses, and more, this 40,000 square foot facility is located in Historic Downtown Savannah. Conveniences include free parking, auditorium seating for over 350, catering services, and state-of-the-art technology that includes wireless Internet access, laptop computers, computer labs, distance learning, video-conferencing, and on-site technical assistance. The mission of the Center is "to provide Savannah and surrounding communities [with a] premier, technology advanced meeting facility for business professionals and students located in southeast Georgia; and to promote lifelong educational and economic development opportunities through continuing education, professional development, and graduate courses." For more information about the Coastal Georgia Center, call (912) 651-2005, or see <http://cgc.georgiasouthern.edu>.

Outreach Facilities on the Georgia Southern Campus

• Georgia Southern Botanical Garden

The Georgia Southern Botanical Garden is located on an 11 acre site between Fair Road and Georgia Avenue near the southeast end of campus at 1505 Bland Avenue. Once the farmstead of Dan and Catharine Bland, the Garden's rural ambience evokes the past and provides a backdrop for the Garden's growing collection of Southeastern Coastal Plain native plants. Features include the new Heritage Pavilion, woodland trails, a native azalea collection, arboretum of woody natives, heritage garden, butterfly garden, children's vegetable garden, complex of early 20th century farm

buildings, and camellia garden, and outdoor classroom. The Garden is a research and educational resource for faculty and students and provides undergraduate and graduate internships as well as continuing education programs and programs of interest to the community. Workshops, tours, school field trips, special events, seasonal festivals, and community outreach are part of the Garden's public programs. For most programs, there is no admission charge. The Garden's gates are open 9 a.m. to dusk daily. Bland Cottage Visitor Center is open Monday through Friday, 10 a.m. to 4 p.m., and Sunday, 1 p.m. to 4 p.m. For more information, call the Garden office at (912) 871-1149, or visit the website at <http://ceps.georgiasouthern.edu/garden>.

- **The Georgia Southern University Museum**

Since 1982, the Georgia Southern University Museum has sought to preserve, exhibit, and interpret objects pertaining to the unique cultural heritage and natural history of this region. A world-class mosasaur specimen and *Georgiacetus vogtensis*, the oldest fossil whale ever discovered in North America, are among the many exhibits reflecting Georgia's prehistoric past. The museum also hosts a variety of changing exhibits and programs relevant to the University's academic departments—often curated by faculty. The museum's outreach programs, Project SENSE and BESST, train teachers to teach hands-on science and social studies and deliver kits to hundreds of teachers across south Georgia. The museum serves as a research and educational resource for faculty, staff, students, the general public, and schools in south Georgia. Opportunities exist for undergraduate and graduate student involvement in all aspects of the museum's programs. The museum is open weekdays from 9 a.m. to 5 p.m., and on Saturdays and Sundays from 2 p.m. to 5 p.m. Inquiries may be directed to the museum at (912) 478-5444. Visit the website at <http://ceps.georgiasouthern.edu/museum>.

- **The Center for Wildlife Education and The Lamar Q Ball, Jr. Raptor Center**

The Center for Wildlife Education and the Lamar Q Ball, Jr. Raptor Center is located on nearly 18 acres of green space in the heart of campus. This nature center displays 11 species of eagles, hawks, falcons, owls, and vultures showcased in their natural habitats. Flighted raptor demonstrations and reptile programs are offered to the public on weekends and to scheduled groups on weekdays. The Center includes exhibits dedicated to Georgia's wildlife as well as a lecture hall and gift shop. Built through private donations, the \$3 million Center is supported operationally through private and public partnerships. Recently opened is the 12 acre Wetland Preserves focusing on ornithology and water resource conservation. Inquiries may be directed to the Center at (912) 478-0831. Visit the website at <http://ceps.georgiasouthern.edu/wildlife>.

- **The Center for the Performing Arts**

The Georgia Southern University Performing Arts Center is located in the Nessmith-Lane Continuing Education Building. The 34,000 square foot facility houses an 825 seat theatre and state-of-the-art performance equipment. Programming is planned for diverse audiences from the campus and community and reflects the Center's mission: "to foster quality performing art and educational opportunities, encourage artistic expression, and establish lasting relationships between our community and all the arts." Inquiries may be directed to the Box Office at (912) 478-7999 or to the Center's director at (912) 478-7916. Visit the website at <http://ceps.georgiasouthern.edu/pac>.

University Advancement

The Division of University Advancement strives to build relationships with the external constituencies of Georgia Southern University in order to support the University in its position as a nationally distinguished public institution of higher learning. Private funding and the support of alumni, businesses and foundations, and the surrounding communities provide critical resources not available from other sources. Telling the Georgia Southern story through a comprehensive marketing and communications program advances the understanding of and engaged participation in Georgia Southern's Strategic Plan.

The Office of Development directs its efforts toward identifying, cultivating, securing and stewarding gifts for the University's programs. Fundraising efforts include the Phonathon, the annual campus and community campaign—A Day for Southern, major gift solicitation from alumni and individuals, corporate and foundation proposals, and planned giving. The Office of Development is also the liaison for the Georgia Southern University Foundation, a separate 501(c)3 organization established in 1962, which raises private funding in an effort to meet certain educational and institutional needs at Georgia Southern University not addressed by state allocations.

The Office of Marketing and Communications is responsible for services that enhance the University's image, brand-building and awareness, media and public relations, and potential for recruiting and fundraising. The office encompasses the University's primary communications services: media relations and news services, design and production of all major institutional publications, photo and video production, advertising, the institutional logo and identity program, and oversight of the University web site. The office works closely with other departments, including athletics media relations and marketing, to ensure consistency in the standards and quality of external communications.

Henderson Library

The Zach S. Henderson Library is a major academic resource for the campus, with its extensive collections of academic books and journals, government publications, special book and manuscript collections, and links to networked information resources in various electronic formats.

The Henderson Library is centrally located on campus in a four-story building constructed in 1975 and renovated in 2008. The Library offers the most extensive operating schedule of any academic library in the state of Georgia. During the fall and spring academic terms, the Library is open for 143 of the 168 hours in each week to provide access to the Library's computer

resources, periodical collections, reserve reading collections, study facilities, and circulation procedures.

As of July 2010, the Library's collections contained 613,593 bound volumes; 896,011 microform units; and 761,163 government documents. The Library maintains subscriptions to 1,831 serial and periodicals titles, and 38,166 electronic journals. In addition to the extensive collections in paper and microform, the Library has a large set of information materials in electronic format, including full-text copies of articles from thousands of academic periodicals and newspapers. These electronic resources are accessible from any Internet-connected computer.

The Library network also provides access to many standard software applications in the areas of word processing, spreadsheets, database management, programming languages, and graphical design. Other programs, more directly related to specific curriculum-based needs for designated courses, are also available via the network.

The Library has installed a comprehensive library information system that links the on-line catalog, circulation procedures, periodical indexes, full-text databases, and in-process library acquisitions into one integrated system. The Library's catalog is available on-line through the Internet and is also incorporated as a part of a combined catalog for the University System of Georgia, making an additional three million book titles and thousands of academic journals available within three days of a request. The Library is a full participant in the GALILEO project, Georgia's statewide library sponsored by the University System of Georgia, providing more than 200 major databases and thousands of academic journals in full-text format, as well as rapid interlibrary loans across the state. Computer stations in the Library that access GALILEO also have access to other library catalogs and databases located throughout the world via the Internet.

The Henderson Library's administration actively seeks comments and suggestions concerning any aspect of its operations and collections. The Dean of the Library is available to meet with any member of the academic community to discuss the resources of the Library or its connections to other information networks and services throughout the world.

Institute of Arthropodology and Parasitology

The James H. Oliver, Jr. Institute of Arthropodology and Parasitology (IAP) coordinates an area of interdepartmental research among the units of the College of Science and Technology's, Biology, Geology and Geography departments and the Jiann-Ping Hsu College of Public Health. It includes faculty, post-doctoral students, graduate and undergraduate students, technicians and adjunct professors. In August 1990, the U.S. National Tick Collection, along with its Curator, was moved from the Smithsonian Institution in Washington, D.C. and is now part of Georgia Southern University. The Collection is housed in the IAP Building. This addition to the Institute has made it one of the foremost centers for tick research in the world. Independent research group seminars and lectures arranged and conducted by the group emphasize transmission of microbes by arthropods, and development, physiology, genetics, cytogenetics, reproductive biology, population biology and bionomics of selected arthropods, nematodes, trematodes, and cestodes of regional and international importance. Laboratory and field research is conducted by Institute members. For information contact Dr. James H. Oliver, Jr., Director, at (912) 478-5564.

Intercollegiate Athletics

Intercollegiate athletics provide an opportunity for highly skilled student-athletes to compete regionally and nationally at the NCAA Division I level. These activities are conducted under the control of the Georgia Southern University Athletics Committee and within the rules and regulations of the National Collegiate Athletic Association and the Southern Conference. Intercollegiate athletics are an integral part of the total college experience and, as such, Georgia Southern sponsors programs for men in football, baseball, basketball, golf, soccer and tennis, and for women in basketball, volleyball, swimming and diving, softball, soccer, tennis, cross-country, and indoor/outdoor track.

Georgia Southern student-athletes and teams have enjoyed national success as evidenced by six NCAA Football Championship Subdivision titles in addition to NCAA Tournament and NCAA Championship participation in men's and women's basketball, baseball, golf, softball, women's tennis, outdoor track and volleyball. Georgia Southern University joined the Southern Conference in 1992 and has claimed 35 league titles in 10 sports.

Postal Services

The Campus Postal Service is a university owned and operated facility located in the Landrum Center. This facility provides mail pick up, delivery, posting and boxing, and window services for faculty, staff and students.

All student mailboxes are located in the Landrum Center. Post office boxes will be made available to all students living in University Housing. Once these boxes are assigned, the remaining post office boxes will be made available to other students on a first come, first served basis for one full academic year for a \$20.00 fee. Non University Housing students must go to the P.O. Box Store at <http://services.georgiasouthern.edu/postoffice/store/> to purchase your box. After purchasing a box, you will be assigned a box for the current year. Your box can be accessed with three easy steps. First, log into my.georgiasouthern.edu and click on WINGS. Next, click on the "Personal Information" tab, then "View P.O. Box combination". You will find both your P.O. Box number and the combination on this page as well as instructions on how to open the box.

Forwarding addresses should be left for students who will be:

- graduating
- withdrawing
- leaving for a semester
- completing a voluntary cancellation form

If you forward your mail, your first class mail and periodicals will be forwarded to your forwarding address. Forwarding addresses can be updated on WINGS.

If no forwarding address is on file, mail will be returned to sender.

If you have any questions, call the Georgia Southern Postal Services at (912) 478-6245.

Student Disability Resource Center

Georgia Southern University is committed to providing an equal educational opportunity to qualified students with disabilities.

The Student Disability Resource Center (SDRC) is the primary source of services for these students. Students with an array of disabilities are eligible for services; however, documentation standards exist for all conditions, including Specific Learning Disabilities and Attention Deficit Disorder.

Students initiate services by completing the Voluntary Declaration of Disability (VDD) located at <http://students.georgiasouthern.edu/disability/index.htm>.

The VDD is returned to the SDRC along with documentation of the disability.

Documentation requirements can be found at: http://www.usg.edu/academic_affairs_handbook/section2/2.22/appendix_dsp3.phtml.

Services include advocacy with faculty, assistive technology, early registration, books in alternative format and other accommodations derived from documentation. There is no charge for these services.

The SDRC is located in Cone Hall on the second floor. Please call (912) 478-1566 or TDD at (912) 478-0666.

Regents Center for Learning Disorders (RCLD)

The Regents Center for Learning Disorders (RCLD) at Georgia Southern University is one of three centers in Georgia established by the Board of Regents to provide assessments, resources, and research related to students with learning disorders. The Center serves students from GSU and twelve additional institutions in the southern area of the state. Students with a history and/or those perceived as having learning disabilities, ADHD, or psychological disabilities may be referred by the enrolling institution's disability service provider for a comprehensive assessment, feedback on appropriate academic accommodations, and recommendations for optimal educational achievement. Disability service providers may consult with the Center regarding disability documentation and assessments performed by other professionals. Georgia Southern University students should first contact the Student Disability Resource Center (912) 478-1566, while students at other institutions should contact their own office for disability services for a referral to the RCLD. The RCLD collaborates with other institutions on statewide policy development, provides programs and services for disability service providers and their students, and provides clinical training and research opportunities for graduate students in psychology and related programs at Georgia Southern. For further information please call (912) 478-0100, or visit <http://services.georgiasouthern.edu/rcld/>.

Visual Art Exhibitions and Permanent Collections

The Betty Foy Sanders Department of Art Exhibition Program offers multiple venues to view contemporary and traditional art.

Housed in the Center for Art and Theatre, contemporary art galleries feature solo and group exhibitions of contemporary artworks by professional artists working in a range of media from traditional paintings to multi-media installations. Exhibitions highlighting outstanding student work created by Georgia Southern art and design students are held throughout the academic year.

The Betty Foy Sanders Georgia Artists Gallery is devoted to a permanent collection of artwork created by artists with a connection to the state of Georgia. The collection has been curated by Betty Foy Sanders since 1968.

Nestled between the Center for Art and Theatre and the Visual Arts Studio Building, a sculpture garden offers visitors the opportunity to enjoy changing exhibitions of three-dimensional works of art in a distinctive landscape.

The Smith Callaway Banks Southern Folk Art Research Center, located in the adjacent Visual Arts Studio Building, houses an unprecedented collection of folk art of varying genres and media from the southeastern United States.

All galleries and collections are open Monday through Friday, 8 a.m. to 5 p.m.; nights and weekends by appointment. Exhibits are free to the public. Guided tours are available through the Betty Foy Sanders Department of Art, (912) GSU-ARTS.

Music Program

Each academic year, the Department of Music presents more than 150 public concerts including performances in the Faculty and Guest Artist Recital Series, concerts by large and small ensembles, and student recitals. Most performances take place in the beautiful, acoustically stunning 287 seat Carol A. Carter Recital Hall in the Foy Building. The Department's performing ensembles include the Georgia Southern Symphony, Georgia Southern Chorale, University Singers, Symphonic Wind Ensemble, Concert Band, Georgia Southern Opera, Jazz Band, and chamber ensembles such as the Percussion Ensemble, Clarinet Choir, Southern Saxophones, and Brass Quintet. Individual students perform in graduation, junior, senior, and graduate solo recitals. Information about the Department of Music, including the Concert Calendar, is available from the departmental office (912) 478-5396 or the Department of Music web page at <http://class.georgiasouthern.edu/music/>.

Office of Research Services and Sponsored Programs

The Office of Research Services and Sponsored Programs (ORSSP) supports faculty and staff in the acquisition, performance and administration of projects and programs funded from sources outside the University. The ORSSP is the central point of coordination for grants, and contractual obligations from individuals, government agencies, public agencies, industrial organizations, financial organizations, and private organizations to support sponsored research and service activities at Georgia Southern University. ORSSP is a full-service office, providing the following faculty support: 1) Pre-award services - identification and dissemination of funding opportunities; proposal editing services; project budget development; assistance with sponsor forms and submission requirements; routing of proposals for institutional approval; and contract and award negotiation. 2) Post-award management services - award acceptance on behalf of the institution; assistance to faculty in managing project budgets; submission of formal requests for award modification and extension; and project close-out.

In addition, the ORSSP serves as the administrative home for research compliance, providing support and guidance to the Institutional Review Board for the Protection of Human Subjects (IRB), the Institutional Animal Care and Use Committee

(IACUC), the Institutional Biosafety Committee (IBC), and the Intellectual Property Committee (IPC). The ORSSP also administers the university processes for reviewing financial conflict of interest and scientific or scholarly misconduct in science allegations.

The ORSSP is also the point of contact for faculty seeking internal support for research and scholarly activities. The office provides support to the Faculty Research Committee, which awards competitive internal research awards on an annual basis and selects recipients of the Faculty Excellence in Research awards.

The Georgia Southern University Research and Service Foundation (GSURSF) works closely with the ORSSP in performance of sponsored programs. The GSURSF is a nonprofit organization that assists, supports, and furthers the research, service, and educational missions of Georgia Southern University. The Foundation functions as a cooperative organization to the University and secures grants and contractual obligations from individuals, government and public agencies, industry sponsors and private organizations to support sponsored research and service activities at Georgia Southern University. The GSURSF subcontracts the performance of sponsored research projects and service delivery programs to the University, providing the various colleges and departments with the financial means needed to complete the research projects and operate various external educational service programs.

If you have any questions, call the Office of Research Services and Sponsored Programs at (912) 478-5465.

The University Writing Center

The University Writing Center is open to all Georgia Southern students who want feedback on their writing or advice about how to become better writers. Staffed by graduate students from the department of Literature and Philosophy and undergraduate peer tutors, the Writing Center offers one-on-one conferences to students working on writing projects for any course at any stage of the writing process. The Writing Center is not a remedial service, but an important resource for all student writers at all levels of ability. Tutors in the Writing Center can help writers to understand assignments, brainstorm ideas, organize information, and develop editing strategies. While the Writing Center staff will not proofread papers or do any of the actual writing for the students they work with, they will teach students effective ways to use evidence and detail, to anticipate and meet audience needs, and to streamline the structure of their arguments. Citation formats, document preparation, grammatical correctness, and stylistic fluency will also provide a focus for many writing center conferences.

Resources

- Individual, one-on-one conferences on writing projects
- Handouts on writing strategies and grammatical issues
- Handbooks, dictionaries, thesauruses, style guides
- Information and practice essay exams for MCAT, CLEP, GACE
- Reference library on writing theory and writing instruction
- Online assistance and conference appointments
- Networked computer lab

Tutors are available to give short presentations about the Writing Center and its services in any class at any time during the semester.

Location and Hours

The University Writing Center is located in room 1119 in the Forest Drive Building. One hour and half hour conferences are available from Monday through Thursday, 10:00 a.m. - 6:00 p.m., and Friday, 10:00 a.m. - 3:00 p.m. Appointments can be made on a walk-in basis or online at <http://georgiasouthern.mywconline.com>. For more information about the Writing Center, please call (912) 478-1413, visit the Web site at <http://class.georgiasouthern.edu/writingcenter/> or contact the Director, Dr. Michael Pemberton, at michaelp@georgiasouthern.edu.

Testing Office

Another component of the Academic Success Center is the Testing Office. The Testing Office provides services to students as well as segments of the surrounding community. Such examinations as the ACT, COMPASS, CLEP Exams, Engineering Certification Exam, Graduate Record Exam – Subject Test (GRE-Subject), Institutional SAT and ACT (ISAT/ACT-R), Law School Admission Test (LSAT), Legislative Exemption Exams, Miller Analogies Test (MAT), Pharmacy College Admission Test (PCAT), SAT, TOEFL Exam, and placement tests are administered through this office. The Testing Office also assists students by providing a center for Independent Testing for Correspondence Courses taken at other institutions and exams administered by computer through Castle Worldwide. Persons interested in further information concerning dates, times, cost, eligibility and sign-up procedures should contact the Testing Office at (912) 478-5415, come by Cone Hall Room 2031 in the Academic Success Center, check the web page at <http://academics.georgiasouthern.edu/testing/>, or email at testing@georgiasouthern.edu.

Directory Information

Directory information which consists of name, post office box, telephone number, date and place of birth, major, participation in activities, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and the most recent educational institution attended is considered public information and will be released to those requesting such information, unless the student has specifically requested that information in this category be restricted. Any student may present a written request to the Registrar that such information not be released. However, requests that directory information be withheld from a written publication must be received in sufficient time to prevent a delay in processing that publication.

As a matter of policy, the University does not release to outside agencies lists of students categorized by national origin or by membership in clubs and organizations. Other requests by category will be reviewed on an individual basis. Requests will be honored when the identified purpose of the outside agency has an obvious relationship to the category of student requested and when such categorization can be easily retrieved.

Annual Notice of Privacy Rights

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 this 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.

Graduate Admissions

The University accepts applications from qualified applicants from all cultural, racial, religious and ethnic groups. Admissions standards are designed to identify students whose academic backgrounds indicate they are capable of successfully completing work at Georgia Southern University. (See Equal Opportunity Policy statement inside the front cover.)

Applications for admission may be submitted online at <http://admissions.georgiasouthern.edu/>. Applications must be submitted prior to the application deadline.

Normally, all applicants who have applied or updated their applications prior to the application deadline for a specific term will be considered for admission. However, the University reserves the right to stop accepting applications at any time. Therefore, students are encouraged to apply or update well in advance of the application deadline. Not all graduate program have the same application deadlines and some programs do not admit students every semester.

The University reserves the right to examine any applicant by the use of psychological, achievement and aptitude tests. Each applicant must give evidence of good moral character, promise for growth and development, seriousness of purpose, and a sense of social responsibility.

The University reserves the right to require additional biographical data and/or an interview before the applicant is accepted or denied admission. If an interview is required, the applicant will be notified.

Minimum Admission Requirements

All applicants must hold at least a baccalaureate degree or the equivalent from a regionally accredited U.S. college or university or a degree from a non-U.S. institution of higher education that is judged equivalent to a U.S. baccalaureate degree by the Registrar. International applicants who have graduated from a college or university that is a member of the Bologna Project will be considered for admission to a graduate degree program.

Any applicant who seeks admission to a graduate degree program is said to be applying as a graduate degree-seeking student. All other graduate applicants are said to be applying as graduate non-degree-seeking students and may be admitted to the College of Graduate Studies only.

Admission is granted for a specific semester/term and is validated by registration for that semester. Applicants wishing to defer admission to a subsequent semester may request a one-time deferral from the Office of Admissions as long as the request occurs before the start of the original semester of matriculation.

Applicants must be admitted to the COGS before they are eligible to register for classes. Only students formally admitted to the COGS are eligible to enroll in graduate courses (courses numbered 5000G, 6000, 7000, 8000 and 9000). Official admission acceptance is conveyed to the applicant in a formal letter, or email, issued by the Dean of the COGS.

Minimum Admission Requirements for a Graduate Degree or Certificate Program

Achievement of the minimum admission requirements of the College of Graduate Studies does not guarantee admission to a graduate degree program. A student who is admitted to one graduate program is not guaranteed admission to any other graduate degree program at any time in the future.

Admission to a graduate program is competitive and qualified applicants may be denied admission depending on a wide variety of programmatic variables. To ensure the best possible opportunity for admission, each applicant is strongly encouraged to review the specific admission requirements and application procedures listed in this catalog for the specific program of interest. Review of an application cannot begin until all application documents are received, including those that are specific to a specific program. Applicants can check the status of their application and the receipt of application documents at <https://my.georgiasouthern.edu/portal/admissions/index.php>.

How to Apply for Admission to the College of Graduate Studies

Application materials may be obtained from the COGS web site at <http://cogs.georgiasouthern.edu>. Departments and schools in which graduate degree programs are offered set requirements to complete an application. All application documents, including official test score reports, letters of recommendation and other required supporting documents, should be received in the Office of Admissions by the stated application dates for the application to receive admission review. All application documents must be received by the application deadline for the application to be considered. The applicant must submit an official transcript from each college or university previously attended. A transcript is required even if the courses from one school appear on the transcript of another school. All application documents become the property of Georgia Southern University and may not be forwarded to a third party or returned to the applicant. The applicant must indicate if he/she is applying for a graduate degree program, certificate program, non-degree or transient admission, and must indicate a specific graduate major area of study that is offered at Georgia Southern University.

Application documents are electronically available to the academic departments for their review and recommendation.

Graduate Application Process

Applicants are responsible for submitting all materials required for admission. These items include, but are not limited to, the following: application for admission, application-processing fee, transcripts, entrance test scores, letters of recommendation, certification of finances forms (international applicants), and any supplemental material required by the department. The application materials should be submitted on-line to the Office of

Admissions. Additional application materials can be submitted in hard-copy format to the Office of Admissions prior to the deadline.

An applicant wishing to defer an application to a subsequent semester should first consult with the academic department to determine if the department admits students for that semester. An applicant may submit a one-time request to the Office of Admissions, as long as the request occurs prior to the start of the original semester of matriculation. After the original semester of matriculation has begun, the applicant must submit a new application and application fee to defer an application to a future semester. Deferred applications are referred to the department for reconsideration and a new admissions recommendation.

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

Domestic (U.S. Citizen and Resident Alien) Applicants

- Completed on-line Graduate Application for Admission Form
- \$50.00 application fee
- Official transcripts from each college or university previously attended. Transcripts must be designated as official and sent directly from the institution(s) previously attended to the Office of Admissions. Transcripts marked “Issued to Student” will not be accepted. Applicants who have attended Georgia Southern University are not required to submit Georgia Southern transcripts.
- Official test scores as required for the selected program. Scores must be within the last five years and sent directly from the testing agency to the Office of Admissions.
- Certificate of Immunization Form. **(Not required for applicants in on-line programs)**. This form should be completed and sent directly to the Office of Health Services.
- Other documents as required by the department, college, or program. These may include letters of reference, personal statement, or letter of intent. See <http://cogs.georgiasouthern.edu/> for information on program specific requirements.
- Applicants who are applying for a graduate assistantship must complete the Graduate Assistantship Application.

International Graduate Applicants

All international students admitted to the College of Graduate Studies must demonstrate the same level of achievement as U.S. students. They must have an outstanding undergraduate record, have the demonstrated ability to do graduate work, and give evidence of language proficiency sufficient for the pursuit of a graduate degree. International applicants must qualify for “Regular” admission and may not be granted “Provisional” admission. International applicants are not granted non-degree admission status unless holding a visa that permits non-degree admission. Questions about the qualifications of international students should be directed to the College of Graduate Studies.

International applicants for admission to the COGS must submit the following:

- Completed on-line Graduate Admission Form.
- \$50.00 application fee.
- Certified copy of diploma and certified English translation of diploma. This must be sent directly from the institution(s) previously attended to the Office of Graduate Admissions.
- Certified original and English translations of transcripts. Transcripts designated as official must be sent directly from the institution to the Office of Graduate Admissions. Transcripts marked “Issued to Student” will not be accepted. Applicants who have attended Georgia Southern University are not required to submit Georgia Southern transcripts. Applicants will be required to have transcripts evaluated by a member of the National Association of Credential Evaluations Services, Inc. [NACES]).
- Official test scores as required for the selected program. Scores must be current, within the last five years, and sent directly from the testing agency to the Office of Graduate Admissions.
- Official TOEFL scores not more than two years old
- SEVIS Data Form. This form should be completed and sent directly to the Office of Graduate Admissions.
- Certified Bank Statement (not more than six [6] months old) confirming finances. (See page 1 of the SEVIS Data Form for specifications.) This statement should be completed and sent directly to the Office of Graduate Admissions.
- Other documents as required by the department, college, or program. These may include letters of reference, personal statement, or letter of intent. See <http://cogs.georgiasouthern.edu/> for information on program specific requirements.
- Applicants who are applying for a graduate assistantship must complete the Graduate Assistantship Application.

International applicants admitted must submit the completed Certificate of Immunization Form to the Health Services Office to be eligible to register for classes.

Credentials evaluated by any U.S. agency that is a member of the National Association of Credential Evaluation Services, Inc. (NACES) may be presented. The evaluation must be sent directly from the agency to the Office of Graduate Admissions. Three such agencies are:

Joseph Silny and Associates, Inc.
International Education Consultants
7101 WS 102 Avenue
Miami, FL 33173
(305) 273-1616
Fax (305) 273-1338
Email: info@jsilny.com
<http://www.jsilny.com>

World Education Services
P.O. Box 5087
Bowling Green Station
New York, NY 10274-5087
(212) 966-6311
Fax: (212) 739-6100
Email: INFO@WES.ORG
<http://www.wes.org/>

Lisano International
PO Box 407
Auburn, AL 36831-0407
(334) 745-0425

Fax: (334) 745-0425
 Email: LisanoINTL@AOL.com
<http://www.LISANO-Intl.com>

Application Deadlines - College of Graduate Studies

Some programs have an application deadline different from the general deadlines listed below. Check the application deadline for the program in which you are interested at http://cogs.georgiasouthern.edu/future_students/dates.html.

U.S. Citizens/Naturalized Citizens

Fall Semester

Psy.D. - January 15
 M.Ed. Counselor Education - March 15
 Ed.D. Educational Administration - April 1
 Ed.D. Curriculum Studies (Admits only for Summer Term)
 Other Programs - March 1 (Priority)
 Other Programs - July 1 (Final Deadline)

Spring Semester

October 1 (Priority)
 November 15 (Final Deadline)
 Ed.D. Educational Administration - November 1
 Ed.D. Curriculum Studies (Admits only for Summer Term)

Summer Semester

March 15 (Priority)
 April 1 (Final Deadline)
 Ed.D. Curriculum Studies - January 30
 Ed.D. Educational Administration - Does Not Admit Summer
 M.Ed. Counselor Education - March 15

International Students

Fall Semester

March 1 (Priority)
 June 1 (Final Deadline)

Spring Semester

October 1 (Final Deadline)

Summer Semester

February 1 (Final Deadline)

Admission to the College of Graduate Studies is competitive. Applicants are encouraged to submit application materials by the Priority Deadline. Priority is for students seeking financial aid, scholarships, and assistantships. Applications received after the Final Deadline may be considered by the Program Directors on a case-by-case basis.

Graduate Admission Classification

A prospective student who plans to take additional course work beyond the baccalaureate degree must apply to the COGS and be admitted under one of the following classifications:

Degree Admission

Students who are admitted to the COGS with the expressed intention of following a program leading to a graduate degree are classified as degree-seeking students. When admitted as a degree-seeking student, the applicant will be placed in one of the following categories:

1. **Regular** - Meets all requirements for unqualified admission and has been recommended by the college, department or program in which he/she proposes to study, and approved by the COGS.
2. **Provisional** - Does not satisfy the full admission requirements. Applicants granted Provisional admission are required to earn grades of "B" or better in their first nine (9) hours of graduate credit taken at Georgia Southern University under this admission category. Failure to satisfy the conditions of provisional admission will result in exclusion from the degree program. A student admitted in this category will be reclassified to Regular admission when the conditions have been met. A Provisional student may enroll in graduate courses and such courses may be counted in a degree program when the student has been reclassified as a Regular student. Only credit earned in graduate courses at Georgia Southern University may be used to satisfy Provisional admission requirements. A student excluded from a graduate degree program for failure to meet the conditions of provisional admission may not be readmitted to the COGS under non-degree admission. There is no provisional admission to Doctoral programs. Applicants with Provisional admission are not eligible for graduate assistantship positions.

Non-Degree Admission

An applicant may be admitted to the COGS as a non-degree student to earn credit in graduate courses **without** working toward a degree. Students who are admitted in a non-degree category may later apply to a degree program. Upon the advisor's recommendation, non-degree graduate courses may be included in the program of study should the student gain reclassification as a Regular student. A student may be admitted to the COGS in one of the following non-degree admission categories:

1. **Limited** - A student whose file is incomplete because all required application materials have not been received in the Office of Admissions. Enrollment in the Non-Degree Limited category is limited to a maximum of nine (9) semester hours of credit in graduate courses in any seven contiguous years. A student may count a limited number of credit hours earned under non-degree admission toward graduate degree program requirements if recommended by the degree Graduate Program Director and approved by the Dean of the College of Graduate Studies. Students enrolled under this admission category are not eligible for graduate assistant positions nor for financial aid.
2. **Enrichment** - A student who holds an undergraduate or graduate degree and desires to take courses for personal or professional improvement. Enrollment in the Non-Degree Enrichment category is limited to 18 credit hours unless otherwise stated by the department. Certain Departments may limit the number of credits earned under this non-degree admission category that may count toward graduate degree requirements to less than 18 hours. Students enrolled under this admission category are not eligible for graduate assistant positions nor for financial aid.
3. **Certificate** - A student who holds an undergraduate or graduate degree can pursue a graduate certificate program through the Non-degree Certificate admission. Enrollment in the Non-Degree Certificate category is limited to the number of hours required for the certificate program, not to exceed 18 semester hours of credit in graduate courses in any seven contiguous years unless additional hours are approved by the College of Graduate Studies. A student may count the

credit hours earned as part of the certificate program toward graduate degree program requirements if recommended by the degree Graduate Program Director and approved by the Dean of the College of Graduate Studies. Students enrolled under this admission category are not eligible for graduate assistant positions nor for financial aid.

4. **Teaching/Service/Leadership Certification** - A student seeking initial certification as a P-12 educator (teaching, service or leadership certification as defined by the Georgia Professional Standards Commission) may be admitted in this category and enroll in graduate courses required for certification in any seven contiguous years. In addition, in-service teachers enrolling to meet requirements of a local board of education or the Georgia Professional Standards Commission to renew or reinstate a certificate, to certify in a new area, or to obtain an endorsement to an existing certificate may enroll in graduate courses for credit for this particular purpose through this category. Note that admission in this category and completion of a certification program does not guarantee subsequent admission to a graduate degree program; that is a separate process, and different criteria must be met. Enrollment in this category is limited to the number of hours required for certification and/or endorsement not to exceed 18 semester hours of credit. A student may count the credit hours earned as part of the certification/endorsement program(s) toward graduate degree program requirements if recommended by the degree Graduate Program Director and approved by the Dean of the College of Graduate Studies. (Note that some certification fields require completion of a M.Ed. and/or Ed.S. degree; refer to the admission requirements or Graduate Program Director for information on the specific field of interest.) Students enrolled under this admission category are not eligible for graduate assistant positions.

Transfer Credit

A graduate student may transfer graduate credit from a regionally accredited institution. Additionally, graduate credit from the American Council of Education (ACE) for National Board Certification may be accepted for elective credit in a Master's or Education Specialist's program of study. A maximum of six (6)* transferred semester hours may apply toward a Master's or Education Specialist's degree provided:

- The institution offers the graduate degree program for which the student has been admitted at Georgia Southern University. (Not required for transfer of ACE transcript credit.)
- An official transcript is sent directly to the College of Graduate Studies from the institution in which the graduate work was taken.
- The credit was earned no more than 7 years prior to the date of completion of the graduate degree.
- The student's advisor or major professor has to approve the transfer credit as a part of the student's approved program of study.
- A student pursuing a graduate degree at Georgia Southern University who plans to take graduate courses at another institution as a transient student must complete a Graduate Student Transient Permission Form, which must be approved by the advisor or major professor and the College of Graduate Studies prior to enrolling in the transient courses. This procedure insures that courses taken as a transient student at another institution will constitute a part of the planned program of study. Students who take courses

without prior approval are doing so with the possibility that the course may not count in the degree program.

- A degree candidate may not graduate at the end of a term in which (s)he is enrolled as a transient student at another institution. The student, upon request, will be furnished a statement that all requirements for the degree have been completed when the said requirements have been satisfied.
- No grade lower than a "B" in a course earned at another institution may be accepted in transfer credit to count toward a graduate degree at Georgia Southern University.

** Each College of Education program involved in a USG franchise program will allow for additional graduate course credits to be received from other USG institutions involved in the respective franchise. The maximum number of transfer credits allowed will be identified by the specific program, ranging from 9 to 27 semester hours, and will be published in program materials.*

Graduate Transient Admission

Students who are currently enrolled in a graduate program at another university may take courses at Georgia Southern University as a transient student. To be admitted as a transient student, the student must submit an application (selecting "Graduate Transient" status), and a certificate of good standing from the appropriate official from the home institution or a current transcript. A student is admitted under this classification for one semester only and must be readmitted under this classification each subsequent semester in transient status.

Graduate Credit for Seniors (Senior Privilege)

A Georgia Southern University senior, within nine (9) semester hours of completing the requirements for the bachelor's degree, may apply for Senior Privilege to enroll in graduate courses (up to a total of nine hours) for graduate credit providing:

- The student submits a Senior Privilege Application Form (found at the College of Graduate Studies website);
- Permission to enroll in such courses is obtained from the chairperson of the department involved, the appropriate graduate program director, and the COGS;
- The student is otherwise qualified for Regular Degree Admission to the COGS; and
- The total term load does not exceed fifteen (15) semester hours, with no more than nine (9) hours of graduate credit. ***Under no circumstances may a course be used for both graduate and undergraduate credit.***

English Proficiency for International Students

International applicants and U.S. Citizens whose native language is not English must demonstrate competence in English. Prior to consideration for admission, international applicants whose native language is not English must take and pass the Test of English as a Foreign Language (TOEFL) unless they have received a degree from an accredited college or university in the United States, the United Kingdom, Canada (except Quebec), Australia, or New Zealand. The TOEFL examination is administered at various

times of the year and in many centers through the world. Web address: <http://www.ets.org/toefl/>.

A score of at least 80 (internet-based test, IBT), 213 (computer-based test) or 550 (paper-based test) on the TOEFL is normally required to be considered for admission to the College of Graduate Studies. The official TOEFL score may not be more than two years old. Those who do not meet the minimum proficiency standard may be recommended for enrollment in University English courses or for English courses offered by the English Language Program (ELP) on campus.

Certain graduate programs may require a higher TOEFL admission score to be considered for admission.

Graduate Admission Test Score Requirements

Depending on the graduate program for which the student is applying, one of the following standardized admission tests will be required: GMAT, GRE, MAT or GACE. The following list indicates the tests that are required for each program. Test scores must be sent from the testing agency directly to the Office of Admissions. Further information on test dates and fees may be obtained from the Testing Office, Post Office Box 8067, Georgia Southern University, Statesboro, GA 30460-8067 (912) 478-5415.

GRE General Test Change – A new score scale will be used for the GRE General Test beginning August 1, 2011. The new score scale will be 130 – 170 for the Verbal Reasoning and Quantitative Reasoning subtests. The Analytical Writing subtest score will continue to be scored from 0-6.

For persons who take the GRE General Test prior to August 1, 2011 the score will continue to be reported in the old score scale (200-800).

College Of Business Administration

Ph.D. - Logistics & Supply Chain Management (GMAT)
 Master of Accounting (GMAT)
 Master of Business Administration (GMAT)
 WEBMBA - (GMAT)
 Master of Science (Applied Economics) (GRE or GMAT)

College of Education

Doctor of Education in Curriculum Studies (GRE or MAT)
 Doctor of Education in Educational Administration (GRE Only)
 Education Specialist (GRE or MAT)
 Master of Education (GRE or MAT)
 Master of Arts in Teaching (GRE or MAT, and GACE)
 USG Franchise Programs
 M.Ed. in Instructional Technology (GRE or MAT, if applicant does not possess a clear, renewable Georgia certification in teaching, service or leadership field)
 M.Ed. in Accomplished Teaching (GACE)

Jiann-Ping Hsu College of Public Health

Master of Healthcare Administration (GRE or GMAT)
 Master of Public Health (GRE or GMAT)
 Doctor of Public Health (GRE, GMAT, MCAT, LSAT)

College Of Health and Human Sciences

Doctor of Nursing Practice (GRE or MAT)
 Master of Science (Kinesiology) (GRE)
 Master of Science in Nursing (GRE or MAT)
 Master of Science (Sport Management) (GRE, GMAT, or MAT)

College of Liberal Arts and Social Sciences

Doctor of Psychology (GRE)
 Master of Arts (GRE)
 Master of Fine Arts (Portfolio Required)
 Master of Music (No Admission Test Required)
 Master of Public Administration (GRE)
 Master of Psychology (GRE)

College Of Science and Technology

Master of Science in Applied Engineering (GRE)
 Master of Science (Biology) (GRE)
 Master of Science (Mathematics) (GRE)

Degree Admission Based Upon Exceptional Qualifications -

Applicants with exceptional experience and/or academic qualifications may be granted degree admission to the College of Graduate Studies without the submission of admission test scores. Admission approval may be granted by the Graduate Dean following a review of the recommendation by the respective Graduate Program Director and Department Chair.

Admission By Appeal

A student denied admission to a graduate program may appeal the admission decision to the College of Graduate Studies. The student will be required to provide additional information in support of the appeal. A student whose appeal for admission is denied by the department and/or college may appeal to the Dean of the College of Graduate Studies. The Dean of the College of Graduate Studies will make the final decision on an appeal.

Immunization Requirements

Please refer to the Health Services section of the catalog.

Special Admission for Students Age 62 and Older

Georgia citizens who are 62 years of age or older have the option, as granted by Amendment 23 of the Georgia Constitution, of enrolling in the University without the payment of fees subject to the following conditions:

- Must be a legal resident of Georgia;
- Must be 62 years of age or older and present proof of age at the time of registration;
- Must enroll as a regular student to audit or take courses offered for resident credit;
- Must pay for supplies, laboratory or fees.

Individuals who do not qualify as mature students (see below) must also satisfy the following:

- Must meet all Georgia Southern University and University System of Georgia admission requirements including high school graduation, SAT or ACT scores, and participation in Learning Support if required;

- If the applicant has previously attended another college or university, he or she must satisfy transfer admission requirements;
- If a course of study is pursued to degree, all institutional, system, and state-legislated degree requirements must be met. (See Requirements for Graduation in the Academic Information Section.)

Academic Common Market - Graduate

Students from a number of states may be eligible for an out-of-state fee waiver based upon the Academic Common Market agreement that Georgia shares with these participating states (<http://www.sreb.org/programs/acm/acmindex.asp>). If a student majors in disciplines at Georgia Southern University that are not available in their home states, they may be eligible for the waiver. Sport Management is currently approved for graduate students from selected states.

Border County Fee Waiver

Graduate students who are legal residents of an out-of-state county bordering a Georgia county in which the reporting institution or a Board-approved external center of the University System is located may apply for a waiver of non-resident (out-of-state) tuition assessment. Only Georgia Southern University graduate students who live in an out of state county that borders Chatham County in Georgia, (Jasper and Beaufort Counties, SC) and attend classes at the Coastal Georgia Center in Savannah are eligible for this waiver.

Tuition Classification

Regents' Policies Governing Classification of Students for Tuition Purposes: Under the Constitution and the laws of Georgia, the Board of Regents of the University System of Georgia was created to govern, control, and manage a system of public institutions providing quality higher education for the Georgia citizens. The State, in turn, receives substantial benefit from individuals who are attending or who have attended these institutions through their contributions to the civic, political, economic and social advancement of the citizens of Georgia. Because of the overwhelming amount of financial support supplied by the citizens of Georgia, the determination of whether a student is a resident or a non-resident of Georgia is a significant matter. The tuition paid by in-state students covers about one-fourth of the total cost of their education in Georgia. Georgia taxpayers are therefore contributing 75 percent of the funds for quality education in the state. State colleges and universities often assign out-of-state students a higher tuition rate in an attempt to achieve parity between those who have and those who have not contributed to the state's economy recently. The courts consider the durational residency requirement (usually 12 consecutive months) imposed by most states to be a reasonable period during which the new resident can make tangible or intangible contributions to the state before attending state colleges as an in-state student. The term "resident" is confusing because it can refer to voter registration, driver's license, automobile registration, income taxes and other matters. A student may be a resident of Georgia for some purposes, but not entitled to in-state tuition fees. Courts have consistently upheld the right of these institutions to charge out-of-state students

higher rates. The courts have also upheld the institution's right to adopt reasonable criteria for determining in-state status. Through the resident and non-resident fees, the taxpayers of Georgia are assured that they are not assuming the financial burden of educating non-permanent residents.

If a person has moved to the state of Georgia for the purpose of attending a Georgia educational institution, it is difficult for that person to prove his/her intent to become a legal resident of the state. (The American Heritage Dictionary of the English Language defines intent in the following manner: n. 1. That which is intended; aim; purpose.)

Verification of Lawful Presence

Each University System institution shall verify the lawful presence in the United States of every successfully admitted person applying for resident tuition status as defined in Section 7.3 of the University System of Georgia Board of Regents Policy Manual which can be found at <http://www.usg.edu/policymanual/>.

Institutions may use a number of different methods to verify the lawful presence of their students. The methods include the following:

- A Certified U.S. Birth Certificate showing the student was born in the U.S. or a U.S. territory. A photocopy is not acceptable.
- A U.S. Certificate of Naturalization (USCIS form N-550 or N-570).
- A U.S. Certificate of Citizenship (USCIS form N-560 or N-561).
- A U.S. Certificate of Birth Abroad issued by the Department of State (DS-1350) or a Consular Report of Birth Abroad (FS-240).
- A current U.S. Passport.
- A current Driver's License issued by the State of Georgia after January 1, 2008.
- A current ID issued by the State of Georgia after January 1, 2008.
- A current military ID (service member only, not dependent)
- A current, valid Permanent Resident Card (USCIS form I-151 or I-551)

The Office of Student Affairs of the University System of Georgia has developed a web page to provide students, parents and high school counselors with information about the lawful presence requirement. This page can be accessed from both the Students and High School Counselors section of the Student Affairs page (http://www.usg.edu/student_affairs) by clicking on Verification of Lawful Presence in either the Admissions and Enrollment or Tuition and Financial Aid sections of the site or by going directly to http://www.usg.edu/student_affairs/students/verification_of_lawful_presence.

Petition for Classification of Students for Tuition Purposes

1. If a person is 18 years of age or older, he or she may register as an in-state student only upon showing that he or she has been a legal resident of Georgia for a period of at least 12 months immediately preceding the date of registration.

Exceptions:

- a. A student who previously held residency status in the State of Georgia but moved from the state then returned to the state in 12 or fewer months.
2. A student must independently make an income of \$10,830 a year, which according to the Board of Regents, is the minimum amount of income a student must make to be considered for in-state residency approval (For more details about this rule set by the BOR, visit this website <http://aspe.hhs.gov/poverty/index.shtml>). If the student is basing his/her petition on his/her parent, guardian or spouse, the income rule would apply to the person supporting the dependent student.
3. No emancipated minor or other person 18 years of age or older shall be deemed to have gained or acquired in-state status for tuition purposes while attending any educational institution in this state, in the absence of a clear demonstration that he or she has in fact established legal residence in this state.
4. If a parent or legal guardian of a student changes his or her legal residence to another state following a period of legal residence in Georgia, the student may retain his or her classification as an in-state student as long as he or she remains continuously enrolled in the University System of Georgia, regardless of the status of his or her parent or legal guardian.
5. In the event that a legal resident of Georgia is appointed by a court as guardian of a nonresident minor, such minor will be permitted to register as an in-state student providing the guardian can provide proof that he or she has been a resident of Georgia for the period of 12 months immediately preceding the date of the court appointment.
6. Aliens shall be classified as nonresident students, provided, however, that an alien who is living in this country under an immigration document permitting indefinite or permanent residence shall have the same privilege of qualifying for in-state tuition as a citizen of the United States upon proving 12 month residency period in Georgia.

Due to the requirement that a person prove his/her intent to become a legal resident of the state of Georgia, his/her petition may not be approved. The burden of proof is always on the student, and documentation is absolutely necessary to prove any claims. If his/her petition for legal residency for tuition purposes is denied, the student may appeal the decision to the Tuition Classification Committee.

Student Responsibilities

1. **Student Responsibility to Register Under Proper Classification** - The responsibility of registering under the proper tuition classification belongs to the student. If there is any question of his/her right to in-state tuition status, it is his/her obligation, within 60 calendar days, beginning with the first day of class, to raise the question with the administrative officials of the institution in which he/she is registering and have it officially determined. The burden always rests with the student to submit information and documents necessary to support his/her contention that he/she qualifies for a particular tuition classification under Regents' regulations.
2. **Official Change of Tuition Status** - Every student classified as a nonresident shall retain that status until he/she petitions for reclassification in the form prescribed by the institution and shall be officially reclassified in writing as an in-state student by the proper administrative officers. No more than one application may be filed for a given semester.
3. **Reclassification** - Every student who has been granted in-state tuition as a legal resident of Georgia shall be reclassified as an out-of-state student whenever he/she reports, or there have been found to exist, circumstances indicating a change in legal residence to another state.

Out-of-state Tuition Waivers

An institution may waive out-of-state tuition and assess in-state tuition for:

1. **Academic Common Market.** Students selected to participate in a program offered through the Academic Common Market.
2. **International.** International students selected by the institutional president or an authorized representative, provided that the number of such waivers in effect does not exceed 2 percent of the equivalent full-time students enrolled at the institution in the fall term immediately preceding the term for which the out-of-state tuition is to be waived. Apply by completing the Application for Scholarships on the International Admissions page at the following address: <http://cogs.georgiasouthern.edu/admissions/internationalstudents/internationalcost.php>.
3. **University System Employees and Dependents.** Full-time employees of the University System, their spouses, and their dependent children.
4. **Full-Time School Employees.** Full-time employees in the public schools of Georgia or of the Technical College System of Georgia, their spouses, and their dependent children. Teachers employed full-time on military bases in Georgia shall also qualify for this waiver.
5. **Career Consular Officials.** Career consular officers, their spouses, and their dependent children who are citizens of the foreign nation that their consular office represents and who are stationed and living in Georgia under orders of their respective governments.
6. **Military Personnel.** Military personnel, their spouses, and their dependent children stationed in or assigned to Georgia and on active duty. The waiver can be retained by the military personnel, their spouses, and their dependent children if:
 - a. The military sponsor is reassigned outside of Georgia, and the student(s) remain(s) continuously enrolled and the military sponsor remains on active military status;
 - b. The military sponsor is reassigned out-of-state and the spouse and/or dependent children remain in Georgia and the sponsor remains on active military duty; or
 - c. Active military personnel and his/her their spouse and/or dependent children who are stationed in a state contiguous to the Georgia border and who live in Georgia.
7. **Border County Residents.** Residents of an out-of-state county bordering a Georgia county in which the reporting institution or a Board-approved external center of the University System is located. Only Georgia Southern University graduate students who live in an out of state county that borders Chatham County (Jasper and Beaufort Counties, SC), Georgia and attend classes at the Coastal Georgia Center in Savannah are eligible for this waiver.
8. **Georgia National Guard and U.S. Military Reservists.** Active members of the Georgia National Guard, stationed or assigned to Georgia or active members of a unit of the U.S.

Military Reserves based in Georgia, and their spouses and their dependent children.

9. **International and Domestic Exchange Program.** Any student who enrolls in a University System institution as a participant in an international or domestic direct exchange program that provides reciprocal benefits to University System students.
10. **Economic Advantage Out of State Fee Waiver.** As of the first day of classes for the term, an economic advantage waiver may be granted to a U.S. citizen or U.S. legal permanent resident who is a dependent or independent student and can provide clear evidence that the student or the student's parent, spouse, or U.S. court appointed legal guardian has relocated to the State of Georgia to accept full-time, self-sustaining employment and has established domicile in the State of Georgia. Relocation to the state must be for reasons other than enrolling in an institution of higher education. For U.S. citizens or U.S. legal permanent residents, this waiver will expire 12 months from the date the waiver was granted.
As of the first day of classes for the term, an economic advantage waiver may be granted to an independent non-citizen possessing a valid employment-related visa status who can provide clear evidence of having relocated to the State of Georgia to accept full-time, self-sustaining employment. Relocation to the state must be for employment reasons and not for the purpose of enrolling in an institution of higher education. These individuals would be required to show clear evidence of having taken legally permissible steps toward establishing legal permanent residence in the United States and the establishment of legal domicile in the State of Georgia. Independent non-citizen students may continue to receive this waiver as long as they maintain a valid employment-related visa status and can demonstrate continued efforts to establish U.S. legal permanent residence and legal domicile in the State of Georgia.
A dependent non-citizen student who can provide clear evidence that the student's parent, spouse, or U.S. court-appointed legal guardian possesses a valid employment-related visa status and can provide clear evidence of having relocated to the State of Georgia to accept full-time, self-sustaining employment is also eligible to receive this waiver. Relocation to the state must be for employment reasons and not for the purpose of enrolling in an institution of higher education. These individuals must be able to show clear evidence of having taken legally permissible steps toward establishing legal permanent residence in the United States and the establishment of legal domicile in the State of Georgia. Non-citizen students currently receiving a waiver who are dependents of a parent, spouse, or U.S. court-appointed legal guardian possessing a valid employment-related visa status may continue to receive this waiver as long as they can demonstrate that their parent, spouse, or U.S. court appointed legal guardian is maintaining full-time, self-sustaining employment in Georgia and is continuing efforts to pursue an adjustment of status to U.S. legal permanent resident and the establishment of legal domicile in the State of Georgia.
11. **Recently Separated Military Service Personnel.** Members of a uniformed military service of the United States who, within 12 months of separation from such service, enroll in an academic program and demonstrate an intent to become a permanent resident of Georgia. This waiver may also be granted to their spouses and dependent children. This waiver may be granted for not more than one year.

12. **Nonresident Student.** As of the first day of classes for the term, a nonresident student can be considered for this waiver under the following conditions:

Dependent Student: If the parent, or U.S. court-appointed legal guardian has maintained domicile in Georgia for at least 12 consecutive months and the student can provide clear and legal evidence showing the relationship to the parent or U.S. court-appointed legal guardian has existed for at least 12 consecutive months immediately preceding the first day of classes for the term. Under Georgia code legal guardianship must be established prior to the student's 18th birthday.

Independent Student: If the student can provide clear and legal evidence showing relations to the spouse and the spouse has maintained domicile in Georgia for at least 12 consecutive months immediately preceding the first day of classes for the term. This waiver can remain in effect as long as the student remains continuously enrolled.

If the parent, spouse, or U.S. court-appointed legal guardian of a continuously enrolled nonresident student establishes domicile in another state after having maintained domicile in the State of Georgia for the required period, the nonresident student may continue to receive this waiver as long as the student remains continuously enrolled in a public postsecondary educational institution in the state, regardless of the domicile of the parent, spouse or U.S. court-appointed legal guardian.

13. **Vocational Rehabilitation Waiver.** Students enrolled in a University System of Georgia institution based on a referral by the Vocational Rehabilitation Program of the Georgia Department of Labor.
14. **Special Admission for Students Age 62 and Older.** See Special Admission for Students Age 62 and Older in the Admissions section of the catalog.

Waiver of Mandatory Fees

Waiver of Mandatory Fees for U.S. Military Reserve and Georgia National Guard Combat Veterans

1. **Eligibility.** Eligible participants must be Georgia residents who are active members of the U.S. Military Reserves and/or the Georgia National Guard and were deployed overseas for active service in a location or locations designated by the U.S. Department of Defense as combat zones on or after September 11, 2001 and served for a consecutive period of 181 days, or who received full disability as a result of injuries received in such combat zone, or were evacuated from such combat zone due to severe injuries during any period of time while on active service. Additionally, eligible participants must meet the admissions requirements of the applicable USG institution and be accepted for admission.
2. **Benefits.** Eligible participants shall receive a waiver of all mandatory fees charged by USG institutions including, but not limited to, intercollegiate athletic fees, student health services fees, parking and transportation (where such fees are mandated for all students), technology fees, student activity fees, fees designated to support leases on facilities such as recreation centers, parking decks, student centers and similar facilities, and any other such mandatory fees for which all students are required to make payment. Students receiving this waiver shall be eligible to use the services and facilities these fees are used to provide. This benefit shall not apply to housing, food service, any other elective fees, special fees or other user fees and charges (e.g., application fees).

An institution may waive mandatory fees, excluding technology fees, for:

- A. Students who reside or study at another institution.
- B. Students enrolled in practicum experiences (e.g., student teachers) or internships located at least 50 miles from the institution.
- C. Students enrolled in distance learning courses or programs who are not also enrolled in on-campus courses nor residing on campus. If a student is enrolled in courses from more than one institution during the same term, only the home institution will charge the approved technology fee to the student. Students who participate in distance education offerings as transient students will not be charged a technology fee by the transient institution. No separate technology fee shall be established for collaborative distance learning courses or programs.
- D. Students enrolled at off-campus centers, except that the institution shall be authorized to charge select fees to these students for special services subject to approval by the Board of Regents.

International Students

Course Load - International Graduate Students

International students on a student visa are required to carry a full course of study (9 semester credit hours) by U.S. immigration law. Failure to do so may result in the loss of visa status, and the student may be required to leave the United States.

Financial Assistance - International Graduate Students

Graduate Assistantship - International students may apply for Graduate Assistantships.

International Diversity Scholarship - Georgia Southern University also offers a limited number of International Diversity Scholarships (Out-Of-Country tuition waivers) to exceptional international students. The International Diversity Scholarship will waive the assessment of the non-resident (out-of-state) tuition but students will be assessed in-state tuition.

Visa Information - International Students

The University will issue an I-20 or DS-2019, whichever is appropriate, after the applicant has been fully admitted and all required financial documentation has been submitted. These documents permit the applicant to apply for the appropriate student visa from a U.S. embassy if outside the United States or transfer schools if within the United States. Students residing in the United States must submit proof from their current international student adviser that they are in valid visa status before final admission.

International Graduate Student Advisor

The Center for International Studies at Georgia Southern has experienced qualified advisors available to help international students with maintaining visa status and becoming oriented to campus. Advisors are available for advice and support, and a full social and cultural program is available.

Graduate Student Health Insurance

All international students are required to have adequate student health insurance as determined by Georgia Southern University. A health insurance plan is available through the University. Charges for this insurance will be on the student's invoice and collected with other university fees. Insurance for families is available at a significantly higher cost. Students who can prove that they have health insurance, equivalent to or better than the Georgia Southern University student insurance plan, may apply for a waiver of the University insurance. Students seeking a waiver must complete an insurance waiver form available from the Center for International Studies prior to arrival in the United States. Proof of health insurance is required before a student may register for classes.

Financial Aid

Georgia Southern University offers a comprehensive program of financial aid for students who, without such aid, would be unable to continue their education. Through this program an eligible student may receive one or more types of financial aid: employment, grants, loans, or scholarships. Most financial aid at Georgia Southern University is awarded on the basis of a student's academic progress and proven "financial need," defined as the difference between a family's estimated resources and the total estimated expense of attending the university. Georgia Southern University uses the Free Application for Federal Student Aid (FAFSA) form provided by the U.S. Department of Education to measure a student's financial need eligibility. Students may receive federal financial aid for up to 30 credit hours of Learning Support Program course work. Contact the Department of Financial Aid at (912) 478-5413 for help with questions and problems. The Financial Aid Department, part of the Division of Student Affairs and Enrollment Management, is located on the second floor of the Rosenwald Building. The fax number is (912) 478-0573.

Mailing address:

Department of Financial Aid
P.O. Box 8065
Georgia Southern University
Statesboro, Georgia 30460-8065
<http://students.georgiasouthern.edu/finaid>

Three types of financial aid are available:

- **Grants** - Teacher Education Assistance for College and Higher Education (TEACH)
- **Loans** - Loan programs are available from state and federal agencies.
- **Scholarships** - Georgia Southern University offers a limited number of academic scholarships to its students.

Application Procedures

To apply for any Federal Title IV aid:

- Complete and submit an Application for Admission to attend Georgia Southern University.
- By April 20, complete a Free Application for Federal Student Aid (FAFSA) online at <http://www.fafsa.ed.gov/>, for the year you plan to enroll. You must list Georgia Southern University's federal school code, 001572, on the form.
- Enrolled students should re-apply for aid by April 20 of each year.

April 20 is a preferred filing date for financial aid. Applicants not filing by this date may not have funds available by the fall semester fee payment deadline, which is the first day of class.

More detailed information about financial aid programs can be obtained by emailing the Financial Aid Department at finaid@georgiasouthern.edu or at the website: <http://students.georgiasouthern.edu/finaid>.

Class Attendance Verification

In accordance with federal regulations, financial aid cannot be released to your account in the Office of Student Accounts until your professor(s) have verified your class attendance. Class attendance will be taken by professors on the first day of each class for which you are registered.

Grant Programs

Teacher Education Assistance for College and Higher Education (TEACH)

This program provides up to \$4,000 a year in grant assistance to students who plan on becoming a teacher and meet certain specified requirements. If a student who receives a TEACH Grant does not complete the teaching requirement, the grant must be repaid as a Direct Unsubsidized Loan under the William D. Ford Federal Direct Loan Program.

Loan Programs

Federal Direct Stafford Loan

The Federal Direct Stafford Loan Program provides low-interest, long-term loans through the University. Funding for these loans comes from the U.S. Department of Education. These loans may be subsidized or unsubsidized. Eligible students must be admitted and enrolled in good standing at least half-time (six hours for undergraduate and four hours for graduate) in a program leading to a degree. If you drop below half-time status during a semester, the remainder of your loan may be canceled.

The amount students may borrow is determined by federal guidelines. The federal maximum that graduate students are allowed to borrow follows:

- Graduate students - \$20,500 yearly, maximum subsidized amount = \$8,500 yearly

Repayment normally begins six months following graduation or when you cease to be at least a half-time (six hours for undergraduate and four hours for graduate) student. Payments and the length of the repayment period depend upon the size of your debt. Under special circumstances, repayment of a Federal Direct Stafford Loan that is not in default may be deferred or canceled. Repayment, deferment, and cancellation are handled by a federal loan servicer. If you are eligible for a Federal Direct Stafford Loan, you will be awarded one (either subsidized or unsubsidized or a combination of both) as part of your financial aid package. Please read the following paragraphs to learn the differences between the subsidized and unsubsidized Federal Direct Stafford Loans. If you decide to borrow a Federal Direct Stafford Loan, you are required to complete entrance loan counseling and electronically sign a master promissory note. For additional information visit our website at <http://students.georgiasouthern.edu/finaid>.

Subsidized Federal Direct Stafford Loan

The amount of subsidized Federal Direct Stafford Loan you may borrow is the difference between the cost of education (your budget) and your resources (family contribution, financial aid such as Federal Perkins Loan, Federal College Work-Study, and any other assistance you receive from the school and outside resources including scholarships). However, you may not borrow more than the federal maximum for your grade level.

If you are eligible for a subsidized Federal Direct Stafford Loan, the government will pay the interest for you until repayment begins. You will be assessed a loan origination fee, which is

deducted from the loan proceeds but will not reduce the principal balance you are required to repay. For additional information visit our website at <http://students.georgiasouthern.edu/finaid>.

Unsubsidized Federal Direct Stafford Loan

The unsubsidized Federal Direct Stafford Loan can replace all or part of the family contribution. However, the amount of the loan may not be more than the difference between the cost of education and any financial assistance you will receive from the school and any outside source (including the subsidized Federal Direct Stafford Loan).

The interest rate is variable but will not exceed 8.25 percent. Interest accrues on the unsubsidized Federal Direct Stafford Loan while you are in school and during the six-month grace period before repayment begins. You have the option of paying the interest monthly, quarterly, or having the interest added to the principal. A loan origination fee is deducted from each disbursement of an unsubsidized loan. These charges do not reduce the amount you are required to repay. For additional information visit our website at <http://students.georgiasouthern.edu/finaid>.

Additional Unsubsidized Federal Direct Stafford Loan

Graduate students may borrow \$12,000 per academic year in addition to the loan limits mentioned previously, not to exceed the cost of education. For additional information visit our website at <http://students.georgiasouthern.edu/finaid>.

Federal Direct Graduate PLUS Loan Program

The Federal Direct Graduate PLUS Loan Program is available for graduates and professional students.

To apply students must:

- Enroll as a Graduate or Professional Student in a degree-seeking program.
- Complete the FAFSA.
- Receive a determination of the maximum Direct Subsidized and Unsubsidized Stafford Loan.
- Enroll at least half-time (four credit hours) for the semester.
- Pass a credit check completed by the Lender.
- Meet all other Title IV Federal financial aid program requirements such as quality assurance requirements, academic progress, and eligible citizenship categories.
- The maximum loan amount for an academic year is determined by subtracting all financial aid (including Stafford loans) from the annual cost of attendance.

Other Outside Sources of Financial Aid

Many foundations, companies, and other groups have established scholarship or loan programs for use by Georgia Southern University students. To review these, access the Georgia Southern University Financial Aid website at http://students.georgiasouthern.edu/finaid/Types_Of_Aid/scholarships.htm. Other helpful websites to use in searching for external scholarships may be found on our financial aid website under Tools and Resources at http://students.georgiasouthern.edu/finaid/Tools_And_Resources/otherlinks.htm.

Satisfactory Academic Progress Policy

Requirement and Definition

Students receiving financial aid must be making Satisfactory Academic Progress (SAP) in accordance with the policies outlined below. Satisfactory progress means that a student is advancing toward his/her degree objective in a manner consistent with prescribed policies of the university.

The Department of Financial Aid is responsible for evaluating satisfactory academic progress of graduate students receiving financial assistance from the following graduate programs: Teacher Education Assistance for College and Higher Education (TEACH) Grant, Federal Subsidized and Unsubsidized Stafford Loan, Federal Graduate PLUS Loan.

Satisfactory Academic Policy Criteria:

1. Grade Point Average (GPA Requirements)

Graduate students must maintain a 3.0 cumulative GPA to remain in good academic standing for financial aid and academic purposes. Failure to maintain the required cumulative GPA standards will result in academic and financial aid warning. When a student's unsatisfactory academic standing results in exclusion from school by the Registrar's Office, the student is also excluded from receiving financial aid. Student's GPA requirements are evaluated at the end of each term.

2. Credit Hour Completion (SAP Incremental Progress Required)

Students are required to earn a minimum number of hours each academic year depending upon their enrollment status. Graduate students should complete 67% of all attempted hours registered for during the academic year. Note that these are minimum requirement standards and that most students will complete the required course work at a faster rate. Students' incremental progress is evaluated at the end of the spring term and at the end of the summer term for students taking summer course work.

3. Maximum Time Frame

Graduate: Students who have attempted more than 150% of the published length of a degree program will have their aid terminated. All terms of enrollment will count toward the maximum time limit. Terms in which no aid is received will count if the student is enrolled after the first week of classes. For example, if the published degree program length is 36 credit hours, the maximum time frame would be 54 credit hours (36 X 150%). For additional information, SAP policy appeal procedure, appeal form and SAP calculator, refer to our web page at <http://students.georgiasouthern.edu/finaid/Policies/sap.htm>.

Consortium Agreements

Credit hours earned through consortium agreements (contracts with other higher education institutions) will count toward maximum time frame, credit hour completion percentage, and cumulative GPA.

Failure to Meet the SAP Standards of Academic Progress

Financial Aid Suspension

The standards of academic progress will be checked once a year at the end of the spring and/or summer term of enrollment and if

the standards of academic progress are not met, the student will be placed on Financial Aid Suspension. The student will be notified by letter at the address they have on file in the Registrar's office:

- They are being placed on Financial Aid Suspension.
- They are not eligible to receive financial aid

Financial Aid Denied due to Suspension

Students have the right to appeal to have their financial aid re-evaluated by the Satisfactory Academic Progress Committee. See Appeal Process for procedures.

Dropped and Repeated Courses

All credit hours attempted during each term in which a student is enrolled will count toward the maximum time frame and minimum credit hours completion. A student is considered enrolled based on the number of credit hours registered after class attendance verification. Students who drop courses or completely withdraw from the University during the 100% refund period will not have those hours considered in determining total hours registered. Students who drop courses or completely withdraw from the University after the 100% refund period will have those hours considered in determining total hours registered, which will count toward the maximum time frame calculation.

Repeated courses will count in the calculation of attempted hours. The grade earned when the last grade is received for a course is the only grade that counts toward satisfactory academic progress.

Policy requires students to maintain good standing for Satisfactory Academic Progress by receiving grades of A, B, C, D, or S in courses; grades of F, I, W, WF, U or Audit represent unsatisfactory completion of courses; and grades of IP or V will not be included in the number of hours earned toward the completion of a degree. If a student does not receive the required grades of A, B, C, D or S in their courses, they are not considered to be making progress and their financial aid is canceled. To regain financial aid eligibility, refer to the 'Reinstatement of Financial Aid Eligibility' section.

Withdrawal from School

Financial aid recipients who withdraw from school during the 100% refund period of any term will not have their registered hours included in the maximum time frame calculation nor be required to meet the minimum credit hour completion percentage. However, aid recipients withdrawing from school after the 100% refund period will have their registered hours included in the maximum time frame calculation and be required to meet the minimum credit hour completion percentage.

Transfer Credits

Credits transferred from other institutions will count toward maximum time frame and credit hour completion percentage.

Reinstatement of Financial Aid Eligibility

A student seeking to have financial aid eligibility reinstated may do so by:

- Achieving the required minimum total institution GPA and successfully completing 67% of attempted hours, or
- Acquiring a successful appeal through the appeal process. Students will be notified of the committee's decision and the specific requirements and/or grades a student must earn each

term. Students' progress will be checked at the end of every term of enrollment.

Appeal Process

Students completing the appeal process are required by the Georgia Southern University Office of Student Accounts to pay their current term fees by the published fee payment deadline. Questions regarding student fee payments should be directed to the Office of Student Accounts at (912) 478-0999.

Financial Aid Excluded Due to Failure to Progress Toward Academic Degree Completion

Students requesting an appeal for continuance of financial assistance must do so by completing the Satisfactory Academic Progress Financial Aid Appeal form located on the Financial Aid website at <http://students.georgiasouthern.edu/finaid>. All appeals are reviewed by the Financial Aid SAP appeal committee and students will be notified of the committee's decision to approve or deny reinstatement of the student's financial aid. For approved appeals, student's progress will be checked at the end of every term to determine if they met the specific requirements set forth by the committee. The committee's decision is final and students must abide by the decision.

Other Financial Assistance

The academic progress of students receiving federal financial assistance from the programs listed earlier in this narrative must be evaluated by the criteria outlined in this policy. These and other students receiving other types of financial assistance are evaluated based on requirements of the applicable financial assistance program.

Graduate Scholarship Programs

A number of scholarships for graduate students are available. Graduate students are encouraged to contact their academic college or department for scholarship opportunities administered through their units. In addition, a limited number of scholarships are administered by the College of Graduate Studies. Graduate students will find a listing of scholarships administered by the College of Graduate Studies and other graduate scholarships at <http://cogs.georgiasouthern.edu/scholarships.html>.

Athletes

The Georgia Southern University Athletic Department administers student athletic scholarships. Student athletes who are eligible to receive institutional and/or Federal aid must comply with NCAA regulations. Student athletes interested in receiving financial aid in addition to their athletic scholarship must complete the appropriate application process.

Veterans' Assistance Programs

The U.S. Department of Veterans Affairs (DVA) provides educational benefits under several programs. Eligibility is determined by DVA. Veterans or dependents of certain veterans who wish to attend Georgia Southern University under any of the veterans' benefits programs should contact the Veterans Coordinator located in the Registrar's Office for assistance at (912) 478-5154. The Veterans Coordinator is responsible for assisting veteran students with the processing of VA forms for educational benefits. Students will be advised of procedural

requirements and certification of enrollment will be verified to DVA.

Veterans who have service-connected disabilities and are eligible for disability compensation may qualify for Vocational Rehabilitation. Disabled veterans who think they qualify for this assistance are encouraged to contact the Department of Veterans Administration for further information.

Georgia Southern University encourages all veterans to take advantage of college credit that may be granted for military training, as well as the credit by examination programs. Veterans requesting college credit for military training must provide the Registrar's Office with an official military transcript for evaluation.

The Office of the Registrar will evaluate transfer Credit for Military Service based on completion of basic military training. A form DD-214 should be furnished to the Registrar's Office for evaluation. Two (2) semester hour credits will be allowed for Physical Conditioning and Marksmanship for active service less than one year and four (4) semester hour credits will be allowed for one year or more active service.

Vocational Rehabilitation

The State of Georgia provides financial assistance (equal to tuition and other regular fees in the University) for residents of Georgia who have disabilities. For further information, write directly to Vocational Rehabilitation Program, 1700 Century Circle, Suite 300, Atlanta, GA 30345-3020, or call 404-486-6331, toll free 866-489-0001, or the web page <http://www.vocrehabga.org>.

Drug Policy - Anti-Drug Abuse Act of 1988

It is the policy of Georgia Southern University and the Office of Student Financial Aid that when the University or the Financial Aid Department is officially notified that a student, who is a recipient of a Federal Pell Grant, is convicted via a court of law of a drug offense during the period of enrollment covered by the Federal Pell Grant, and for which the student had previously certified he or she would be drug free, that individual's violation of the certification statement must be reported to the U.S. Department of Education Office of Inspector General, in accordance with section 668.14 (g) of the Title IV Higher Education Act of 1965 and its amendments. Upon the final determination by the Office of the Inspector General, and the notification to Georgia Southern University, the Financial Aid Department will implement the recommendations set forth in their findings, which may include the withholding of all further Title IV and institutional payments to the student. Until a final determination is made regarding fraud on the part of the student, the student will remain eligible for financial aid.

Student Accounts

Business Regulations

The academic year is divided into two semesters of approximately 15 weeks each and a summer semester of approximately 12 weeks. Fees are charged and payable by the semester since each semester constitutes a separate unit of operation. A student may enroll at the beginning of any semester.

To ensure financial operation is in conformity with Board of Regents policies, fee payment regulations must be observed. All fees and charges are due and payable by the first official day of class for the semester for the University; charges incurred during the drop/add period are due by the 10th calendar day following the Drop/Add period. Students are responsible for checking their account balance via WINGS at <https://my.georgiasouthern.edu> and ensuring fee payment by the published fee payment due dates. Fees and charges may be paid by cash, by check, online by free webCheck or by MasterCard, American Express or Discover in the exact amount of the student's invoice. Payment by credit card must be made via WINGS and is subject to a 2.75% processing fee. Nonpayment of all fees and charges by the first day of university classes could result in cancellation of all classes. If a student's financial aid is not available to pay all fees by the designated due date, he/she must be prepared to pay tuition and fees and be reimbursed when his/her financial aid is available. Should a student decide not to attend Georgia Southern University or cease to attend during the semester, he/she will continue to be fee liable until officially withdrawing from the University. (See refunds and withdrawals for more information) PLEASE NOTE, NO INVOICES ARE MAILED; INVOICES ARE AVAILABLE ONLINE ONLY VIA WINGS AT THE ABOVE WEB ADDRESS.

Any amounts owed to the University that are not cleared when due will be subject to reasonable collection costs that could include collection agency fees, attorney fees, court costs and other charges necessary for the collection of the debt.

The University reserves the right to make changes in its fees, which are regulated by the Georgia Board of Regents, at the beginning of any semester and without previous notice. **At press time, Tuition and Fees were unavailable for Fall 2011 and Spring 2012. As soon as they are available, Tuition and Fees will be posted on the web at <http://services.georgiasouthern.edu/bursar/osf/studentfeespage.htm>.*

Students' personal checks made out to CASH-Georgia Southern University, with proper student identification, may be cashed at the Cashier's Office in Deal Hall or at The University Store in an amount not to exceed \$50.00.

Returned Check Procedure

If a check (paper or electronic webCheck) is returned unpaid by the bank on which it was drawn, a service charge of 5 percent of the face amount of the check or \$30, whichever is greater, will be charged. Checks returned unpaid for registration fees before classes begin or during the first weeks of school will result in a registration cancellation on the next scheduled cancellation date. Fee checks returned unpaid after the last cancellation of the semester must be cleared within ten days of the date of the notice

or the student will be administratively withdrawn from all classes and charged for the time enrolled according to the University catalog. Fee checks returned prior to mid-semester are sent to the bank twice for collection; after mid-semester they are presented only once. Other checks are presented to the bank for collection once and must be cleared within ten days of the date of written notice.

When three checks (whether paper or electronic) have been returned, check privileges for that student will be suspended.

Any amounts owed to the University that are not cleared when due will be subject to reasonable collection costs that could include collection agency fees, attorney fees, court costs and other charges necessary for the collection of the debt.

In-State Tuition*

Tuition is charged to all students based on the number of semester credit hours for which the student is registered. In-state undergraduate students who first enrolled at a University System of Georgia institution prior to Fall 2007, in Summer 2009, or thereafter, and register for 15 or more hours will be charged \$2,298* per semester; students registering for fewer than 15 hours will be charged \$154* per semester hour. In-state undergraduate students who began attending college in Fall 2007 (expires summer 2011), Spring 2008 or Summer 2008 and are registering for 12 or more hours will be charged \$1,479 per semester; students registering for fewer than 12 hours will be charged \$124 per semester hour; these amounts will be valid for 12 consecutive semesters for Freshmen and University System of Georgia Transfer Students. Freshmen and University System of Georgia Transfer Students; students who began attending Fall 2008, or Spring 2009 will be charged \$1,598 per semester; students registering for fewer than 12 hours will be charged \$134 per semester hour; these amounts are valid for 12 consecutive semesters. More information on guaranteed tuition is available on the Board of Regents of the University System of Georgia website at <http://www.usg.edu/>.

All undergraduate students who enroll in an online course will pay the online course rate of \$184* per credit hour. This includes the Bachelor of General Studies online degree program. This online undergraduate rate is exempt from the guaranteed tuition rates. This rate will not apply to higher cost programs such as WebBSIT.

In-state graduate students registering for 12 or more hours (with the exception of Professional Programs, Distance Education, and Online Programs) will be charged \$3,000* per semester; students registering for fewer than 12 hours will be charged \$250* per semester hour. Students enrolled in Professional Programs, Distance Education and Online Programs will be subject to additional tuition charges related to those programs. For more details please see <http://services.georgiasouthern.edu/bursar/tuitionandfees/main.htm>.

Graduate students who enroll in an Online Degree Program (degree is offered entirely online) will be charged \$1,170* per course for a 3 hour course or \$390* per credit hour. Please see Online Degree Programs for more information.

Out-of-State Tuition*

Non-residents of Georgia are required to pay tuition at an out-of-state rate based on the number of semester credit hours for which the student is registered. Out-of-state undergraduate students who first enrolled at a University System of Georgia institution prior to Fall 2007, entered Summer 2009, or thereafter, and register for 15 or more semester hours will be charged \$8,286* per semester; students registering for fewer than 15 hours will be charged \$553* per semester hour. Out-of-state undergraduate students who began attending college in Fall 2007 (expires summer 2011), Spring 2008 or Summer 2008 and are registering for 12 or more hours will be charged \$5,915 per semester; students registering for fewer than 12 hours will be charged \$493 per semester hour; these amounts will be valid for 12 consecutive semesters for Freshmen and University System of Georgia Transfer Students. Out-of-state undergraduate students who began attending college in Fall 2008 or Spring 2009 and are registering for 12 or more hours will be charged \$6,389 per semester; students registering for fewer than 12 hours will be charged \$533 per semester hour; these amounts will be valid for 12 consecutive semesters. More information on guaranteed tuition is available on the Board of Regents of the University System of Georgia website at <http://www.usg.edu/>.

Undergraduate students who enroll in the Bachelor of General Studies online degree program (degree is offered entirely online) will be charged \$1,062* per course for a 3 hour course or \$354* per credit hour.

Public Safety Personnel enrolled in the fully online Bachelor of General Studies program may qualify for a reduced tuition rate of \$250* per credit hour. Please contact the Registrar's Office for more information or go to <http://students.georgiasouthern.edu/registrar/PublicSafetyEmployerVerificationLtrRN.pdf> for instructions. Registered Nurses enrolled in the RN to BSN online degree program tuition shall remain congruent with standard undergraduate tuition rates.

Out-of-state graduate students registering for 12 or more hours (with the exception of Professional Programs, Distance Education, and Online Programs) will be charged \$11,988* per semester; students registering for fewer than 12 hours will be charged \$999* per semester hour. Students enrolled in Professional Programs, Distance Education and Online Programs will be subject to additional tuition charges related to those programs. For more details please see <http://services.georgiasouthern.edu/bursar/tuitionandfees/main.htm>.

Graduate students who enroll in an Online Degree Program (degree is offered entirely online) will be charged \$1,170* per course for a 3 hour course or \$390* per credit hour. Please see Online Degree Programs for more information.

University Fee*

Cultural, social and athletic activities, good health care and transportation services are important parts of the university's program and a student's educational environment. In order to provide these activities and services, a per semester University Fee of \$722.00* is charged. All students must pay this fee unless they are registered for fewer than four credit semester hours or enrolled in all off campus courses.

An Institution Fee of \$190.00* (which is included above) is assessed each semester to all students enrolled for that semester, regardless of class, residency or program of study. This fee is mandatory set by the Board of Regents.

Technology Fee*

A \$100* per semester Technology Fee is charged to all Georgia Southern University students (excluding those enrolled in Online Degree Programs). This fee is used to develop and maintain student computer laboratories. A Technology Fee Advisory Board, with student representation, makes decisions regarding the use of this fee.

**Fees quoted are for Fall 2010 and Spring 2011. At press time, Tuition and Fees were unavailable for Fall 2011 and Spring 2012. As soon as they are available, Tuition and Fees will be posted on our website at <http://services.georgiasouthern.edu/bursar/osf/studentfeespage.htm>.*

Late Registration Fee*

Undergraduate and graduate students who complete registration after the published registration day at the beginning of each semester will be charged a non-refundable late registration fee of \$100*.

Parking Permits*

All vehicles parking on campus are required to have a parking permit which is available from the Parking Office located in Building 114 behind the Landrum Center on Chandler Road across the street from Subway. Resident permits are \$140* and Commuter Permits are \$150*. Free parking is available for those who are willing to walk a little further and for those who park at Paulson Stadium and ride the bus to campus and Car Pool permits are available for those wanting to share the cost of parking. Residents of some apartment complexes in close proximity to Campus do not qualify for parking permits at the beginning of the semester, but will be allowed to purchase commuter permits the fourth week of classes if parking is available. Permits are available for purchase on the Web at the address below. For details, please call the Parking and Transportation Office at GSU-PARK (912-478-7275) or visit our web site at <http://services.GeorgiaSouthern.edu/park/>.

Graduate Assistants who are assigned course teaching responsibility may be approved for the Graduate Assistant Parking Pass. The Graduate Assistant Parking Pass must be approved by the Graduate Dean.

Visitors parking on campus are asked to obtain a complimentary visitor's pass from the Parking Office at the location above or at the Welcome Center in the Admissions Office located on Sweetheart Circle in Lewis Hall.

Transportation Fee*

A \$53* per semester Transportation Fee is charged to Georgia Southern University students as part of their University Fee (See University Fee above). This fee is used to fund the Transit Services that are provided to students allowing them to park at

Paulson Stadium and ride the Transit Shuttle to and around campus. For additional information, please call the Parking Office at (912) GSU-PARK (912-478-7275) or visit our web site at <http://services.georgiasouthern.edu/park/>.

Graduation Fee

A graduation fee of \$35 for graduate and undergraduate students must be paid by the end of the semester in which the student completes requirements for graduation. This fee includes application processing, payment for diploma, and mailing fee; separate payment by the student to the vendor for graduation attire will be required for those participating in the ceremony. Any outstanding financial obligations to the University (Business Office, Parking, Health Services, Library, NDSL) must be paid before a student may graduate.

Textbooks and Supplies

The University Store offers all textbooks and supplies that Georgia Southern students need for their courses. The average cost per semester is approximately \$600, depending on course selection. Accepted forms of payment are: cash, check, MasterCard, Visa and EAGLEXPRESS. (See EAGLEXPRESS at the end of this section.) Students whose financial aid exceeds their tuition and fees, housing and meals are allowed to charge their required books and supplies at The University Store in the amount of the lesser of their excess financial aid or \$600. Please contact the University Store for the bookstore credit schedule each semester. These charges are then added to their student account and paid for out of their financial aid funds. All of the required materials are also available on The University Store's website at <http://www.gsustore.com>.

Fee Refunds

Regulations of the Board of Regents of the University System of Georgia provide for tuition and mandatory fee refunds when formal withdrawal from the Institution is approved within a designated period following scheduled registration.

The refund percentage that a student receives is a calculation of the time remaining in the semester up through 60% of the semester; once 60% of a semester has expired, there is no refund for a withdrawal from school. The refund calculation is based on days enrolled in the semester divided by number of calendar days in the semester including weekends and holidays but excluding breaks of 5 or more consecutive days. For example, a semester has 112 days. A student withdraws on day 49 of that semester; 43.8% of that semester has expired (49 days divided by 112 days). The student is eligible for a refund of 56.2% (100 percent minus 43.8 percent).

Refunds due to formal withdrawal from school are not made after the mid-point in the semester.

Refunds are not made for classes dropped after the drop/add period. Additional fees due for certain PE classes (i.e.; scuba diving, golf) and for certain courses (art, biology, chemistry, geography and geology, nutrition and food science, physics, public health, student teaching, and theater) are not refundable after drop/add. A refund of all semester tuition and other mandatory fees is made in the event of death of a student any time during an academic semester.

Refunds for a Student Receiving Federal Title IV Financial Assistance

Students receiving Federal Title IV Financial Assistance who formally or informally withdraw from school are subject to Federal Return of Title IV Aid regulations as specified in the Higher Education Amendment of 1998. The calculation determines the aid earned by the student based on the days enrolled for the semester in relation to the total days in the semester. The aid considered not to be "earned" must be returned to the federal programs in the following order: Unsubsidized Federal Direct Stafford loans, Subsidized Federal Direct Stafford loans, Federal Perkins loans, Federal Direct PLUS loans received on behalf of the student, Federal Pell Grant, Academic Competitiveness Grant (ACT), National Science and Mathematics Access To Retain Talent Grant (SMART), and Federal Supplemental Educational Opportunity Grant. Receipt of Federal Title IV Aid in excess of aid earned may be subject to repayment by the student if the student has withdrawn from school. The Office of Student Accounts notifies the student if a repayment is due. Failure to repay could result in loss of future Title IV Aid eligibility.

Example: Student received Title IV aid as follows: \$1,274.00 in Subsidized Federal Direct Stafford Loan and \$782.00 in Pell Grant. The student had \$844.00 in Institutional Charges. Student withdrew on day 25 of a semester having 112 days. The student has earned 22.3% (25 days divided by 112 days) of the Title IV aid which equals \$458.49 (Loan of \$1,274.00 plus grant of \$782.00 times 22.3%). The student has unearned aid of \$1,597.51 (Total aid received of \$2,056.00 minus aid earned of \$458.49) that must be returned to the federal programs. The Institution must return \$656.00 (\$844.00 Institutional charges times 77.7% unearned aid); all of this will be returned to the Subsidized Federal Direct Stafford Loan. The remaining \$941.51 (unearned aid of \$1,597.51 minus amount Institution returned of \$656.00) must be returned by the student. The student must repay \$618.00 (\$1,274.00 received in loan minus \$656.00 returned to loan by Institution) to the Subsidized Federal Direct Stafford Loan in accordance with the terms of the loan. The student must return \$162.00 (remaining unearned aid of \$941.51 minus \$618.00 returned to loan fund by student equals \$323.51 multiplied by 50% {students are required to return 50% of unearned grant funds}) to the Pell Grant Program.*

*Copies of the complete refund policy for Federal financial assistance are available from the Office of Student Accounts located on the first floor of Deal Hall.

Dining Plans

Dining Services offers dining plan options for students living on and off campus. Descriptions of the dining plans are listed below. Students may register for a dining plan via the Housing Agreement on the web, at the Eagle Card Center in the Russell Union, or on the Eagle Dining Services website at <http://www.eagledining.georgiasouthern.edu>. Dining plans are accepted at all dining establishments on campus.

Dining Plans

- (1) 19 Plan = 19 meals per week, \$1800.00/semester*
Monday-Sunday

- | | | |
|-----|--|---------------------|
| (2) | 15 Plan = 15 meals per week,
Monday-Sunday | \$1650.00/semester* |
| (3) | 10 Plan = 10 meals per week,
Monday-Sunday | \$1172.00/semester* |
| (4) | 6 Plan (Upperclassmen Only) =
6 meals per week, Monday-Sunday | \$704.00/semester* |
| (5) | 3 Plan (Upperclassmen Only) =
3 meals per week, Monday-Sunday | \$352.00/semester* |

*Students may not exceed the use of four meals in one day.

*The Rates quoted above are for Fall 2011 and Spring 2012.
Please see our website for the most current prices.

EAGLEXPRESS

EAGLEXPRESS is a declining balance account which means that a student deposits funds into an account prior to making purchases, and then uses their Eagle I.D. Card to make purchases much like a debit card account. When a purchase is made, the amount of the transaction is automatically deducted from the account balance. EAGLEXPRESS can be used to purchase goods and services at all Auxiliary Service units including all campus restaurants, retail outlets, snack bars, parking, health and printing services. EAGLEXPRESS is also accepted off-campus at over 50 designated locations. See our website at <http://eagledining.georgiasouthern.edu> for the most up-to-date list of EAGLEXPRESS retailers.

University Housing

The Department of University Housing at Georgia Southern University operates nine housing units providing a living-learning environment for approximately 4,400 students and offering a variety of facilities, services, and programs. In addition to providing reasonably priced housing, Georgia Southern University also strives to provide a positive environment conducive to the development and academic pursuits of its residents. Residence hall living provides social interaction and programming to heighten a student's sense of belonging, self-esteem, and self-actualization. Included in learning experiences are floor meetings, social programs, public service projects, rules and regulations, hall government, roommate contracting, and leadership training. These experiences provide students the opportunity to grow, achieve, find autonomy, and practice decision-making. With a staff of more than 300 employees, the Department of University Housing is committed to assisting students in making a smooth transition to college life.

Statesboro, GA 30460-8102
(912) 478-5406
FAX: (912) 478-1148
housing@georgiasouthern.edu
<http://www.gsuhousing.com>

Graduate Student On-Campus Housing

Due to limited housing on-campus housing space available for undergraduate students, on-campus housing for graduate students may not be available. Graduate students who are seeking on-campus housing should contact the Housing Office or visit the housing office web site at <http://students.georgiasouthern.edu/housing>.

Applying for Campus Housing

Only students accepted for admission to Georgia Southern University may apply for campus housing. Housing information will be mailed and emailed to students after notification of admission acceptance.

Occupancy Periods

Students may occupy their assigned space from the date designated as the official opening of campus housing to the date designated as the end of the semester. Campus housing is closed between academic sessions. Some housing units provide housing during the Winter Break as part of the housing fees, please refer to the housing website for additional information.

Removal from Housing

Students can be removed from Housing for the following reasons: Judicial reasons; non-enrollment, nonpayment of tuition, University fees, housing, and contract meal charges.

Rates

Housing rates vary based on the type of facility. Once rates have been approved by the Board of Regents, a complete listing of housing fees will be provided to applicants or may be viewed at <http://www.gsuhousing.com>.

Questions pertaining to student housing should be directed to:
Department of University Housing
Post Office Box 8102
Georgia Southern University

Student Life

The Division of Student Affairs and Enrollment Management supports the University's strategic plan by promoting and contributing to a university community centered on student learning and success. The Division focuses on the out-of-class welfare of the students and provides a richly diverse array of educational experiences to supplement classroom learning. Programs and activities are designed to contribute to the intellectual, emotional, physical, spiritual, and social development of the student. Students are encouraged to be active participants and to be involved in order to stimulate school spirit, strengthen campus life, and enhance the overall quality of their collegiate experience.

Student Affairs and Enrollment Management

The Division of Student Affairs and Enrollment Management provides leadership for the enrollment management function, a process designed to guide students and parents in their choice of a college or university, to facilitate the transition of students to college or from one college to another, to reduce student attrition and improve retention, and to enhance student outcomes. Successful enrollment management requires collaboration and cooperation among Admissions, Financial Aid, Marketing and Communications, the Registrar, the Bursar's Office, Academic Advisement, University Housing, and faculty. It is a team approach that begins with prospective students, continues throughout the college experience, and extends as students become successful alumni.

Dean of Students Office

The Dean of Students Office advocates for students and serves as a liaison between students, faculty, and staff. By focusing on the University's shared VALUES, the Dean of Students Office places students first and encourages students towards maximizing academic and personal success. The Office is committed to:

- Giving students a place to voice their concerns and opinions in an appropriate manner;
- Assisting students in need by identifying resources and referring students to those resources;
- Providing an understanding of campus policies and procedures, especially student rights and responsibilities; and
- Supporting educational opportunities that facilitate student development and intellectual growth both in and out of the classroom.

The office accomplishes its mission by assisting students with voluntary withdrawals, sending notifications to faculty in the event of extenuating circumstances, illness and/or injury and communicating with students through Eaglegrams, Messages from the Dean, and Campus Alerts. The Dean of Students Office believes that it is essential that issues and challenges confronting students be identified. Through both the "Talk With the Dean" program and one-on-one appointments the Dean of Students Office meets with students to discuss and identify student concerns so that the University may serve them more efficiently and effectively. For more information, please visit our website at <http://students.georgiasouthern.edu/dos/>.

Student Conduct Code

The Student Conduct Code is the official University publication governing student conduct and behavior. It is the responsibility of each student to become familiar with the rules and regulations governing student life.

Student conduct procedures, appeal procedures, and disciplinary sanctions are found in the Student Conduct Code at <http://students.georgiasouthern.edu/judicial/Documents/SCC.pdf>. Georgia Southern University reserves the right to change the Student Conduct Code when it becomes necessary to ensure the orderly operation of the University. For additional information, call the Office of Student Conduct at (912) 478-0059 or visit the web at <http://students.georgiasouthern.edu/judicial/>.

Academic Dishonesty

The university goal is to foster an intellectual atmosphere that produces educated, literate people. Because cheating and plagiarism are at odds with that goal, they shall not be tolerated in any form. Students are expected to adhere to the rules and regulations as set forth in the Student Code of Conduct. Therefore, all work submitted by a student must represent that student's own ideas and effort; when the work does not, the student has engaged in academic dishonesty.

Plagiarism occurs when a person passes in another person's work as his or her own or borrows directly from another person's work without proper documentation. For example, academic dishonesty occurs whenever a student:

- Buys a paper or their project, then seeks to receive credit for the paper or project
- Copies from another student's exam, either before, during, or after the exam
- Uses "crib notes" while taking an exam or uses information stored in a computer or calculator (if prohibited from doing so)
- Allows another person to take an exam in his or her place or takes an exam for another person
- Collaborates on take-home exams when such collaboration is forbidden
- Copies the work of another person and attempts to receive credit for that work
- Fails to properly document source material in a paper or project
- Received editorial assistance that falls outside the scope of the acceptable assistance

NOTICE: The list above is intended only to provide general guidelines for recognizing and avoiding common types of academic dishonesty. It is in no way an exhaustive or comprehensive list of all the types of academic dishonesty.

Except in cases of major offenses, responding to academic dishonesty is the responsibility of the instructor of the course in which the dishonesty occurs. If a student is responsible for academic dishonesty, the student may be dismissed from the class, and may receive a failing grade. Other penalties may include suspension or expulsion from school.

For more information about academic honesty, see the following publication:

Support Services

Campus Life and Activity Programs

Russell Union

The mission of the Russell Union Student Center is to complement the educational mission of the University by providing an environment where students, faculty, staff, and guests can gather to participate and learn through co-curricular experiences and by creating an atmosphere that fosters a sense of community. The Student Center provides facilities, services, and support to programs that enhance the quality of out-of-class experiences. The Russell Union provides a multitude of event planning resources including facility reservations, audio visual services, and event consultation. The Russell Union also houses the following departments: The Office of the Dean of Students, Multicultural Student Center, Fraternity and Sorority Relations, I.D. Center, Office of Student Conduct, Russell Union Operations, Student Activities, Student Government Association, and the Office of Student Leadership and Civic Engagement. Included in the 110,000 square foot Russell Union facility is a 600-seat ballroom, a 444-seat movie theatre/auditorium, three 42-inch plasma TVs, wireless Internet, 13 meeting rooms, two computer labs, Chick-Fil-A, Starbucks, Talon's Grille, an information center, a catering kitchen, and several areas throughout the building to study, relax, and exchange thoughts and ideas with faculty, staff, and fellow students.

Campus Recreation and Intramurals

The Department of Campus Recreation and Intramurals (CRI), an integral and active service of the diverse University community, supports and strengthens the mission of Georgia Southern University. Our purpose is to provide growth opportunities and educational experiences, which will enrich the life-long learning process. Through our programs and facilities, which are recreational, educational and sporting in nature, we promote and develop healthy life-style choices. Benefits of participation include the application of leadership, decision-making, problem solving, conflict management, communication and social skills. We strive to provide the safest, cleanest, highest quality, most dependable and enjoyable services.

M.C. Anderson Recreational Park - 301 By-Pass and Akins Boulevard

Recreation Activity Center (RAC):

- Free Weight, Machine Weight, Cardio, Group Exercise, Mind/Body, and Spinning rooms
- Wellness Center including massage therapy room and a fitness assessment lab
- 8 Multiuse courts
- 2 indoor soccer courts
- Southern Adventures rental center
- 3 Multipurpose Rooms for dance, martial arts and club practices
- Natatorium, complete with 25 yd x 25 m lap pool, whirlpool, sauna, 1m and 3m diving boards and large locker room facilities

Outdoor venues:

- Outside leisure pool and whirl pool
- Sand volleyball courts
- Outdoor band shell
- Multiplex and Club Sport Fields: multipurpose playing fields (softball, soccer, and flag football)
- Outdoor Pavilion: versatile open-air meeting or picnic area

CRI is divided into seven separate recreational programs: Aquatics, Club Sports, Fitness and Wellness, Informal Recreation, Intramural Sports, Southern Adventures, and the University Wellness Program.

- *Aquatics* is a program for those participants who enjoy swimming, diving, aqua aerobics, or simply relaxing in the pool.
- *Club Sports* are unique student organizations in which the overall functions of the organization are student operated. Club Sports may be organized for instructional, recreational and/or competitive purposes, and offers a way of finding others who share similar recreational interests. Current organized clubs include Aikido, Archery, Badminton, Baseball, Bass Fishing, Bowling, Brazilian Jujitsu, Climbing, Cycling, Disc Golf, Equestrian, Fencing, Inline Hockey, Kendo, Kung Fu, Lacrosse, Racquetball, Rugby, Scuba, Soccer, Softball, Southern Explosion (dance), Table Tennis, Tennis, Tae-Kwon-Do, Ultimate Frisbee, Volleyball, Water Ski, and Wrestling.
- The *Fitness and Wellness Program* promotes health and wellness in many ways. Group Fitness (GF) classes including Yoga, Pilates, traditional aerobic and resistance classes and assist participants in improving their cardio respiratory fitness while also building strength and endurance. Lifestyle and Weight Management workshops provide education for a healthy lifestyle. Personal Training and Fitness Assessment and Nutritional services are available to assist in evaluating fitness levels and providing guidance to reach or maintain fitness and wellness goals. Massage Therapy is also available to aid in relaxation and stress relief.
- *Informal Recreation* allows participants to engage in a variety of unstructured recreation activities such as basketball, volleyball, racquetball, walking or jogging. CRI also offers items for check-out – free of charge! Some of these items include: hand wraps, boxing gloves, racquetballs, rackets, basketballs, and heart rate monitors.
- *Intramural Sports* provide students, faculty, and staff the opportunity for competition and fun in a variety of team and individual sports activities. Divisions are available for men, women and co-rec teams in a variety of skill and competition levels. Participants can compete in a variety of sports including flag football, dodge ball, basketball, indoor/outdoor soccer, swimming, softball, golf, tennis, sports trivia, volleyball, and sand volleyball.
- *Southern Adventures* is the university community's resource for adventure programming. Southern Adventures provides guided backpacking, sea kayaking, canoeing, and cycling trips that range from weekend trips around the southeast to week-longs in Hawaii and California. The equipment rental center provides all the gear needed for embarking on your own adventures. The challenge course is designed to provide exciting, experiential opportunities that focus on leadership, communication, self/group awareness and inter-personal skills. The climbing wall, located in the RAC, allows participants to experience the thrill of rock climbing indoors. Instructional clinics are offered throughout the year to learn

kayaking, belaying, navigating and other hard skills for outdoor recreation enthusiasts.

- *University Wellness Program* is focused upon enhancing staff, faculty and student wellness. It is a combination of existing, new and collaborative programming that addresses the seven dimensions of wellness (emotional, environmental, intellectual, occupational, physical, social, and spiritual). Numerous wellness opportunities are offered, with Wellness Week, which includes the Live Well Fair and Seminar Series, being the major event.

Participation in CRI programs is completely voluntary. It is strongly recommended that all participants consult a physician and/or have a physical exam prior to participation. Participants are also urged to secure adequate personal medical coverage. Additional CRI program information can be found on our website at <http://www.georgiasouthern.edu/cri/>.

Career Services

The mission of Career Services is to guide members of the Georgia Southern University community in establishing career objectives through comprehensive programs which provide opportunities for individuals to learn strategies useful in reaching their career goals. As advisors and catalysts, the Career Services staff assists students with choosing majors, identifying career options, gaining related work experience, and providing guidance in their full-time professional job search strategies through three distinct areas: Career Advisement, Experiential Education, and Professional Employment. The career advisement phase is designed to assist students in identifying academic majors and career options; strategies include one-on-one or group career advising, computerized career assessments, investigation of careers through a comprehensive collection of literature, and computerized resources located in our Career Resource Center.

Acquiring relevant work experience during college increases a student's marketability in his/her chosen career. Experiential Education enables students to gain relevant professional work experience in which they can apply to the world of work their analytical reasoning, critical thinking and writing skills, and the theoretical practices acquired in their major area of study. Our Cooperative Education program allows students to gain relevant experience associated with their academic major on a work-study rotation. Internships are another excellent way to gain valuable experience. Career Services serves as a clearinghouse to assist students in identifying possible internship sites and to work collaboratively with department internship coordinators, faculty, staff, and employers. Externships are designed for students who did not acquire relevant work experience during their academic career. Job Shadowing, another component of Experiential Education, also assists students in the decision-making process. We recommend that students not only conduct informational interviews, but also shadow a professional in the career they are considering. Job Shadowing can be conducted during fall and spring semester breaks. Observing a professional in the real world environment and day-to-day activities gives students a realistic idea of what to expect when pursuing that career after graduation.

Our professional staff advises and assists students in developing professional skills during their academic career so that they may mount an effective job search campaign prior to graduation. Workshops, class presentations, and PowerPoint presentations on our home page prepare students in the areas of effective job search and networking strategies, cover letter and resume

development, interviewing techniques, negotiation strategies, and making the transition from college to the world of work. Our department attracts a variety of industries and organizations to recruit Georgia Southern University seniors and alumni through resume referrals, on-campus interviewing, and employer web-sites located on our homepage. Nine major Career Fairs are held during the academic year, two Eagle Expos, Graduate School Fair, CO-OP, Internship & Summer Job Fair, Government, Military, Non-Profit Career Fair, STEM Career Fair, GACE College to Career Fair, and two Education Career Fairs. Students are able to network with potential employers from business, industry, government, health and human services, and education to inquire about full-time employment upon graduation. Career Services works collaboratively with the academic and local communities to provide all Georgia Southern University graduates with the tools necessary to be highly marketable and competitive in the job market arena. For more information, please visit our website at: <http://students.georgiasouthern.edu/career/> or call (912) 478-5197.

Counseling and Career Development Center

The Counseling and Career Development Center offers services to students in need of assistance with academic, personal-social, or career concerns. In addition, consultation services are available to faculty who are concerned about students who show evidence of difficulties in the above areas. The center's staff includes ten professionally trained psychologists and counselors who are committed to helping students meet their personal and educational goals.

The center offers personal counseling in areas such as self-esteem, depression, sexual identity, relationship conflicts, eating disorders, trauma and abuse issues, and family of origin concerns.

Group counseling offers students the opportunity to interact with others who have similar concerns while developing more satisfying relationships with other students, faculty, and staff.

Career development helps students determine their aptitudes and interests, assess their career-related values, explore career opportunities, and develop strategies to achieve career goals.

Academic counseling enables students to identify their academic obstacles and to improve in the areas of study skills, test anxiety, and time management.

The center's staff offers workshops designed to educate students, faculty, and staff about stress management, dating violence, acquaintance rape, interpersonal relationships, and communication skills. Counseling staff members will conduct specific programs for campus groups or classes by request if notified two weeks in advance.

Counselors are also available to assist faculty who encounter students in crisis. The number to call during regular business hours Monday-Friday, 8 to 5, is (912) 478-5541, or after hours, (912) 478-5234.

Eagle Entertainment

Eagle Entertainment is Georgia Southern University's student-led programming board that consists of five Executive Officers and forty-five board members. These areas provide programming that allows students to maintain a healthy balance between academic pursuits and social activities. Eagle Entertainment offers a diverse

selection of popular entertainment throughout the year and supports the academic mission of Georgia Southern University by collaborating with various academic departments, organizations, and offices to provide entertainment on a variety of topics.

Major events produced by Eagle Entertainment during the fall semester include Welcome Week, Finals Feast, Homecoming, and an annual winter break trip. The Miss Georgia Southern University Scholarship Pageant, outdoor movies, concerts, and the May Break trip are among the many programs coordinated during the spring semester. All events are open to Georgia Southern University students, faculty, and staff with their ID.

For more information about what programs are coming to campus, information about how to get involved, or a schedule of events, please contact the Office of Student Activities in the Russell Union Building, Room 1056/1058, or visit the website at <http://www.eagleentertainmentonline.com>. Also, check us out on <http://www.facebook.com> under group name Eagle Entertainment or Office of Student Activities.

Health Services

Georgia Southern University Health Services is a department of Auxiliary Services and the Division of Student Affairs and Enrollment Management. Health Services is also a member of the American College Health Association (ACHA), the Southern College Health Association (SCHA), and is a former recipient of Georgia Southern University's President's Staff Team Award for Excellence in Service to Students. Health Services is pursuing national accreditation by the Accreditation Association for Ambulatory Health Care (AAAHC).

The mission of Health Services is to help Georgia Southern University students achieve the best possible physical and psychological health and to positively impact their long-term health-related behaviors by providing them with high-quality, cost-effective healthcare services, programs, and products. Health Services supports the vision, mission, and strategic initiatives of Georgia Southern University, the Division of Student Affairs and Enrollment Management, and the Division of Auxiliary Services.

Services and programs include primary care; urgent care including minor surgery, non-operable orthopedics, and IV therapy; men's and women's health care; immunization and allergy injection services; travel medicine services; laboratory services (moderate complexity CLIA certified medical lab); digital radiology services; respiratory therapy services; pharmacy services; an after hour & weekend Nurse Call service; and health education, disease prevention, & wellness promotion programs/services including free HIV counseling and testing.

Health Services financial base is supported by the student health fee (included in the student fees and tuition), and by fees generated through specific healthcare services rendered to students. Health Services efforts to decrease rising health fee costs have resulted in a partnership with Vivature Health, formerly Highland Campus Health Group, an experienced national health insurance billing company, to conduct third party insurance billing for professional clinical services rendered at this facility. Health Services medical providers are now duly recognized and credentialed by most major insurance companies, which allows our provider prescriptions and medical referrals to be recognized by parent/student health insurance plans. Health Services will accept and bill all insurance plans, and will accept

the amount allowed by the insurance carrier as paid in full for all professional office visits and ancillary services rendered. Health Services will not "balance bill" the students and parents (i.e., bill the balance of what was charged and what was paid for by the insurance plan). The insurance billing service, implemented in 2007, has helped to alleviate some of the financial pressures faced by university students and their parents by eliminating some out-of-pocket expenses for reimbursable professional clinical services and ancillary services (i.e., laboratory tests and X-rays), which were already covered by their health insurance plans. Third party insurance billing will enable Health Services to limit increases in the student health fee, which is used to support the administrative costs of managing an ambulatory student health facility. It will also provide a revenue source for medical supplies and equipment, future expansion of the current facility, and resources to expand campus-wide health education, disease prevention, and wellness promotion. However, there may be certain situations when non-allowed ancillary services may be the student's financial responsibility.

Georgia Southern University Health Services Eagle Online Student Health (OSH) offers a web-based portal that connects students with the Health Center around the clock. Eagle OSH is fully integrated with the Health Center's Electronic Medical Records (EMR) system allowing Health Services providers to communicate securely and privately with patients and send treatment related information like laboratory and x-ray reports directly from the EMR. Among the functional features of Eagle OSH are: Student Appointment Scheduling; Secure Patient - Provider Messaging; Immunization Updates; Insurance Updates; Medical History Forms; Pre-Visit Intake Forms; Patient Education; Rx Refill Request; Health Center Policies; After Hour & Emergency Guidelines.

Health Services is located in the University Health Center on Forest Drive across from Watson Hall and near the Lakeside Café. Operating hours are 8:00 a.m. to 5:00 p.m., Monday through Friday during semesters. Limited clinic hours are available when school is not in session.

Health Services is available to Georgia Southern students for consultation, examination, diagnosis, and treatment of illnesses and injuries. All Georgia Southern University students are eligible for Health Services. Students enrolled in four (4) or more semester hours prepay the health fee at the beginning of each semester during the registration process when they pay tuition and student fees. This entitles those students to office visits throughout the semester for examination and treatment. Students taking less than four (4) semester hours may choose to pay an office visit fee (same price as the health fee) at the student health center to receive the same level of medical services as students who pay the health fee at registration. Students who are engaged in internships, student teaching, or the tuition remission program do not pay the health fee at registration, and must pay the office visit fee separately to receive the services sponsored by this fee. There may be situations requiring out-of-pocket fees for certain medical services that are not covered by insurance or the student health fee.

A valid Georgia Southern University identification card is required to access services at University Health Services. Insured students should also present a current insurance card to the Health Services staff.

The competent and friendly staff of Health Services includes the following full-time positions: physicians, nurse practitioners, nurses, administrative and clerical staff, a radiology technologist, a medical laboratory technologist, a certified respiratory therapy technician, a health educator, and an administrator. Health Services also employs part-time personnel in the clerical, health education, pharmacy, and nursing areas of the department.

The relationship between patients and Health Service staff is confidential and we strictly practice this rule of medical ethics. Students are entitled to privacy, within the capacity of the Health Services facility, and confidentiality to the extent of the law. Students may obtain a copy of our Notice of Privacy Practices, which may also be read on our web site. We are proud that our staff consistently receives high ratings for "Confidentiality" on our patient satisfaction surveys.

Some students may have medical conditions that require referral to other healthcare providers or specialists for consultation and/or treatment. All expenses related to the medical services of referred providers are the responsibility of the student. In addition, students may at any time choose to use other medical providers at their own expense.

Students are encouraged to maintain health insurance coverage in case of hospitalization. For those who are no longer covered by their parents' insurance plan, or who may elect to purchase additional insurance coverage, Health Services has arranged for a Student Accident and Sickness Insurance Plan. To get an application or for more information about the insurance company or plan, please visit our web site at <http://services.georgiasouthern.edu/health> where you will find a link to the insurance company and their enrollment application form. Health Services provides its services, programs, and products regardless of students' insurance plan or lack of insurance.

For medical emergencies, contact the Bulloch County Emergency Medical Service (EMS), regardless of the time of day or night. Dial 9-911 if using a campus telephone or 911 if using an off-campus telephone. Georgia Southern University Public Safety may also be contacted at (912) 478-5234 in case of emergencies.

Students who become sick or injured when the University Health Center is closed and feel they cannot wait until it reopens should seek medical treatment at East Georgia Regional Medical Center Emergency Room, which is located a short distance from Georgia Southern University on Fair Road in Statesboro, or at the Immediate Care Center located on Bermuda Run Road directly behind the hospital. All expenses related to emergency and after hours care are the responsibility of the student. Students are encouraged to carry their health insurance card with them at all times.

Students with medical questions or concerns can take advantage of our After Hours Nurse Response Services by dialing (912) 478-5641 after normal business hours and on weekends. Students will be able to speak with qualified triage nurses and nurse practitioners to take care of their medical needs.

Health Services is proud to be among the outstanding student services offered by Georgia Southern University. Please feel free to contact us with your questions, comments, or suggestions at any time. Thank you for your interest in Health Services. We look forward to serving you. Please visit our web site for more

information about the department at <http://services.georgiasouthern.edu/health>.

Immunization Requirements

The Board of Regents of the University System of Georgia requires all new students to provide proof of immunization against Measles, Mumps, and Rubella (MMR); Tetanus-Diphtheria; Varicella (chickenpox); Hepatitis B (three doses of vaccine or positive Hepatitis surface antibody), required of all students who are 18 years of age or younger; and for residents of University Housing, acknowledgement of vaccination against Meningococcal disease, or acknowledgement of information received about Meningococcal disease and declined offer to be vaccinated are required before they are allowed to register for or attend classes at Georgia Southern University. Health Services administers this policy and will gladly help students with appropriate forms and information.

The Board of Regents has adopted the Centers for Disease Control's recommendation to modify the varicella (chickenpox) requirement and to post additional information about tetanus, diphtheria and acellular pertussis (whooping cough) vaccination, effective January 2007. The change in the varicella requirement mandates that all US born students, born in 1980 or later, as well as all foreign born students, regardless of the year born, are required to provide proof of immunization against varicella. All new students will be required to provide proof of immunization against Tetanus/Diphtheria, and the booster dose must have been received within 10 years prior to matriculation. A combined vaccine booster containing tetanus, diphtheria, and acellular pertussis (whooping cough), known as Tdap, is preferred, but Td is acceptable.

Students are urged to acquire these immunizations, before arriving at Georgia Southern; however they may also be obtained at the University Health Center. All new students (freshmen, transfer, and graduate) are required to complete the medical history information and Certificate of Immunization forms. These can be accessed through the Health Services website.

The following three groups of students are exempt from the immunization policy: (1) those with religious objections, (2) those with bona fide medical reasons supported by appropriate documentation from the attending physician, and (3) those who are active military and provide proof of such. These three groups would be restricted from all campus premises in case of an outbreak of vaccine-preventable diseases, such as measles, mumps, rubella, or varicella.

International students are required to be screened for tuberculosis (TB). Health Services will provide the initial TB screening free of charge to students. Visit the Health Service web site at <http://services.georgiasouthern.edu/health> for more information.

HEALTH SERVICES

P.O. Box 8043

Statesboro, GA 30460-8043

Main Phone: (912) 478-5641

Fax: (912) 478-1893

Immunization Office Phone: (912) 478-0743

Immunization Office Fax: (912) 478-0792

Appointment Office Phone: (912) 478-5484

E-Mail: health@georgiasouthern.edu

Web Page: <http://services.georgiasouthern.edu/health>

Minority Advisement Program

The Minority Advisement Program (MAP) was established in 1983 to enhance the academic welfare of minority students in the University System of Georgia. The Minority Advisement Program is a peer mentor program designed to assist minority freshmen with their transition from high school to college and to facilitate a successful adjustment to Georgia Southern University. MAP is centered on minority freshman students, but is open to any student seeking its services. With the assistance of peer leaders (MAP Sponsors), MAP tries to provide minority students with a wide variety of programs that assist them with the successful adjustment to Georgia Southern University academically and socially. Services include personal assistance to obtain resources available in such areas as academic advisement, financial aid, career counseling, tutoring, and campus orientation.

For more information about programs and services through the Multicultural Student Center call (912) 478-5409; Fax (912) 478-7437; or write the MSC at Georgia Southern University, P.O. Box 8068, Statesboro, GA 30460.

Multicultural Student Center

The mission of the Multicultural Student Center (MSC) supports Georgia Southern University's greater mission to support cultural diversity. The department is designed to educate and celebrate the cultural and ethnic diversity of students, staff and the Georgia Southern community. This is accomplished by cultivating leaders who value civility, problem solving and heritage. The Multicultural Student Center also promotes a fulfilling and comprehensive college experience which encourages social responsibility and personal well-being obtained through cultural opportunities both inside and outside the classroom. These include a series of support services, programs and activities that foster inclusion and pluralism.

The Minority Advisement Program (MAP) is a retention program housed in the Multicultural Student Center designed to assist incoming freshmen in making a seamless transition from high school to college. This is accomplished through mentoring and social and academic programming.

As an office, the staff facilitates diversity workshops in classrooms and for student organizations. It also heads committees that present campus wide programming including but not limited to the following celebrations: Martin Luther King Day, Women's Awareness, Hispanic Heritage, Black Awareness, Gay Lesbian Bisexual Transgender (GLBT), Religious Awareness, and Holocaust Remembrance Day.

The Diversity Resource Center located in the Multicultural Student Center provides literary, virtual, and video resources concerning a number of diversity issues for interested students, faculty and staff. The Center also lends great support and advocacy to the GLBT community as well as other under-represented groups through informal advisement and the Multicultural Advisory Council (MAC), a group representing multicultural student organizations at Georgia Southern.

For more information, visit us at <http://students.georgiasouthern.edu/multicultural> or room 2024 of the Russell Union. You may also contact us at (912) 478-5409 or misc@georgiasouthern.edu.

Off-Campus Housing Programs

Off-campus Housing strives to act as a resource for students that live off-campus. Off-campus Housing is a division of the Office of Student Activities. Housing is the responsibility of the student. The Office of Student Activities does not approve, license, or inspect properties. Services provided by the Office of Student Activities include facilitating housing fairs and providing information to off-campus properties about campus programming as well a searchable database of local rental properties. Students should contact the George-Anne with questions concerning apartment listings or rentals at (912) 478-5246. Additional information is available by calling our office at (912) 478-7270 or through the web at http://students.georgiasouthern.edu/sac/Off_Campus_Housing/index.php.

Office of Student Conduct (Philosophy)

The Office of Student Conduct emphasizes a developmental approach toward discipline that is both educational and proactive and allows for maximum student growth. It is an integral part of the educational mission of Georgia Southern University and the Division of Student Affairs and Enrollment Management. The office embraces the concept of a student-centered university. A student-centered university is characterized by civility, respect, cooperation, responsibility, and understanding among all members of the campus community. It conveys high expectations for appropriate behavior and is designed to assist students in the development of an informed set of values, ethics, and beliefs. A student-centered university facilitates student's progression from campus life through graduation as competent contributors to society. As members of the campus community, students, faculty, and staff are encouraged to actively support:

- Academic integrity and honesty in the classroom.
- Ethical behavior in all aspects of University and community living.
- Civil discourse among all members of the campus community.
- A climate of trust, openness, and freedom of ideas.
- Transcultural environments, recognizing the differences in ethnic and cultural backgrounds and a greater understanding of issues related to gender.

For additional information, call the Office of Student Conduct at (912) 478-0059 or visit the web at <http://students.georgiasouthern.edu/judicial/>.

Student Media

Georgia Southern's Office of Student Media produces a student newspaper (The George-Anne) published Tuesdays and Thursdays during the academic year, a glossy general interest magazine (The Southern Reflector), and a semi-annual magazine of the arts (The Miscellany Magazine of the Arts). In addition, Student Media supports a comprehensive website with stories, photos, visitor feedback and a community calendar. Two student groups—Production Services and Advertising/Distributing Services (ADS)—provide technical, design and business support for the department. Student Media also publishes the official guide to orientation, Our House, along with a graduation edition (Lantern Walk) and True Blue, a special sports publication. The Student Media Advisory Board serves as a panel that also provides oversight to Student Media operations. The mission of Student Media is educational, providing students a real world

laboratory modeled on professional media operations in which students serve and interact with the university community on a daily basis. Additionally, Student Media provides a written historical record of life on campus and provides news, information and entertainment within a designated public forum for exchange of ideas. Student Media's mission is two-fold: train the journalist of tomorrow while informing the students of today. For more information, contact the Office of Student Media, P.O. Box 8001, Room 2022 Williams Center, Statesboro, GA 30460, call the office at (912) 478-7459, visit the web site at <http://www.TheGeorgeAnne.com> or email the director, John Harvey at johnharvey@georgiasouthern.edu.

Graduate Student Organization

The Graduate Student Organization (GSO) is committed to representing and supporting the interests of all current and prospective graduate students at Georgia Southern University. GSO seeks to support scholarly activities as well as promote social opportunities for the development of graduate students.

The GSO council consists of members from each of the colleges on campus. The members are elected by an application process which happens each fall. The council is the main governing body of the GSO and the duties include, but are not limited to, making final decisions regarding grant applications, running GSO meets, and helping to organize any social events sponsored by the GSO. The council meets every week to discuss grant applications and other GSO issue.

The University Store

Located between the Russell Union and the Landrum Center, The University Store helps prepare Georgia Southern students for the "Southern" experience. For the "spirited," the latest styles of officially licensed Georgia Southern apparel and gift items are available. The University Store also sports a General Books department that carries a variety of general books and "How-To" manuals.

Georgia Southern students can enjoy the convenience of one-stop shopping! The University Store is the establishment that has all of the required textbooks and support material that are needed for Georgia Southern classes. The Supplies department has an extensive selection of pens, pencils, notebooks, binders, art and engineering supplies, and much more.

The University Store also buys back textbooks from students every day (though most students wait until the week of finals to sell their books). If the book is required for a course the following semester, The University Store will pay up to 66%, unless the quota has already been met for that book. On the other hand, if the book has not been ordered by a professor, it may still be bought for a book wholesaler at up to 33% of the retail price. Visit our website at <http://www.gsustore.com> to check the buyback price of your books.

For the convenience of shopping at home, The University Store can be reached on the Internet 24 hours a day, seven days a week at <http://www.gsustore.com>.

Graduate Academic Information

The general academic regulations of the university that apply to graduate degree and certificate programs are developed by the Graduate Committee and administered by the College of Graduate Studies. Under this general regulatory structure, each program is locally administered by an academic unit within one of the eight colleges of the university. Although an academic unit may develop local regulations for a specific program under its control, the local regulations must be consistent with the general regulations and are therefore, subject to review and approval by the Graduate Committee. It is the responsibility of the Graduate Faculty and each graduate student to become thoroughly familiar with all regulations that govern the graduate program in which they participate.

General and Academic Information

The University is organized on the semester system with each of the two terms (Fall and Spring) in the regular session extending over a period of approximately 15 weeks. The Summer semester extends over a period of approximately 9 weeks. Critical dates associated with the annual academic cycle are specified on the university academic calendar at <http://students.georgiasouthern.edu/registrar/>. A consecutive fall and spring semesters constitute an academic year.

Registration Policies

After you have been admitted as a graduate student you will be assigned an advisor who can assist you in selecting appropriate courses. Prior to course registration, all students are encouraged to communicate with their advisor.

Registration is held at the beginning of each semester and at the beginning of the summer semester. The early registration period for each semester is posted on the university academic calendar. Students are encouraged to register early.

All registration may be completed on-line through the MyGeorgiaSouthern portal on the Georgia Southern University home page at <http://my.georgiasouthern.edu>. To register on-line you must have current admission eligibility and must have a Random Access Number (RAN) for each semester. Graduate students may access their RAN through their MyGeorgiaSouthern Registration homepage.

Certain programs may not permit on-line registration or may require that the student contact his/her advisor prior to on-line registration.

Registration and RANs

Graduate students are allowed to register on Georgia Southern University's web system, WINGS (Web Interactive Network for Georgia Southern), each term by means of their time ticket. A "time ticket" gives a student beginning and ending dates and times for registration. Time tickets are assigned on the basis of total institution cumulative hours earned. Students may view their time ticket on WINGS by going through their MyGeorgiaSouthern account. A student's time ticket on WINGS is found by first clicking on the "Student Records" menu. After choosing this menu, the student will click on "Registration," then click on "Check Your Registration Status, Time Slot and More."

Before any student at Georgia Southern University registers for classes on WINGS, he/she must have a RAN (Registration Access Number). Graduate students will get their RAN from their MyGeorgiaSouthern account. Graduate transient students will also get their RAN from their MyGeorgiaSouthern account.

Registration for Continuing, New and Readmitted Students

Fall 2011 - early registration begins on the date stated in the academic calendar at the front of this catalog or the academic calendar at the College of Graduate Studies Website or the GSU Office of the Registrar's Website.

Spring 2012 - early registration begins on the date stated in the academic calendar at the front of this catalog or the academic calendar at the College of Graduate Studies Website or the GSU Office of the Registrar's Website.

Summer 2012 - early registration begins on the date stated in the academic calendar at the front of this catalog or the academic calendar at the College of Graduate Studies Website or the GSU Office of the Registrar's Website.

To receive credit for a course a student must be officially registered. Official registration includes registering and paying the appropriate tuition and fees.

Simultaneous Enrollment in More Than One Graduate Program

A graduate student at Georgia Southern University may be enrolled in more than one Master's program at a time providing they have met all admission requirements for each program and have been recommended for admission in each program. All requirements for each program must be met. A student is permitted to count up to 9 credits from one previously earned master's degree toward the requirements of the second providing the courses are approved and recommended by the student's advisor for the second program.

Guidance for Graduate Students

A graduate student will come under the guidance of an advisor who is assigned by program at the time of admission. A thesis, supervisory, or dissertation committee will be established by the student in consultation with the advisor in those programs in which a thesis or dissertation is required. Proper guidance of graduate students is of primary importance and a major responsibility of the graduate program directors, coordinators and the graduate faculty.

Thesis, Dissertation (Supervisory) Committees

A supervisory or dissertation committee is composed of members of the graduate faculty who are approved by the College of Graduate Studies to serve on the committee and charged with the guidance of a student admitted to a specific graduate degree program. The committees consist of a Chair (or Co-Chairs) and must have a total of at least three members. The committee Chair must hold Graduate Faculty Member status. The Committee Chair (or Co-Chairs) must be endorsed by the academic department in which the degree is housed. The majority of the committee membership must hold appointments in the academic unit responsible for the program.

Appointment of a thesis or dissertation committee is initiated by the academic unit by submitting the Application for Approval of Thesis Topic and Committee Membership form for thesis students or the Dissertation Committee Membership Approval Form for doctoral students. The form must include a recommended committee membership based on a reasonable match between student and faculty academic interests. Once the graduate dean is satisfied with the recommended committee, he or she formally approves the committee and provides appropriate notifications. A change in committee membership can be made after initial appointment but only according to the policies and procedures developed by the academic unit and only with the approval of the College of Graduate Studies. The committee membership recommendation form must be submitted to the College of Graduate Studies within two (2) weeks of the academic unit committee recommendation.

Advisor

When the student is notified of admission to the College of Graduate Studies, a graduate faculty member in the student's major field will be assigned as the advisor. A graduate student may request a change in advisor by contacting the Graduate Program Director of the program in writing. If the request is granted, the student will be notified in writing.

Graduate student advisors will assist in:

- Helping the student plan a program of study in keeping with the student's field and goals.
- Approving course selection
- Reviewing and endorsing the Program of Study

Students who are initially uncertain about their graduate program of study and Transient Students taking graduate classes at Georgia Southern University for degree credit at another college or university may be advised by the College of Graduate Studies. International graduate students will be advised by a faculty advisor in their academic program. Graduate students with physical or developmental disabilities are encouraged to avail themselves of the services of the Center for Students with Disabilities or the Counseling and Career Development Center.

Course Load

The standard maximum credit hour course load per term is:

Semester	Credit Hours
Fall	12
Spring	12
Summer	
Term A	6
Term B	6
Long Term	9

Full-Time/Part-Time Enrollment

Fall/Spring Semester	Credit Hours
Full-Time (All Programs)	9
Except	
MPA	8
MM	7
MS-Applied	6
Economics	
MSN	5
DPN	5
Summer	
Full-Time	3

Part-Time

Less than 3

Academic Performance

Every graduate student must meet all of the academic performance requirements as set forth by the program and the College of Graduate Studies to be in good standing.

Graduate Required Academic Standing

Graduate students must maintain an institutional cumulative graduate GPA of 3.0 (some programs have a higher requirement) in the graduate program on all graduate work and in the Program of Study to graduate. Graduate students are ineligible to graduate with grades of "I" or "IP" on their graduate academic record.

Repeating a Course

Graduate courses in which a grade of "D" or "F" was recorded must be repeated. A graduate student may not repeat any course for credit for which he/she has already received a minimum grade of "C" unless specifically permitted by the degree program policy. All GSU grades and credit hours attempted count toward the institutional cumulative GPA. This includes repeated courses.

Dual-Listed Courses

A graduate student enrolled in a 5000 level course with a "G" suffix must complete all work required of students earning undergraduate credit plus substantial work at the graduate level to earn graduate credit for the course. Graduate students must enroll in the course section with the "G" suffix. Graduate students enrolling in the course section without the "G" suffix will have enrolled in the undergraduate section and will not receive graduate credit for the course.

Choice of Graduate Catalog Requirements

A student enrolled in a graduate degree or certificate program may choose to meet the requirements for that program as defined in any annual edition of the university or graduate catalog in effect for the term the student was admitted to and enrolled in the program. The program requirements so specified will be used to evaluate the Program of Study and in the final degree or certificate program audit.

Academic Requirements Adjustment - Should program academic requirements change after a student is admitted to and enrolls in the program, the student may opt to change to the new program requirements. However, the student may not mix old and new requirements.

Theses and Dissertations

A student completing a program in which a thesis or dissertation is required must undergo a process involving three primary steps on the way to satisfying the thesis or dissertation requirement. These steps must come in proper order, and each subsequent step cannot be undertaken until the student has successfully completed the prior step:

1. The thesis or dissertation is defended by the student before the appropriate program committee.
2. The student makes any modification that may be required by the committee and submits the revised thesis or dissertation to the chair (or Co-chairs) or the committee (or designee) for a final reading approval if required.

- The student submits the thesis or dissertation to the College of Graduate Studies for format check in the required electronic Thesis and Dissertation (ETD) style via the ETD web site by the format submission deadline.

Theses and dissertation students must submit the dissertation in electronic format. The Electronic Thesis and Dissertation policies and procedures are discussed in detail on the College of Graduate Studies Website at <http://academics.georgiasouthern.edu/etd/>.

Following a successful dissertation defense, the candidate must make any corrections or changes to the dissertation that are required by the defense committee. The student must submit the dissertation as an electronic file (ETD) required by the College of Graduate Studies for format review by the format review deadline. After the document format has been completed the electronic document is returned to the student. If format corrections are to be made, the student must make the changes and submit the final corrected electronic version to the College of Graduate Studies by the final submission deadline as posted for the semester. The student should check with his/her dissertation chair to determine if the dissertation committee chooses to re-review the document before final electronic submission to the College of Graduate Studies.

Graduate Grade Point Average

The total institutional graduate grade point average (cumulative GPA) is the grade average made by the student on all graduate work for which she/he has enrolled by level. It is obtained by dividing the total number of grade points earned by the total number of semester hours attempted (GPA hours). Courses carrying an "S" or "U" are not included. The cumulative graduate GPA is reset when a student is admitted to an Education Specialist degree or a doctoral program.

Credits taken as a non-degree student to raise the GPA to meet admission standards may not be used to satisfy graduation requirements of the program. Students whose institutional GPA falls below the minimum will be placed on academic probation and/or exclusion.

The total institution GPA is based only on the course work done at Georgia Southern University and does not include transfer course work. To calculate your GPA, go to the Office of the Registrar website at <http://students.georgiasouthern.edu/registrar/> and click on "Calculate Your Projected GPA".

Credit Hours

The semester hour is the unit of credit in any course. It represents a recitation period of one fifty-minute period per week for a term. A course meeting three fifty-minute periods per week or two seventy-five minute periods per week when completed satisfactorily will thus give credit for three semester hours. Two laboratory or activity periods are the equivalent of one recitation class period.

Transfer Credit

A graduate student may transfer graduate credit from a regionally accredited institution. Additionally, graduate credit from the American Council of Education (ACE) for National Board Certification may be accepted for elective credit in a Master's or Education Specialist's program of study. A maximum of **six (6)***

transferred **semester** hours may apply toward a Master's or Education Specialist's degree provided:

- The institution offers the graduate degree program for which the student has been admitted at Georgia Southern University. (Not required for transfer of ACE transcript credit.)
- An official transcript is sent directly to the College of Graduate Studies from the institution at which the graduate work was taken.
- The credit was earned no more than 7 years prior to the date of completion of the GSU graduate degree.
- The student's advisor or major professor has to approve the transfer credit as a part of the student's approved program of study.
- A student pursuing a graduate degree at Georgia Southern University who plans to take graduate courses at another institution as a transient student must complete a Graduate Student Transient Permission Form, which must be approved by the advisor or major professor and the College of Graduate Studies prior to enrolling in the transient courses. This procedure insures that courses taken as a transient student at another institution will constitute a part of the planned program of study. Students who take courses without prior approval are doing so with the possibility that the course may not count in the degree program.
- A degree candidate may not graduate at the end of a term in which (s)he is enrolled as a transient student at another institution. The student, upon request, will be furnished a statement that all requirements for the degree have been completed when the said requirements have been satisfied.
- No grade lower than a "B" in a course earned at another institution may be accepted in transfer credit to count toward a graduate degree at Georgia Southern University.

*** Each College of Education program involved in a USG franchise program will allow for additional graduate course credits to be received from other USG institutions involved in the respective franchise. The maximum number of transfer credits allowed will be identified by the specific program, ranging from 9 to 27 semester hours, and will be published in program materials.**

Auditing Courses

A student may audit a course by submitting a written request to the Registrar's Office. Academic credit is not awarded for auditing a class. Students may not transfer from audit to credit status or from credit to audit status after the last day of Drop/Add. A grade of "V" (audit) is entered on the student's record. The student will be responsible for all fees charged for the audited course.

Class Attendance

University policy requires all students to attend the first class meeting of all classes for which they are registered. Instructors are required to report attendance for all students registered in their classes. Students who do not attend the first class meeting of a course for which they are registered will be dropped from the course. This policy applies to all levels of courses and includes on campus, off campus, distance learning, two way interactive video, and internet (on-line) classes. It is the student's responsibility to verify course drops and check that fees are adjusted. Students who have verifiable extenuating circumstances which prohibit them from attending the first day of

classes must contact their instructor or complete the web form available at <https://my.georgiasouthern.edu/> to avoid being dropped from the course. In lieu of contacting the instructor or completion of the web form, students may also call (912) 478-0735, or (912) 478-5152.

Students are expected to attend all classes. Each professor has the responsibility for setting specific policies concerning class attendance beyond the first class meeting, including whether they will accept excused absences and whether they will allow work missed to be made up. Professors should clearly state policies to each class and make clear what constitutes excessive absences. Departments may establish policies concerning class attendance provided there is unanimous agreement by faculty members within the department. The student is responsible for all material presented in class and for all announcements and assignments whether or not the student is in attendance. For Financial Aid reasons, attendance of all students will be officially verified before financial aid will be disbursed. Students who have been recorded as “Not attending” may not receive their financial aid and will be dropped from the class roster. Students may check their attendance status via WINGS.

Students whose military obligations require their absence from class for more than the first day may seek an exemption from the class attendance policy. Students requesting an exemption should fax their military orders to the Associate Provost at (912) 478-5279 along with a request for an exemption prior to the start of the first week of classes. Working with the appropriate associate dean, the Associate Provost will ensure that the student’s instructors are contacted and made aware of the request for an exemption. Instructors will carefully consider all such requests and base their decision upon the course attendance policies and the student’s ability to catch up on missed course materials upon his or her return.

The University does not issue an excuse to students for class absences. In case of absences as a result of illness, representation of the University in athletic and other activities, or special situations, instructors may be informed of reasons for absences, but these are not excuses.

It is the policy of the University to permit students, faculty, and staff to observe those holidays set aside by their chosen religious faith. The faculty should be sensitive to the observance of these holidays so that students who choose to observe these holidays are not seriously disadvantaged. It is the responsibility of those who wish to be absent to make arrangements in advance with their instructors.

Grading Systems

All institutions of the University System of Georgia shall be on a 4.0 grade point average system. The following grades are approved for use in institutions in the determination of the Grade Point Average:

Symbols	Explanation	Grade Points	Used to Calculate GPA
A	Excellent	4.0	Yes
B	Good	3.0	Yes
C	Satisfactory	2.0	Yes
D	Passing	1.0	Yes
F	Failure	0.0	Yes
*WF	Withdrew Failing	0.0	Yes

**See “W” grade description for more details about the assigning of the “WF” grade.*

The following symbols are approved for use in the cases indicated, but will not be included in the determination of the grade point average:

I	Incomplete	0.0 (Until changed to a letter grade)	No
IP	In Progress	0.0 (Until changed to a letter grade)	No
NR	Not Reported	0.0	No
S	Satisfactory	0.0	No
U	Unsatisfactory	0.0	No
V	Audit	0.0	No
W	Withdrew	0.0	No
WM	Withdrew Military	0.0	No

I An incomplete grade (“I”) indicates that the student was doing satisfactory work but was unable to meet the full requirements of the course due to non-academic reasons. It is the student’s responsibility to contact the instructor to complete the remaining requirements of the course. The instructor is responsible for keeping a record of all “I” grades assigned and the justification as to why the professor assigned the student the “I” grade. An “I” should be removed during the following term, but the instructor may allow the student up to one calendar year to remove the incomplete. The student must complete the requirements of the instructor who assigned the incomplete and should not re-register for the course. If the “I” is not satisfactorily removed by the end of the third term (one calendar year), it will be changed to an “F” by the Office of the Registrar. For HOPE scholarship recipients, “I” grades could affect HOPE eligibility status when the grade for the incomplete is eventually submitted to the Office of the Registrar. Students who had been awarded HOPE, but later became ineligible with the grade change, will have HOPE awards canceled until the next checkpoint, and will be responsible for the repayment of any HOPE funds received while not eligible.

IP This symbol indicates that credit has not been given in courses that require an “IP” continuation of work beyond the term for which the student signed up for the course. The use of this symbol is approved for dissertation and thesis hours and project courses. With the exception of Learning Support courses, this symbol **cannot** be used for other courses. This symbol cannot be substituted for an “I”.

NR This symbol indicates that a grade has not been reported for the course by the instructor. The student should contact his/her instructor for the grade.

S	This symbol indicates that credit has been given for completion of degree requirements other than academic course work. The use of this symbol is approved for dissertation and thesis hours, student teaching, clinical practicum, internship, and proficiency requirements in graduate programs. An “S” is not included in the computation of the GPA.
U	This symbol indicates unsatisfactory performance in an attempt to complete degree requirements other than academic course work. The use of this symbol is approved for dissertation and thesis hours, student teaching, clinical practicum, internship, and proficiency requirements in graduate programs. A “U” is not included in the computation of the GPA.
V	This symbol indicates that a student was given permission to audit the course.
W	This symbol indicates that a student was permitted to withdraw without penalty. It is assigned when a student withdraws before the last day to withdraw without academic penalty. A “W” is not considered in computing the GPA. If a student withdraws from all classes after the last day to drop without academic penalty, it is recommended to the instructor that he or she assign a “W” if passing at the time of withdrawal. If a “W” grade is not assigned by the instructor, a “WF” grade will be posted by the Registrar's Office. All WF grades posted will be calculated in the student's GPA as an “F”.
WM	A “WM” grade indicates that the student was called for active duty in the military and withdrew from all classes. See “Military Withdrawals” for further information.

Other Transcript Designations

%	Institutional Credit - No Earned Hours - not used in calculating GPA
CR	Credit earned through military experience - not used in calculating GPA
T	When after a grade, used to designate transfer credit
N	When after a grade, used to designate transfer credit - No credit awarded

Petition to Review/Change a Grade

The evaluation of the quality of a student's performance is the prerogative of the instructor. Nothing stated below is intended to place a limitation on this prerogative and the instructor will be involved in the review at each stage in the appeal process. All grade appeals should be viewed as confidential matters between the student, the instructor, and the appropriate administrators.

If a student does not understand the reason for a grade, it is the student's responsibility to consult the instructor of the course about the grade. If after such consultation the student does not agree with the basis on which the grade was assigned, the student may initiate an appeal according to the procedures given below. The burden of proof will rest with the student. There are four stages of appeal available to a student and they must be followed sequentially.

Stages Two through Four must be completed during the term immediately following the term in which the grade was assigned unless an extension is authorized by the Provost. At the

completion of each stage of the appeal, the student is to be notified of the decision in writing.

Procedures

Stage One: An appeal must be initiated within fourteen working days after the first day of class of the term which immediately follows the term for which the grade is awarded. The student should petition the instructor in writing, giving salient reasons for the grade appeal. The student should retain a copy of the written appeal for personal records.

Stage Two: If the student is not satisfied after the review by the instructor, the student should consult the department chair and submit a copy of the written appeal. The department chair will attempt to resolve the grade appeal. The chair will meet with the instructor and may consult with other persons who have relevant information.

Stage Three: If all efforts to resolve the grade appeal at the departmental level are unsuccessful, the student may submit the written appeal to the dean of the appropriate college. The dean will examine the appeal and other pertinent materials submitted by the student. The dean will meet with the instructor and may also request from the instructor materials deemed relevant. In an attempt to resolve the grade appeal, the dean may interview the student, instructor, and others who may have pertinent information. If the dean determines the need for a review committee to examine the issue, the committee shall consist of:

- One faculty member from the department
- One faculty member from the college, but not from the department of the instructor
- One faculty member from another college
- Ex Officio: A staff member from Student Affairs and Enrollment Management recommended by the Vice President for Student Affairs and Enrollment Management

The committee, if appointed, will advise the dean regarding the grade under appeal. Whether the dean chooses to appoint a committee or not, the dean will render a final decision on the grade appeal at the college level.

Stage Four: If all efforts to resolve the grade appeal at the college level are unsuccessful, the student may submit the written appeal to the Provost. The Provost will examine the appeal and other pertinent materials submitted by the student. The Provost will meet with the instructor and also may request materials deemed relevant. In an attempt to resolve the grade appeal, the Provost may interview the student, instructor, and others who may have pertinent information.

If a committee was constituted at the college level, the Provost will review the process, the committee findings, and the decision of the dean and render a final University decision. If a committee was not appointed at the college level, the Provost has the option of appointing a review committee which will conform to the composition described in Stage Three. The committee, if appointed, will advise the Provost regarding the grade under appeal. Whether the Provost chooses to appoint a committee or not, the Provost will render a final University decision.

Withdrawing from a Course

Withdrawing from a course after the last day of registration (Drop/Add) can be done by either submitting a withdrawal via WINGS or completing a “Course Withdrawal” form and

submitting it to the Registrar's Office prior to midnight on the last day to withdraw without academic penalty (this date is published in the University Calendar for each semester). For assistance with withdrawing from a course, contact the Registrar's Office in the Rosenwald Building. The office is open Monday-Friday from 8:00 a.m. - 5:00 p.m. Before withdrawing from a class, it is important that you speak with your instructor, academic advisor and financial aid counselor. While there can be good reasons for withdrawing from a course after drop/add is over, withdrawing is often not the best option for students. Your chances of success in the course may be better than you think. You should also know the consequences of withdrawing from a course for your degree program and financial aid. Again, contact your instructor, your academic advisor and your financial aid counselor before taking this step. Any student who registers for a course must either complete course requirements or officially withdraw before the last day to withdraw without academic penalty. An "F" will be assigned to any student who discontinues attending class without officially withdrawing from the course before the last day to withdraw without academic penalty. With the proper procedures followed by the student, a "W" grade will be issued for any course withdrawn from after the Drop/Add period but before the last day to withdraw without academic penalty. Fees will not be reduced if the course is withdrawn from after the Drop/Add dates.

Withdrawal from School

To discontinue enrollment prior to the first day of University classes, a student should complete and submit a Voluntary Cancellation Form. Any student who wishes to withdraw from school during the term must complete and submit an official Withdrawal Form. Both forms are available at <http://students.georgiasouthern.edu/registrar/>. Failure to complete and submit an official Withdrawal Form will result in the assignment of failing grades in all courses for which the student registered. A withdrawal is not permitted after the last day of classes. Grades of "W" will be given for all courses if the withdrawal is before the last day to withdraw without academic penalty, unless the student has reached five withdrawals, then a "WF" will be assigned. If the withdrawal is completed after the last day to withdraw, instructors are given the option of assigning "W" or "WF" grades. If the instructor does not assign a withdrawal grade, the Registrar's Office will post a "WF" grade for the course. A "WF" grade is calculated in the GPA as an "F" grade. Students will not be able to withdraw from all of their classes via WINGS. WINGS prevents students from withdrawing from their last course over the web.

Medical Withdrawals

Students may petition for a medical withdrawal from the University to the Director of the Counseling Center when significant physical or psychological impairments beyond the student's control interfere with the ability to meet academic requirements. Students wishing to petition for such a voluntary, medical withdrawal should contact the Counseling Center. Additionally, a student may be involuntarily administratively withdrawn from the University when it is determined by the Dean of Students that the student suffers from a physical, mental, emotional, or psychological health condition which: (1) poses a significant danger or threat of physical harm to the student or to the person or property of others or (2) causes the student to interfere with the exercise of any proper activities or functions of the University or its personnel or (3) causes the student to be

unable to meet institutional requirements for Admission and continued enrollment, as defined in the Student Conduct Code and other publications of the University. Except in emergency situations, a student shall, upon request, be accorded an appropriate hearing prior to a final decision concerning his or her continued enrollment at the institution. Medical withdrawals are not permitted after the term is completed (last day of classes).

Military Withdrawals

A student who is called to active duty to serve in the military while attending courses at Georgia Southern University is eligible to receive a Military Withdrawal. Students receiving this type of withdrawal are withdrawn as of the first day of University classes for the term. A 100% refund is issued. The student will receive "WM" grades for all courses that he/she enrolled in during the semester. The "WM" grades that are assigned will not affect the student's GPA. To process this type of withdrawal, the student needs to contact the Office of the Dean of Students or go online and submit a "Withdrawal Form." The student will need to provide this office with a copy of his/her orders stating the date and place of deployment assigned by the military.

Petition to Withdraw from a Specific Course (Without Penalty)

In every case in which a student withdraws from a course before the last day to withdraw without academic penalty, a "W" is assigned. No petition is involved. Simply complete a "Course Withdrawal" form through the Office of the Registrar or withdraw from the course via WINGS. For a student to withdraw without academic penalty from individual courses after the last day to withdraw without academic penalty, the instructor must certify on the "Petition to Withdraw from a Specific Course" form all four of the conditions below and recommend withdrawal:

1. All work was up-to-date as of the last day to withdraw without academic penalty.
2. The work was of passing quality at the last day to withdraw without academic penalty.
3. Attendance was satisfactory up to the last day to withdraw without academic penalty.
4. The factors justifying withdrawal are essentially non-academic and developed after the last day to withdraw without academic penalty.

The instructor will be asked by the student to deliver the form to his/her Department Chair. The Department Chair also must recommend the withdrawal. If the instructor and Department Chair approve the withdrawal, the form must be sent to the Dean. The instructor or the Department Chair may deliver the form to the Dean. The Dean will submit the petition to the Office of the Registrar if he/she approves and recommends the withdrawal. This form may only be obtained from the Office of the Registrar.

Student Records

The Office of Graduate Admissions maintains a permanent file for each student who has applied for admission to the College of Graduate Studies. The file will contain the application for admission, official transcripts, test scores and any correspondence related to that application. Georgia Southern University maintains copies of all files electronically. Original documents are scanned electronically and stored. Once any application document is scanned and indexed to the electronic file, the paper

document is destroyed per the procedures approved by the university system.

The Registrar's Office maintains a file of your permanent transcript record and materials that document your transcript record. Your faculty advisor may maintain a file of advising records and correspondence.

In general, you have the right to review the documents that constitute your official record, and you have the right to request the copies of those documents. If you request copies, Georgia Southern University will provide them in a timely and efficient manner.

Transcripts - Ordering via fax, mail, or web

Former students as well as current students may fax a completed and signed, Transcript Request Form to (912) 478-1448 or mail to: Georgia Southern University, Office of the Registrar, P.O. Box 8092, Statesboro, GA 30460. Also, current or recently enrolled Georgia Southern students may order transcripts via the web at <https://www.my.georgiasouthern.edu> in WINGS. Select "Student Records," then "Student Records" again. Complete the request form "Request Printed/Official Transcript." **Telephone requests will not be honored.** One week must be allowed for processing a transcript request. There is no charge for transcript services. Students may print unofficial transcripts from their WINGS (Web Interactive Network for Georgia Southern) account by selecting "Student Services" then "Student Records." Go to "View Academic/Unofficial Transcript" to print your unofficial transcript.

Transcript Records

The Registrar's Office makes every effort to ensure that transcript records are up-to-date and accurate. You have the right to appeal any information on your transcript that inaccurately reflects your academic history. However, information on a transcript is changed only in extraordinary or extreme circumstances.

If there is an error or omission on your transcript, send a detailed description of the error or omission, along with copies of the relevant documents, to the Registrar's Office, PO box, Georgia Southern University, Statesboro, Georgia 30460, U.S.A.

Right of Appeal

You have the right to appeal any academic policy or requirement if either of the following conditions is present:

- Extenuating circumstances make it impossible for you to comply with the policy or requirement.
- An undue hardship would result from a strict application of interpretation of the policy or requirement.

Please note, however, that extenuating circumstances must be beyond your control and that undue hardship must be a condition far more serious than simple inconvenience. Documentation will be required and the timeliness of the appeal will be taken into consideration.

If you appeal an academic policy or requirement, that appeal will be reviewed by the College of Graduate Studies Dean and/or Associate Dean, the academic unit and the Graduate Committee Academic Appeals sub-committee as appropriate.

University Programs

Center For International Studies

Interim Director: Dr. Jeffrey Palis
Forest Drive Bldg. #1313C
P.O. Box 8106
(912) 478-0332
E-mail: jpalis@georgiasouthern.edu

Associate Director: Dr. Jeffrey Palis
Forest Drive Bldg. #1323
P.O. Box 8106
(912) 478-1747
E-mail:

Professor: Dr. Linda L. Arthur
Forest Drive Bldg. #1321
P.O. Box 8106
(912) 478-5451
E-mail: arthurkm@georgiasouthern.edu

Associate Professor: Dr. Darin Van Tassell
Forest Drive Bldg. #1326
P.O. Box 8106
(912) 478-1588
E-mail: dvantass@georgiasouthern.edu

Associate Professor: Dr. Barry Balleck
Forest Drive Bldg. #1325
P.O. Box 8106
(912) 478-5929
E-mail: bballeck@georgiasouthern.edu

Mission

Georgia Southern University is committed to providing students with educational opportunities that offer an international perspective which recognizes the interdependence of nations, the plurality of cultures, the existence of common political, economic, social and ecological concerns, and the urgent need for more effective methods of international and intercultural cooperation. Through the Center's curricular and extra-curricular activities, Georgia Southern students develop international perspectives and an understanding of global issues and contemporary world cultures.

Objectives:

- To implement degree programs in International Studies and International Trade
- To enhance the international dimension in other degree programs through interdisciplinary minors, concentrations, and relevant international content courses
- To develop study abroad, exchange, and internship programs by establishing linkages with foreign institutions of higher education
- To provide services and programs for international students at the university
- To improve and expand foreign language instruction
- To organize faculty workshops designed to increase interaction among academic disciplines related to international studies

- To promote extracurricular programs aimed at increasing international awareness on the Georgia Southern campus, in the Statesboro community, and throughout Southeast Georgia
- To provide services to regional businesses and industries interested in conducting business in the global marketplace

Additional Programs and Services

Studies Abroad and Exchange Programs

Studying abroad provides students with a transcultural experience that has many major benefits: discovering the culture and institutions of other lands, facilitating the development of relevant career skills, making important connections with overseas professionals, and enhancing language skills. In addition, studying abroad contributes to personal maturity, a sense of independence, self-knowledge, and self confidence.

Georgia Southern University offers study abroad programs in a variety of disciplines. Each program is approved by the Office of the Provost and coordinated by the Study Abroad Office, Center for International Studies. Although program offerings differ year to year, Georgia Southern has sponsored programs to: Costa Rica (International Studies and Child and Family Development), Ecuador (Geography), Germany and the United Kingdom (Music), England (Education), India (Mountain Geography), Italy (Nutrition and Health Science), Mexico (Spanish and International Studies), Poland (Geography, EU Studies, and International Studies), and Spain (Spanish).

The Georgia Southern Center at Xalapa, Mexico:

Georgia Southern University has joined with the University of Veracruz to offer an exciting opportunity for students in Xalapa, the beautiful capital city of the Mexican State of Veracruz. The Center at Xalapa offers Spanish language classes as well as content area courses on Mexican culture and civilization. Semester studies (Fall or Spring) or year-long studies are available. Students register and pay fees at Georgia Southern to cover tuition and program costs.

The University System of Georgia Office of International Education coordinates many opportunities for students to study abroad while earning academic credit toward completion of degree requirements at their home campus. Over 200 summer and semester study abroad programs in more than 104 major fields of study are offered throughout the world.

The European Council of the University System is sponsoring study abroad programs to London; Paris, France; Germany; Madrid, Spain; and St. Petersburg, Russia. A program in Montepulciano, Italy, is co-sponsored by Georgia Southern University, Kennesaw State University, and Georgia College and State University. These unique programs feature University System of Georgia faculty members who teach a variety of core and upper division courses at the overseas sites. Georgia Southern students may register on campus through the Study Abroad Programs Office, Center for International Studies.

The University System programs are open to all undergraduate students with a minimum cumulative GPA of 2.5; however,

certain programs may require a higher GPA and completion of prerequisites. Graduate students are required to have a 3.0 GPA. HOPE currently pays for tuition for study abroad for students who are eligible. In addition, students in the University System of Georgia who receive financial aid may use it toward study abroad programs.

Exchange programs for Georgia Southern students are currently available at the Fachhochschule Ingolstadt in Germany, Roskilde University in Denmark, Keimyung University in South Korea, Nagoya University in Japan, Central China Normal (Huazhong) University in China, Wilfrid Laurier University and Mount Allison University in Canada, the Universidad Veracruzana, and Sheffield-Hallam University in the United Kingdom. These programs allow students to pursue semester or year-long study of both major courses and classes in the language and culture of the host country.

Georgia Southern is also a member of ISEP, a worldwide network that facilitates the exchange of students between 260 member institutions in the United States and 35 other countries. Students may pursue academic year or semester programs of study through the ISEP network. More information can be viewed at <http://www.isep.org/>.

The College of Education offers an International Study Opportunity in a partner school in the United Kingdom for eligible student teachers. This opportunity allows student teachers to gain a broader understanding of the interrelatedness of individuals, small groups, and society from a global perspective. Contact the Director of Field Experiences and Partnerships, Pat Parsons, pparsons@georgiasouthern.edu, (912) 478-5247 for more information.

For information on Georgia Southern University study abroad programs, and on numerous programs offered worldwide, contact:

Director, Center for International Studies
Forest Drive Bldg. Room #1313
Phone: (912) 478-0332

International Student Programs and Services

The Center for International Studies assists international students' needs and acclimates them to their new environment at Georgia Southern. There are approximately 300 international students and scholars on F-1 and J-1 visas from over 80 countries at the university. The Center provides support services and processes documents to help those individuals maintain their status with U.S. Customs and Immigration Services (U.S.C.I.S.).

In addition, the Center plans and coordinates programs which foster international understanding and cultural exchange both on campus and within the Statesboro community. Some of the programs offered are: weekly International Conversation Hours, the International Club, International Week, the International Festival, the Global Ambassadors Program, the Cross-Cultural Friendship Program, and the International Extended Families Program. Day and overnight trips as well as socials and cookouts are offered throughout the year. Services provided include: orientation, English proficiency testing/placement, registration, and assistance with health insurance coverage, and advisement.

For more information about programs and services, please contact:

Ms. Tanya Grubbs
Immigration Specialist, International Students
Forest Drive Building, Room #1322
Phone: (912) 478-7435
E-mail: intlstdy@georgiasouthern.edu

Center for Teaching, Learning, and Scholarship

The Center for Teaching, Learning, and Scholarship which is located in the Henderson Library, offers a special Graduate Teaching Enhancement Program that is designed to help Georgia Southern graduate Teaching Assistants (TAs) develop and refine their teaching skills. All graduate TAs involved in face-to-face instruction are required to attend the Orientation to Teaching portion of the program, consisting of three 2-hour seminars conducted during the first three weeks of each semester. In addition to this basic orientation, two different university teaching certification programs are offered to interested participants. All programs are coordinated by the Center for Teaching, Learning and Scholarship (CTLs) with administrative support from the College of Graduate Studies. Details regarding this program may be found at <http://cogs.georgiasouthern.edu/teachingenhancement.pdf>.

Georgia Southern University Online Degrees

Center for Online Learning

The Center for Online Learning (COL) provides students and faculty with a single point of contact for information regarding online degree programs. Faculty support includes assistance with the development and management of strategies and technologies that support online delivery of courses (e.g., support of the online learning management system, WebCT Vista, training and pedagogy, and the Online Course Development/Adoption Training program).

Georgia Southern University offers the following online degree programs:

Graduate Programs

- Doctor of Nursing Practice
- Education Specialist in Teaching and Learning (online for some concentrations)
- Education Specialist in Instructional Technology with concentrations in School Library Media Specialist or Instructional Technology
- Master of Education with a major in Accomplished Teaching
- Master of Education with a major in Educational Leadership
- Master of Education with a major Higher Education Administration (online if online courses are selected)
- Master of Education with a major in Instructional Technology with concentrations in School Library Media Specialist or Instructional Technology
- Master of Education with a major in Teaching and Learning, concentrations in Instructional Improvement or Special Education
- Master of Arts with a major in Teaching, concentration in Special Education
- Master of Science in Computer Science
- Master of Science with a major in Applied Economics
- Master of Science with a major in Kinesiology, Coaching Education emphasis

- Master of Science with a major in Kinesiology, Physical Education emphasis (some onsite coursework required)
- Master of Science with a major in Sport Management
- WebMBA-Master of Business Administration

Graduate Certificate Programs

- Applied Economics
- Coaching
- Community Health Clinical Nurse Specialist
- Engineering and Manufacturing Management
- Enterprise Resources Planning
- Occupational Safety and Environmental Compliance
- Post MSN Family Nurse Practitioner

Undergraduate Programs

- Bachelor of General Studies
- WebBSIT-Bachelor of Science in Information Technology
- RN-BSN - Bachelor of Nursing

For more information, contact the Center for Online Learning at (912) 478-1361 or at (800) 679-6801, visit the website at <http://online.georgiasouthern.edu/>, or email to georgiasouthernonline@georgiasouthern.edu.

Preparing for an Online Course

The Center for Online Learning provides an online orientation program for students enrolled in online courses. This program features the following services:

- READI - Readiness for Education At a Distance Indicator is a self-paced resource that enables students to determine if they are prepared for online coursework and helps students to understand what to expect from online courses.
- Using GeorgiaView - GeorgiaView is the software used to deliver online courses. This guide provides helpful tutorials, tips, and other resources for students.
- Campus Services - Nearly all services provided on campus can also be found and accessed online through this listing.
- Campus Policies - This list of policies helps students to learn about Georgia Southern and what it means to be a contributing member of this community.
- Technology Primer - In addition to GeorgiaView, several other technologies are used in conjunction with online courses. This primer allows students to test their computers for readiness in accessing online courses.

For more information about Preparing for an Online course, see <http://academics.georgiasouthern.edu/col/solo/index.php>.

College of Graduate Studies

Certificate Programs

A graduate certificate program is limited in scope relative to a graduate degree program but provides an opportunity for advanced study with a particular focus. Successful completion of a graduate certificate program is a structured academic accomplishment that leads to an official notation on the student transcript. A certificate program may be a stand alone accomplishment or may be embedded within a graduate degree program.

Certificate Program Admission Requirements

Certificate program admission requirements are set by the respective Certificate program academic unit. Applicants are required to submit all required application documents by the submission deadline. Graduate students who wish to complete an embedded certificate program are not required to submit an addition certificate program application.

Certificate Credit Requirements

Certificate program credit requirements depend upon the specific program. To receive credit for certificate program course, a grade of "C" or better is required. A minimum cumulative grade point average of 3.0 is required in the certificate program.

Simultaneous Enrollment in a Graduate Certificate and Degree Program

Students admitted to a degree program in which the certificate program is embedded are permitted to complete the certificate program. If the certificate program requirements are met prior to the completion of the degree program, the student is eligible to be awarded the Certificate upon the successful completion of the certificate requirements.

Master's Degree Program Requirements

Programs leading to a master's degree are very diverse and generally fall into three categories depending on overall emphasis and the nature of the study program. The three categories are:

Thesis option: As part of a degree program the student will complete a thesis for a minimum number of credits as determined by the program.

Non-Thesis Option: The student's degree program will consist of courses and evidence of advanced work, such as term papers, objects of art, music or designs, as determined by the graduate faculty of the department or school.

Internship option: Students in certain designated degree programs must complete a supervised internship.

Not all master's degree programs offer all these options, and a student may not select a plan that has not been approved by the graduate faculty of the program in which he or she is enrolled.

Degree seeking students must demonstrate competency in their study area as determined by the academic program. Competency is demonstrated in one or more of the following ways: (a) pass a

final comprehensive and/or oral examination, (b) present a satisfactory portfolio, (c) thesis defense, (d) studio exhibition or recital.

Degree Requirements

To be eligible to be awarded the degree, the student must successfully complete all degree requirements including the minimum number of credit hours required for the degree, successfully pass the comprehensive or terminal examination (if required), successfully defend the thesis (if required), have an approved program study on file in the College of Graduate Studies and must have applied for graduation by the graduation application deadline.

To be awarded a master's degree, the student (a) must not be on academic probation, (b) must have a cumulative graduate grade point average (GPA) of 3.0 or higher, (c) must have an approved program of study on file in the College of Graduate Studies, (d) must meet all the requirements of the College of Graduate Studies and the student's academic program area, (e) have no grades of "I" or "IP" on the graduate transcript, and (f) if enrolled in a program that requires a thesis, satisfy the Thesis/Dissertation Enrollment Requirements stated previously.

Foreign Language Requirement

The College of Graduate Studies has no requirement for a language other than English for the master's degree. Individual academic units may establish, with approval of the Graduate Committee, language requirements for their degree programs and may define the level of competence needed to satisfy those requirements. A grade of "C" or better in the fourth level course of an approved foreign language or passing a foreign language examination administered by the GSU Foreign Language Department will satisfy the foreign language requirement unless otherwise stated by the individual program policy. The foreign language must be approved by the student's advisor.

Master's Thesis Committee

Within the first year of study, the student in a degree program that requires a thesis should assemble a thesis committee including a major professor and at least two other Graduate Faculty. The Dean of the College of Graduate Studies will formally approve the committee. This committee will supervise the student's program and thesis progress, and conduct the final examination. The major professor serves as chair of the committee.

Thesis Continuous Enrollment Requirements

All students who have registered at least once for courses titled thesis or dissertation must be continuously enrolled every semester thereafter, including the term of graduation. If not previously registered for thesis or dissertation credit, summer registration is not required, except in cases where summer is the graduation term. Check with your major advisor to see if your college has additional continuous enrollment requirements that apply.

- A grade of IP will be recorded for all thesis or dissertation credit work in progress and will automatically be recorded each term the student is enrolled.
- The grade of S/U must be recorded for all theses or dissertation credit when completed.

- The advisor and/or major professor will report a final thesis or dissertation grade of S or U. Any reported grade other than S/U will be changed to an S/U grade according to the following: REPORTED GRADE OF A, B, C = S; D, F = U
- Upon completion of the thesis, or dissertation requirements, final grades for preceding terms will be changed to the appropriate grade.

Thesis or dissertation students must submit the thesis or dissertation in electronic format. The Electronic Thesis and Dissertation policies and procedures are discussed in detail on the College of Graduate Studies Website <http://cogs.georgiasouthern.edu>.

Thesis

Candidates who undertake a thesis should schedule their work to allow sufficient time for review by the major professor and the committee and for making any necessary revisions before proceeding to the final examination. With unanimous approval of the committee, a student majoring in Modern Languages may write a thesis in a language other than English, provided that the language is clearly appropriate to the subject matter. If the thesis requires the use of human subjects, animals, or biohazardous materials, the student is required to comply with University policies and procedures. The compliance policies and procedures can be found at <http://academics.georgiasouthern.edu/research/>.

The candidate must provide a copy of the thesis (electronic or hard copy format) to each member of the committee and all members of the committee must certify that they have received acceptable copies of the thesis before a final defense can be scheduled. A copy of the thesis must also be available at the defense. Following a successful final defense, the candidate must submit an electronic copy of the thesis to the College of Graduate Studies for format check by the semester/term stated deadline. Late submissions will not be accepted. When the format check has been completed, the electronic document is returned to the student. Once the student has made all format corrections and changes, the student should ask his/her major professor and committee if they wish to review the electronic document before the final corrected copy is submitted to the College of Graduate Studies. The student must make all corrections and the electronic document must be in final and acceptable form, incorporating any revisions required by the committee. Information regarding the ETD can be found on the COGS web page at <http://academics.georgiasouthern.edu/etd/>. The final corrected copy must be submitted and received by the final submission deadline stated in the university academic calendar.

Program of Study (POS)

Every degree seeking student must file with the College of Graduate Studies a Program of Study, a formal list of the courses the student intends to take to fulfill the requirements of the degree. The program of study should consist solely of courses directly related to the degree. Undergraduate courses may not be included on the Program of Study. The Program of Study must be submitted by the student and signed by the Advisor, and Graduate Program Director or Department Chair before being submitted to the College of Graduate Studies for final approval. The POS must be submitted to the College of Graduate Studies not later than the end of the semester or term proceeding the expected graduation term. Subsequent changes in the program will be submitted on an Amended Program of Study form or by

filing a revised Program of Study that is signed by all persons as stated above. A revised Program of Study must be approved by the College of Graduate Studies before graduation.

Degree Time Limit-Master's

The time limit to complete a master's degree is seven years. Courses counting toward the degree may not have been taken more than seven (7) years prior to the degree completion date.

Graduate Final Comprehensive Examination

A final oral examination or a comprehensive written examination or both may be required for a degree. The examination will be administered after the student has completed the program of study and other requirements or in the term in which the candidate intends to complete them. Examinations may take the form of a defense of the thesis, an interpretation of other scholarly work, a portfolio of the student's work or a test of the student's understanding of the field. The academic unit determines the format of the examination and, along with the supervisory committee for programs requiring a thesis, is responsible for its administration. The Department Chair, Graduate Program Director or major professor is responsible for reporting the results of the examination and/or thesis defense to the College of Graduate Studies on the Report on Comprehensive Examination/Thesis Defense Form. Normally, final oral examinations will be given on the Statesboro campus. Exceptions can be made if requested by the student, recommended by the supervisory committee, and approved by the Department Chair or Graduate Program Director and the Dean of the College of Graduate Studies. In the case of an examination in which the participants are not all in the same location, any technology used to conduct the examination must support simultaneous oral interaction between the student and all members of the examining committee. Copies of the questions for all final written examinations must be filed with the academic unit. In the case of a candidate writing a thesis, the examination cannot be scheduled until the thesis committee certifies that a satisfactory copy of the thesis has been presented. Final examinations must be scheduled by the academic calendar deadlines for examinations and/or theses defenses and final submissions for the term during which graduation is expected.

Grade Requirements-Master's Level Graded Work

For graduate credit, the grade in a course must be a minimum grade of "C." To be awarded a graduate degree, the student (a) must not be on probation, (b) must have a cumulative GPA of 3.0 or higher on all graduate course work attempted and on course work on the program of study, (c) must meet all the requirements of the College of Graduate Studies, the student's academic program area, and the student's supervisory committee, and (d) must be enrolled during the semester in which the degree requirements are completed if completing a thesis.

A student may not repeat any course for credit for which he/she has already received a minimum grade of "C" unless specifically permitted by the degree program department policy.

Satisfactory/Unsatisfactory Graded Work

Certain courses including thesis and internship credit may be graded on a satisfactory/unsatisfactory (S/U) basis. A grade of "S" indicates that credit has been given for completion of the

credit and the credit may count toward degree requirements. A grade of “U” indicates unsatisfactory progress in the course and credit may not be counted toward degree requirements. Satisfactory/Unsatisfactory graded work is not computed in the grade point average.

In-Progress (IP) Grade

“IP” indicates that credit has not been given in courses that require an “IP” continuation of work beyond the term for which the student signed up for the course. The use of these symbols is approved for dissertation and thesis hours and project courses. With the exception of Learning Support courses and Regents’ Test review courses, these symbols cannot be used for other courses. These symbols cannot be substituted for an “I”.

Incomplete Policy

An incomplete grade “I” may be given to a student providing the student was doing satisfactory work in a course but was unable to meet the full requirements of the course due to non-academic reasons beyond his/her control. An “I” must be removed within one calendar year following the term in which the “I” grade was recorded. The course professor may set a course completion time of less than the one calendar year. It is the student’s responsibility to insure that the course work is completed. If the “I” is not removed by the established deadline, it will be changed to an “F”. A student may not graduate with any “I” grades on their transcript.

Courses Applied Toward Two Master's Degrees

No graduate student may use credit from the same course in meeting the requirements for both an undergraduate and a graduate degree. A student pursuing a second Master's degree may count up to nine (9) credit hours from the first earned Master's degree toward requirement for the second degree providing the courses are recommended by the student’s advisor and the first Master's degree has been completed before the second degree.

A person may earn a Master's degree at Georgia Southern University after receiving the same degree, in the same or another field, at another institution. The degree sought at Georgia Southern University is subject to the same provisions for transfer of credit as a first degree. If a Master's degree is sought at this University after earning a doctorate here, a maximum of nine (9) credit hours from the doctoral work may be applied toward the Master's degree with approval of the Master's program advisor.

Courses Applied Toward Two Ed.S. Degrees

No graduate student may use credit from the same course in meeting the requirements for both an undergraduate and a graduate degree. A student pursuing a second Ed.S. degree may count up to nine (9) credit hours from the first earned Ed.S. degree toward requirement for the second degree providing the courses are recommended by the student’s advisor and the first Ed.S. degree has been completed before the second degree.

A person may earn an Ed.S. degree at Georgia Southern University after receiving the same degree, in the same or another field, at another institution. The degree sought at Georgia Southern University is subject to the same provisions for transfer of credit as a first degree. If an Ed.S. degree is sought at this

University after earning a doctorate here, a maximum of nine (9) credit hours from the doctoral work may be applied toward the Ed.S. degree.

Graduate Off-Campus Research

The student must submit to the thesis committee a well-formulated research plan, including objectives and methodology, and the committee must review and approve the plan before the student departs for the research site and indicate approval on the program of study. In addition, the thesis committee may require:

1. That the major professor and/or a competent local authority who can reliably guide the student provide continuing on-site supervision.
2. That the student provides the thesis committee with frequent, periodic estimates of performance and progress. The committee may also require that a competent local authority authenticate these.
3. That the major professor carries out local inspections of the student's activities.

Regardless of the location at which the research is conducted, the final written and/or oral examination will normally be given on the Statesboro campus. In the case of an examination in which the participants are not all in the same location, any technology used to conduct the examination must support simultaneous oral interaction between the student and all members of the examining committee. When unusual circumstances arise in the guidance of off-campus students, supervisory committees should consult with the Dean of the College of Graduate Studies.

Inactive Status

A student who does not enroll for one semester is considered inactive and must have their enrollment eligibility updated through the Graduate Admissions Office to be eligible to re-enroll in the same program in subsequent semesters. A student who does not enroll for two years must re-apply to (and be accepted into) a graduate program before being considered for re-entry by the College of Graduate Studies. In order to be allowed to resume graduate studies, the student must meet all requirements for entry in force at the time of the new application. Inactive students who seek to regain active status will not, however, be required to recreate materials submitted with their original applications and held in their files by the College of Graduate Studies. If allowed to regain active status, the formerly inactive student will be subject to all requirements in force in his or her graduate program and in the College of Graduate Studies at the time the student returns to active status.

Probation

A graduate student whose cumulative graduate grade point average falls below 3.0 upon the completion of nine (9) credit hours will be placed on academic probation. If the cumulative GPA remains below 3.0 after the completion of a maximum of nine (9) additional credit hours, the student will be excluded from the program and is ineligible to continue graduate work. Only credit earned in graduate courses at Georgia Southern University may be used to repair a GPA deficiency. In certain departments, a student will be excluded from the degree program upon earning more than two (2) grades of “C” or below.

Removal from Probation

A student placed on academic probation will be reinstated to good standing providing they have raised their cumulative graduate point average to at least 3.0 upon completing a maximum of nine (9) semester hours following the effective probation term. Except in certain departments, courses may not be repeated if a grade of "C" was previously earned.

Exclusion

A graduate student will be denied continued enrollment at Georgia Southern University for any of the following reasons:

1. Failure to meet the conditions of academic probation.
2. Failure to meet the conditions of Provisional Admission.
3. Failure to meet specified academic requirements as set by the department offering the program.
4. Failure to comply with the Academic Dishonesty section of the Student Conduct Code.

Reinstatement

Students excluded from a degree program due to academic reasons may appeal for reinstatement following exclusion. To appeal for reinstatement, the student must submit a letter to the College of Graduate Studies specifically indicating what the student is appealing and the justification for filing the appeal. At least three letters of support must accompany the appeal from the department graduate faculty. The appeal will be reviewed by the academic department, the college appeals committee (if appropriate), and the college dean. A recommendation will be forwarded to the College of Graduate Studies for review by the Dean of the College of Graduate Studies. If the Dean of the College of Graduate Studies approves the appeal, the appellant will be allowed to proceed toward the degree under conditions specified by the appropriate department and/or college.

Preparing For Graduation**Program of Study Form**

The Program of Study Form confirms that you have taken the courses required for your graduate degree. The Program of Study Form must be submitted to the College of Graduate Studies not later than the end of the semester or term prior to the expected graduation term.

Application for Graduation

This is the formal request for the Registrar's Office to begin proceedings for declaration of the degree. It must be received in the Registrar's Office not later than the first day of fall for fall graduation and the first day of spring for spring and summer graduation. The form is online at: <http://students.georgiasouthern.edu/registrar/GradGradApp.htm>.

Graduation Fee Payment

A non-refundable fee of \$35 is required to cover the processing of the graduation and the diploma. Payment should be received by the end of the term in which the student plans to graduate. It is best to pay the graduation fee on-line through WINGS by logging into My.GeorgiaSouthern.edu.

Graduate Program Exit Survey

Complete the College of Graduate Studies Exit Survey and return to the College of Graduate Studies, Georgia Southern University, PO Box 8008, Statesboro, GA 30460, (912) 478-0578

http://www.surveymonkey.com/s.aspx?sm=g1T_2bFKL9nPdBgT6FZ2mdkw_3d_3d.

Graduate in Absentia Form

Students who do not plan on attending the commencement must complete the Request to Graduate in Absentia Form. The completed form should be sent to: Georgia Southern University, Registrar's Office, PO Box 8092, Statesboro, GA 30460-8092, (912) 478-0432, Email: tsaylor@georgiasouthern.edu. http://students.georgiasouthern.edu/registrar/request_inabsentia.htm.

Reserve Graduation Attire

Graduation attire must be reserved 8 weeks before graduation. Order attire by going to this web site: <http://www1.herffjones.com/college/graduation/index.cfm>. Cap and gown fees can be paid directly to the Herff Jones Company when you place your order. Doctoral students must contact Herff Jones with their height, cap size, degree, and major at: Herff Jones, 7 South Mulberry Street, Statesboro, GA 30458, Telephone: (912) 764-9314, Fax: (912) 764-9550, Email: roderick@frontiernet.net.

Pay Outstanding Debts

All debts to Georgia Southern University must be paid in full. To determine debts such as parking tickets, library fees, fines, etc., students should contact the Cashier's Office at: Georgia Southern University, Cashier's Office, Deal Hall, (912) 478-0020.

Diploma Address

The GSU Registrar's Office will mail the diploma to students 4-6 weeks after graduation if the student applied for graduation three semesters before completion. Students are strongly encouraged to update the Diploma Address and graduation e-mail address on WINGS before the end of the semester in which you are completing the degree requirements.

Master's Degree Completion Check-List**Students should:**

- have satisfied the Foreign Language requirement if completing a master's program in which a Foreign Language is required.
- have accumulated the required number of credit hours for the degree.
- have successfully completed all program requirements.
- have an approved Program of Study on file in the College of Graduate Studies.
- have no grades of "I" or "IP" on your graduate transcript.
- have a cumulative graduate GPA of at least 3.0.
- be registered in at least one (1) credit hour if completing a degree program in which a thesis is being completed.
- take and pass the comprehensive examination (or equivalent in your department) if required for your degree program by the deadline. Your advisor must submit the Report on Comprehensive Examination/Thesis Defense Form to the College of Graduate Studies by the deadline.
- pass the thesis or internship defense by the deadline if completing a degree program in which a thesis or internship is required.
- submit the electronic thesis for format review by the College of Graduate Studies by the deadline.
- submit the final electronic version of the approved thesis to the College of Graduate Studies by the deadline.

- complete the Institutional Review Board (IRB) termination notification through the Office of Research Services and Sponsored Programs by the deadline.

University System of Georgia (USG) Franchise Programs

Certain Master of Education degree programs are offered on-line through the University System of Georgia's Georgia ONMyLINE (<http://www.georgiaonmyline.org/>).

Transfer Credits

Each College of Education program involved in a USG franchise program may allow for additional graduate course credits to be transferred from other USG institutions involved in the respective franchise. The maximum number of transfer credits allowed will be identified by the specific program and will be published in program materials. The M.Ed. in Instructional Technology franchise program will allow up to 9 hours of transfer credit with the advisor's approval. The M.Ed. in Accomplished Teaching will allow up to 27 hours of transfer credit including 18 hours of that program's required franchise courses with advisor's approval.

Franchise Programs Admission Requirements

Quick Admit

For *quick admission* to a USG Franchise Program, applicants must:

1. Complete and submit the "Georgia OnMyLINE" admission application and pay the specified application fee. <http://www.georgiaonmyline.org/>
2. Have completed bachelor's degree requirements from a regionally accredited institution.
3. Possess a clear, renewable Georgia certification in teaching, service, or leadership field.
4. Present a cumulative 2.50 (4.0 scale) grade point average or higher on all undergraduate and graduate work combined.

Quick Admit candidates will be evaluated at the end of the first 9 hours of study in terms of GPA and key assessments.

Regular

For Regular admission to a USG Franchise Program applicants must:

1. Complete and submit the "Georgia OnMyLINE" admission application and pay the specified application fee. <http://www.georgiaonmyline.org/>
2. Have completed bachelor's degree requirements from a regionally accredited institution.
3. Present official score reports for the Miller Analogies Test (MAT) or the General Graduate Record Examination (GRE).
4. Present a cumulative 2.50 (4.0 scale) grade point average or higher on all undergraduate and graduate work combined.

Collaborative Franchise Programs

Applicants for a USG Franchise Collaborative Program, such as the M.Ed. in Accomplished Teaching, must apply for and be admitted to the cooperating university from which they choose to earn the degree.

Education Specialist Program Requirements

The Education Specialist degree is offered only in a limited number of areas in the College of Education.

Ed.S. Degree Requirements

To be eligible to be awarded the degree, the student must successfully complete all degree requirements including the minimum number of credit hours required for the degree, successfully pass the comprehensive or terminal examination (if required), successfully defend the thesis (if required), have an approved program study on file in the College of Graduate Studies and must have applied for graduation by the graduation application deadline.

To be awarded an Education Specialist (Ed.S.) degree, the student (a) must not be on academic probation, (b) must have a cumulative graduate grade point average (GPA) of 3.0 or higher, (c) must have an approved program of study on file in the College of Graduate Studies, (d) must meet all the requirements of the College of Graduate Studies and the student's academic program area, (e) have no grades of "I" or "IP" on the graduate transcript, and (f) if enrolled in a program that requires a thesis, satisfy the Thesis/Dissertation Enrollment Requirements stated previously.

Degree Time Limit-Ed.S.

The time limit to complete an Education Specialist (Ed.S.) degree is seven years. Courses counting toward the degree may not have been taken more than seven (7) years prior to the degree completion date.

Program of Study (POS)

Every degree seeking student must file with the College of Graduate Studies a Program of Study, a formal list of the courses the student intends to take to fulfill the requirements of the degree. The program of study should consist solely of courses directly related to the degree. Undergraduate courses may not be included on the Program of Study. The Program of Study must be submitted by the student and signed by the Advisor, and Graduate Program Director or Department Chair before being submitted to the College of Graduate Studies for final approval. The POS must be submitted to the College of Graduate Studies not later than the end of the semester or term proceeding the expected graduation term. Subsequent changes in the program will be submitted on an Amended Program of Study form or by filing a revised Program of Study that is signed by all persons as stated above. A revised Program of Study must be approved by the College of Graduate Studies before graduation.

Graduate Final Comprehensive Examination

A final oral examination or a comprehensive written examination or both may be required for a degree. The examination will be administered after the student has completed the program of study and other requirements or in the term in which the candidate intends to complete them. Examinations may take the form of a defense of the thesis, an interpretation of other scholarly work, a portfolio of the student's work or a test of the student's understanding of the field. The academic unit determines the format of the examination and, along with the supervisory committee for programs requiring a thesis, is responsible for its

administration. The Department Chair, Graduate Program Director or major professor is responsible for reporting the results of the examination and/or thesis defense to the College of Graduate Studies on the Report on Comprehensive Examination/Thesis Defense Form. Normally, final oral examinations will be given on the Statesboro campus. Exceptions can be made if requested by the student, recommended by the supervisory committee, and approved by the Department Chair or Graduate Program Director and the Dean of the College of Graduate Studies. In the case of an examination in which the participants are not all in the same location, any technology used to conduct the examination must support simultaneous oral interaction between the student and all members of the examining committee. Copies of the questions for all final written examinations must be filed with the academic unit. In the case of a candidate writing a thesis, the examination cannot be scheduled until the thesis committee certifies that a satisfactory copy of the thesis has been presented. Final examinations must be scheduled by the academic calendar deadlines for examinations and/or theses defenses and final submissions for the term during which graduation is expected.

Grade Requirements-Ed.S. Level

Graded Work

For graduate credit, the grade in a course must be a minimum grade of "C." To be awarded a graduate degree, the student (a) must not be on probation, (b) must have a cumulative GPA of 3.0 or higher on all graduate course work attempted and on course work on the program of study, (c) must meet all the requirements of the College of Graduate Studies, the student's academic program area, and the student's supervisory committee, and (d) must be enrolled during the semester in which the degree requirements are completed if completing a thesis.

A student may not repeat any course for credit for which he/she has already received a minimum grade of "C" unless specifically permitted by the degree program department policy.

Satisfactory/Unsatisfactory Graded Work

Certain courses including thesis and internship credit may be graded on a satisfactory/unsatisfactory (S/U) basis. A grade of "S" indicates that credit has been given for completion of the credit and the credit may count toward degree requirements. A grade of "U" indicates unsatisfactory progress in the course and credit may not be counted toward degree requirements. Satisfactory/Unsatisfactory graded work is not computed in the grade point average.

In-Progress (IP) Grade

"IP" indicates that credit has not been given in courses that require an "IP" continuation of work beyond the term for which the student signed up for the course. The use of these symbols is approved for dissertation and thesis hours and project courses. With the exception of Learning Support courses and Regents' Test review courses, these symbols cannot be used for other courses. These symbols cannot be substituted for an "I".

Incomplete Policy

An incomplete grade "I" may be given to a student providing the student was doing satisfactory work in a course but was unable to meet the full requirements of the course due to non-academic reasons beyond his/her control. An "I" must be removed within one calendar year following the term in which the "I" grade was

recorded. The course professor may set a course completion time of less than the one calendar year. It is the student's responsibility to insure that the course work is completed. If the "I" is not removed by the established deadline, it will be changed to an "F". A student may not graduate with any "I" grades on their transcript.

Courses Applied Toward Two Ed.S. Degrees

No graduate student may use credit from the same course in meeting the requirements for both an undergraduate and a graduate degree. A student pursuing a second Ed.S. degree may count up to nine (9) credit hours from the first earned Ed.S. degree toward requirement for the second degree providing the courses are recommended by the student's advisor and the first Ed.S. degree has been completed before the second degree.

A person may earn an Ed.S. degree at Georgia Southern University after receiving the same degree, in the same or another field, at another institution. The degree sought at Georgia Southern University is subject to the same provisions for transfer of credit as a first degree. If an Ed.S. degree is sought at this University after earning a doctorate here, a maximum of nine (9) credit hours from the doctoral work may be applied toward the Ed.S. degree.

Inactive Status

A student who does not enroll for one semester is considered inactive and must have their enrollment eligibility updated through the Graduate Admissions Office to be eligible to re-enroll in the same program in subsequent semesters. A student who does not enroll for two years must re-apply to (and be accepted into) a graduate program before being considered for re-entry by the College of Graduate Studies. In order to be allowed to resume graduate studies, the student must meet all requirements for entry in force at the time of the new application. Inactive students who seek to regain active status will not, however, be required to recreate materials submitted with their original applications and held in their files by the College of Graduate Studies. If allowed to regain active status, the formerly inactive student will be subject to all requirements in force in his or her graduate program and in the College of Graduate Studies at the time the student returns to active status.

Probation

A graduate student whose cumulative graduate grade point average falls below 3.0 upon the completion of nine (9) credit hours will be placed on academic probation. If the cumulative GPA remains below 3.0 after the completion of a maximum of nine (9) additional credit hours, the student will be excluded from the program and is ineligible to continue graduate work. Only credit earned in graduate courses at Georgia Southern University may be used to repair a GPA deficiency. In certain departments, a student will be excluded from the degree program upon earning more than two (2) grades of "C" or below.

Removal from Probation

A student placed on academic probation will be reinstated to good standing providing they have raised their cumulative graduate point average to at least 3.0 upon completing a maximum of nine (9) semester hours following the effective probation term. Except in certain departments, courses may not be repeated if a grade of "C" was previously earned.

Exclusion

A graduate student will be denied continued enrollment at Georgia Southern University for any of the following reasons:

1. Failure to meet the conditions of academic probation.
2. Failure to meet the conditions of Provisional Admission.
3. Failure to meet specified academic requirements as set by the department offering the program.
4. Failure to comply with the Academic Dishonesty section of the Student Conduct Code.

Reinstatement

Students excluded from a degree program due to academic reasons may appeal for reinstatement following exclusion. To appeal for reinstatement, the student must submit a letter to the College of Graduate Studies specifically indicating what the student is appealing and the justification for filing the appeal. At least three letters of support must accompany the appeal from the department graduate faculty. The appeal will be reviewed by the academic department, the college appeals committee (if appropriate), and the college dean. A recommendation will be forwarded to the College of Graduate Studies for review by the Dean of the College of Graduate Studies. If the Dean of the College of Graduate Studies approves the appeal, the appellant will be allowed to proceed toward the degree under conditions specified by the appropriate department and/or college.

Ed.S. Degree Completion Check-List

Students should:

- have accumulated the required number of credit hours for the degree.
- have successfully completed all program requirements.
- have an approved Program of Study on file in the College of Graduate Studies.
- have no grades of "I" or "IP" on your graduate transcript.
- have a cumulative graduate GPA of at least 3.0.
- take and pass the comprehensive examination (or equivalent in your department) if required for your degree program by the deadline. Your advisor must submit the Report on Comprehensive Examination/Thesis Defense Form to the College of Graduate Studies by the deadline.
- complete the Institutional Review Board (IRB) termination notification through the Office of Research Services and Sponsored Programs by the deadline.

Preparing For Graduation

Program of Study Form

The Program of Study Form confirms that you have taken the courses required for your graduate degree. The Program of Study Form must be submitted to the College of Graduate Studies not later than the end of the semester or term prior to the expected graduation term.

Application for Graduation

This is the formal request for the Registrar's Office to begin proceedings for declaration of the degree. It must be received in the Registrar's Office not later than the first day of fall for fall graduation and the first day of spring for spring and summer graduation. The form is online at: <http://students.georgiasouthern.edu/registrar/GradGradApp.htm>.

Graduation Fee Payment

A non-refundable fee of \$35 is required to cover the processing of the graduation and the diploma. Payment should be received by the end of the term in which the student plans to graduate. It is best to pay the graduation fee on-line through WINGS by logging into My.GeorgiaSouthern.edu.

Graduate Program Exit Survey

Complete the College of Graduate Studies Exit Survey and return to the College of Graduate Studies, Georgia Southern University, PO Box 8008, Statesboro, GA 30460, (912) 478-0578 http://www.surveymonkey.com/s.aspx?sm=g1T_2bFKL9nPdBgT_6FZ2mdkw_3d_3d.

Graduate in Absentia Form

Students who do not plan on attending the commencement must complete the Request to Graduate in Absentia Form. The completed form should be sent to: Georgia Southern University, Registrar's Office, PO Box 8092, Statesboro, GA 30460-8092, (912) 478-0432, Email: tsaylor@georgiasouthern.edu. http://students.georgiasouthern.edu/registrar/request_inabsentia.htm.

Reserve Graduation Attire

Graduation attire must be reserved 8 weeks before graduation. Order attire by going to this web site: <http://www1.herffjones.com/college/graduation/index.cfm>. Cap and gown fees can be paid directly to the Herff Jones Company when you place your order. Doctoral students must contact Herff Jones with their height, cap size, degree, and major at: Herff Jones, 7 South Mulberry Street, Statesboro, GA 30458, Telephone: (912) 764-9314, Fax: (912) 764-9550, Email: roderick@frontiernet.net.

Pay Outstanding Debts

All debts to Georgia Southern University must be paid in full. To determine debts such as parking tickets, library fees, fines, etc., students should contact the Cashier's Office at: Georgia Southern University, Cashier's Office, Deal Hall, (912) 478-0020.

Diploma Address

The GSU Registrar's Office will mail the diploma to students 4-6 weeks after graduation if the student applied for graduation three semesters before completion. Students are strongly encouraged to update the Diploma Address and graduation e-mail address on WINGS before the end of the semester in which you are completing the degree requirements.

Doctoral Degree Program Requirements

The doctoral degree is the most advanced academic degree awarded by the university. It requires demonstration of expertise in a major field of study, a working understanding of one or more related disciplines and independent research or abilities leading to a significant contribution to knowledge. Georgia Southern University offers the Doctor of Education (Ed.D), Doctor of Public Health (D.P.H.), Doctor of Psychology (Psy.D), Doctor of Philosophy (Ph.D.) and Doctor of Nursing Practice (D.N.P).

Doctoral Program Admission Requirements

To gain admission to a doctoral program, the applicant must be approved for admission both by the graduate faculty of the department and by the College of Graduate Studies.

Dissertation Committee

Following admission to a doctoral program, the student confers with the degree program coordinator of the academic program and selects an advisor, or “major professor,” from among the graduate faculty who are certified to direct dissertations and who are willing to assume the responsibility. Dissertation committees must be formulated by doctoral students in doctoral programs requiring dissertations. The dissertation committee must consist of a minimum of three members of the Graduate faculty, include the student’s major professor, who will serve as Chair of the committee. The student must submit the completed Dissertation Committee Membership Approval Form (<http://cogs.georgiasouthern.edu/appsforms.htm>) to the College of Graduate Studies for committee approval by the Graduate College Dean. Changes in the Committee membership must be submitted on the Committee Member Change form and be approved by the graduate dean.

Only faculty holding Member (Full) Graduate Faculty status may serve as the Dissertation Committee Chair. Additional voting members may be appointed to the committee including no more than one non-GSU faculty who must hold the terminal degree in their field of study and be approved by the Dean of the College of Graduate Studies. Affiliate Graduate Faculty may be approved to serve on a committee and serve as Co-Chair. Affiliate Graduate Faculty may not serve as the dissertation committee chair. All members of a student’s dissertation committee participate as peers and have the responsibility for planning the program of study, advising the student and ensuring that the student’s doctoral program is of high quality.

Doctoral Program of Study

Every doctoral student must file with the College of Graduate Studies a Program of Study, a formal list of the courses the student intends to take to fulfill the requirements of the degree. The program of study should consist solely of courses directly related to the doctoral degree. The program of study must be submitted by the student and approved by the Major Professor, the Department Chair and the Dean of the College of Graduate Studies. The submission deadline is not later than the first day of the expected graduation semester or term. Changes in the program must be submitted on an Amended Program of Study form or by filing a revised Program of Study that is signed by all persons as stated above.

Doctoral Program Credit Requirements

The minimum number of credits to satisfy the doctoral program requirements are set for each individual program. The maximum number of credits taken at another institution that may count as transfer credits toward the doctoral program are also set by the individual doctoral programs.

Restricted Courses

While courses numbered 6000 and above are offered for graduate credit, courses numbered 9000 and above are open to doctoral degree students only. Courses numbered 5000G to 5999G may

be taken for graduate credit but may not be counted toward doctoral degree requirements.

Independent Study

A maximum of six (6) credits earned in “Independent Study” may apply toward a graduate degree, providing the student was classified under “Regular” admission at the time the Independent Study courses were taken and providing the student’s advisor recommends the courses as part of the program of study.

Correspondence Study

Credits taken by correspondence study or by extension are not permitted to be counted toward degree program requirements.

Courses Applied Toward Two Doctoral Degrees

No graduate student may use credit from the same course in meeting the requirements for both an undergraduate and a graduate degree. A graduate student may matriculate in two graduate programs of the same level concurrently. A graduate student pursuing two graduate degrees concurrently must complete all requirements for each degree.

A person may earn a doctorate at Georgia Southern University after receiving the same degree, in the same or another field, at another institution. The degree sought at Georgia Southern University is subject to the same provisions for transfer of credit as a first degree.

Inactive Status

A student who does not enroll for one semester is considered inactive and must have their enrollment eligibility updated to be eligible to enroll in subsequent semesters. A student who does not enroll for one year must have their admission status updated through the Office of Admissions to be eligible to re-enroll in the same program. A student who does not enroll for two years must re-apply to (and be accepted into) a graduate program before being considered for re-entry by the College of Graduate Studies. In order to be allowed to resume graduate studies, the student must meet all requirements for entry in force at the time of the new application. Inactive students who seek to regain active status will not, however, be required to recreate materials submitted with their original applications and held in their files by the College of Graduate Studies. If allowed to regain active status, the formerly inactive student will be subject to all requirements in force in his or her graduate program and in the College of Graduate Studies at the time the student returns to active status.

Candidacy Examination

The student must be given a written candidacy examination, which may be supplemented by an oral examination as prescribed by the program requirements. These are designed to test the student’s breadth and depth of knowledge in the proposed field of specialization, as well as the student’s ability to explore problems on the boundaries of knowledge. Satisfactory performance in the examination is an indication that the student is prepared to perform independent work toward the doctoral degree. The candidacy examination must be taken no later than the last semester of course work or the following semester. Copies of the examination are filed with the academic unit and made available on request to any graduate faculty member for a period of two

years from the date of examination. The results of the candidacy examination are reported to the College of Graduate Studies on the Candidacy Exam Report form that must be signed by members of the Candidacy Committee. If the student fails the candidacy examination, only one retake of the Exam is permitted. The format of the examination and the structure of the candidacy committee may differ among doctoral programs, and in some programs, the candidacy committee will differ from the dissertation committee. Within one week following the completion and determination of the results of the candidacy examination, including those of any oral portion, the candidacy committee must sign the ballot indicating that the candidacy examination has been completed. In case of failure of the first candidacy examination, the candidacy committee may approve a second examination with no more than one dissenting vote. A second examination can be taken no sooner than three months following the initial failure. As with the first examination, the signed Candidacy Exam Report Form must be submitted to the College of Graduate Studies within one week of the determination of the results of the examination.

Doctoral Off-Campus Research

Dissertation committees must take adequate steps to ensure appropriate guidance of off-campus research. As a minimal requirement, the student must submit to the dissertation committee a well-formulated research plan, including objectives and methodology, and the committee must review and approve the plan before the student departs for the research site and indicate approval on the program of study. In addition, the dissertation committee may require:

1. that the major professor and/or a competent local authority who can reliably guide the student provide continuing on-site supervision.
2. that the student provides the dissertation committee with frequent, periodic estimates of performance and progress. The committee may also require that these be authenticated by a competent local authority.
3. that the major professor carries out local inspections of the student's activities.

Regardless of the location at which the research is conducted, the dissertation defense will normally be given on the Statesboro campus. Exceptions can be made if requested by the student, recommended by the dissertation committee, and approved by the Graduate Program Director, School or Department Chair and the Dean of the College of Graduate Studies. In the case of a defense or examination in which the participants are not all in the same location, any technology used to conduct the examination must support simultaneous oral interaction between the student and all members of the committee. When unusual circumstances arise in the guidance of off-campus students, dissertation committees should consult with the Dean of the College of Graduate Studies.

Research conducted outside an academic program cannot be accepted for credit as part of a program of study.

Degree Time Limit - Doctoral Programs

The time limit to complete a doctoral degree varies by program. Doctoral students should consult with their respective department/college regarding the time limit for their individual program.

Practicum Requirement

Some doctoral programs may have a practicum requirement. Doctoral students should consult with their respective department/college regarding practicum requirements.

Grade Requirements - Doctoral Programs

To be awarded a doctoral degree, the candidate must not be on academic probation and must meet the minimum GPA requirement for the degree program.

The minimum cumulative graduate GPA to remain in good standing is set by the respective doctoral program. Doctoral students should check their program student handbook or consult with their advisor or program director about the minimum GPA requirement for their program.

A student may not repeat any course for credit for which he/she has already received a grade of "C" or better unless specifically permitted by the degree program department policy.

Academic Probation - Doctoral Students

A doctoral student whose cumulative graduate grade point average falls below the minimum program requirement for academic good standing upon the completion of nine (9) credit hours will be placed on academic probation. If the cumulative GPA remains below that required for academic good standing after the completion of a maximum of nine (9) additional credit hours, the student will be excluded from the program and is ineligible to continue graduate work. Only credit earned in graduate courses at Georgia Southern University may be used to repair a GPA deficiency.

Removal from Academic Probation

A doctoral student placed on academic probation will be reinstated to good standing providing the cumulative graduate GPA is raised to the program minimum requirement for academic good standing upon completing a maximum of nine (9) credit hours following the effective probation term.

Exclusion - Doctoral Students

A doctoral student will be denied continued enrollment at Georgia Southern University for any of the following reasons:

1. Failure to meet the conditions of academic probation.
2. Failure to meet specified academic requirement as set by the program and/or department.
3. Failure to comply with the Academic Dishonesty section of the Student Conduct Code.

Leave of Absence - Doctoral Student

If it is necessary to interrupt progress toward the degree, the student may petition for a leave of absence of up to one year. The petition must be submitted at least one month before the effective date of leave. The major professor, the department chair, and the Dean of the College of Graduate Studies must grant approval. The Dean will establish the conditions of the leave. An extension of a leave of absence beyond one year may be granted by the Dean of the College of Graduate Studies upon recommendation of the student's dissertation committee.

Dissertation

An approved dissertation, unless otherwise stated by the degree program, is required of all candidates for the award of a doctorate degree. Its purpose is to demonstrate the candidate's ability to conduct significant original research of a type appropriate to the academic discipline, to analyze the information obtained from the research, and to present the results in a form acceptable to the dissertation committee. A dissertation must be written in a form appropriate to the discipline.

When the student is admitted to candidacy and the Dissertation Committee Chair is satisfied with the completed dissertation, he/she will inform the candidate that the dissertation is ready to be read by all members of the Dissertation Committee. Per the preference of the Dissertation Committee, the student will then distribute dissertation copies in electronic file or hard copy format to the committee members. The candidate must provide a copy of the dissertation to each member of the final examining committee at least two weeks before the scheduled defense. The candidate, in consultation with the Committee Chair (Major Professor) and committee members, will then schedule the dissertation defense. The dissertation defense must be scheduled by the term/semester deadline stated in the university academic calendar to conduct the defense. The College of Graduate Studies must receive written or electronic notification of the dissertation defense date at least three (3) weeks prior to the defense date. The dissertation defense will be held in a forum open to the public.

The chairperson also has the right and the responsibility to evaluate the candidate's performance and to cast a vote. The responsibilities of the dissertation committee are:

To examine the doctoral dissertation and approve scheduling the dissertation defense. The committee must agree to the scheduling of the dissertation defense. Agreeing to the dissertation defense scheduling does not imply that the dissertation is approved.

To hold a public, oral dissertation defense, after the dissertation is deemed acceptable in form, at which the candidate presents and defends the dissertation; and to report the result of this examination to the Dean of the College of Graduate Studies. All members of the examining committee (or substitutes appointed by the Dean of the College of Graduate Studies) are expected to be present throughout the examination. At least three-fourths of the examining committee including substitutes appointed by the Dean of the College of Graduate Studies must approve the candidate's performance before he or she is deemed to have passed. A refusal to vote by the chairperson or any other member of the examining committee shall be recorded as a negative vote. With the permission of at least three-fourths of the committee, a failed defense may be retaken only one time and scheduled no earlier than three months from the date of the failure. The defense must be given on the Statesboro campus. When the dissertation has been approved, the dissertation defense passed, and all other requirements have been met, the candidate is recommended to be awarded the degree by the Dean of the Graduate College.

Dissertation Continuous Enrollment Requirements

All doctoral students who have registered at least once for courses titled dissertation must be continuously enrolled every

semester thereafter, including the term of graduation. If not previously registered for dissertation credit, summer registration is not required, except in cases where summer is the graduation term. Check with your major advisor to see if your college has a different, or additional, continuous enrollment requirements that apply.

- A grade of IP will be recorded for all dissertation credit work in progress, and will automatically be recorded each term the student is enrolled.
- The grade of S/U must be recorded for all dissertation credit when completed.
- The advisor and/or major professor will report a final dissertation grade of S or U. Any reported grade other than S/U will be changed to an S/U grade according to the following: REPORTED GRADE OF A, B, C = S; D, F = U
- Upon completion of the dissertation requirements, final grades for preceding terms will be changed to the appropriate grade.

Electronic Thesis and Dissertation (ETD) Requirements

Dissertation students must submit the dissertation in electronic format. The Electronic Thesis and Dissertation policies and procedures are discussed in detail on the College of Graduate Studies Website at <http://academics.georgiasouthern.edu/etd/>.

Following a successful dissertation defense, the candidate must make any corrections or changes to the dissertation that are required by the defense committee. The student must submit the dissertation as an electronic file (ETD) required by the College of Graduate Studies for format check by the format check deadline. After the document format has been completed the electronic document is returned to the student. If format corrections are to be made the student must make the changes and submit the final corrected electronic version to the College of Graduate Studies by the final submission deadline as posted for the semester. The student should check with his/her dissertation chair to determine if the dissertation committee chooses to re-review the document before final submission to the College of Graduate Studies. The final copy must also conform to the stylistic guidelines adopted by the academic unit established by the College of Graduate Studies. Information regarding the ETD can be found on the COGS web page at <http://academics.georgiasouthern.edu/etd/>.

College of Business Administration

Dean: Ronald W. Shiffler
 Business Administration Room 2254
 P.O. Box 8002
 (912) 478-2622
 E-mail address: shiffler@georgiasouthern.edu

Associate Dean of Faculty and Curriculum: William H. Wells
 Business Administration Room 2253
 P.O. Box 8002
 (912) 478-5107
 E-mail address: wwells@georgiasouthern.edu

Associate Dean of Student and External Relations: Susan R. Williams
 Business Administration Room 3355
 P.O. Box 8153
 (912) 478-5083
 E-mail address: rebstock@georgiasouthern.edu

The College of Business Administration (COBA) at Georgia Southern University is part of a comprehensive, regional university. At the undergraduate level, we provide the Bachelor of Business Administration degree with majors in accounting, economics, finance, information systems, logistics and intermodal transportation, management, marketing, and regional economic development. At the graduate level, we provide the Master of Accounting, Master of Science in Applied Economics, and Master of Business Administration degrees to prepare students for accounting and management positions of significant responsibility. Our degree programs are accredited by the AACSB, an affiliation that underscores the College's dedication to continuous improvement and commitment to excellence.

MISSION

The College of Business Administration at Georgia Southern University provides a student centered, learning community that presents, applies, and extends the current boundaries of knowledge about today's dynamic global business environment.

Shared Values

Our mission is supported by a set of shared values that form the foundation for developing critical mission activities:

We value our students. Our first responsibility is to our students. Faculty members encourage excellence in academic performance by exhibiting professionalism in teaching, mentoring, and advising and by being readily accessible for consultations outside the classroom. We believe a student's career achievement is a result of this faculty/student interaction. Although the majority of our students are Georgia residents, we welcome and encourage the diversity that occurs as we gain increasing numbers of students from beyond our state and national borders.

We value our region. As a College within a state-supported regional university, we recognize and value opportunities to assist in the development of our regional economy. Our desire to serve extends to providing regional businesses with professional assistance and learning opportunities in areas that cover an extensive range of domestic and international business practices.

We value our local community. We recognize our involvement in the local community as a central part of our

responsibilities. Support of and involvement in our community make it a better place in which to live and provide a better environment for our students.

We value our faculty and staff. The College supports a collegial atmosphere for faculty and staff in which academic freedom exists and life-long learning is encouraged. While a balance of activities in teaching, research, and service is promoted, faculty members devote a significant amount of time and energy to teaching and other interactions with students. Scholarly efforts are predominantly focused on applied research, which supports the regional service dimension of our mission.

We value our alumni. They provide leadership in business, the community, and the world. We strive to keep them involved in our mission, and we recognize them for their long-term, career achievements.

Core Commitments

The faculty and staff of the College of Business Administration are committed to creating an atmosphere in COBA that will enable us to be:

- a diverse, academically qualified faculty who makes students its first priority;
- providers of instruction that combines business theory and practice for effective student understanding of the dynamic business environment;
- competent users of cutting edge technology located in modern, comfortable facilities;
- providers of expertise to serve the local community and region;
- a dedicated, qualified staff who supports COBA programs and activities;
- actively engaged with the Business Advisory Council; and
- actively engaged with our Alumni.

Student Outcomes

The faculty and staff of the College of Business Administration are committed to providing academic programs that will enable our graduates to be:

- able to communicate effectively;
- skilled in the collection and analysis of information for use in decision making;
- aware of global perspectives to help companies compete in international and domestic markets;
- capable of formulating decisions that integrate practical, economic, and ethical considerations; and
- appreciative of the vagaries and uncertainties of real-life, business situations and the importance of life-long learning.

STRUCTURE

School of Accountancy

Acting Director: Jerry W. Wilson

Professors: L. Fletcher, C. Harter, J. Lockwood, L. Mooney, L. Wilson

Associate Professors: T. Buckhoff, T. Cairney, H. Wright, C. Metrejean, E. Metrejean, L. Sneathen,

Assistant Professors: R. Jackson, N. Lynch, B. McKay, A.

Parham, S. Sipe, M. Wiggins

Lecturer: D. Berez

Department of Finance and Quantitative Analysis

Chair: William H. Wells

Professors: K. Eastman, M. Hanna, J. Hatem, S. Moss, C. Paul, B. Price, R. Shiffler, J. Simons

Associate Professors: J. Barkoulas, E. Bernardes, G. Burke, K. Hamilton, J. Liu, W. Wells, R. Zhang

Assistant Professors: C. Randall, J. Ruhland, X. Wang, Y. Wen

Lecturer: J. Moss, E. Sibbald

Department of Information Systems

Chair: Thomas L. Case

Professor: T. Case, S. Williams

Associate Professors: J. Dyer, K. Elder, A. Gardiner, H. Han, H.

Kung, R. MacKinnon, C. Rogers, M. Tabatabaei, J. Whitworth

Assistant Professors: P. Rutner

Department of Management, Marketing and Logistics

Chair: Jerry W. Wilson

Professors: C. Campbell, L. Denton, M. Hazeldine, R. Kent, K.

Manrodt, W. McCartney, M. McDonald, M. Miles, L.

Munilla, L. Pittaway, S. Rutner, D. Shepherd, J. Wilson

Associate Professors: J. Eastman, K. Gruben, R. Hoell, J.

Leaptrout, M. Loughry, W. Norton

Assistant Professors: M. Calhoun, F. Irani, Y. Kim, L. Mullen, M.

Thomas, R. Thomas, S. Webb

Lecturer: N. DeBonis

School of Economic Development

Director: Godfrey Gibbison

Professors: G. Brock, W. Levernier, B. Yang

Associate Professors: A Barilla, J. Brown, D. Fisher, G.

Gibbison, A. King, J. King, C. Ogloblin, M. Reksulak, M.

Yanochik,

Assistant Professors: W. Amponsah, S. Bagchi, S. Bahmani, T.

Henry

COBA Emeriti

Professors: W. Bolen, L. Carnes, H. Carter, R. Coston, E. Davis,

L. Dosier, C. Gooding, L. Hamilton, F. Hodges, O. James, B.

Keys, P. Lagrone, E. Murkison, H. O'Keefe, L. Parrish, J.

Pickett, L. Price, N. Quick, E. Randall, R. Stapleton, D.

Thompson, D. Weisenborn, R. Wells

Associate Professors: W. Bostwick, J. Gutknecht, H. Harrell, N.

Herring, J. Henry, R. Hilde, K. Johnson, W. Smith, S. Wise

Assistant Professors: J. Budack, W. Francisco, A. Moxley, L.

Stewart, K. Williams

PROGRAMS - UNDERGRADUATE

Accounting

Accounting is the language of business. The accounting profession offers infinite opportunities for men and women to build exciting and rewarding careers. Technology is changing the way business is done, which means more new opportunities for accounting professionals as organizations of all sizes and structures struggle to harness the enormous potential of information and the technologies used to deliver that information. Accountants are America's most trusted financial information professionals. The accounting program at Georgia Southern University, which is separately accredited by the AACSB, the international business and accounting accrediting organization, offers students the following curriculum options:

4-Year Track

The four-year program prepares students for a wide range of professional careers in industry, finance, government, and non-profit organizations. The four-year program includes accounting course work which prepares students for work in areas such as financial management, financial reporting and analysis, internal auditing, and management consulting. Upon completion of the 4-year track, students receive the Bachelor of Business Administration degree.

5-Year Track

The five-year program prepares students for careers in public accounting as certified public accountants (CPA). In order to become certified in the State of Georgia, candidates must have 150 semester hours of college education. During the fifth year, students complete thirty additional semester hours of accounting and non-accounting Masters' level education that prepares them for work as objective outsiders for their clients, providing such services as auditing and assurance services, environmental accounting, forensic accounting, information technology services, international accounting, consulting services, and personal financial planning and tax advisory services. Please refer to the graduate portion of the catalog for a detailed description of the Master of Accounting program.

Economics

This major is designed to give the student in business administration a broad knowledge of economic tools to provide a foundation for careers in business, economics, finance, or law.

Economics Major Without an Area of Emphasis

An economics major exposes the student to the different areas of economics. Because of the breadth of this degree, it allows maximum flexibility and prepares graduates to enter a wide variety of occupations or attend professional or graduate school in business, economics, finance, government, or law. Economics majors also have the option of receiving either the Bachelor of Arts or the Bachelor of Business Administration degree.

Emphasis in International Business

This curriculum prepares the student to access and respond to opportunities and problems of international trade, international finance, multinational markets, and multinational organizations.

Finance

Study in this area develops familiarity with the institutions and instruments within our financial system and an understanding of the problems of financing business activity. It includes study of the techniques and tools for solving financial problems.

Finance General

The finance major exposes a student to the areas of applied financial management. Because of the breadth of this degree, it gives maximum flexibility and prepares graduates to enter managerial programs in any financial field.

Emphasis in Financial Services

The emphasis in banking is designed to allow a student to specialize in the management of financial institutions, especially banks.

Emphasis in Personal Financial Planning

This emphasis prepares a student to work with individuals and households on strategies for reaching financial goals, including estate planning.

Emphasis in Risk Management and Insurance

This emphasis area prepares a student to manage risk in a variety of settings; as managers in a commercial enterprise, as personal and family risk management specialists, and in the operations of insurance firms. Students develop competency in both insurance and non-insurance risk management techniques, financial risk management techniques, and insurance company operations.

Information Systems

The Information Systems (IS) degree program combines knowledge of leading edge information technologies with an understanding of the ever changing needs of today's dynamic business environment. As such, it attracts students who are interested in working with technology to find solutions to business problems. While a fundamental understanding of information technology is a cornerstone of the degree, an equally important and distinguishing element of the IS degree is a solid foundation in basic business functions. Students may major in IS without an area of emphasis or may select one of the following seven emphasis areas.

Accounting Information Systems

The AIS emphasis provides a solid understanding of general business principles with depth in technology and accounting. Students pursuing this emphasis will be prepared to help companies design information systems that are safeguarded against many different kinds of system errors and fraudulent activities. Students could also pursue careers in information assurance, serving as "auditors" who ensure that proper design and controls that protect against fraud are in place. Potential employers include "Big 4" accounting firms, business and IT consulting companies, as well as any organization (large or small) that relies upon an automated accounting system.

Business Application Development

The BAD emphasis provides exposure to programming languages and application development environments used to develop both traditional and Web-based business applications. Principles of program design, testing, and implementation are emphasized to prepare students for a wide range of jobs across all types of industries. Students pursuing this emphasis often begin their careers as programmer analysts or technically-oriented business analysts. Potential employers include a wide range of government agencies and non-profit organizations, as well as for-profit organizations ranging from small boutique software development shops to Fortune 100 corporations.

Business Intelligence

The BI emphasis focuses on the use of information technology to identify trends and hidden patterns in an organization's data and external environment, and then predict how these trends and patterns will impact the organization's activities and ultimate success. Students pursuing this emphasis will be prepared to assist companies in the identification and development of competitive strategies, as well as in the management of corporate knowledge. They will also receive an SAP America

Certificate and be eligible for SAP's TERP-10 Certification Program. Potential employers include a wide array of medium and large businesses across all types of industries.

Electronic Commerce

The EC emphasis provides exposure to the technical skills and business knowledge needed to develop web-based business applications. Students pursuing this emphasis will be prepared to develop and enhance E-Commerce Web sites based on solid, underlying business models. Potential employers include all organizations wanting to establish or improve the ability to conduct business via the Internet.

Enterprise Resource Planning Systems

The ERP emphasis focuses on large, complex information systems that integrate business processes across an entire organization. Because the number of IS professionals with these skills is low, this is a high-demand area. Students pursuing this emphasis will be prepared to assist companies in the selection, implementation, and support of such systems. Potential employers include consulting companies, ERP developers, as well as thousands of companies that adopt or wish to adopt ERP systems.

Enterprise Security

The ES emphasis focuses on the development and administration of security policies as they pertain to the management of information systems. Students pursuing this emphasis will be prepared to assist companies in the design, implementation and management of secure information systems and networks. In today's security-conscious world, virtually every organization is a potential employer of students who pursue this option.

Human Resource Information Systems

The HRIS emphasis focuses on the use of information technology to support Human Resource (HR) management processes within organizations. Students pursuing this emphasis learn about e-recruiting, on-boarding, e-learning, employee self-service, time and attendance management, performance and talent management, compensation and benefit management, and other HRIS that enable HR to impact the bottom line via cost reductions, productivity improvements, and employee retention. Students completing this emphasis acquire hands-on experience with SAP's human capital management (HCM) module. The emphasis prepares students for jobs as HRMS analysts, HRIS functional or project managers, and technical recruiters. Potential employers include medium and large organizations in a wide-array of industries, especially those that use SAP®.

Logistics Information Systems

The LIS emphasis focuses on the use of information technology as a critical enabler of the supply chain networks that businesses use to acquire, produce, and deliver goods and services all over the world. Students pursuing this emphasis will be prepared to help companies design information systems that integrate business processes across the supply chain. Potential employers include large retail distribution centers (such as Wal-Mart), logistics firms (such as UPS and Fed-Ex), railroads and a host of other trucking and shipping companies around the world.

Technology Entrepreneurship

The TE emphasis provides both the business and technology background necessary to start a successful enterprise in the technology industry. Students pursuing this emphasis will be prepared to establish firms that deliver technology services. Potential employers for those who do not establish their own business include start-up companies and other organizations seeking to undertake entrepreneurial activities.

Technology Sales and Marketing

The TSM emphasis takes advantage of COBA's highly acclaimed Professional Selling program to provide students with a solid grounding in both Information Systems and sales and marketing. Students pursuing this emphasis not only know IT, they know how to sell it. Upon completing the emphasis, students will be able to pursue careers as account executives, business development managers, Internet marketing specialists, marketing technologists, technology solution consultants, sales engineers, technical support managers, software and technical sales representatives, marketing directors, and sales managers. Potential employers include both large and small companies in the computer hardware, software development, and application and Web services industries.

Logistics and Intermodal Transportation

Transportation companies, industrial firms and government agencies are all looking for the qualified graduate with training in the field of logistics. The major in logistics and intermodal transportation prepares the student for this career choice by providing general knowledge of the field of business and supporting course work in the areas of logistics, transportation and supply chain management. The program also offers an international emphasis, and internships are available and strongly recommended for qualified students.

Management

This major emphasizes the integrative nature of the management discipline in planning, organizing, directing, and controlling contemporary profit and non-profit organizations. The program includes the study of both qualitative and quantitative contributions from the management sciences 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 and of the social responsibilities of managers 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 student who wishes to major in management can select one of four options: (1) the management major without an area of emphasis; (2) the management major with an emphasis in entrepreneurship/small business management; (3) the management major with an emphasis in human resource management; or (4) the management major with an emphasis in operations management.

Management Major Without an Area of Emphasis

This major is intended to expose students to entrepreneurship, human resources, and operations management as well as general management principles and practices.

Emphasis in Entrepreneurship/Small Business Management (E/SB)

This emphasis is designed for persons whose career aspirations include starting, managing, and developing their own businesses. The distinguishing characteristic of the emphasis is that it focuses on teaching students how to assume total responsibility for a business enterprise. This emphasis is especially appealing to self-motivated individuals who prefer to be their own bosses and who are unafraid of expressing and taking action on their ideas.

Emphasis in Human Resource Management (HRM)

The human resource management emphasis allows a student to specialize in the study of personnel administration and human resource management. While this emphasis is especially appealing to individuals whose career aspirations are focused on working in the human resources management areas, the collection of courses included in this emphasis are relevant to managers in all areas of today's organizations.

Emphasis in Operations Management (OM)

The operations management emphasis allows the student to prepare for positions in manufacturing and other organizations with operations departments and for management careers in manufacturing and service organizations. While much of the course work focuses on manufacturing management, the approaches that are covered and the skills that are developed are generalizable to service operations.

Marketing

Preparation in this area will provide the student with an awareness of the marketing problems confronting today's business firms, some knowledge and experience in application of the tools and techniques of marketing problem solving and a more detailed acquaintance with one or more specific areas of the marketing discipline. Students may choose to major in general marketing or in one of the three emphasis areas under marketing.

The Marketing Major Without an Area of Emphasis

The general marketing track is the most flexible and supports the largest number of career opportunities in the field of marketing.

Emphasis in Fashion Merchandising

The fashion merchandising emphasis is designed to provide the student with a broad knowledge of business and marketing while stressing the areas of retailing and fashion.

Emphasis in Retailing Management

The retailing management emphasis is for students interested in retail careers or in marketing positions where knowledge of retailing is important.

Emphasis in Sales and Sales Management

The sales and sales management emphasis is for the student interested in sales as an entry-level marketing position or in sales as a career.

Regional Economic Development

This major is unique in several ways. Since the economic development process is one of public-private partnership, students take the Bachelors of Business Administration core. This provides students with a unique appreciation of the particular motivations of business firms and problems that firms face in succeeding in the marketplace. This grounding in the problems and promise of private firms is extended by two

varieties of course work designed to help the students focus on the problems of economic development. The Economics (ECON) courses provide an overview for students on the relationships between government, private firms and the economic development process. These courses focus on the impacts of environmental regulation on development, the effects of government tax and spending policies on firm locational decisions, and the processes of growth in regions and urban areas. The Regional Economic Development (REDV) courses provide students with information about specific government programs both nationally and locally that serve to promote economic development efforts. In addition, these courses discuss the sources of data to support development efforts and the techniques of analysis that are necessary to support these efforts. A “hands-on” experience in an economic development agency is provided.

PROGRAMS - GRADUATE

Ph.D. in Logistics and Supply Chain Management

The Ph.D. Program in Logistics and SCM trains students for academic or industry positions in logistics and supply chain management. The program builds on the College of Business Administration's nationally ranked undergraduate degree program in Logistics and Intermodal Transportation. Graduates will be prepared to serve as knowledge brokers, able to transfer understanding of logistics and supply chain management to audiences and provide leadership in expanding this increasingly important and complex field. The program requires 60 hours of coursework, provided the student has an appropriate master's degree. Course work in the degree will take two years and then Candidates will focus on dissertation and research. The core classes focus on advanced courses in logistics, transportation, and supply chain management providing a broad-based foundation to the historical and current trends in these areas. Students will select a supporting emphasis area from marketing, information systems or operations management, which allows students flexibility in securing positions both inside and outside of academia.

Master of Business Administration

The purpose of the MBA program at Georgia Southern University is to prepare men and women for careers in business and non-profit organizations in an increasingly complex and changing world. It emphasizes the fundamental knowledge and skills underlying modern administration and management, and applies these with emphasis upon the area of managerial and executive decision-making.

Georgia Southern University has offered the Master of Business Administration degree since 1969 with graduates going on to pursue successful careers in banking and finance, marketing, manufacturing, and international organizations. The MBA program is flexible enough to accommodate part-time students. Classes are moderate in size to create an optimal environment for effective learning and thought-provoking discussions.

Master of Accounting

The Master of Accounting (MAcc) program focuses on the knowledge and skills students need for careers in public accounting. The curriculum includes 18 hours of accounting and 12 hours of electives designed to allow students to customize their program of study to fit their personal career objectives. The

Georgia Southern University MAcc program meets Georgia's 150-hour requirement for certification as a CPA and can be completed in one year. The MAcc Forensic Accounting Concentration is designed to provide the advanced knowledge, skills, and abilities needed to investigate asset theft and financial statement fraud, to design internal control systems that detect and/or prevent fraud, and to provide litigation support services such as expert witness testimony in court. Please refer to the graduate section of the catalog for a detailed description of the program.

Master of Science in Applied Economics

The Master of Science in Applied Economics (MSAE) is offered exclusively online. The MSAE consists of 30 credit hours and features a rigorous core curriculum consisting of Micro-economic Theory, Macroeconomic Theory, International Economics and Applied Econometrics. Students choose two of the three fields of specialization in Regional Economic Development, Financial Economics, and Industrial Organization. The program's graduates are expected to be competitive for employment in private enterprise, including financial institutions, industry, and utility companies and governmental organizations engaged in regulation and economic development.

Regional Economic Development

The regional economic development track provides students with an understanding of the theoretical and public policy applications which foster a business environment conducive to long-term growth of high-wage jobs, an enhanced standard of living and a better quality of life for local residents.

Financial Economics

The financial economics track explores micro-economic and macroeconomic aspects of financial institutions. Students will be engaged in a comprehensive study of financial markets and risk. The various theories and techniques used to analyze risk are explored.

Industrial Organization and Regulation

The industrial organization track will explore the behavior of firms operating in imperfectly competitive markets and consider how the government might increase efficiency in such markets through various forms of regulation.

Enterprise Resources Planning (ERP) Certificate

The Enterprise Resources Planning (ERP) Certificate is an online program for working professionals and recent graduates who want to deepen their understanding of ERP systems and integrated business processes within organizations. This 15 credit hour lockstep program offers students the opportunity to gain hands on experience with SAP® ERP and to earn an Associate Level SAP® Certification (SAP Certified Business Associate with SAP ERP 6.0). This certification is recognized globally and validates broad understanding of integrated business processes within the world's most widely used ERP software. Admission to the program is competitive and the size of each cohort is limited.

ADVISEMENT

Undergraduate

Academic advisement for all pre-business majors is managed by the College of Business Administration Student Services Center.

Location: Room 1100, College of Business Administration
Telephone: (912) 478-0085

Upper division Bachelor of Business Administration students are assigned a faculty advisor in the student's major area.

Graduate

Academic advisement for Master of Business Administration students occurs in the MBA Office in the College of Business Administration.

Location: Room 1133, College of Business Administration
Telephone: (912) 478-5767

Academic advisement for Master of Accounting students occurs in the School of Accountancy Office in the College of Business Administration.

Location: Room 2203, College of Business Administration
Telephone: (912) 478-2228

Academic advisement for Master of Science in Applied Economics students occurs in the School of Economic Development Office in the College of Business Administration.

Location: Room 3310, College of Business Administration
Telephone: (912) 478-5216

Academic advisement for the Enterprise Resources Planning (ERP) Certificate program occurs through the Department of Information Systems Office in the College of Information Technology.

Location: Room 3126, College of Information Technology
Telephone: (912) 478-4747

EXPERIENTIAL LEARNING OPPORTUNITIES

Internships

Internship opportunities are available through all departments and schools in the College of Business Administration. Internships are supervised work-study programs, designed to allow upper division students an opportunity to receive practical experience in their chosen field of study. Prerequisites include junior standing, a review of academic qualifications, and approval of supervising instructor and department chair. Students should consult with their academic advisors or the College of Business Administration Student Program Manager (Room 1101) for further information.

Cooperative Education

Co-ops allow students the opportunity to gain work experience related to their academic major while earning a salary. To participate in a cooperative education opportunity, a student must have completed at least 30 semester hours of instruction, have a grade point average of at least 2.5, and be willing to participate in a minimum of two alternating co-op work semesters. Work responsibilities and salaries are determined by the employer. Co-op students register for the designated Cooperative Education section. This is a non-credit course.

B.B.A. Specific Requirements

- Students seeking credit for COBA courses via proficiency examination will be allowed only one opportunity to do so and must score a minimum grade of "C" to obtain credit.
- Students with a declared major other than BBA, "Pre-Business," or "Undeclared" may enroll in upper division

courses offered by COBA subject to completion of any course prerequisites or permission of the department chair responsible for the course.

- Students classified as "Pre-Business," or "Undeclared" may not enroll in any upper division courses offered by COBA.
- In order to change from "Pre-Business" to "BBA" status, a student must have (1) an institutional GPA of at least 2.5, (2) completed at least 45 hours, and (3) earned a "C" or better in ACCT 2101.
- BBA majors enrolling in upper division business courses for the first time must have completed or be concurrently enrolled in ACCT 2102 and ECON 2106.
- BBA degrees require 24 semester hours of course work under the heading "Specific Requirements Beyond Areas A-F" and another 24 under the heading "Major Requirements" for a total of 48 hours of courses related to the major. In addition to University graduation requirements, at least half of this 48 hour total (i.e., 24 hours) must be taken at Georgia Southern for a BBA student to qualify for graduation.
- To qualify for graduation, BBA students must (1) make a minimum grade of "C" in all courses used to satisfy their "Major Requirements" and (2) make a minimum grade of "C" in ACCT 2102 and ECON 2106 as well as in the business core courses: BUSA 3131, BUSA 3132, BUSA 4131, FINC 3131, MGNT 3130, MGNT 3430, MKTG 3131, AND CISM 4130 or ACCT 4130 or CISM 4135.

SECONDARY OR P-12 EDUCATION CERTIFICATION

For those interested in Secondary Education (grades 6-12) certification with a BUSINESS degree:

Students who plan to seek teacher certification after completion of the B.B.A. program (Accounting, Finance, Information Systems, Logistics and Intermodal Transportation, Management, Marketing, or Regional Economic Development) may achieve this through the Master of Arts in Teaching (MAT) or a non-degree certification program. To meet content requirements, the following courses must be completed as part of or in addition to your current program of study.

- BEED 5130 - Cooperative Vocational Education (3)
- CSCI 1230 - Introduction to BASIC Programming (3)
- GCM 1321 - Desktop Publishing (2)
- GCM 1411 - Desktop Publishing Lab (1)
- IT 1130 - Introduction to Information Technology (3)
- WRIT 3230 - Writing in the Workplace (3)

The following education courses may also be taken as *electives* while enrolled in your bachelor's program:

Courses that a student can take as an undergraduate that will count toward certification requirements but will not count toward MAT degree requirements are:

- ITEC 3430 - Instructional Technology for P-12 Education (3)
- SPED 3333 - Introduction to Special Education (3)

Education Area F "Preprofessional Block" (PPB) courses may also be taken; however the PPB courses will not count toward meeting certification requirements or MAT degree requirements. These courses can provide undergraduate students information and experiences in school settings that will help them make more informed decisions about becoming a teacher. Since the three PPB courses have USG-mandated field requirements, the following guidance should be followed:

- BA/BS/BBA majors can take the complete 9 semester hour PPB block of courses with the required 50 hour field experience; **OR**

- BA/BS/BBA majors can take EDUC 2130 - Exploring Learning and Teaching concurrently with EDUC 2090 - PPB Practicum (50 contact hours in a school) – total of 3 credit hours. After taking EDUC 2130, those students can take one or both of the other PPB courses with approximately 10 hours of field experience with each course. These courses are:
 - EDUC 2110 - Investigating Critical and Contemporary Issues in Education (3)
 - EDUC 2120 - Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts (3)

NOTE: GACE Basic Skills and GACE Content Assessment examination and 2.5 cumulative GPA requirements must be met for certification program admission and should be considered during enrollment in the bachelor's program.

For those interested in Secondary Education (grades 6-12) certification with an ECONOMICS degree:

Students who plan to seek teacher certification after completion of the B.B.A. Economics program may achieve this through the Master of Arts in Teaching (MAT) or a non-degree certification program. If all B.B.A. Economic requirements are met, typically no other Economics content courses are required.

The following education courses may also be taken as *electives* while enrolled in your bachelor's program:

Courses that a student can take as an undergraduate that will count toward certification requirements but will not count toward MAT degree requirements are:

- ITEC 3430 - Instructional Technology for P-12 Education (3)
- SPED 3333 - Introduction to Special Education (3)

Education Area F "Preprofessional Block" (PPB) courses may also be taken; however the PPB courses will not count toward meeting certification requirements or MAT degree requirements. These courses can provide undergraduate students information and experiences in school settings that will help them make more informed decisions about becoming a teacher. Since the three PPB courses have USG-mandated field requirements, the following guidance should be followed:

- BA/BS/BBA majors can take the complete 9 semester hour PPB block of courses with the required 50 hour field experience; **OR**
- BA/BS/BBA majors can take EDUC 2130 - Exploring Learning and Teaching concurrently with EDUC 2090 - PPB Practicum (50 contact hours in a school) – total of 3 credit hours. After taking EDUC 2130, those students can take one or both of the other PPB courses with approximately 10 hours of field experience with each course. These courses are:
 - EDUC 2110 - Investigating Critical and Contemporary Issues in Education (3)
 - EDUC 2120 - Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts (3)

NOTE: GACE Basic Skills and GACE Content Assessment examination and 2.5 cumulative GPA requirements must be met for certification program admission and should be considered during enrollment in the bachelor's program.

FORENSIC ACCOUNTING PROGRAMS

The costs of corporate fraud and white-collar crime are estimated to exceed \$1 trillion annually. The School of Accountancy

administers an interdisciplinary minor in fraud examination and offers a forensic accounting concentration in its graduate accounting program. The fraud examination minor prepares students to become fraud investigators. Please refer to the Interdisciplinary Minor section of the university catalog for a complete listing of the courses included in the minor. Integrating accounting, law, auditing, and investigative skills, the graduate forensic accounting concentration prepares students to become forensic accountants. Forensic accountants, often referred to as the bloodhounds of accounting, are highly sought after by firms and organizations wishing to beef up their investigations and forensics practices. Please refer to the graduate section of the catalog for a detailed description of the Master of Accounting Forensic Accounting Concentration.

College of Business Administration Programs

ACCOUNTING

M.Acc., 30 HOURS

Advising: College of Business Administration, M.Acc. Coordinator, P.O. Box 8141, Statesboro, GA 30460, (912) 478-2228, maccocoordinator@georgiasouthern.edu, Fax: (912) 478-0105.

Admission Requirements

The Master of Accounting (M.Acc.) program focuses on the knowledge and skills students need for careers in public accounting. The curriculum includes 18 hours of accounting and 12 hours of electives designed to allow students to personalize their program of study to fit their career objectives. The Georgia Southern University M.Acc. program meets Georgia's 150-hour requirement to sit for the CPA Exam and can be completed in one year. A prospective student who has earned a baccalaureate degree and plans to take courses in the program must be admitted under one of the following classifications:

Degree Student

Students who are admitted to the College of Graduate Studies with the expressed intention of following a program leading to a graduate degree are classified as degree students. When admitted as a degree student, the applicant will be placed in one of the following categories:

Regular Admission

A prospective candidate for the M.Acc. degree who meets all requirements for unqualified admission and has been recommended by the Director of the School of Accountancy in the College of Business Administration and approved by the College of Graduate Studies is classified as a regular degree student. A student with a competitive undergraduate grade point average and GMAT score will be considered for admission as a regular M.Acc. student. Applicants may ask that the GRE be used or GMAT be waived under special circumstances. For example, GMAT scores might be waived for applicants with advanced degrees (M.S., M.A., M.D., J.D., D.V.M., D.D.S., Ph.D.) or professional certifications (CPA, CMA, CIA). The applicant's credentials will be presented to the Graduate Curriculum and Programs Committee which will forward its recommendation to the College of Graduate Studies. Student transcripts are evaluated for prerequisite requirements during the review of the admission packet. The requirement to make up deficiencies in prerequisite courses is listed on the notification of acceptance as a condition of acceptance.

Admission Appeals

An applicant may appeal to use his/her GRE score in place of the GMAT score. To appeal for admission, the applicant must follow the College of Graduate Studies appeal procedures. Appeals are considered by the College of Business Administration Graduate Curriculum and Programs Committee (GCPC) which forwards its recommendations to the College of Graduate Studies.

Applicants who have earned an advanced degree (M.S., M.A., M.D., J.D., D.V.M., D.D.S., Ph.D.) from a regionally accredited college or university may request a waiver of the GMAT score. An applicant with an advanced degree may request a GMAT waiver through the Graduate Curriculum and Program Committee (GCPC) which will review the applicant's credentials to determine if the GMAT waiver will be granted. Should the GCPC not meet during an admission cycle, the Dean of the College of Business Administration will appoint a committee of the COBA Graduate Faculty to consider admission and waiver appeals.

Factors that the GCPC may consider for admission will include (but not limited to) the following:

1. Probability of success in the applications chosen program.
2. The diversity the applicant brings to the degree program.
3. Space availability in the applicant's chosen program.

The GCPC may make a recommendation it deems to be in the best interest of the programs, including, but not limited to the following:

1. "Regular" admission with no restrictions.
2. "Regular" admission with restrictions.

Non-degree Student

An applicant may be admitted to the College of Graduate Studies as a non-degree student to earn credit in graduate courses without working toward a degree. Admission as a non-degree student does not guarantee subsequent admission to a graduate degree program; that is a separate process, and different criteria must be met. Students who are admitted in a non-degree category may apply to a degree program at any time. Upon the advisor's recommendation, non-degree courses may be included in the graduate degree program of study should the student gain reclassification as a degree student. A student may be admitted to the College of Graduate Studies and in Business in one of the following admission categories:

Enrichment

The M.Acc. degree is not suited for enrichment. Students may be admitted to graduate accounting course with the approval of the Director of the School of Accountancy on a space available basis. A student may count a maximum of nine (9) semester hours of credit toward graduate degree program requirements if recommended by the degree Graduate Program Director and approved by the Dean of the College of Graduate Studies.

Once admitted under this classification, a competitive GMAT score must be submitted to the College of Graduate Studies by the completion of the third graduate level course in order to be considered for the M.Acc. degree admission.

Limited

A student whose file is incomplete because certain required application materials have not been received in the Office of Graduate Admissions for degree admission consideration may be admitted in this category. Enrollment in the Non-Degree Limited category is limited to a maximum of nine (9) semester hours of credit in graduate courses in any seven contiguous years. A student may count a maximum of nine (9) semester hours of credit toward graduate degree program requirements if recommended by the degree Graduate Program Director and approved by the Dean of the College of Graduate Studies.

A student who has not taken the GMAT may be admitted under this classification provided that the overall undergraduate GPA is 3.25 or higher, or the upper-level (last 60 semester hours) GPA is 3.50 or higher, or with the approval of the Director of the School of Accountancy. Once admitted under this classification, a competitive GMAT score must be submitted by the completion of the third graduate level course in order to continue with additional graduate courses and for the applicant to be considered for M.Acc. degree admission. The requirement to make up deficiencies in the prerequisite courses is listed on the notification of acceptance as a condition of acceptance.

Graduate Transfer or Transient Credit

The College of Business Administration accepts graduate transfer or transient credit only from AACSB accredited programs not to exceed six (6) semester hours subject to review and approval by the Director of the School of Accountancy.

Program of Study

Prerequisites

A student admitted to the College of Graduate Studies as a prospective candidate for the Master of Accounting degree must present evidence of satisfactory completion (a minimum grade of "C") of the following course content:

Accounting:

Intermediate Accounting

Georgia Southern equivalents are:

- ACCT 3131 - Intermediate Accounting I (3)
- ACCT 3132 - Intermediate Accounting II (3)
- ACCT 4133 - Intermediate Accounting III (3)

Managerial Accounting

Georgia Southern equivalent is:

- ACCT 3231 - Managerial Accounting II (3)

Income Tax

Georgia Southern equivalent is:

- ACCT 3330 - Income Tax (3)

Accounting Information Systems

Georgia Southern equivalent is:

- ACCT 4130 - Accounting Information Systems (3)

Auditing

Georgia Southern equivalent is:

- ACCT 4430 - Auditing (3)

General Business:

Accounting Fundamentals

Georgia Southern equivalent is:

- ACCT 6130 - Accounting and Control (3)

Foundations of Economics

Georgia Southern equivalent is:

- ECON 6230 - Foundations of Economics (3)

Fundamentals of Corporate Finance

Georgia Southern equivalent is:

- FINC 6230 - Fundamentals of Corporate Finance (3)

Legal and Ethical Issues in Business

Georgia Southern equivalent is:

- LSTD 6130 - Legal Environment Business (3)

Foundations of Management and Marketing

Georgia Southern equivalent is:

- MGNT 6331 - Foundations of Management and Marketing (3)

Business Statistics using Spreadsheet Analysis

Georgia Southern equivalent is:

- MGNT 6330 - Business Statistics using Spreadsheet Analysis (3)

Required Courses.....18 Hours

- ACCT 7130 - Seminar in Financial Accounting (3)
- ACCT 7330 - Taxation of Corporations and Partnerships (3)
- ACCT 7430 - Seminar in Auditing (3)
- ACCT 7530 - Seminar in Accounting Information Systems (3)
- ACCT 7634 - Fraudulent Financial Reporting (3)
- LSTD 7230 - Law and Ethics for Accountants (3)

Electives.....12 Hours

Selected from 7000-level courses offered by the College of Business Administration, or from approved electives offered elsewhere in the University.

ACCOUNTING M.Acc, 30 HOURS (Forensic Accounting Concentration)

Admission Requirements

Forensic accounting is the application of accounting principles, theories, and techniques to facts or hypotheses at issue in a legal dispute. Forensic Accounting is one of the fastest growing areas in the profession today. Because forensic accountants must look beyond the numbers to grasp the underlying substance of business activities, they have been described as private investigators with a financial sixth sense. The M.Acc. Forensic Accounting Concentration is designed to provide the advanced knowledge and skills graduates need to investigate asset theft and financial statement fraud, to design internal control systems that detect and/or prevent fraud, and to serve effectively as expert witnesses in a court of law. Students may apply for admission to the forensic accounting concentration at the time they apply to the Master of Accounting program (Refer to Admission Requirements described in the General M.Acc. section). Admission to the concentration is competitive. The admissions committee reviews applications on an individual basis looking at both the quantitative and qualitative aspects of the applicant’s academic background and professional experience (if applicable). The committee seeks to assess each applicant’s potential for academic success and future professional growth based on the following:

- **Statement of Purpose Essay:** Because the admissions process may not allow for personal interviews, this essay is a crucial reflection of the applicant’s communication and presentation skills.
- **Past Academic Performance:** While there is no minimum undergraduate grade point average (GPA) requirement, the admissions committee views past grades as an important indicator of the applicant’s future academic performance. The committee may also consider the ranking and reputation of the applicant’s undergraduate institution.
- **Work Experience:** There is no work experience requirement although work experience will be viewed positively by the admissions committee.
- **Extracurricular Activities:** Public, community, or military service; travel experiences; extracurricular activities, hobbies and special aptitudes; and any honors or recognitions received are all important indicators of the applicant’s motivation and character.
- **GMAT Score:** A minimum of 430 on the GMAT is required, GMAT scores will be an extremely important component of the application and thus applicants should address this component aggressively.
- **Letters of recommendation:** Two letters will be required. References should speak to the applicant’s personal qualities, career potential, and potential to succeed in the classroom.

Finally, personal characteristics that add to the diversity of the class may also be considered, such as country of citizenship, family background, race, gender, multilingual skills, and socioeconomic history.

Applications to the Forensic Accounting program will be accepted during all semesters. Applicants who need the fraud examination prerequisites are encouraged to apply for summer semester.

Application for Admission to the Concentration in Forensic Accounting

1. Submit an application to the M.Acc. program at: <http://www.applyweb.com/apply/gasou/menu.html>.
2. Write an essay explaining how pursuing a concentration in Forensic Accounting will help you reach your career goals. (Maximum 500 words)
 - a. Submit document as a Microsoft Word file using the following format:
Yourfirstname_Yourlastname-Essay.doc
3. Submit a resume that includes work experience, honors, extracurricular activities, military service, travel experience, hobbies, and special aptitudes.
 - a. Submit document as a Microsoft Word file using the following format:
Yourfirstname_Yourlastname-Resume.doc
4. Obtain two letters of recommendation that speak to your personal qualities, career potential, and potential to succeed in the classroom.
 - a. Submit document as a Microsoft Word file using the following format:
Yourfirstname_Yourlastname-Recommendation.doc

Submit all documentation to aleveret@georgiasouthern.edu

Program of Study

Prerequisite(s):

Note: In addition to the General Business and Accounting prerequisites required for admissions into the Master of Accounting program, students admitted into the Forensic Accounting Concentration must complete the following additional prerequisites.

Fraud Examination Prerequisite Courses15 Hours

- ACCT 4631 - Macro Fraud Examination (3)
- ACCT 4632 - Micro Fraud Examination (3)
- ACCT 5633G - Forensic Interviews/Interrogations (3)
- ACCT 4830 - Special Problems in Accounting (3)
- LSTD 3631 - Fraud and the Law (3)

Program of Study.....18 Hours

- ACCT 7130 - Seminar in Financial Accounting (3)

- ACCT 7330 - Taxation of Corporations/Partnerships (3)
- ACCT 7430 - Seminar in Auditing (3)
- ACCT 7530 - Seminar in Accounting Information Systems (3)
- ACCT 7634 - Fraudulent Financial Reporting (3)
- LSTD 7230 - Law and Ethics for Accountants (3)

Forensic Accounting Concentration.....12 Hours

- ACCT 7635 - Fraud and Society (3)
- ACCT 7636 - Expert Witnessing (3)
- ACCT 7637 - Forensic Accounting Capstone (3)
- CISM 5131G - Fundamentals of Computer Forensics (3)

ACCOUNTING

WebM.Acc., 30 HOURS

(The Web-Based Master of Accounting)

Advising: College of Business Administration, WEBMAcc. Coordinator, P.O. Box 8141, Statesboro, GA 30460, (912) 478-2228, webmacc@georgiasouthern.edu, Fax: (912) 478-0105.

The WEBMAcc. curriculum consists of 10 (3) credit hour courses, plus a one (1) hour noncredit orientation. Students are required to complete two courses each Fall and Spring term and one course each Summer for two consecutive years. Courses in the WEBMAcc program are open to WEBMAcc students only. WEBMAcc courses cannot be used to satisfy the requirements of the MAcc degree or the MAcc degree with a Forensic Accounting Concentration.

Georgia Southern University considers the WEBMAcc. to be a full-time program. The program is “lock step.” Georgia Southern is one of very few internationally accredited schools offering a Web-based Masters of Accounting.

The Web-Based Master of Accounting (WEBMAcc.) program focuses on the knowledge and skills students need for careers in public accounting. The curriculum includes 30 hours of coursework. The 30 hours includes 18 hours of required courses that will not change between cohorts. The remaining 12 hours of electives will be set for each cohort but may change between cohorts. Students must complete the prescribed courses for the cohort of current enrollment. The Georgia Southern University WEBMAcc. program is designed to assist students in meeting Georgia’s 150-hour requirement to obtain a CPA License. A prospective student who has earned a baccalaureate degree and plans to take courses in the program must be admitted as a regular degree seeking student. Requirements for admission are discussed below.

Admission Requirements

Admission to the WEBMAcc. program is competitive. The admissions committee reviews applications on an individual basis looking at both the quantitative and qualitative aspects of the applicant’s academic background and professional experience (if applicable). The committee seeks to assess each applicant’s potential for academic success in an online graduate program based on the following:

- **Statement of Purpose Essay:** Because the admissions process may not allow for personal interviews, this essay is a crucial reflection of the applicant’s written communication skills.
 - **Past Academic Performance:** Current competitive GPA: While there is no minimum undergraduate grade point average (GPA) requirement, the admissions committee views past grades as an important indicator of the applicant’s future academic performance. The committee may also consider the ranking and reputation of the applicant’s undergraduate institution.
 - **Work Experience:** There is no work experience requirement although work experience will be viewed positively by the admissions committee.
 - **GMAT Score:** A current competitive GMAT is required. GMAT scores will be an extremely important component of the application and thus applicants should address this component aggressively.
 - **Letters of recommendation:** Two letters will be required. References should speak to the applicant’s personal qualities, career potential, and potential to succeed in the online learning environment. The committee prefers at least one letter of recommendation from a present or former employer that can address the applicant’s ability to handle the demands of work and academic study.
 - **Other Required Scores:** Competitive scores on any other required tests will also be considered and are an extremely important component of the application.
- Factors that the School of Accountancy Graduate Programs Committee may consider for admission will include (but not be limited to) the following:
 1. Probability of success in the program,
 2. Space availability in the program, and
 3. Professional work experience.

Decisions are made in as timely a manner as possible. A decision is not assured before the application deadline. The application deadline for Fall semester admission is June 15. Applications received after that date will be considered on a space available basis. If a spring cohort is offered, the application deadline is November 15.

Within 30 days of acceptance into the program, the student must pay the tuition for the one semester hour orientation course. This tuition is non-refundable and assures your space in the cohort.

Degree Student

Students who are admitted to the College of Graduate Studies with the expressed intention of following a program leading to a graduate degree are classified as regular degree students.

Regular Admission

Students who meet the above admission requirements will be considered for admission as a regular WEBMAcc. student. Student transcripts are evaluated for prerequisite requirements during the review of the admission packet. Students cannot be accepted into the program until all prerequisite deficiencies have been completed.

An applicant may request to use his/her GRE score in place of the GMAT score. In addition, applicants who have earned an advanced degree (M.S., M.A., M.D., J.D., D.V.M., D.D.S., Ph.D.) from a regionally accredited college or university or who possess a professional certification (CPA, CMA, CIA) may request a waiver of the GMAT score. The Director of the School of Accountancy will review the applicant's credentials to determine if the GMAT waiver will be granted. Substitution of the GRE or waiver of the GMAT for completion of an advanced degree or for professional certification is not assured for any candidate.

Admission Appeals

Students who wish to appeal an admission decision must follow the College of Graduate Studies appeal procedures.

Non-degree Students and Enrichment

The WEBMAcc. program is not suited for non-degree students or for enrichment. No student will be allowed to take courses offered in the program as a non-degree seeking student or for enrichment purposes.

Graduate Transfer or Transient Credit

Due to the lock-step nature of the program, credit will not be granted for courses taken outside of the WEBMAcc program.

Program of Study

Prerequisites

A student admitted to the College of Graduate Studies as a prospective candidate for the WEBMAcc. degree must present evidence of satisfactory completion (a minimum grade of "C") of the following course content:

Accounting:

Intermediate Accounting

Georgia Southern equivalents are:

- ACCT 3131 - Intermediate Accounting I (3)
- ACCT 3132 - Intermediate Accounting II (3)
- ACCT 4133 - Intermediate Accounting III (3)

Managerial Accounting

Georgia Southern equivalent is:

- ACCT 3231 - Managerial Accounting II (3)

Income Tax

Georgia Southern equivalent is:

- ACCT 3330 - Income Tax (3)

Accounting Information Systems

Georgia Southern equivalent is:

- ACCT 4130 - Accounting Information Systems (3)

Auditing

Georgia Southern equivalent is:

- ACCT 4430 - Auditing (3)

General Business:

No general business courses are required for the WEBMAcc. program, but individual elective courses may require pre-requisite courses. Students are responsible for meeting course pre-requisites prior to admission to the program. In addition, for candidates who plan to take the Uniform CPA Examination, most jurisdictions have general business course requirements as part of the education requirement to take this exam. Applicants should check with their respective jurisdiction (state boards, etc.) for particular requirements.

Core Courses18 Hours

- WMAC 7130 - Seminar in Financial Accounting (3)
- WMAC 7334 - Tax Research (3)
- WMAC 7430 - Seminar in Auditing (3)
- WMAC 7530 - Seminar in Accounting Information Systems (3)
- WMAC 7634 - Fraudulent Financial Reporting (3)
- WLST 7230 - Current Legal Issues (3)

Cohort Courses12 Hours

Selected by the School of Accountancy from 7000-level courses offered by the College of Business Administration, or from courses offered elsewhere in the University.

Any current or subsequently approved 7000-level COBA course may be taught as an approved elective and/or required class. Students will be provided a list of the courses scheduled in their cohort.

Residency and Testing Requirements

All students will be required to attend a one semester hour non-credit orientation course held over a two-day period in at a predesignated location at the beginning of their first semester in the program.

In addition, program or course testing must occur at an approved testing center with identification required. Additional test security measures as deemed necessary by the faculty may also be required and students will be given appropriate notice of those additional security measures. Students are responsible for contacting the proposed testing site and submitting the required information to the WEBMAcc coordinator to arrange approval and testing and to complete the exam or assignment by the stated deadline. Students are encouraged to do this early to ensure that the approval process is complete in time for the first required testing in the program. Students

are also required to contact the testing center in advance to schedule each exam during the program. All costs of testing will be borne by the student.

Approved testing centers may include Prometric or other nationally or regionally recognized commercial testing centers, universities, colleges, or community colleges accredited by an acceptable accrediting agency, or other approved sites. Testing sites that will not be approved include: the student's workplace or any location where the proctor would be a relative (by law or marriage), an employer, an employee, etc.

APPLIED ECONOMICS M.S., 30 HOURS

Advising: College of Business Administration, School of Economic Development, Dr. Donna K. Fisher, Georgia Southern University, P. O. Box 8152, Statesboro, GA 30460, phone (912) 478-0533, email: msae@georgiasouthern.edu, website: <http://coba.georgiasouthern.edu/msae.htm>

Admission Requirements

Regular

The applicant must have:

1. Completed requirements for the Bachelor's degree in a college accredited by the proper regional associations.
2. Taken courses in Intermediate Microeconomic Theory, Intermediate Macroeconomic Theory, statistics, and calculus.
3. A 3.0 (4.0) cumulative grade point average or higher on undergraduate work.
4. A combined score of no less than 500 on the Verbal section and 500 on the Quantitative section of the Graduate Records Exam (GRE).
5. Submitted:
 - a. A personal statement that includes a description of career goals, reasons for applying for graduate study at Georgia Southern University, and relevant experience and achievements.
 - b. Recommendations from three individuals who can speak of the applicant's undergraduate academic performance and potential for graduate study.

Provisional

For applicants who meet one but not both the GPA requirement and GRE requirement, provisional admission may be granted by the departmental graduate faculty based on their consideration of the materials submitted by the applicant and an interview (if done).

Program of Study

Required Courses.....18 Hours

- ECON 7131 - Microeconomics (3)
- ECON 7132 - Macroeconomics (3)
- ECON 7133 - International Economics (3)
- ECON 7231 - Mathematical Economics (3) **OR** ECON 7232 - History of Economic Thought (3)
- ECON 7331 - Applied Econometrics (3)
- ECON 7332 - Advanced Econometrics (3)

Concentrations.....12 Hours

Select two of the following concentrations:

Regional Economic Development

- ECON 7431 - Regional Economic Development (3)
- ECON 7432 - Financing Economic Development (3)

Industrial Organization/Regulation

- ECON 7531 - Industrial Organization (3)
- ECON 7532 - Regulation and Antitrust (3)

Financial Economics

- ECON 7631 - Advanced Financial Economics (3)
- ECON 7632 - Financial Economics and Risk (3)

APPLIED ECONOMICS CERTIFICATE 18 HOURS (Online)

Advising: College of Business Administration, School of Economic Development, Dr. Donna K. Fisher, Georgia Southern University, P. O. Box 8152, Statesboro, GA 30460, phone (912) 478-0533, email: dkfisher@georgiasouthern.edu or msae@georgiasouthern.edu, website: <http://coba.georgiasouthern.edu/msae.htm>

Admission Requirements

Regular

The applicant must have:

1. Students will generally be admitted to the Graduate Certificate program for Fall and Spring semesters.
2. Students will achieve “Regular Admission” status if they meet all of the following criteria:
 - a. Bachelor’s Degree from an accredited college or university
 - b. Undergraduate GPA: minimum of 3.00 on a 4.00 point scale
 - c. Entrance Examination Scores: Competitive GRE or GMAT scores.
 - d. Completed a course in Calculus and a course in Statistics with minimum grade of “C.”
 - e. Completed a course in intermediate macro economics and intermediate micro economics with a minimum grade of “C.”
3. Students may achieve “Provisional Admission” status if they have not met the GPA requirement so long as their GRE or GMAT scores are outstanding.
4. The GRE or GMAT score requirement will be waived for those applicants who have already completed a graduate degree (M.S., M.A., M.D., J.D., D.V.M., D.D.S., Ph.D., etc.) from a regionally accredited university.
5. Students may apply for admission at any time. Decisions regarding admissions for Fall semester will be made on or before the following deadlines: February 15, March 15, and April 15. For applications received after April 15, decisions about admission into the program will be made continuously until the beginning of Fall semester. The earliest processing date for Spring semester applications is October 15.
6. Decisions regarding “Provisional Admission” for Fall Semester will be made on or before the April 15 deadline.

Program of Study

Required Courses.....9 Hours
 ECON 7131 - Microeconomics (3)
 ECON 7132 - Macroeconomics (3)
 ECON 7133 - International Economics (3)

Concentrations.....9 Hours

- Select three of the following courses:
- ECON 7231 - Mathematical Economics (3)
 - ECON 7232 - History of Economic Thought (3)
 - ECON 7332 - Advanced Econometrics (3)
 - ECON 7431 - Regional Economic Development (3)
 - ECON 7432 - Financing Economic Development (3)
 - ECON 7531 - Industrial Organization (3)
 - ECON 7532 - Regulation and Antitrust (3)
 - ECON 7631 - Advanced Financial Economics (3)
 - ECON 7632 - Financial Economics and Risk (3)
 - MGNT 7339 - Applied Regression (3)

BUSINESS ADMINISTRATION

M.B.A., 30 HOURS for General MBA

36 HOURS for MBA with Area Concentration

Advising: College of Business Administration, P.O. Box 8050, Statesboro, GA 30460-8050, or (912) 478-5767, email: mba@georgiasouthern.edu, Fax: (912) 478-7480. Website: <http://coba.georgiasouthern.edu/mba/>

MBA Mission Statement

The mission of the Master of Business Administration at Georgia Southern University is to create organizational leaders with an understanding of global, ethical, and social issues.

Graduates of the program will have:

1. Functional knowledge of business and insight that can be applied from a management perspective to address cross disciplinary issues.
2. Analytical problem solving, decision making, and critical thinking skills that address managerial issues in uncertain environments.
3. The ability to synthesize knowledge to address existing and unforeseen issues.
4. A global perspective on organizational strategies.
5. A sense of social responsibility and an understanding of ethical standards.
6. The ability to use technology and manage information to adapt to changing conditions.
7. Teamwork, leadership, and communication skills.

Admission Requirements

Admission to the MBA Program is competitive and decisions are made on a rolling-basis. This means that application packets are reviewed when they are complete and decisions are made shortly thereafter. Seats are filled as decisions are made, so candidates are encouraged to complete their applications as soon as possible.

The Program looks at a variety of criteria that measure the candidate's potential for being a successful graduate student and business leader. Factors used in determining admission include:

- Past academic performance
- Current Official GMAT score
- Professional work experience

Degree Student

Students who are admitted to the College of Graduate Studies with the expressed intention of following a program leading to a graduate degree are classified as degree students. When admitted as a degree student, the applicant will be placed in one of the following categories:

Regular Admission

1. A prospective student must have a baccalaureate degree from an accredited College or University
2. Present official transcripts from all credit-granting institutions
3. Present a current official report of score from the Graduate Management Admissions Test (GMAT)
4. TOEFL scores are required for international applicants

Applicants may ask that the GMAT be waived under certain circumstances.

Provisional Admission

Applicants may be approved for provisional admission if all criteria are not met to gain regular admission. Provisional students must earn grades of "B" or higher on their first nine (9) hours of course work after admission and must meet any other stipulations outlined by the admissions committee to be converted to regular status.

Non-degree Student

An applicant may be admitted to the College of Graduate Studies as a non-degree student to earn credit in graduate courses without working toward a degree. Admission as a non-degree student does not guarantee subsequent admission to a graduate degree program; that is a separate process, and different criteria must be met. Students who are admitted in a non-degree category may apply to a degree program at any time. Upon the advisor's recommendation, non-degree courses may be included in the graduate degree program of study should the student gain reclassification as a degree student. A student may be admitted to the College of Graduate Studies and in Business in one of the following admission categories:

Enrichment

An applicant who holds an undergraduate or graduate degree and desires to take business courses for personal or professional improvement may be admitted in this category. Enrollment in the Non-Degree Enrichment category is unlimited; however, a student may count a maximum of nine (9) semester hours of credit toward graduate degree program requirements if recommended by the degree Graduate Program Director and approved by the Dean of the College of Graduate Studies.

Once admitted under this classification, an acceptable GMAT score that qualifies the applicant for MBA degree admission must be submitted to the College of Graduate Studies by the completion of the third graduate level course in order to pursue the MBA degree program.

Limited

A student whose file is incomplete because certain required application materials have not been received in the Office of Graduate Admissions for degree admission consideration may be admitted in this category. Enrollment in the Non-Degree Limited category is limited to a maximum of nine (9) semester hours of credit in graduate courses in any seven contiguous years. A student may count a maximum of nine (9) semester hours of credit toward graduate degree program requirements if recommended by the degree Graduate Program Director and approved by the Dean of the College of Graduate Studies.

A student who has not taken the GMAT may be admitted under this classification provided that the overall undergraduate GPA is 3.25 or higher, or the upper-level (last 60 semester hours) GPA is 3.50 or higher. Once admitted under this classification, an acceptable GMAT score that would qualify the applicant for MBA degree admission must be submitted by the completion of the third graduate level course in order to continue with additional graduate courses. The requirement to make up deficiencies in the prerequisite courses is listed on the notification of acceptance as a condition of acceptance.

Graduate Transfer or Transient Credit

The College of Business Administration accepts graduate transfer or transient credit only from AACSB accredited programs not to exceed six (6) semester hours subject to review and approval by the COBA Graduate Curriculum and Programs Committee.

Terminal Examination

Under certain circumstances, a terminal oral exam may be required of candidates for the degree of Master of Business Administration. MBA students may exempt the oral examination provided the student earns a minimum grade of “B” in Global Business Strategy (BUSA 7530). If required, the terminal oral examination must be scheduled at least two weeks prior to graduation. The comprehensive examination will be conducted by a committee consisting of members of the Graduate Faculty in the MBA program appointed by the Dean of the College of Business Administration. The date, time, and place of the examination will be set by the MBA Director in the College of Business Administration after consultation with the committee. The Dean of the College of Business Administration will be an ex-officio member of the committee.

The MBA Director of the College of Business Administration shall notify the Dean of the College of Graduate Studies, five days prior to the examination, of the proposed date and time of the final examination and the composition of the committee.

The MBA Director in the College of Business Administration shall notify members of the examination committee of appointment, time, and place of the examination.

The candidate is expected to demonstrate a competency to discuss basic facts, justify interpretations, defend opinions, and demonstrate competencies learned in their entire MBA Program of Study.

The decision on the candidate’s performance on the examination shall be reported “Pass” or “Fail” to the Dean of the College of Graduate Studies within five days after the examination on a standard form furnished by the College of Graduate Studies. Should the decision be reported as “Fail,” the candidate for the degree will not be permitted a re-examination until the conditions set forth by the committee have been met.

The candidate is eligible to receive the degree of Master of Business Administration upon completion of all course work in the planned program and a satisfactory report on the terminal examination.

MBA Program Requirements

Requirements in the Program of Study leading to the Master of Business Administration depend on whether a student pursues a General MBA degree or an MBA degree with an area of concentration.

Program of Study: General M.B.A. Degree

A student admitted to the College of Graduate Studies as a prospective candidate for the Master of Business Administration degree must present evidence of satisfactory completion (a minimum grade of “C”) of the following undergraduate course content in Business Administration. The prerequisite requirements for admission to the MBA program may be completed by taking the appropriate undergraduate courses from Georgia Southern or an equivalent course from any other accredited college or university.

Core/Foundation/Prerequisites.....	15 Hours
ACCT 2101 - Financial Accounting (3)	
BUSA 3131 - Business Statistics (3)	
CISM 2530 - Computer Applications (3)	
ECON 2106 - Business Economics (3)	
FINC 3131 - Principles of Corporate Finance (3)	

The prerequisite requirements may also be completed by taking a competency exam in each area on a pass/fail basis. Lists of recommended study materials for each area are available on request from the COBA MBA Office.

General MBA Requirements	27 Hours
---------------------------------------	-----------------

- ACCT 7230 - Accounting for Executives (3)
- BUSA 7130 - International Business (3)
- BUSA 7530 - Global Business Strategy (3)
- CISM 7330 - Information Technology Management (3)
- FINC 7231 - Financial Problems (3)
- MGNT 7330 - Leadership and Motivation (3)
- MGNT 7331 - Managerial Decision Analysis (3)
- MGNT 7430 - Management of Operations for Competitive Advantage (3)
- MKTG 7431 - Strategic Marketing Management (3)

MBA Elective**3 Hours**
Selected from 7000-level courses offered by the College of Business Administration or from approved electives offered elsewhere in the University.

TOTAL: 30 Hours
General MBA Degree

NOTE: ALL ELECTIVE COURSES TAKEN FOR CREDIT TOWARD COMPLETION OF ANY MASTERS LEVEL DEGREE PROGRAM IN THE COLLEGE OF BUSINESS ADMINISTRATION MUST BE APPROVED BY HIS/HER ADVISOR AND MUST INCLUDE ONLY THOSE COURSES RESERVED EXCLUSIVELY FOR GRADUATE STUDENTS.

SPECIAL REQUIREMENT: MGNT 7331 (MANAGERIAL DECISION ANALYSIS) MUST BE TAKEN DURING THE STUDENT'S FIRST SEMESTER OF 7000 LEVEL COURSE WORK.

BUSINESS ADMINISTRATION M.B.A., 36 HOURS (With Area Concentration)

Advising: College of Business Administration, P.O. Box 8050, Statesboro, GA 30460, (912) 478-5767, FAX (912) 478-7480 or mba@georgiasouthern.edu.

MBA Area Concentrations:

Students may earn an area concentration in the following fields: Health Service Administration, Information Systems, and International Business. The requirements for each concentration are listed below. To earn an MBA with an area concentration, all MBA prerequisite courses must be completed before beginning 7000 level classes. Also, the “General MBA Requirements” described above must be part of the Program of Study.

- Health Service Administration Concentration.....36 Hours**
 - General MBA Requirements (27)
 - Concentration Requirements (9)
 - HSPM 7xxx - Choose three Health Services Policy Management courses (9)
- Information Systems Concentration36 Hours**
 - General MBA Requirements (27)
 - Concentration Requirements (9)
 - CISM 7xxx - Choose three Information Systems courses (9)
- International Business Concentration.....36 Hours**
 - General MBA Requirements (27)
 - Concentration Requirements (9)
 - Choose three courses from:
 - ECON 7133 - International Economics (3)
 - FINC 7232 - Global Finance (3)
 - MGNT 7334 - Global Management (3)
 - MKTG 7435 - Global Marketing (3)

BUSINESS ADMINISTRATION M.B.A., 30 HOURS (The Georgia WebMBA®)

Advising: College of Business Administration, P.O. Box 8050, Statesboro, GA 30460, (912) 478-5767, or mba@georgiasouthern.edu.

The Georgia WebMBA® curriculum consists of 10 courses, plus a one (1) credit hour orientation. Associates are required to complete two courses each term for five consecutive terms. No electives are required. Convenient and affordable, the WebMBA® provides quality instruction in a Web-based virtual setting. You will work with top business professors from five University System of Georgia institutions.

Georgia Southern University considers the WebMBA® to be a full time program of six credit hours per semester. The program is “lock step.” Georgia Southern is among five schools listed in the U.S. News & World Report of online MBAs offered by regionally and professionally accredited business schools. The program is also listed with Business Week Online, World Wide Learn, and <http://www.geteducated.com/>.

Admission Requirements

Admission occurs only for Fall and Spring semesters.

1. Complete the Graduate Admission Application Form at <http://cogs.georgiasouthern.edu/>.
2. A \$50.00 application fee is required.
3. Send an official transcript from all colleges and universities attended to:
Georgia Southern University
College of Graduate Studies
Admissions Office
P.O. Box 8113
Statesboro, GA 30460-8113
(912) 478-0587
4. Official GMAT score. Our school code is 5253. For more information about the GMAT, go to <http://www.gmac.com> and/or <http://www.mba.com/mba/TaketheGMAT>
5. Send your résumé.
6. Complete the Health Forms located at <http://www.services.georgiasouthern.edu/health/>.
7. TOEFL score for only international students.

Admission to the WebMBA Program is competitive and decisions are made on a rolling-basis. This means that application packets are reviewed when they are complete and decisions are made shortly thereafter. Seats are filled as decisions are made, so candidates are encouraged to complete their applications as soon as possible.

The Program looks at a variety of criteria that measure the candidate's potential for being a successful graduate student and business leader. Factors used in determining admission include:

- Past academic performance
- Current Office GMAT score
- Professional work experience

Prerequisite Requirements showing Undergraduate Equivalents

A prospective candidate must present evidence of satisfactory completion (a minimum grade of “C”) of the following undergraduate equivalent course content in Business Administration or take the graduate prerequisites or undergraduate equivalents before enrolling in 6000 level coursework. The prerequisite requirements may also be completed by taking a competency exam in each area on a pass/fail basis. Lists of recommended study materials for each area are available on request from the COBA MBA Office.

Graduate Prerequisite Requirements

- Foundation to Business Statistics (3)
Georgia Southern equivalent is:
BUSA 3131 - Business Statistics (3)
- Foundations of Macroeconomics (3)
Georgia Southern equivalents are:
ECON 2106 - Business Economics (3)
- Foundations of Financial Accounting (3)
Georgia Southern equivalents are:
ACCT 2101 - Financial Accounting (3)
- Foundations of Corporate Finance (3)
Georgia Southern equivalent is:
FINC 3131 - Principles of Corporate Finance (3)

WebMBA® Requirements30

Hours
WMBA 6000 - Human Behavior in Organizations (3)

WMBA 6010 - Managerial Accounting (3) WMBA
6020 - Managerial Communications (3) WMBA
6030 - Global and International Business (3) WMBA
6040 - Managerial Decision Analysis (3) WMBA
6050 - Strategic Marketing (3)
WMBA 6060 - Managerial Finance (3)
WMBA 6080 - Management Information Systems (3)
WMBA 6100 - Productions and Operations Management (3)
WMBA 6110 - Business Strategy (3)

BUSINESS ADMINISTRATION M.B.A., 46 HOURS

(Executive MBA with emphasis in Entrepreneurial Leadership)

Advising: MBA Office, P.O. Box 8050, Statesboro, GA 30460, (912) 478-5767, or mba@georgiasouthern.edu.

The Executive MBA with an emphasis in Entrepreneurial Leadership (“EMBA Program”) is geared to mid to senior level professionals looking to advance their academic credentials. The EMBA Program curriculum consists of 16 courses and is designed as a lock-step cohort with one intake per year (Fall). EMBA students are required to participate in three in-person residencies with the remainder of the course content delivered through distance learning.

Admission Requirements

Admission occurs only for Fall semesters.

1. Complete the Graduate Admission Application Form at <http://cogs.georgiasouthern.edu/>.
2. A \$50.00 application fee is required.
3. Send an official transcript from all colleges and universities attended to:
Georgia Southern University
College of Graduate Studies
Admissions Office
P.O. Box 8113
Statesboro, GA 30460-8113
(912) 478-0587
4. Official GMAT score. Our school code is 5253. For more information about the GMAT, go to <http://www.gmac.com> and/or <http://www.mba.com/mba/TaketheGMAT>. Under certain circumstances, a waiver of the GMAT may be considered.
5. A copy of the applicant’s most recent resume
6. Two letters of recommendation
7. A Personal Statement which discusses the applicant’s future professional and personal goals and how the EMBA will contribute to the process.
8. Complete the Health Forms located at <http://www.services.georgiasouthern.edu/health/>.
9. TOEFL score for only international students.
10. An interview may be required.

Admissions

Admission to the EMBA Program is competitive and decisions are made on a rolling-basis. This means that application packets are reviewed when they are complete and decisions are made shortly thereafter. Seats are filled as decisions are made, so candidates are encouraged to complete their applications as soon as possible. The EMBA Program looks at a variety of criteria that measure the candidate’s potential for being a successful graduate student and business leader. Factors used in determining admission include:

- Past academic performance
- Professional work experience
- Letters of recommendation
- Essay
- GMAT score

In order to be considered, a student must have a minimum of 5 years of professional work experience. Under certain circumstances, a GMAT waiver may be considered. For more information on the admissions process, please contact the MBA Program office at 912.478.5767.

Prerequisite Requirements

All incoming Executive MBA students must complete a suite of web-based modules prior to entrance into the Program. This requirement can be waived at the discretion of the MBA Director, with consent of the Graduate Programs and Curriculum Committee.

Graduate Transfer or Transient Credit

Given the lockstep cohort nature of the program, no graduate transfer or transient credit will be allowed. In extreme or extenuating circumstances, this provision may be waived at the discretion of the MBA Director.

Degree Student

Students who are admitted to the College of Graduate Studies with the expressed intention of following a program leading to a graduate degree are classified as degree students. When admitted as a degree student, the applicant will be placed in one of the following categories:

Regular Admission

1. A prospective student must have a baccalaureate degree from an accredited College or University
2. Present official transcripts from all credit-granting institutions
3. Present a current official report of score from the Graduate Management Admissions Test (GMAT)

4. TOEFL scores are required for international applicants

Applicants may ask that the GMAT be waived under certain circumstances.

Provisional Admission

Applicants may be approved for provisional admission if all criteria are not met to gain regular admission. Provisional students must earn grades of “B” or higher on their first nine (9) hours of course work after admission and must meet any other stipulations outlined by the admissions committee or MBA Director to be converted to regular status.

Non-Degree Admission

Due to the lockstep, cohort nature of the EMBA Program, admission will only be granted to students that are degree-seeking.

Executive MBA Program Requirements46 Hours

- EMBA 7030 - Information Technology Management (3)
- EMBA 7120 - Negotiations (2)
- EMBA 7130 - Financial Reporting and Analysis (3)
- EMBA 7132 - Legal and Ethical Issues in Business (3)
- EMBA 7230 - Managerial Decision Analysis (3)
- EMBA 7231 - Managerial Finance (3)
- EMBA 7232 - Management of Operations for Competitive Advantage (3)
- EMBA 7233 - Financial Modeling (3)
- EMBA 7330 - Managerial Economics (3)
- EMBA 7420 - Leadership, Motivation and Organizational Change (2)
- EMBA 7430 - Strategic Marketing Management (3)
- EMBA 7431 - Corporate Entrepreneurship (3)
- EMBA 7432 - Social Issues in Business (3)
- EMBA 7433 - Global Business Strategy (3)
- EMBA 7730 - Domestic Business Practicum (3) **OR** EMBA 7731 - International Experience (3)

NOTE: Students are required to participate either in a domestic business practicum which will include a two-week residency or an international residency which will include a two week trip abroad.

BUSINESS ADMINISTRATION

Ph.D., 60 HOURS

(Logistics/Supply Chain Management)

Advising: College of Business Administration, Dr. S. Rutner, P.O. Box 8154, Statesboro, GA 30460-8154, or (912) 478-2464, srutner@georgiasouthern.edu, Fax: (912) 478-1523.

Program Mission Statement

The program's intended outcomes are to provide students with:

1. Advanced understanding of the core areas of study within the field of supply chain management, including logistics and transportation
2. Advanced knowledge, skills, and values in at least one of the core areas (operations management, marketing, or information systems) for specialized roles within supply chain management
3. Advanced analytical and assessment skills
4. Advanced capability to develop, conduct, and manage applied research streams
5. Ethical decision-making and integrity
6. Professional and personal responsibility
7. Understanding of, and respect for, persons from diverse cultural, socioeconomic, educational, and professional backgrounds
8. Commitment to improving the economy, employment levels and competitiveness of the state of Georgia

Admission Requirements

Applicants to the PhD program must submit the following:

- Completed online graduate application form (<http://cogs.georgiasouthern.edu/future.students/prospectivestudents.htm>)
- \$50 application fee
- Official transcript(s) from colleges and universities attended, showing courses completed, grades earned, dates, and degree(s) awarded.
- Three letters of recommendation. At least one letter must be from a graduate school faculty member.
- Official score from the GMAT taken in the last five years. An original copy of the test score, sent by the testing agency to the Office of Admissions, is required before final action will be taken on an application. A copy of the score provided to the student and subsequently forwarded is not acceptable for final admission decisions. The GRE will only be considered in exceptional cases.
- All international applicants, including resident and nonresident aliens, whose native language is not English, are required to submit official TOEFL scores taken within the year immediately preceding the requested semester of admission. An original copy of the test score, sent by the testing agency to the Office of Admissions, is required before final action is taken on an application. A copy of the score provided to the student and subsequently forwarded is not acceptable. International students that have a degree from a US university may have this requirement waived;
- Statement of purpose that includes a description of professional goals and a rationale for how the Ph.D. program will further the student's career objectives.
- A current resume that includes, as a minimum, all academic programs, completed an employment history, and any professional certifications or other significant achievements and honors.
- Applicants whose submitted application packages merit closer consideration may be asked to participate in an interview and/or submit additional information before a final decision is reached concerning their acceptance.

Acceptance decisions will be made, subject to budgetary constraints, first within the College of Business Administration and ultimately at the College of Graduate Studies. After reviewing application materials, the Program Director may accept applicants who meet all of the following conditions:

- Successfully completed BBA or MBA from an AACSB-accredited program; a MBA is strongly preferred
- Scored at least a 550 on the GMAT or for exceptional cases where the GRE will be considered, the score must be above a 1200
- If English is not the applicant's native language, scored above 80 on TOEFL

The Program Director will submit all remaining applications, along with his/her recommendations, to the PhD Advisory Committee for their decision. Once a decision has been made within the College of Business Administration, the Program Director will forward all applications to the College of Graduate Studies for final disposition.

Accepted applicants who have not completed an AACSB-accredited MBA or an appropriately-accredited Master's Degree in a field closely related to Logistics/Supply Chain Management may be required to complete all specified prerequisite courses (or courses determined by the Program Director to be equivalent) with grades of "C" or better before taking appropriate doctoral-level courses.

Applicants who wish to apply for a graduate assistantship must also complete the Electronic Graduate Assistantship Application (<http://cogs.georgiasouthern.edu/future.students/prospectivestudents.htm>) and submit it to the Jack N. Averitt College of Graduate Studies.

Program Requirements

Graduate Transient / Transfer Credit:

The College of Business Administration accepts graduate transient / transfer credit only from AACSB accredited programs. A maximum of two courses not to exceed six (6) semester hours may be considered for graduate transient / transfer credit.

Coursework:

Students will be required to complete the courses specified in the Program of Study shown below with an overall GPA of 3.0 or better. One time only, a student may receive a grade of “C”, but will be required to re-take the course and earn a “B” or better and will also have to still achieve a cumulative GPA of 3.0 by the time they've completed their coursework. More than one “C” or any grade lower than a “C” will be grounds for elimination from the program. Any prerequisite courses must be completed within one calendar year of the student's acceptance into the program. All required coursework (i.e. core, research, and concentration courses) must be completed within three years of the time the student enters the program or completes prerequisite coursework, whichever is later. (Students in violation of policies on grades or time limits may submit a written appeal to the PhD Advisory Committee via the Program Director, explaining why they believe their situation merits an exception to the policy.)

Practicum:

The program requires three semester hours of teaching/research practicum, designed to prepare students for a career in the academy or in industry. Those pursuing an academic career will have a teaching-focused practicum. Those preferring a career in industry will focus on procedures for identifying problems and recommending solutions centered on industry issues. The Program Director will specify the timing and nature of activities to be accomplished for each student, in consideration of their career aspirations. At the completion of each practicum, the student will submit a self-assessment to the Program Director. The Director will solicit feedback from faculty or industry members in a position to observe the student's performance. The Director will synthesize these inputs as a basis for written feedback to the student, specifying both strengths and areas needing improvement. This feedback will include recommended development activities for each area needing improvement.

Comprehensive examinations:

Students will be required to pass one or more comprehensive examinations covering all coursework specified in the Program of Study before they may begin any dissertation activities (to include formation of the committee). The Program Director will be responsible for the creation, administration, and evaluation of these exams, although he/she may delegate associated tasks to other faculty members. At the discretion of the Program Director, all coursework may be covered by a single comprehensive exam or up to three separate exams may be given for the categories of core courses, research courses, and concentration courses, as differentiated in the Program of Study. Comprehensive exams may include both written and oral components and will be evaluated on a Pass/Fail basis. The Program Director will notify students in writing of whether they have passed and, if not, what areas require further study. Students may re-take any comprehensive exam once, if needed. Failure to pass any comprehensive exam after two attempts will result in termination of the student's enrollment in the program. When a student has completed all required comprehensive exams, he/she will be considered a candidate for the Ph.D.

Dissertation:

Following successful completion of all required comprehensive exams, candidates will formulate an appropriate dissertation topic that is likely to produce high-quality research publications. The candidate will then contact potential committee members to ascertain their suitability and willingness to serve on a Dissertation Committee for that topic. (The size and composition of the committee, as well as eligibility requirements for committee chairs and members will be defined in a COBA Policy statement that will be made available to candidates by the Program Director no later than the time they are notified of having passed their comprehensive exams.) As soon as verbal commitments have been obtained, the candidate will submit the proposed dissertation topic and committee composition in writing to the Program Director. The Director will review the proposal for compliance with program and college policies, inform the student of any needed changes, and ultimately approve the proposal. Students must register for LOGT 9999, Dissertation credit during each semester the dissertation is in progress, earning a minimum of 18 semester hours of Dissertation credit by the end of their program. Furthermore, the students must register continuously in LOGT 9999 until the Dissertation is successfully defended. As soon as the Dissertation Committee Chair considers the intended research to be sufficiently developed, the student will conduct a formal defense of his/her dissertation proposal, supported by substantial preliminary research. As a minimum, the proposal will include a detailed description of the proposed research objectives, methodology, and value. It must also include a thorough literature review showing how the proposal relates to previously published research and a timeline for the project's completion. The Committee chair will notify the candidate in writing of the committee's assessment, to include any changes or additional tasks that need to be accomplished and whether another proposal defense will be needed. No earlier than the following semester and no later than two years from the semester in which the proposal was successfully defended, the candidate must conduct a formal defense of the completed dissertation. The Committee chair will notify the candidate in writing of whether the final defense was successful and what additional actions the Committee requires (to include the possibility of another formal defense). The candidate is responsible for submitting completed dissertations in the format and numbers required by the policies of the College of Business Administration and the Jack N. Averitt College of Graduate Studies.

Time Limits:

- Completion of all prerequisite coursework must be completed no later than one year from acceptance into program
- Completion of all required coursework beyond prerequisites (i.e. core, research, and concentration courses) must be completed no later than three years from acceptance into program or completion of prerequisite coursework, whichever is later
- Successful completion of comprehensive exam(s) must be completed no later than two semesters from completion of required coursework
- Approval of dissertation topic and committee must be completed no later than two semesters from completion of comprehensive exams
- Successful defense of dissertation proposal must be completed no later than two semesters from topic/committee approval or three semesters from completion of comprehensive exams, whichever is sooner
- Successful final defense of dissertation must be completed no later than two years from successful proposal defense

- Satisfaction of all requirements for submission of completed dissertation must be completed no later than one semester from successful final dissertation defense
- Completion of all program requirements, to include coursework, practicum, and dissertation must be completed no later than seven years from beginning of required coursework beyond prerequisites

NOTES:

1. Students in violation of policies on grades or time limits may submit a written appeal to the PhD Advisory Committee via the Program Director, explaining why they believe their situation merits an exception to the policy.
2. Enrollment and participation are expected to be continuous from a student's acceptance into the program. A student who needs to be excused from enrollment for one semester due to unusual circumstances should submit a written request and explanation to the Program Director. The Director may grant one such excusal, but anything more will require consideration by the COBA Graduate Curriculum and Programs Committee.

Annual Reviews:

At the conclusion of each Spring semester, the Program Director will solicit feedback from all faculty who've had any significant professional interaction with any of the program's students during the preceding year. Combining this feedback with his/her direct observations, the Director will accomplish a written review of each student's performance during the preceding year. The review will culminate with a recommendation as to whether the student should be retained in the program. Students will be given the option of offering a written response within three work days. If, after considering any written response, the Program Director still believes a student should be eliminated from the program, he/she will submit the recommendation (with all supporting materials) for a decision by the PhD Advisory Committee. At the same time, the Director will submit key data for all students enrolled in the program to that committee for review. As a minimum, the data for each student will include a list of all courses taken, all grades earned, and the start and completion date for each major stage of the program, i.e. prerequisite coursework, required coursework, comprehensive exams, dissertation topic/committee approval, proposal defense, final defense, and submission of completed dissertation. Based on this data, the Director will ask the committee to consider the elimination of all students in violation of any program policy on grades or time limits, including any appeals submitted by those students.

Program of Study: Ph.D. in Logistics/Supply Chain Management Degree

A student admitted to the College of Graduate Studies as a prospective candidate for the Ph.D. in Logistics/Supply Chain Management degree must present evidence of satisfactory completion (a grade of "C" or better) of the following "Prerequisite" course content in Business Administration or take the graduate equivalents:

Prerequisites.....12 Hours

- CISM 7330 - Information Technology Management (3)
- MGNT 7331 - Managerial Decision Analysis (3)
- MGNT 7430 - Management of Operations for a Competitive Advantage (3)
- MKTG 7431 - Strategic Marketing Management (3)

Core Courses.....15 Hours

- LOGT 9131 - Introduction to Logistics and Transportation (3)
- LOGT 9632 - Logistics and Transportation Modeling (3)
- LOGT 9633 - Logistics Literature and Research Criticism (3)
- LOGT 9634 - Current Supply Chain Thought (3)
- MGNT 9631 - Operations, Procurement and Sourcing Strategies (3)

Research Courses.....15 Hours

- BUSA 9031 - Seminar on Scientific Method, Theory, and Philosophy of Science (3)
- BUSA 9331 - Business Research Methods (3)
- BUSA 9332 - Applied Multivariate Methods for Business Research (3)
- BUSA 9333 - Advanced Multivariate Methods for Business (3)
- BUSA 9334 - Qualitative Research Methods in Business (3)

Research and Teaching Practicum.....21 Hours

- LOGT 9737 - Logistics and Transportation Teaching Practicum (3)
- LOGT 9999 - Dissertation (3, repeated for a minimum of 18 total hours)

SCM Concentration Areas.....9 Hours

The required hours may be taken from the courses specified for one of the following concentration areas or by some combination of courses from more than one area, with the approval of the Program Director.

Information Systems

- CISM 9630- Information Systems Theories and Research (3)
- CISM 9631 - Seminar in Supply Chain Information Systems (3)
- CISM 9632 - Enterprise Information Systems Theories and Practice (3)

Operations Management

- MGNT 9661 - Readings in Total Quality Management (3)
- MGNT 9662 - Production Planning (3)
- MGNT 9663 - Inventory Control Systems (3)

Marketing

- MKTG 9671 - Promotion Seminar (3)
- MKTG 9672 - Marketing Strategy Seminar (3)
- MKTG 9673 - Buyer Behavior (3)
- MKTG 9674 - Global Marketing Theory and Application (3)

MKTG 9675 - Professional Sales and Sales Management (3)

ENTERPRISE RESOURCES PLANNING (ERP) CERTIFICATE PROGRAM 15 HOURS

Advising: Department of Information Systems, Georgia Southern University, P.O. Box 7998, Statesboro, GA 30460, (912) 478-4747, FAX: (912) 478-7751.

Program

The ERP Certificate program consists of five 3-credit hour graduate-level CISM courses. Four courses will be delivered online, two during Fall Semester and two during Spring Semester. The fifth course will be delivered in an all-day, two-week format on campus or in another specified location; this final course will typically begin within 14 days of the conclusion of Spring Semester.

The ERP Certificate program is a lock-step program and admitted students are assigned to a cohort for which there will be prescribed courses. Students in the ERP Certificate program who enter other graduate programs at the university, such as the MBA, MAcc, and MS in Applied Engineering may be able to use some or all of the ERP Certificate courses to satisfy degree requirements.

The ERP Certificate Program focuses on the knowledge and skills students need for careers in organizations that rely on ERP systems to support key business processes. Students in the program will receive a solid, applied enterprise systems educational experience and will exit the program with a realistic overview of ERP systems and hands-on experience using SAP.

The ERP Certificate program is also designed to assist students preparing for and passing SAP’s TERP10 certification exam. Students who pass the certification test will be listed in SAP’s database of certified business practitioners. The TERP10 certification is recognized worldwide and a continuing global shortage of skilled SAP workers will enable students who earn the ERP Certificate to compete for a wide range of jobs.

Admission Requirements

Admission to the ERP Certificate program is competitive. The ERP Certificate program’s admission committee reviews applications on an individual basis looking at both the quantitative and qualitative aspects of the applicant’s academic background and professional experience (if applicable). The committee seeks to assess each applicant’s potential for academic success in an online graduate program based on the following:

1. Admission to the Georgia Southern University College of Graduate Studies as a Non-Degree Certificate student. This requires the following:
 - a. Completion of a Bachelor’s degree or equivalent from a college accredited by the proper regional association with a 2.7 (4.0 scale) cumulative grade point average or higher on undergraduate work.
 - b. Official copies of all undergraduate and graduate, if appropriate, transcripts.
 - c. An updated resume that includes the following: a) Work history, b) Education history, c) Professional experiences related to the academic program, and d) Contact information for a minimum of three references.
 - d. A personal statement that includes a description of career goals and reasons for applying to the graduate ERP Certificate program.
 - e. Students whose first language is not English and who have not studied extensively in English must submit official TOEFL scores. TOEFL scores of at least 80 (internet-based), 213 (computer-based), or 550 (paper-based) are required for admission to the ERP Certificate program. TOEFL scores must be sent directly from the Educational Testing Service (ETS) to Georgia Southern University.
 - f. Students who are not U.S. citizens must provide a photocopy of their VISA or permanent resident alien cards and satisfy all other admission requirements specified by COGS for international students.
 - g. Students interested in applying course credit earned while completing the ERP Certificate toward the requirements for an MBA, MAcc, or MS in Applied Engineering degree must also satisfy the admission requirements for that degree program.

NOTE: Contact the Office of Graduate Admissions for other admission related information.

Admission Appeals

Students who wish to appeal an admission decision must follow the College of Graduate Studies appeal procedures.

Graduate Transfer of Transient Credit

Due to the lock-step nature of the program, credit will not be granted for courses taken outside of the ERP Certificate program.

Program of Study

Prerequisites

Students accepted to the program must have previous accounting experience or related coursework. Prospective students without accounting experience or related coursework can take ACCT 6130 - Accounting and Control or its undergraduate equivalent, ACCT 2030 - Survey of Accounting, prior to Fall Semester.

Course requirements 15

Hours

CISM 7231 - ERP Business Process Analysis Using SAP (3)

CISM 7331 - Enterprise Systems Analysis (3)

CISM 7335 - Business Intelligence and Performance Management Systems (3)

CISM 7339 - ERP Certification (3)

One of the following Prescribed Electives will be scheduled for each cohort:

CISM 7235 - ERP Web Portal Customization (3)

CISM 7336 - Enterprise Information Systems (3)

College of Education

Dean: Thomas R. Koballa, Jr.
1100 College of Education Building
P. O. Box 8013
(912) 478-5648
FAX: (912) 478-5093
tkoballa@georgiasouthern.edu

Associate Dean for Graduate, Research, Sponsored Programs and Development: Tracy A. Linderholm
1100 College of Education Building
P. O. Box 8013
(912) 478-5648
FAX: (912) 478-5093
tlinderholm@georgiasouthern.edu

Associate Dean for Undergraduate, Teacher Education and Accreditation: Deborah Thomas
1103 College of Education Building
P. O. Box 8133
(912) 478-5247
FAX: (912) 478-1068
debthom@georgiasouthern.edu

VISION

The College of Education will become a regional leader for the professional preparation and continuing development of reflective educators and other stakeholders by creating a transcultural community of public and private partnerships that will facilitate enriched opportunities for student learning.

MISSION

To achieve our vision, the College of Education will emphasize five major commitments that, together, define our mission and provide a clear pathway toward greatness.

A COMMITMENT TO ACADEMIC DISTINCTION IN UNDERGRADUATE AND GRADUATE EDUCATION:

Our first responsibility is to our students. We shall build upon our tradition of preparing exemplary professionals for work in schools. Our pursuit of academic distinction will be deliberate, decisive, and designed to cultivate a cadre of educated and thoughtful learners. We will provide a rigorous academic environment and a student-centered pedagogy that ensure high standards. We are committed to the integration of emerging technologies that enhance instructional delivery, program development, and student learning.

A COMMITMENT TO COLLABORATION:

We shall create, maintain, and refine focused and well-chosen external collaborations. Successful change requires us to engage in sustained long-term relationships that will link the College of Education, schools, and community agencies as sources for ideas, support, and assistance. Alliances with P-12 colleagues through partner school and professional development school initiatives and further linkages with our regional community through campus and community internships and additional collaborations will be key attributes of our learning paradigm. Collaboration among all Georgia Southern University Colleges will be invited, sustained, and nurtured. We will be the initiators who develop a collaborative culture that really works.

A COMMITMENT TO DIVERSITY:

It is imperative that we prepare our students for work in diverse settings from classrooms to clinics and from computer labs to community agencies. It is essential for the College of Education to ensure that embracing diversity in its many dimensions becomes an important theme undergirding and informing our programs. All of our graduates must function successfully in communities that are characterized by racial, cultural, class, and ability differences and that are challenged by expanding and emerging technology and large shifts in population. We shall continue to define, devise, and develop ways to achieve greater diversity in undergraduate, graduate and terminal degree programs through recruitment, admission, and retention policies that are sensitive to the differences, needs, and strengths of our students and the communities they represent. We shall, congruent with the vision and mission of the University, continue to engage in affirmative recruitment and retention of women and minorities among our faculty and staff.

A COMMITMENT TO PROFESSIONAL DEVELOPMENT:

We shall continue to initiate and sustain opportunities for faculty to grow professionally and to become more expert so that their influence in theory and practice is enhanced. Programs that create a context for collaboration and reduce the artificial boundaries of program and department will be maintained, refined, and valued. We are committed to refining our processes and protocols to ensure that service and scholarship are respected and rewarded. We shall continue to promote faculty competence in using and encouraging technology, and we shall continue to refine and develop strategies to encourage and provide incentives for positive change.

A COMMITMENT TO REGIONAL SERVICE:

We shall develop practical strategies that meet the challenge of being a truly regional College of Education by carefully selecting programs that promote contemporary practices and emergent technologies for meeting the needs of stakeholders across our entire area of service. We shall also have clearly defined strategies and well articulated priorities for expanding our service and our influence. Instructional opportunities in new sites are important elements of our regional orientation and have clear and significant implications for faculty recruitment, strategic planning and enrollment management. These realities require that we be focused and united in our approaches to managing our resources and serving the needs of our region.

Conceptual Framework

Part I: Beliefs and Commitments

The College of Education assumes leadership for the preparation and continuing development of teacher candidates and other professional school personnel in collaboration with other colleges on campus, public schools, and related educational agencies. Further, we believe in the inclusive nature of the term *educator* as it refers to candidates in all programs of the College of Education who work in schools or other educational agencies. We

understand our work affects both our candidates and the individuals (including students) with whom they work. Toward that end, our conceptual framework extends beyond the traditional boundaries of the College to form a professional community. The Teacher Education Committee (TEC), which includes representatives from the College of Education, other colleges on campus, public schools, and related agencies, provides a forum for coordinating these efforts.

Georgia Southern University's College of Education has adopted *Reflective Educators for Diverse Learners* as the theme for its conceptual framework. This theme reflects and extends the mission of Georgia Southern University, which is "rooted in South Georgia, a largely rural region. Our hallmark is a comprehensive university experience that promotes student growth and success through creative strategies for using technology, enhancing learning, and connecting all we do to those around us." The College of Education's professional community frames its work on the commitments described below. Embedding these commitments in the competencies in all programs ensures coherence among curriculum, instruction, field experiences, clinical practice, and assessment across a candidate's program.

C.1 Commitment to the Knowledge, Skills and Dispositions of the Profession – We believe that it is of primary importance for our candidates to possess adequate knowledge of the subject matter they plan to teach, including a thorough understanding of the central concepts, tools of inquiry, and structures of their fields as delineated in professional, state and institutional standards. These standards provide the framework for the College of Education unit assessment system and for each program's ongoing assessment and revision efforts. We believe that candidates must be knowledgeable about learning theories and related methodologies, the application of emerging technologies, and the influence of human growth and development on the educational process, coupled with a strong subject-matter knowledge base grounded on a firm ethical foundation. Educators must have the ability and the knowledge to create and evaluate personal guidelines for decision making in a professional context. We believe that by presenting a strong research base and linking it with practice we will facilitate the growth of our candidates as informed and reflective practitioners. Collaboration across academic fields prepares our candidates to support and promote positive change. Indeed, we believe that it is of utmost importance that our candidates work with change both proactively and reactively and recognize its implications on the future of individuals and groups with which they work. This represents the wide spectrum of educational activities in the College of Education and recognizes the dynamic nature of the work environments in which our candidates are or will be engaged.

C.2 Commitment to Diversity - We believe in the necessity of a strong historical understanding of one's profession and the willingness to view knowledge as a personal construction affected by one's cultural beliefs. We believe that educators must also recognize their responsibilities to, and the rights and needs of, all students. We believe educators must be able to enhance students' learning by addressing diverse learning styles and abilities and taking into account each individual's physical, cognitive, emotional, and social development. We believe that our candidates must understand the interrelatedness of individuals, small groups, and society, both locally and globally. Educators must be active in working with issues of culture,

diversity, and equity; understand the political nature of education; and have the skills to effect change. Educators must be cognizant of the ideological, economic, and special interest pressures exerted on the institution of education at all levels. We believe educators must be able to enhance communication among all users of education in the school, community, home, and industry. We believe that educators must understand how human emotions interact with the education process, both in terms of the student and the educator. Educators must understand how personal perceptions of self, work, and professional relationships affect the daily decision-making process. Educators must be sensitive to prejudice and the effect it has on educational environments. Toward that end, diversity is an integral component of the mission of Georgia Southern University. Our candidate's field experiences, clinical practice, and assessment have been designed to ensure that candidate experiences reflect the diversity of south Georgia.

C.3 Commitment to Technology - We believe that candidates must recognize the critical role of technology in all facets of the educational process thus we provide all candidates with experiences that allow exploration of a broad range of technologies. To that end, initial and advanced teacher education candidates integrate technology and other multimedia resources to maximize learning opportunities for all students. Candidates in fields preparing other school personnel collect and analyze data related to their work, reflect on their practice and use research and technology to support and improve student learning environments. The College of Education has implemented a technology-based assessment system that continuously gathers data at the unit and program levels. Through data analysis, the College of Education's professional community ensures that candidates meet technology-related professional and state standards. Use of the technology-based assessment system by individual candidates facilitates the process of self-reflection and analysis.

C.4 Commitment to the Practice of Continuous Reflection and Assessment - We believe that reflective educators continually engage in self-assessment and assessment of student learning. As part of this process, candidates who work directly with students are provided with opportunities to accurately monitor, assess and analyze student learning, and make appropriate adjustments to instruction. Other professional school personnel candidates critique and are able to reflect on their work within the context of student learning. We believe that reflective educators evaluate the results of past actions and use the information to anticipate or plan for the future. They have the ability to define and frame a problem, to consider reasoned courses of action, to act, and, finally, to reflect on the appropriateness of their actions. We strive to develop in all our candidates both an awareness of their surroundings and the consequences of their actions, with the belief they will foster the same in the individuals with whom they work.

Reflective Educators for Diverse Learners considers all learners and represents a vision of professional practice for the entire College of Education professional community. To that end, our conceptual framework demonstrates that we believe all educators must acknowledge the multifaceted nature of their work and engage in practice that reflects a commitment to the knowledge, skills and dispositions of the profession; diversity; technology; and the practice of continuous reflection and assessment.

The purpose of our conceptual framework document is to capture and clearly convey to our candidates, school partners and other stakeholders what we believe to be the purpose and content of educator preparation. We want to emphasize that these beliefs are also commitments we desire to instill in our candidates. With this as a goal, our conceptual framework document is presented in two sections. Part I contains our belief statements expressed as *Four Commitments* and Part II contains the bibliographic support for each commitment. It includes a mixture of foundational literature and literature that is currently used by faculty in course bibliographies or as required textbooks. This literature underpins our beliefs and the *Four Commitments* across all programs in the College of Education. The Conceptual Framework Bibliography is a dynamic document that is maintained on our COE Web site.

STRUCTURE

The College of Education is organized into three academic departments:

The **Department of Teaching and Learning** offers undergraduate teacher preparation programs in early childhood education (grades P-5); middle grades education (grades 4-8); special education (P-12); and the P-12 teaching field in health and physical education. The Master of Arts in Teaching (M.A.T.) program offers secondary and P-12 teacher preparation in the fields of biology, business, chemistry, economics, English, family and consumer sciences, history, geography, mathematics, physics, political science, and Spanish, as well as middle grades and special education. Master of Education (M.Ed.) programs offer advanced preparation in accomplished teaching, and in teaching and learning with concentrations in early childhood education; instructional improvement; middle grades education; special education; secondary education in the fields of business, English, mathematics, science, and social science. The department also offers an Education Specialist (Ed.S.) degree in Teaching and Learning with concentrations in art education, business education, early childhood education, English education, foreign language education, health and physical education, mathematics education, middle grades education, music education, literacy education, science education, social science education, or special education. In addition to degree programs, the department offers an endorsement in English for Speakers of Other Languages (ESOL). The programs are based upon the concept of developmentally appropriate practices and value of diverse, intensive field experiences in a range of grade levels and school settings.

Ronnie Sheppard, Chair

Professors: G. Chamblee, T. Koballa, M. Schriver, R. Sheppard, S. Trimble

Associate Professors: S. Beck, M. Bennett, Y. Bodur, S. Franks, L. Gilpin, K. Harris, M. LaMontagne, M. Reidel, J. Robbins, D. Thomas, D. Weems

Assistant Professors: N. Arrington, K. Brkich, C. Draper, A.

Jasper, J. Jupp, E. Landers, H. Lu, J. Maudlin, B. McKenna,
Instructors: K. Chassereau, K. Crawford, B. Nelson, A. Newkirk,
P. Powell, H. Scott, B. Strauser, K. Tootle, J. Tremble, S.
Woodward

The **Department of Leadership, Technology and Human Development** offers a broad range of programs that provide school/system-wide and student-oriented support services for traditional and alternative settings. A diverse selection of graduate programs prepare school and community agency personnel in the areas of school and community counselor

education, higher education student services, educational leadership, higher education administration, instructional technology, and school psychology. A doctoral degree program in educational administration is also offered by this department. In addition to degree programs, the department offers the teacher leader endorsement.

Judith Repman, Interim Chair

Professors: J. Bergin, R. Carlson, K. Clark, E. Downs, J. Green, J. Repman

Associate Professors: T. Diamanduros, F. Parks, J. Tysinger

Assistant Professors: L. Arthur, C. Bailey, B. Callahan, D.

Calhoun, L. Green, A. Edwards-Joseph, D. Jensen, J.

LaFrance, K. Kennedy, C. Hodges, S. Jones, B. Marina, R.

Mays, T. Melton, L. Schulz, P. Tysinger

Lecturer: P. Brinson

The **Department of Curriculum, Foundations, and Reading** provides a service function to all other programs in the College. Undergraduate and graduate level courses are offered in the areas of educational foundations, educational psychology, curriculum theory and development, literacy education, and educational research. A master's degree program in literacy education and a doctoral degree program in curriculum studies are offered by this department. In addition to degree programs, the department offers the reading endorsement.

Cordelia Zinskie, Chair

Professors: D. Battle, G. Dmitriyev, M. Griffin, M. He, S.

Jenkins, T. Linderholm, D. Liston, M. Moore, D. Rea, K.

Rittschof, J. Weaver, C. Zinskie

Associate Professors: W. Chambers, E. Edwards, B. Griffin, M.

Morris, W. Reynolds, M. Williams-Johnson

Assistant Professor: S. Brown, D. Chapman, R. Lake, I. Lubin,

A. Marshall, S. Ross, A. Stevenson

Instructors: A. Hotchkiss, K. Tharp

The College of Education also has a variety of centers and offices that provide specific services to its students, faculty, and public schools:

Within the **Office of Undergraduate Teacher Education and Accreditation**, the Associate Dean coordinates all activities related to undergraduate education; Title II and BOR reporting; NCATE/PSC accreditation; College of Education Unit and program assessment; and Teacher Education Committee activities. The Director of Field Experiences and Partnerships facilitates all field experiences and coordinates student teaching and the Partnership Council including Clinical Associates, Clinical Supervisors, Partner Schools, and International Learning Community exchanges in collaboration with the various departments, public schools and international partners. Contact information for the Director of Field Experiences and Partnerships is Ms. Patricia A. Parsons, pparsons@georgiasouthern.edu, (912) 478-0499.

The **Office of Graduate Education, Research, Sponsored Programs and Development** coordinates graduate admissions and program offerings as well as research and grant activity for the College in collaboration with the various departments, campus offices, and school systems. This office also facilitates development, alumni and other external relations activities.

The **Center for International Schooling** coordinates the activities of the **International Learning Community (ILC)**. Through the ILC, Georgia Southern University and the United

Kingdom universities of Derby, East London, Cambridge, Sheffield Hallam, and Oxford Brookes focus on the goal of improved teaching and learning from pre-school through graduate education. The ILC facilitates the sharing of research and best practice through partnerships and also the exchanges of students, school and university faculty, and school and university researchers.

The **Coastal Area Teacher Education Service (CATES)** promotes the continuing education and professional development of teachers and other educators in school systems in the southeast area of Georgia. CATES assists in the scheduling of off-campus graduate education courses, publicizes those courses and Professional Learning Unit (PLU) opportunities, and assists off-campus graduate education students during registration.

The **College of Education Student Success Center (SSC)** is responsible for the advisement of all undergraduate education majors. The Director of the SSC and Certification Officer serves as a liaison between the College and the Georgia Professional Standards Commission dealing with certification matters. The Director evaluates student transcripts to determine course needs for acquiring initial or additional certification fields and makes the College's recommendations for certification.

The **Georgia Center for Educational Renewal** conducts research and identifies its applications to practice for education renewal and/or reform in P-16 schools. It also focuses on educator preparation to facilitate improved teaching and learning in schools, especially for under-served populations. The Center is committed to closing the gaps between research and practice, the university and the schools and in the achievement of minority/majority students. It facilitates the activities of the Center for International Schooling, and the Center for Educational Leadership and Service.

The **Instructional Resources Center (IRC)** provides computer laboratories, portable multimedia equipment, and a variety of material resources and equipment for students and faculty. The IRC also provides technical and instructional assistance to College of Education faculty, staff, and students.

GRADUATE PROGRAM APPROVAL AND UNIT ACCREDITATION

The College of Education offers graduate programs to prepare its students for work in public education, in community agencies, and in higher education. Programs are developed in collaboration with departments across the campus and with professionals in the field of education. Each program has been approved by the Georgia Professional Standards Commission, the National Council for Accreditation of Teacher Education, and the Southern Association of Colleges and Schools; and the counselor education program is accredited by the Council for Accreditation of Counseling and Related Educational Programs.

Programs - Graduate

Accomplished Teaching - M.Ed. - Online
 Counselor Education - M.Ed., Ed.S.
 Community Counseling
 School Counseling
 Student Services in Higher Education
 Curriculum Studies - Ed.D.
 Curriculum Studies

Teaching and Learning
 Educational Administration - Ed.D.
 Higher Education Administration
 K-12 Administration
 Teacher Leadership
 Educational Leadership - M.Ed. - Online
 Educational Leadership - Ed.S.
 School Administration
 Higher Education Administration
 Higher Education Administration - M.Ed. - Online Option
 Instructional Technology - M.Ed. - Online
 School Library Media Specialist
 Instructional Technology
 Instructional Technology - Ed.S. - Online
 School Library Media Specialist
 Instructional Technology
 Literacy Education - M.Ed. - Online Option
 Master of Arts in Teaching - M.A.T.
 Middle Grades Education
 P-12 Education with Teaching Field in Spanish
 Secondary Education with Teaching Field in Biology, Broad
 Fields Science, Business, Chemistry, Economics,
 English, Family and Consumer Sciences, Geography,
 History, Mathematics, Physics, or Political Science
 Special Education - Online
 School Psychology - Ed.S. with Interim M.Ed.
 Teaching and Learning - M.Ed.
 Early Childhood Education
 Instructional Improvement - Online
 Middle Grades Education
 Secondary Education (Grades 6-12) in Business Education,
 English Education, Mathematics Education, Science
 Education, or Social Science Education
 Special Education - Online
 Moderate-Severe Disabilities - Adaptive Curriculum
 Mild Disabilities - General Curriculum
 Teaching and Learning - Ed.S. - Online Option
 Art Education
 Business Education
 Early Childhood Education
 English Education
 Foreign Language Education
 Health and Physical Education
 Mathematics Education
 Middle Grades Education
 Music Education
 Literacy Education
 Science Education
 Social Science Education
 Special Education

Programs - Endorsement

English for Speakers of Other Languages (ESOL)
 K-5 Math (Endorsement program offered by the College of
 Science and Technology with certification through the College
 of Education) - Online
 Reading: Classroom Teacher of Reading - Online Option
 Teacher Leader - Online

Graduate Advisement

Students in M.A.T., M.Ed., Ed.S., and Ed.D. programs are assigned to faculty advisors. Advisement takes place in the

advisor's office or by telephone, mail, or e-mail, as appropriate. Since the College's programs are developed to enable students to meet the certification requirements of the Georgia Professional Standards Commission, it is critical that students meet with their advisors to plan their programs of study before the completion of 12 semester hours. Students should also consult their graduate advisor for information on any exit comprehensive assessment (if required) for the M.Ed. or Ed.S. program. Note: **If seeking initial teaching certification as a non-degree or a M.A.T. candidate**, a transcript evaluation should be completed by the College's Student Success Center. Once transcripts are evaluated, a faculty advisor will be assigned.

Teacher Education Program

Students seeking initial certification as non-degree/M.A.T. students must meet admission requirements for the Teacher Education Program. Criteria for retention in the program must also be met, as well as specific program requirements and Student Teaching/Internship requirements. Candidate progress is monitored by program faculty and advisors to ensure that candidates are satisfactorily meeting program outcomes.

Admission and Retention in the Teacher Education Program

Admission to the Teacher Education Program (TEP) is required for those students wishing to pursue the M.A.T. degree or related non-degree program that leads to initial teacher certification. (See the Undergraduate Catalog for undergraduate TEP requirements.) M.A.T. or non-degree certification students must make formal application for admission into the Teacher Education Program which includes a TEP admissions folio review during Step One of the program. Also, during Step One of the M.A.T. program, students begin using an electronic assessment and data management system (TaskStream). This system supports the monitoring and assessment of students' progress through the TEP.

In order to be admitted into the Teacher Education Program (TEP), a **graduate student** must have:

1. Earned a minimum cumulative GPA of 2.50 or better on all previously attempted coursework.
2. Earned a total adjusted GPA of 2.75 or higher on all teaching field course work.
3. Completed English composition and college algebra courses (or equivalents) with a minimum grade of "C."
4. Successfully completed the GACE Basic Skills Assessment examination or be exempted by SAT/ACT/GRE scores.
5. Successfully completed the appropriate GACE Content Assessment examination. (Not required for MAT Concentration in Special Education.)
6. Successfully completed the TEP Admissions Folio Review during Step One of the program.
7. Earned a passing evaluation on TEP Admissions field experience rubrics during Step One of the program. Any student who does not successfully complete the field component of the required course(s) may apply through the COE graduate studies office to attempt this field experience again. This field experience will be repeatable as field placements are available and must be completed successfully within three attempts, including the original attempt.

8. Successful completion of writing sample and interview, if applicable (see Transfer Student Plan available from the College of Education's Student Success Center.)
9. Submitted proof of liability insurance.
10. Completed a criminal background check (unless the applicant holds certification in Georgia or can provide documentation that verifies employment in a school system or other educational/community agency and that a criminal background check was conducted as part of that employment.)
11. Opened an active account with the College of Education's electronic assessment and data management system (TaskStream.)

All of the following requirements must be met for **retention** in the Teacher Education Program:

1. Students must maintain an overall cumulative GPA of 2.50 or better
2. Students must maintain a total adjusted GPA of 2.75 or better on all professional education and all teaching field course work.
3. Students must earn a minimum grade of "C" in all professional education and all teaching field course work.
4. Students must successfully complete all field experiences.
5. Students must not have been found in violation of the Georgia Southern Student Conduct Code. Reviews will be made on a case-by-case basis based on the seriousness of the violation and with regard to consistency.
6. Students must not have violated the Georgia Professional Practices Commission's Code of Ethics for Professional Educators. Students are provided a copy upon admission and must sign a statement agreeing to abide by this Code of Ethics upon admission into TEP.
7. Students must be making satisfactory progress toward meeting program objectives. Programs will be responsible for monitoring student progress and providing guidance to students who may be having difficulty meeting retention requirements.
8. Students must maintain liability insurance.
9. Students must maintain an active account with the College of Education's electronic assessment and data management system (TaskStream.)

Policies and Procedures for Field Experiences, Internships and Clinical Experience - Initial Teacher Preparation

Grading Policy: Refer to the Grading System in the Academic Information section of the catalog. ****College of Education Exception: In very rare situations a "W without penalty" may be given after the official last day to drop, by recommendation of the program coordinator and with approval of the department chair.****

Intervention Policies for Field Experiences, Internship and Clinical Experience

- Allow maximum of two (2) Performance Agreements (Form A) per field experience.
- Allow maximum of one (1) Probation (Form B) per field experience.
- In very rare situations an extension of the student teaching experience (maximum of two weeks) may occur, at the recommendation of the Program Coordinator and upon approval of the Department Chair.

Repeating/Extending Field Experiences, Internship and Clinical Experience

- In very rare situations an extension of a pre-student teaching field experience (maximum of two weeks) may occur, at the recommendation of the Program Coordinator and upon approval of the Department Chair.
- Candidates may repeat each field experience one (1) time.
- Withdraw without academic penalty, withdraw failing or withdrawing at the recommendation of the program faculty from a field experience will be considered one (1) attempt at that field experience.
- When school personnel request that candidates be removed from the school for performance or professional reasons, a new field placement will rarely be identified until the following semester.

Procedures for Training University and Clinical Supervisors

- Each semester Program Coordinators will convene a meeting early in the semester to train and/or update all University Supervisors.
- Each semester University Supervisors will train and/or update Clinical Supervisors in a meeting (one-on-one or group) early in the field experience.

**For grade appeal information, please go to <http://students.georgiasouthern.edu/registrar/catalog.htm> and click on the current academic catalog.*

Admission to Student Teaching/Internship

In the Teacher Education Program, Student Teaching is required in all teacher preparation programs at the undergraduate level and either Student Teaching or Internship at the graduate level. In order to participate in the Student Teaching/Internship program, a student must:

1. Meet all admission and retention requirements for the Teacher Education Program.
2. Have earned an overall cumulative GPA of 2.50 or higher on all college course work attempted.
3. Make application to Student Teaching or Internship no later than one semester prior to the school year in which registration for the course occurs.
4. Meet admission requirements for Student Teaching/Internship no later than one semester prior to enrollment for the course.
5. Have met the College and departmental prerequisites for majoring in the field.
6. Have a disciplinary record clear of any actions which might be a detriment to successful performance in the classroom.
7. Possess mental, emotional, and physical health compatible with the expectations of the profession.
8. Participate in the orientation activities for Student Teaching/Internship.
9. Complete the professional education program and courses in the teaching field with a minimum grade of "C" and a total adjusted GPA of 2.75 or better.
10. For undergraduate programs, take the GACE Content Assessment examination.
11. Complete a criminal background check (unless the applicant holds certification in Georgia or can provide documentation that verifies employment in a school system or other educational/community agency and that a criminal background check was conducted as part of that employment.)

Student Teaching/Internship Placements

All student teachers/interns are placed within a 60-mile radius of the Georgia Southern campus. School systems in this area are in the counties of Appling, Bryan, Bulloch, Burke, Candler, Chatham, Effingham, Emanuel, Evans, Jefferson, Jenkins, Liberty, Long, Screven, Tattnall, Toombs, Vidalia City and Wayne.

Under the auspices of the International Learning Community, student teaching exchanges within the United Kingdom may be available. Information regarding this exchange can be obtained from the Office of Undergraduate Teacher Education.

Internships

Some graduate programs (in addition to initial teacher certification programs) require extensive field experience through internships as a program requirement. The student's faculty advisor arranges the internship in cooperation with the student and local school systems/agencies. For students enrolled in an initial teacher certification program at the graduate level, application for internships must be submitted to the Department of Teaching and Learning. Students who are required to participate in internships or other field experiences as part of their graduate program are required to complete a criminal background check on admission to the program and before commencing the internship unless the student is a certified teacher in Georgia or can provide documentation that verifies employment in a school system or other educational/community agency and that a criminal background check was conducted as part of that employment. Students will not be required to undergo a criminal background check more than once every two years.

Certification

The programs offered by the College of Education at the graduate level are designed to prepare teachers and other school personnel for certification in the state of Georgia. Types of certificates include the Georgia Level Four (bachelors degree), Five (masters degree), Six (education specialist degree), and Seven (doctoral degree) certificates. The College of Education, in accordance with the Georgia Professional Standards Commission, provides courses for individuals who wish to reinstate expired certificates, add fields, and update certificates. For individuals who hold a bachelor's degree, initial teaching certification may be obtained through the Master of Arts in Teaching (M.A.T.) program or similar non-degree graduate programs of study, except for the fields of Early Childhood Education (grades P-5), Health and Physical Education (grades P-12), or Music Education (grades P-12) which must be completed at the undergraduate level.

All graduates of the University who plan to seek certification in Georgia must file an application for a certificate. This will include opening a MyPSC account with the Georgia Professional Standards Commission. Students enrolled in Student Teaching are given an opportunity to make application at a prescribed time. All candidates for a teaching, service, or leadership certificate must pass the Georgia certification test (GACE Content Assessment) in the appropriate field, must have transcripts reviewed by the Director of the SSC and Certification Officer, and be recommended to the Georgia Professional Standards Commission for certification. Forms for this purpose are available online at <http://www.gapsc.com/> and can be turned in at the College of Education Student Success Center, COE Building, room 1107. Contact information for the Certification Officer is

Christina Thompson, 912-478-0698 or
cjthomp@georgiasouthern.edu.

Alternative Teacher Certification Process and Procedures

The College of Education offers the Master of Arts in Teaching (M.A.T.) degree or a similar graduate non-degree program option for those who hold bachelor's degrees in a related teaching field. The M.A.T. and non-degree options are available for those in Middle Grades Education, Special Education, and Secondary and P-12 education fields (biology, business, chemistry, economics, English, family and consumer sciences, history, geography, mathematics, physics, political science, and Spanish). Those who hold a bachelor's degree and are interested in Early Childhood Education, Health and Physical Education, or Music Education certification must complete program requirements at the undergraduate level. (See undergraduate program descriptions in the Undergraduate Catalog.) For M.A.T. and all non-degree program options, students must have their transcripts evaluated by Georgia Southern University's Certification Officer and they must meet all Teacher Education Program (TEP) admission and retention requirements, including an overall GPA of 2.50 or higher on all college course work attempted. If a graduate degree is sought, all admission requirements for the graduate program must also be met and admission granted prior to entering Step Two of the program. See the College of Education's graduate programs section of this catalog for further information on these program options.

Candidates in an alternative certification program (degree or non-degree) must be admitted to the Teacher Education Program (TEP) by the end of Step One, prior to enrolling in Step Two of the program of study. For non-degree candidates who seek to enter the M.A.T. program, GRE or MAT test scores must be submitted and admission granted into the M.A.T. degree program before enrolling in Step Two. Any M.A.T. program application submitted by a candidate who is enrolled under non-degree status will not be considered for admission once the candidate enrolls in Step Two courses.

Prospective students should contact the College of Education Student Success Center with questions and go to <http://coe.georgiasouthern.edu> for an Application for Evaluation for Initial Teacher Certification. The completed application should be submitted along with transcripts and payment of the required fee (\$25.00 for the first evaluation and \$10.00 for each additional field requested). Allow at least two weeks for the evaluation process to be completed. Evaluations will be mailed to the applicant upon completion.

All applicants are expected to meet the criteria for admission to the Teacher Education Program. Further requirements for alternative certification students are outlined in the Application for Admission packet which is mailed out with each completed evaluation.

For students pursuing the certification-only option in Early Childhood Education or Health and Physical Education, advisement is provided in the College of Education Student Success Center. Candidates for the M.A.T. or a graduate non-degree program are advised by graduate program faculty assigned at the time of admission.

For further information about alternative certification programs and the transcript evaluation process, please contact:

College of Education Student Success Center
Ms. Christina Thompson
P.O. Box 8029
Statesboro, GA 30460
cjthomp@georgiasouthern.edu
(912) 478-0698
FAX: (912) 478-5514
<http://coe.georgiasouthern.edu/advisement/>

College of Education Programs

Admission and Retention in College of Education Programs

A student must be admitted to the graduate degree program for which they intend to earn a degree by the completion of half of the required program course work. Any courses taken beyond that point will not apply to the degree program.

In order to be admitted in a graduate education program, a student must:

1. Meet all admission criteria as identified for the specific graduate program (degree and non-degree).
2. Complete a criminal background check (unless the applicant holds certification in Georgia or can provide documentation that verifies employment in a school system or other educational/community agency and that a criminal background check was conducted as part of that employment).
3. Disclose any previous misconduct or professional ethics violations—must not have a past reprimand, monitoring, or warning statement in the educator’s certification file.
4. Acknowledge that the Georgia Professional Standards Commission’s (PSC) Code of Ethics for Educators has been reviewed and that the applicant will adhere to those standards;
5. Confirm that he/she holds tort liability insurance coverage.

In order to be admitted into a graduate internship, a graduate student must:

1. Meet all admission and retention requirements for the graduate education program, including GPA requirements.
2. Have a disciplinary record clear of any actions which might be a detriment to placement and successful performance in a school or other educational/community agency internship setting.
3. Disclose any previous misconduct or professional ethics violations.
4. Exhibit appropriate mental, emotional, and physical health skills and capabilities needed to meet the expectations of the profession.
5. Confirm that he/she continues to hold tort liability insurance coverage.
6. Complete a criminal background check (unless the applicant holds certification in Georgia or can provide documentation that verifies employment in a school system or other educational/community agency and that a criminal background check was conducted as part of that employment).
7. Participate in any required orientation activities for the internship.

All of the following requirements must be met for retention in a graduate education program:

1. Maintain required GPA.
2. Successfully complete all key assessments required by the program.
3. Successfully complete all field experiences required by the program.
4. Maintain an active account with the College of Education's electronic assessment and data management system (TaskStream) while enrolled as a graduate student.

5. Successfully complete all requirements specified by the program and be making satisfactory progress toward achieving program outcomes. Programs will be responsible for monitoring student progress and providing guidance to students who may be having difficulty meeting retention requirements.
6. Must not have violated the Georgia Professional Standards Commission’s Code of Ethics for Professional Educators. Must not have a past reprimand, monitoring, or warning statement in the educator’s certification file.
7. Must not have been found in violation of the Georgia Southern University Student Conduct Code. Reviews will be made on a case-by-case basis based on the seriousness of the violation and with regard to consistency.
8. Maintain liability insurance.
9. Students who are required to participate in internships or other field experiences as part of their graduate program are required to complete a criminal background check on admission to the program and before commencing the internship unless the student is a certified teacher in Georgia or can provide documentation that verifies employment in a school system or other educational/community agency and that a criminal background check was conducted as part of that employment. Students will not be required to undergo a criminal background check more than once every two years.
10. Meet all retention criteria established by the College of Graduate Studies.

Master of Education Programs

Master of Education (M.Ed.) degree programs are offered in 8 areas of study. A student admitted to the College of Graduate Studies as a prospective candidate for the M.Ed. degree must satisfactorily complete a planned Program of Study of at least 36 semester hours, including a minimum of 6-9 hours in the professional education Core and a minimum of 15 hours in the content field of the major. Since programs of study in all certificated areas are planned to enable students to meet the requirements of the Georgia Professional Standards Commission as specified in Georgia Southern’s “approved programs,” it is critical that students meet with their Advisors early in their course work to plan an appropriate Program of Study. The development of the Program of Study expedites the registration process and ensures that all course work may be applied toward fulfilling degree requirements. Upon successful completion of the Program of Study, graduates in certification programs will be recommended for the appropriate Georgia Level Five Professional Certificate.

M.Ed. programs of study must include at least 50% of level 6000, 7000 and 8000 courses. Students and their Advisors are strongly encouraged not to include more than one 5000G-5999G level course in the Program of Study.

Admission to M.Ed. Programs

Regular Admission

For regular admission to the College of Graduate Studies to pursue the Master of Education degree, the applicant must:

1. Possess a bachelor’s degree from a regionally accredited institution.
2. Satisfy program requirements for certification. Select programs require that those admitted possess or be eligible for a Professional Level Four Certificate or equivalent in the

teaching field or a related field. Refer to program admission requirements in the catalog.

3. Present a cumulative 2.50 (4.0 scale) grade point average or higher on all undergraduate and graduate work combined.
4. Present official report of scores on the Miller Analogies Test (MAT) or the verbal, quantitative and analytical writing sections of the Graduate Records Examination (GRE). For USG franchise program applicants who hold clear, renewable certification in a teaching, service or leadership field, while GRE or MAT scores are acceptable, these applicants may instead submit passing Georgia scores on the GACE or PRAXIS content exam and will be evaluated at the end of the first 9 hours of study in terms of GPA and key assessments.
5. Submit a personal statement of purpose, not to exceed 250 words, that identifies the applicant's reasons for pursuing graduate study and how admission into the program relates to the applicant's professional aspirations.
6. Submit a completed "Disclosure and Affirmation Form" that addresses misconduct disclosure, criminal background check, the Code of Ethics for Educators, and tort liability insurance.
7. NOTE: Some programs, including Counselor Education and School Psychology programs, have additional admissions requirements; refer to programs for specific information.

Provisional Admission

Applicants may be approved for provisional admission based on the quality of the admission material presented. Provisional students must earn grades of "B" or higher in their first nine (9) hours of course work after admission and meet any other stipulations outlined by the department to be converted to regular status.

Admission by Appeal

A student who does not meet the criteria for provisional admission may appeal for admission to the College of Education Student Affairs Committee. The Student Affairs Committee examines additional information in support of a student's request for admission to a graduate program and makes recommendations to the Dean of the College of Education. Information required in the appeals process may be secured by contacting the College of Graduate Studies. Students who are successful in the appeals process will be admitted "provisionally" to the M.Ed. program in the College of Graduate Studies and must satisfy the conditions of provisional admission upon the completion of 9 semester hours following the effective provisional admission term.

Linked M.Ed. Programs

A collaborative relationship exists between Georgia Southern University and Armstrong Atlantic State University (AASU) and, as a result, selected M.Ed. programs are offered as "linked programs." The "linked programs" include the M.Ed. in Early Childhood Education, Middle Grades Education, select Secondary Education programs, and Special Education. Students in these programs may take courses from either institution with easy transferability. Graduate Advisor approval must be obtained in advance for courses to apply to the Program of Study. Students are required to complete a minimum of 9 semester hours of their program at any of the residential sites of the degree-granting institution they have chosen. The residential sites for AASU are Chatham, Camden, and Bryan Counties. Effingham and Liberty Counties are residential sites for both AASU and

Georgia Southern. The residential sites for Georgia Southern are all other counties in southeast Georgia. Additional information can be obtained from the College of Education or the College of Graduate Studies at Georgia Southern University.

Alternative Teacher Certification Programs

The College of Education offers the Master of Arts in Teaching (M.A.T.) degree or a similar graduate non-degree program option for those interested in acquiring initial teacher certification in the fields of Middle Grades Education, Special Education, and Secondary and P-12 education fields (biology, business, chemistry, economics, English, family and consumer sciences, history, geography, mathematics, physics, political science, and Spanish). An undergraduate post-baccalaureate option is available for those interested in acquiring initial teacher certification in the areas of Early Childhood Education, Health and Physical Education, or Music Education. (See Undergraduate Catalog for more information.) A bachelor's degree is required for admission into an alternative teacher certification program and, in most cases, must be in a discipline related to the teaching field.

Master of Arts in Teaching

The Master of Arts in Teaching (M.A.T.) degree program leads to initial teacher certification as well as the master's degree and is available for those in Middle Grades Education, Special Education, and Secondary and P-12 education fields (biology, business, chemistry, economics, English, family and consumer sciences, history, geography, mathematics, physics, political science, and Spanish).

For admission to the M.A.T., students must have their transcripts evaluated by Georgia Southern University's Certification Coordinator and they must meet all Teacher Education Program (TEP) admission and retention requirements, including an overall GPA of 2.50 or higher over all college course work attempted. Prospective students should contact the College of Education Student Success Center and request an Application for Evaluation for Initial Teacher Certification. The completed application should be submitted along with transcripts and payment of the required fee (\$25.00 for the first evaluation and \$10.00 for each additional field requested). Allow at least two weeks for the evaluation process to be completed. Evaluations will be mailed to the applicant upon completion.

Students in the M.A.T. program are assigned a faculty advisor in the Department of Teaching and Learning.

Candidates in the graduate alternative certification program (M.A.T. degree or non-degree) must be admitted to the Teacher Education Program (TEP) by the end of Step One, prior to enrolling in Step Two of the program of study. For non-degree candidates who seek to enter the M.A.T. program, GRE or MAT test scores must be submitted and admission granted into the M.A.T. degree program before enrolling in Step Two. Any M.A.T. program application submitted by a candidate who is enrolled under non-degree status will not be considered for M.A.T. admission once the candidate enrolls in Step Two courses.

Admission to M.A.T. Program

Regular

1. Hold a bachelor's degree from a regionally accredited institution.

2. Present a transcript evaluation by the College of Education's Director of Advisement and Certification, and completion of specified prerequisite content course work.
3. Present a cumulative 2.50 (4.0 scale) grade point average or higher on all undergraduate and graduate work combined.
4. Present a total adjusted GPA of 2.75 or higher on all teaching field course work.
5. Present an official report of scores on the Miller Analogies Test (MAT) or the verbal, qualitative, and analytical writing sections of the Graduate Record Exam (GRE).
6. Submit passing scores on the GACE Basic Skills Assessment exam or be exempt by acceptable SAT, ACT, or GRE scores.
7. Submit a passing score on the GACE Content Assessment exam in the area for which one is seeking certification. (Not required for the MAT in Special Education.)
8. Submit a personal statement of purpose, not to exceed 200 words, that identifies the applicant's reasons for pursuing graduate study and how admission into the program relates to the applicant's professional aspirations.
9. Submit a completed "Disclosure and Affirmation Form" that addresses misconduct disclosure, criminal background check, the Code of Ethics for Educators, and tort liability insurance.

Provisional

Applicants may be approved for Provisional admission based on the quality of the admission material presented. Provisional students must earn grades of B or higher in their first 9 hours of course work after admission and meet any other stipulations outlined by the department to be converted to regular status.

Admission by Appeal

A student who does not meet the criteria for provisional admission may appeal for admission to the College of Education Student Affairs Committee. The Student Affairs Committee examines additional information in support of a student's request for admission to a graduate program and makes recommendations to the Dean of the College of Education. Information required in the appeals process may be secured by contacting the College of Graduate Studies. Students who are successful in the appeals process will be admitted "provisionally" to the M.A.T. program in the College of Graduate Studies and must satisfy the conditions of provisional admission upon the completion of 9 semester hours following the effective provisional admission term.

Non-Degree Initial Teacher Certification Programs

Non-degree initial certification programs are available in all teaching fields, including Early Childhood Education, Middle Grades Education, Secondary Education fields, P-12 certification fields (Spanish, Health and Physical Education, and Music), and Special Education. The non-degree program option is designed for those who do not wish to pursue a master's degree. For middle grades education, special education, and secondary and P-12 fields, the graduate non-degree initial certification programs are similar to the M.A.T. program and students will enroll with graduate admission. For early childhood education, health and physical education, or music education, the non-degree programs mirror undergraduate teacher preparation programs and students will enroll with post-baccalaureate admission. (See Undergraduate Catalog for more information.) Non-degree initial certification students must be admitted to graduate study as a Non-degree Teaching/Service/Leadership student (test scores are not required). All students seeking initial teaching certification

must meet all TEP admission requirements. A transcript evaluation by the Director of the Student Success Center and Certification identifies the program of study required in order to meet initial certification requirements for the desired field.

Note: Initial certification in non-teaching fields such as Counselor Education and Instructional Technology require completion of the master's degree; Educational Leadership and School Psychology require completion of the education specialist's degree. Initial certification in Counselor Education and School Psychology cannot be completed as non-degree study. To pursue certification in Educational Leadership as a non-degree student, the applicant must possess at entry an education specialist's degree in any field and meet all admission criteria for the Education Specialist in Educational Leadership program. To pursue certification in Instructional Technology as a non-degree student, the applicant must possess a master's degree at entry and meet all other admission criteria for the Master of Education in Instructional Technology program.

Non-Degree Graduate Studies

For non-degree admission to graduate education programs for those interested in professional development, certification renewal, or adding another field or an endorsement to an existing certificate, students must be admitted to graduate study as a non-degree student. If desiring to add a teaching field to an existing certificate, a transcript evaluation is required for advisement (see College of Education's Director of Advisement the Student Success Center and Certification). For non-degree admission to the College of Graduate Studies, the applicant must:

1. Possess a bachelor's degree from a regionally accredited institution.
2. Possess or be eligible for certification as prescribed by the specific program. [If pursuing initial teaching certification, all Teacher Education Program admission requirements must be met and a transcript evaluation must be obtained for advisement purposes only.]
3. Present a cumulative 2.5 (4.0 scale) grade point average or higher on all undergraduate and graduate work combined.

Note: Initial certification in non-teaching fields such as Counselor Education and Instructional Technology require completion of the master's degree; Educational Leadership and School Psychology require completion of the education specialist's degree. Initial certification in Counselor Education and School Psychology can not be completed as non-degree study. To pursue certification in Educational Leadership as a non-degree student, the applicant must possess at entry an education specialist's degree in any field and meet all admission criteria for the Education Specialist in Educational Leadership program. To pursue certification in Instructional Technology as a non-degree student, the applicant must possess a Master's degree at entry and meet all other admission criteria for the Master of Education in Instructional Technology program.

Endorsements

Endorsement programs are available in the areas of: English for Speakers of Other Languages (ESOL), K-5 Math, Reading, and Teacher Leader. Endorsement programs can be completed as non-degree course work or, as appropriate and with advisor approval, included in a degree program of study. These endorsements may be added to a professional certificate in teaching, service, and leadership fields. See the endorsement

programs at the end of the College of Education Graduate Section for specific course requirements.

Education Specialist Programs

The Education Specialist (Ed.S.) degree is a unique professional degree for educators that is designed to provide the opportunity to develop a high level of proficiency in the field of study as well as develop research and leadership skills. Ed.S. degree programs are offered in five areas of study. Programs of study leading to the Ed.S. degree can be planned to enable students to meet certification requirements for the Georgia Professional Standards Commission as specified in Georgia Southern's "approved programs." Upon successful completion of the program, graduates are eligible for the appropriate Level Six Professional Certificate.

The Ed.S. degree requires a Program of Study that includes a minimum of 30 semester hours of course work with at least a "B" average. The Program of Study must include a research sequence of nine to twelve semester hours, including EDUR 8131, EDUR 8434, and a directed field-based research course in the field of study, and a minimum of 12 hours in the major. Upon admission into the Ed.S. program, the student is responsible for meeting with the assigned graduate faculty Advisor. Collaboratively an individualized Program of Study should be developed that meets degree requirements and also reflects the student's career goals, educational background, interests, and needs. The Ed.S. in Teaching and Learning program allows students the option of selecting a concentration area. Each program requires a culminating experience that is connected with the field-based research course, serves as the comprehensive exit assessment, and must be satisfactorily completed in order for the Ed.S. degree to be awarded. Upon completion of the Ed.S. degree, graduates are eligible to apply for the Georgia Level Six Professional Certificate if they possess the Level Five Certificate in the field.

Admission to Ed.S. Programs

Georgia Southern University admits persons who display an educational development and achievement level that are better than average. To this end, admission requirements reflect previous educational orientation, and a judgment of admission or rejection is made by the College. For admission to the College of Graduate Studies to pursue the Education Specialist degree, the applicant must:

1. Complete requirements for a Master's degree from a regionally accredited institution. If a Master's degree is not held in the identified area of concentration, the applicant must satisfy any identified program requirements for graduate level work in the area of concentration, typically 12 to 18 hours.
2. Present a 3.25 (4.0 scale) grade point average on all graduate work attempted.
3. Present official report of scores on the Miller Analogies Test (MAT) or the verbal, quantitative and analytical writing sections of the Graduate Records Examination (GRE). If the applicant holds a Master's degree from Georgia Southern University with at least a 3.50 graduate GPA, the GRE or MAT is not required.
4. Satisfy program requirements for certification. Select programs require that those admitted possess or be eligible for a Professional Certificate (Level 4 or 5) or equivalent in the identified field or related field. Refer to program admission requirements in the catalog.
5. Submit a personal statement of purpose that identifies the applicant's reasons for pursuing graduate study and how admission into the program relates to the applicant's professional aspirations.
6. Submit a completed "Disclosure and Affirmation Form" that addresses misconduct disclosure, criminal background check, the Code of Ethics for Educators, and tort liability insurance.

A Georgia Southern University graduate student who is within six (6) credits of completing a Master's program may, with the approval of the Master's degree program advisor, enroll for a maximum of three (3) credits toward an Ed.S. program provided all College of Graduate Studies admission requirements for "Regular" Ed.S. admission have been satisfied except for completion of the Master's degree. The total number of credits for the semester in which the Ed.S. enrollment is approved may not exceed nine (9). Under no circumstances may a course be used for credit in both a student's Master's and Education Specialist programs of study.

Ed.S. Provisional Admission:

Applicants may be approved for provisional admission based on the quality of the admission material presented. Provisional students must earn grades of "B" or higher in their first nine (9) hours of course work after admission and meet any other stipulations outlined by the department to be converted to regular status.

Admission by Appeal

A student who does not meet the criteria for admission may appeal for admission to the College of Education Student Affairs Committee. The Student Affairs Committee examines additional information in support of a student's request for admission to a graduate program and makes recommendations to the Dean of the College of Education. The Committee suggests that students make more than one attempt at the GRE and MAT, make a recent attempt to meet test score requirements for admission, and submit letters of recommendation from previous instructors with the appeal for admission. Information required in the appeals process may be obtained by contacting the College of Graduate Studies.

Ed.S. Comprehensive Exit Assessment

To complete degree requirements for the Ed.S. degree, each candidate must demonstrate the ability to conduct and present a field-based research project. The candidate and the graduate faculty Advisor should consider possible research topics that complement the candidate's career objectives and Program of Study. Upon enrollment in EDUR 8434, Field-Based Educational Research, the candidate is expected to have formulated a research topic and will select graduate faculty members to serve on the candidate's Ed.S. Committee. The Ed.S. Committee will be comprised of at least 3 faculty members who guide the development, implementation, and defense of the field study. The research proposal developed in EDUR 8434 will include the statement of the problem, a literature review, hypotheses or research questions, and research methodology. In the directed field-based research course specific to the field of study, the candidate implements the field study using the proposal developed in EDUR 8434. The instructor guides the candidate in the implementation process and is responsible for evaluating the research project and assigning the final course grade. The project is then orally defended in a meeting with the candidate's Ed.S. Committee members. This defense serves as the exit assessment

for the program. The purpose of the defense is to assess the candidate's knowledge of the topic area, the adequacy of the candidate's application of research principles, and the ability of the candidate to articulate the results and implications of the study. The defense consists of a formal presentation by the candidate, followed by questions from the Ed.S. Committee. The candidate's presentation may be up to forty minutes. The entire presentation and inquiry session should not exceed one hour and should be open to all faculty and students.

Doctor of Education Programs

Doctor of Education (Ed.D.) degree programs are offered in the areas of Curriculum Studies and Educational Administration. The Ed.D. program in Curriculum Studies prepares graduates to work directly in the schools as master teachers, curriculum supervisors, curriculum coordinators, curriculum consultants, or curriculum theorists, as well as gain employment in government and private agencies. The design of the Ed.D. program in Curriculum Studies strikes a triadic balance between general core studies in Curriculum and the Foundations of Education, courses in Research and Scholarly Inquiry, and studies in a Concentration area, representing a unique and contemporary approach to doctoral study in Curriculum. See program for specific information on admission, Program of Study, and other requirements.

The Ed.D. degree program in Educational Administration is designed to extend the competence and knowledge base of educational leaders who have been prepared to work in elementary, middle, secondary, and postsecondary educational settings. The program seeks to develop administrators and supervisors who (1) will become team and community leaders, (2) have developed an informed vision of what educational organizations are and can become, (3) will focus on teaching and learning for an increasingly diverse student group as the mission of the educational organization, and (4) have acquired an initial mastery of the theory and practice of organizational leadership and management in a climate of fiscal and social constraint. The program draws on many themes and research agendas. A new campus cohort of students is admitted each fall semester and moves through the program together. A new Augusta cohort (in conjunction with Augusta State University) is admitted each fall semester and spring semester. A new Savannah cohort is admitted each spring semester.

Continuous Enrollment

A student working for a doctorate must be enrolled at Georgia Southern University during the semester in which the comprehensive/qualifying/candidacy examination is taken and in each subsequent semester, including summer term, following the first dissertation registration, until the degree requirements are met and the dissertation is accepted by the College of Graduate Studies. Failure to enroll will result in loss of candidacy. To regain candidacy, the student must successfully petition the College of Graduate Studies.

If it is necessary to interrupt progress toward the degree, the student may petition for a leave of absence of up to one year. The petition must be submitted at least one month before the effective date of leave. The major professor, the department chair, and the Dean of the College of Graduate Studies must grant approval. The Dean will establish the conditions of the leave. An extension of a leave of absence beyond one year may be granted by the

Dean of the College of Graduate Studies upon recommendation of the student's dissertation committee.

Off-Campus Graduate Offerings

Courses are offered in Savannah which support the M.Ed. program in Counselor Education and the Ed.D. program in Educational Administration. Courses are offered in Augusta which support the Ed.D. in Educational Administration. Occasionally, graduate course offerings are also scheduled in other off-campus sites.

Master's core courses are offered each semester through online delivery. Programs offered with online options include the Ed.S. in Teaching and Learning, the M.Ed. in Higher Education Administration, the M.Ed. in Literacy Education, and the Reading Endorsement. Programs offered fully online are the M.A.T. with a concentration in Special Education; M.Ed. programs in Accomplished Teaching, Educational Leadership, Instructional Technology, and Teaching and Learning with concentrations in Instructional Improvement and Special Education; and the Teacher Leader Endorsement.

Various education and content courses are scheduled as needed through on-site, distance learning and internet technology. For projected course offerings for a particular program, see the department website or contact the program coordinator.

See the program's Catalog page for specific information on admission, Program of Study, and other requirements.

ACCOMPLISHED TEACHING M.Ed., 36 HOURS (Online)

(Cooperative Degree with Valdosta State University and Columbus State University)

Advising: Department of Teaching and Learning, Dr. Kymberly Harris, P.O. Box 8134, Statesboro, GA 30460, (912) 478-5041, kharris@georgiasouthern.edu, Fax: (912) 478-0026

Admission Requirements

Regular

1. Complete requirements for a bachelor's degree from an accredited institution.
2. Possess or be eligible for a clear, renewable certification in a teaching, service, or leadership field.
3. Present a 2.50 or higher GPA on all undergraduate and graduate work combined.
4. GRE or MAT scores will not be required for applicants who hold a clear renewable certification in a teaching, service, or leadership field; instead the applicants must submit passing GACE or PRAXIS scores.

Provisional

Applicants may be approved for provisional admission based on the quality of the admission material presented. Provisional students must earn grades of "B" or higher in their first nine (9) hours of course work after admission and meet any other stipulations outlined by the department to be converted to regular status.

Professional Education Core.....9 Hours

- EDAT 7100 - Research Methodology in Education (3) **
- EDAT 7133 - Trends, Issues, and Research in Education (3) *
- EDAT 6159 - Multicultural Studies across the Curriculum (3) ***

The Georgia Framework.....18 Hours

- EDAT 7131 - Enhancing Student Performance (3) *
- EDAT 6226 - Curriculum Design for Student Achievement (3) ***
- EDAT 6115 - Knowledge of Students and Their Learning (3) ***
- EDAT 7132 - Framework for Teaching (3) *
- EDAT 6001 - Using Assessment to Improve Teaching and Learning (3) **
- EDAT 6000 - Professional Decision Making (3) **

Concentration: Approved Electives9 Hours

Culminating Project: Electronic Portfolio

PROGRAM EXIT EXPERIENCE

- Successful completion of electronic portfolio
- Successful completion of each key assessment identified at each program transition point

OTHER PROGRAM REQUIREMENTS

- The candidate's progress will be evaluated after the first 9 semester hours of course work, including the GPA and performance on the key assessments imbedded in the courses, including dispositions.

**Taught by Georgia Southern University*

***Taught by Valdosta State University*

****Taught by Columbus State University*

COUNSELOR EDUCATION

M.Ed., 48-60 HOURS

Advising: Department of Leadership, Technology and Human Development, Dr. Brenda Callahan (Clinical Mental Health Counseling), P.O. Box 8131, Statesboro, GA 30460, (912)478-5309, bcallahan@georgiasouthern.edu; Dr. Jim Bergin (School Counseling), P.O. Box 8131, Statesboro, GA 30460, (912) 478-0873, jim_bergin@georgiasouthern.edu, Fax: (912) 478-7104; Dr. Lisa Schulz (School Counseling), P. O. Box 8131, Statesboro, GA 30460, (912) 478-0498, Fax: (912) 478-7104; Dr. Arline Edwards-Joseph (School Counseling), P.O. Box 8131, Statesboro, GA 30460, (912) 478-0502, aej@georgiasouthern.edu, Fax: (912) 478-7104; Dr. Fayth Parks (Student Services in Higher Education and Program Coordinator), P. O. Box 8131, Statesboro, GA 30460, (912) 478-5738, fparks@georgiasouthern.edu, Fax: (912) 478-7104, <http://coe.georgiasouthern.edu/lthd/counselored.html>.

Program Intent: The Counselor Education program prepares Counselors for Elementary, Middle Level, Secondary, or Post-secondary Educational and related agency settings. There are three degree program concentrations based on educational background and career goals:

Concentration One: School Counseling - Does not require Professional Level Four Certification for admission. This concentration is designed for those students who wish to pursue a career in school counseling.

Concentration Two: Clinical Mental Health Counseling - This concentration is designed for those students who seek Counselor preparation for the Licensed Professional Counselor (LPC) and National Certified Counselor (NCC) credentials for employment in a variety of mental health counseling settings. The Clinical Mental Health Counseling program at Georgia Southern University is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). The accreditation runs through March 2017. (Note: The Clinical Mental Health Counseling program is currently accredited under the 2001 standards for Community Counseling programs as a Community Counseling program. The CACREP 2009 standards combine the Community Counseling and Mental Health Counseling standards into standards for Clinical Mental Health Counseling programs. The counseling program intends to seek accreditation for this program as a Clinical Mental Health Counseling program when it comes up for reaccreditation, per CACREP guidelines.)

Concentration Three: Student Services in Higher Education - This concentration is designed for those students seeking employment in Student Affairs in a variety of post-secondary educational settings.

Admission Requirements

Note: Admission to the graduate program is required. Non-degree status to achieve initial certification is not permitted.

Regular

1. Complete requirements for a bachelor's degree from a regionally accredited institution.
2. Present a cumulative 2.50 (4.0 scale) grade point average or higher on all undergraduate and graduate work combined.
3. Present current official report of scores on the Miller Analogies Test (MAT) or the verbal, quantitative and analytical writing sections of the Graduate Records Examination (GRE).
4. Submit completed Counselor Education Supplementary Documents (available at College of Education or College of Graduate Studies web site).
5. Submit a personal statement of purpose, not to exceed 200 words, that identifies the applicant's reasons for pursuing graduate study and how admission into the program relates to the applicant's professional aspirations.
6. Submit a completed "Disclosure and Affirmation Form" that addresses misconduct disclosure, criminal background check, the Code of Ethics for Educators, and tort liability insurance.
7. Participate in a pre-admission seminar.
8. For Concentration One, School Counseling, pass the GACE Basic Skills Assessment.

Provisional

Applicants may be approved for provisional admission based on the quality of the admission material presented. Provisional students must earn grades of "B" or higher in their first nine (9) hours of course work after admission and meet any other stipulations outlined by the department to be converted to regular status.

Acquiring School Counseling Certification for Those who Already Hold a Master's Degree:

- A. Persons who hold a master's degree in a field other than School Counseling may earn the Program's recommendation for the School Counselor Level Five Certificate by completing the M.Ed. in Counselor Education, School Counseling Concentration One. Up to three courses from a previous master's program may be applied toward degree requirements.
- B. Persons seeking initial certification in School Counseling and who hold a 51 hour (CACREP equivalent) master's degree in a counseling field other than School Counseling may earn the program's recommendation for the School Counseling Level Six Certificate by completing the Ed.S. in School Counseling, and all of the following school specialty courses: COUN 7445, COUN 7437, COUN 7448, COUN 7449, COUN 7738 (School Counseling Internship I), and COUN 7739 (School Counseling Internship II).
- C. Persons seeking initial certification in School Counseling and who hold less than a 51 hour (CACREP curriculum equivalent) master's degree in School Counseling or in a counseling field other than School Counseling may earn the program's recommendation for the School Counselor Level Six Certificate by completing the Ed.S. degree program in Counselor Education and all of the course work in the M.Ed. in Counselor Education (School Counseling Concentration One), not completed previously.

Concentration One: School Counseling51 Hours
 Professional Education Core Requirements
 EDUF 7130 - Learning Theories and Applications (3)

EDUR 7130 - Educational Research (3)

Specific Requirements

- COUN 7332 - Theories of Counseling (3)
- COUN 7333 - Models and Techniques of Counseling (3)
- COUN 7334 - Group Dynamics (3)
- COUN 7335 - Individual Analysis (3)
- COUN 7336 - Career Counseling (3)
- COUN 7337 - Cross-cultural Counseling (3)
- COUN 7338 - Life Span Development (3)
- COUN 7737 - Practicum (3)

School Counseling Requirements

- COUN 7445 - Ethics and Foundations of School Counseling (4)
- COUN 7437 - School Counseling Program Coordination and Curriculum (3)
- COUN 7448 - Leadership, Consultation and Intervention in the Schools (4)
- COUN 7449 - Family/School/Community Collaboration (4)
- COUN 7738 - Internship I (3)
- COUN 7739 - Internship II (3)

Concentration Two: Clinical Mental Health Counseling60 Hours

Professional Education Core Requirements

- EDUF 7130 - Learning Theories and Applications (3)
- EDUR 7130 - Educational Research (3)

Specific Requirements

- COUN 7332 - Theories of Counseling (3)
- COUN 7333 - Models and Techniques of Counseling (3)
- COUN 7334 - Group Dynamics (3)
- COUN 7335 - Individual Analysis (3)
- COUN 7336 - Career Counseling (3)
- COUN 7337 - Cross-Cultural Counseling (3)
- COUN 7338 - Life Span Development (3)
- COUN 7737 - Practicum (3)

Clinical Mental Health Counseling Requirements

- COUN 7231 - Foundations of Clinical Mental Health Counseling and Program Management (3)
- COUN 7232 - Addiction Counseling (3)
- COUN 7233 - Family Counseling (3)
- COUN 7236 - Human Sexuality and Counseling (3)
- COUN 7738 - Internship I (3)
- COUN 7739 - Internship II (3)
- COUN 7234 - Counseling Assessment, Diagnosis and Intervention (3)
- COUN 8533 - Professional Practice and Ethics (3)
- COUN 7235 - Short Term Counseling Strategies: Brief Solution Counseling, Rational Emotive Behavioral Therapy and Motivational Interviewing (3)
- ESPY 8135 - Crisis Intervention and Prevention (3)

Concentration Three: Student Services in Higher Education.....48 Hours

Professional Education Core Requirements

- EDUF 7130 - Learning Theories and Applications (3)
- EDUR 7130 - Educational Research (3)

Specific Requirements

- COUN 7332 - Theories of Counseling (3)
- COUN 7333 - Models and Techniques of Counseling (3)
- COUN 7334 - Group Dynamics (3)
- COUN 7335 - Individual Analysis (3)
- COUN 7336 - Career Counseling (3)
- COUN 7337 - Cross-Cultural Counseling (3)
- COUN 7338 - Life Span Development (3)
- COUN 7737 - Practicum (3)

Higher Education Requirements

- COUN 7131 - Student Services in Higher Education (3)
- COUN 7132 - Contemporary College Students (3)
- COUN 7133 - Administrative and Leadership in Student Services (3)
- COUN 7134 - Ethical and Professional Issues in Student Services (3)
- COUN 7798 - Internship I in Higher Education (3)
- COUN 7799 - Internship II in Higher Education (3)

OTHER PROGRAM REQUIREMENTS

- For Concentration One and Concentration Two, successful completion of the M.Ed. Comprehensive Exit Examination
- For Concentration Three, successful completion of a Professional Portfolio
- For all concentrations, successful completion of assessments identified at each program transition point

COUNSELOR EDUCATION

Ed.S., 30 HOURS

Advising: Department of Leadership, Technology and Human Development, Dr. Fayth Parks, P. O. Box 8131, Statesboro, GA 30460, (912) 478-5738, faparksj@georgiasouthern.edu, Fax: (912) 478-7104, <http://coe.georgiasouthern.edu/lthd/counselored.html>

Admissions Requirements

Regular

1. Hold a Master's degree in the field of counseling from an accredited graduate institution.
2. If seeking Georgia Level Six Certification in Counselor Education, must possess or be eligible for the Level Five Certificate in the field.
3. Present a 3.25 or higher GPA on all graduate work attempted.
4. Present official report of scores on the Miller Analogies Test (MAT) or the verbal, quantitative and analytical writing sections of the Graduate Records Examination (GRE).
5. Submit a personal statement of purpose, not to exceed 200 words, that identifies the applicant's reasons for pursuing graduate study and how admission into the program relates to the applicant's professional aspirations.
6. Submit a completed "Disclosure and Affirmation Form" that addresses misconduct disclosure, criminal background check, the Code of Ethics for Educators, and tort liability insurance.

Provisional

Applicants may be approved for provisional admission based on the quality of the admission material presented. Provisional students must earn grades of "B" or higher in their first nine (9) hours of course work after admission and meet any other stipulations outlined by the department to be converted to regular status.

Acquiring School Counseling Certification:

- A. Persons seeking initial certification in School Counseling and who hold a 48 hour (CACREP equivalent) master's degree in a counseling field other than School Counseling may earn the program's recommendation for the School Counseling Level Six Certificate by completing the Ed.S. in School Counseling, and all of the following school specialty courses: COUN 7431, COUN 7432, COUN 7433, COUN 7434, COUN 7738 (School Counseling Internship I), and COUN 7739 (School Counseling Internship II).
- B. Persons seeking initial certification in School Counseling and who hold less than a 48 hour (CACREP curriculum equivalent) masters's degree in School Counseling or in a counseling field other than School Counseling may earn the program's recommendation for the School Counselor Level Six Certificate by completing the Ed.S. degree program in Counselor Education and all of the course work in the M.Ed. in Counselor Education (School Counseling Emphasis/Track One), not completed previously.

Prerequisites

EDUR 7130 - Educational Research (3)

Research Sequence Requirements.....9 Hours

*COUN 8839 - Action Research in Counselor Education (3)

**EDUR 8434 - Field-based Educational Research (3)

EDUR 8131 - Educational Statistics I (3)

Counselor Education Core Requirements.....9 Hours

COUN 8536 - Advocacy and Systemic Change in a Diverse Society (3)

COUN 8538 - Advanced Group Development and Supervision (3)

COUN 8737 - Advanced Counseling Practicum and Supervision (3)

Advisor Approved Electives.....12 Hours

Advisor approved electives may be chosen from Counselor Education, Educational Leadership, Instructional Technology, School Psychology, or other areas related to projected work settings.

OTHER PROGRAM REQUIREMENTS

- Successful completion of Ed.S. Comprehensive Exit Assessment: Involves constituting a three faculty advisory committee to guide field study, and requires the completion and oral defense of a major field-based research paper
- Must successfully complete assessments identified at each program transition point

*IRB approval of research proposal required before enrolling.

**Advisory approval of research topic is a prerequisite to enrolling.

CURRICULUM STUDIES

Ed.D.

63 semester hours beyond Master's including dissertation, 54 hours beyond Master's excluding dissertation

Advising: Department of Curriculum, Foundations, and Reading, Dr. John Weaver, Program Coordinator, P. O. Box 8144, Statesboro, GA 30460, (912) 478-1709, jweaver@georgiasouthern.edu, FAX: (912) 478-5382, <http://coe.georgiasouthern.edu/foundations/edd/>

Admission Requirements

The following minimum admission requirements must be met:

1. Complete the work necessary to be eligible for the minimum of a Master's degree from an accredited graduate institution.
2. Present a minimum grade point average of 3.50 (4.0 scale) in all graduate work attempted (or other appropriate evidence of scholarly aptitude necessary for doctoral study).
3. Present current scores from the Graduate Record Examination (GRE) or the Miller's Analogies Test (MAT). International Students who have not earned a degree at an institution of higher education in the United States must also submit the results of the TOEFL Examination.
4. Submit completed application for admission, required application fee and official transcripts consistent with the College of Graduate Studies admission requirements.
5. Submit three (3) professional letters of reference.
6. Submit a completed "Disclosure and Affirmation Form" that addresses misconduct disclosure, criminal background check, the Code of Ethics for Educators, and tort liability insurance.
7. Complete a writing sample.
8. Complete an interview, if requested.

Applicants' credentials will be evaluated by the Ed.D. in Curriculum Studies Admissions Committee in order to identify the candidates in that applicant pool to recommend for admission; admission is competitive. The number of applicants accepted each year will be dependent upon available resources. Applications will be evaluated once per year for Summer admissions. The deadline for applications is January 30.

Enrollment: One academic year of continual enrollment.

Time Limit: Doctoral students must pass the Candidacy Exam within five years from the first Ed.D. admission registration term and no later than the last semester of Ed.D. course work or the following semester. All degree requirements must be completed within five (5) years of passing the Candidacy Exam. After successful completion of the Candidacy Exam, students have five years to finish program requirements, including the Dissertation; otherwise, the Candidacy Exam must be retaken.

Program of Study: This degree program consists of work in four areas: (1) The Doctoral Core, (2) Doctoral Program Strand, (3) Concentration Area, and (4) Dissertation. The first two areas require a combined minimum of 39 semester hours of course work, the third area requires a minimum of 15 semester hours of course work, and the fourth area requires a minimum of 9 semester hours. The complete program requires a minimum of 54 semester hours of course work plus 9 hours of dissertation credit.

Prerequisite(s): Students must meet prerequisites required by the program and by certain courses within the program. The program prerequisites are:

- EDUC 7130 - Curriculum Theories and Design (3)
- EDUF 7130 - Learning Theories and Applications (3)
- EDUF 7235 - Multicultural Education (3)
- EDUR 7130 - Educational Research (3)

Some students might enter the program carrying course work beyond the Master's degree. Once admitted and Candidacy Committee Chair is identified, up to 18 semester hours of applicable and appropriate post-Master's work may apply toward degree requirements with the approval of the student's Candidacy Committee Chair.

The Doctoral Core. This is the nexus of the program. As such, it contains courses to be taken by all doctoral students. The Core intertwines the theoretical, ethical, and historical concepts underpinning curriculum work with advanced theories of design, development, and implementation.

Research and Inquiry. This portion of the program is designed to create scholars who might apply their knowledge base to the solving of problems encountered in daily education work. Both components of this segment are understood to be essential in the preparation of doctoral students who will engage in meaningful, productive investigations into critical issues in curriculum. The Research component of the segment provides for advanced study into specific methodologies and their appropriate applications. The Inquiry component addresses theoretical questions of orientation of various research paradigms so that the doctoral student might make an informed decision as to the general approach (i.e. quantitative or qualitative) he/she will wish to pursue in order to effectively address a topic or problem in curriculum.

Concentration Areas. This program offers five interdisciplinary concentration areas covering a broad terrain of scholarly inquiry and educational application.

1. **Cultural Curriculum Studies**

This concentration area provides both depth and breadth of learning experiences in the field of curriculum beyond the studies of the Doctoral Core, and ensures an intensive exposure to critical aspects of the field. This concentration area also reflects current major trends in the field of curriculum studies. It also centers on the study of popular culture in its many manifestations and the implications of the ways in which the study of these educational sites impact the social construction of identity and the intersections of popular culture on pedagogy and curriculum theory. This area provides opportunities for doctoral students to engage in highly advanced and specialized study of curriculum theory, design, and evaluation. As such, students will exit the program capable of gaining employment at the administrative levels of public school systems as curriculum specialists or of entering the professoriate as curriculum scholars.

2. **Instructional Improvement**

This area meets the needs of many practicing professionals including curriculum directors, staff development personnel, instructional coordinators, high school department chairs, and lead teachers as well as others in teaching or administrative positions at the P-12 level or in higher education. Education will improve only if teaching improves, and individuals in positions to work with teachers need to be highly qualified and well-trained in innovative techniques for instructional improvement.

3. **Multicultural/International Studies**

This concentration area reflects the growing importance of multicultural and international studies at all levels of education. The concentration area allows examination of the needs of culturally diverse groups, the relationship between culture and academic achievement, and the nature of international schooling. Opportunities for engaging in international activities (through travel or the use of technology) are also included.

4. **Teacher Leadership**

This area is designed for doctoral candidates who want to develop teacher leadership skills and/or aspire to be teacher leaders within their school settings. Courses in this concentration focus on enhancing candidates' knowledge and skills in research, pedagogy, and teacher leadership. With approval from the candidate's advisor, courses previously taken for the Ed.S. degree will count toward this concentration area.

5. **Teacher Education**

This area is designed for doctoral candidates who aspire to teach at the college or university level in a teacher education field. Courses help candidates understand the role of the teacher educator and the teaching, service, and research expectations for higher education faculty. Candidates will develop skill in teaching and supervising preservice and inservice teachers and will have opportunities to teach an undergraduate methods course and/or supervise practicum or student teachers under the mentorship of a faculty member in the Department of Teaching & Learning.

Grade Average. To be eligible for graduation, a student must maintain a cumulative 3.25 grade point average. A student will be excluded from the program upon earning grades of "C" or below in two or more courses.

Student Assessment. Students will be assessed regularly throughout the program at a variety of administrative and curricular checkpoints. The official sequence is as follows.

1. Admission to the program
2. Course work
3. Candidacy examinations
4. Preprospectus defense
5. Prospectus defense
6. Dissertation defense

Examinations and Committees. During their tenure in the program, students with their Advisors, will assemble two separate examination committees. The first is the Candidacy Examination Committee, and the second is the Dissertation Committee. Each committee has a distinct mission in the program of the student and specific membership criteria. At least one Curriculum Studies faculty member must be a member of each of the committees described below. The membership of these committees may or may not be comprised of the same individuals. The following is a description of the mission and membership requirements of each committee.

The Candidacy Examination. Following the completion of the prescribed minimum course work and before a student is formally admitted to candidacy for the doctoral degree, the Candidacy Examination must be passed. This examination evaluates both the work to date and the student's qualifications for advanced research.

The Candidacy Committee. The committee will be comprised of three faculty, each responsible for one of the examination blocks (Core, Research, Concentration Area). All committee members must hold Graduate Faculty status. If the committee is larger than three (at the student's request), there may be only one dissenting vote in order for the candidate to pass. Upon successful completion of the Candidacy Examination, the student is formally admitted to candidacy and will begin work on the dissertation.

The Dissertation Committee. The Preprospectus Defense, Prospectus Defense, and the Dissertation Defense are proctored by at least four members of the Graduate Faculty and conducted in a public forum. The membership is as follows: the Director of the dissertation and three readers, one of whom must be from outside the College of Education. Candidates, in concert with their chair, will choose the individuals of the committee. Three of the four members must approve the dissertation and the final examination in order for the candidate to receive the doctoral degree.

The Preprospectus Defense. The dissertation is simultaneously the last requirement in the program and the first research project as a curriculum scholar. There are two check points in the dissertation process, the first being the Preprospectus Defense. This is to ensure the

committee’s agreement with the project and to elicit any preliminary suggestions and/or redirection of question, context, method, and/or analysis.

The Prospectus Defense. This is to provide formal feedback on the first three chapters of the dissertation (or the introduction, theoretical framework, literature review and methodology) before the student begins the “data collections” stage of the dissertation.

The Dissertation Defense. The defense will be undertaken once the project is complete. Although there are traditional formats for dissertations in education, the Department requires no template for construction. There are, however, certain tenets of educational research which should be addressed in some manner in the work depending upon the general theoretical structure (quantitative or qualitative), and the methodological approach chosen from within that theoretical paradigm. The role of the dissertation chair is critical in this process and candidates should carefully choose the individual with whom they wish to work.

Distinguished Off-Campus Scholar. Having a highly respected scholar from another institution or research center serving on a doctoral examination committee can be very valuable. Therefore, a person who is a nationally or internationally recognized scholar may serve as a voting member of a dissertation examination committee for an individual doctoral student. Further information and criteria for such an appointment should be obtained from the dissertation chair or the program director.

Program of Study

NOTE: All electives must be approved by committee chair

Doctoral Core15 Hours

- EDUC 9230 - Power and Schooling (3)
- EDUF 8831 - Philosophies of Education (3)
- EDUF 9132 - History of American Curriculum (3)
- EDUF 9234 - History of American Education (3)
- ESED 9131 - Inquiry and Development of Educational Practice (3)

Research and Inquiry Core.....6 Hours

- EDUF 9133 - Theories of Educational Inquiry (3)
- EDUR 9231 - Qualitative Research in Education (3)

Doctoral Program Strand #1/Curriculum Studies18 Hours

Specialized Content Requirements

- EDUF 9131 - Ethical Dimensions of Education (3)
- EDUC 9130 - Contemporary Curriculum Theorists (3) (May be repeated once for emphasis area/elective credit)
- EDUC 9132 - Critical Readings in Curriculum (3) (May be repeated once for emphasis area/elective credit)
- EDUC 9631 - Advanced Seminar in Curriculum Theory (3)

Additional Research and Inquiry Requirements

- EDUC 9232 - Forms of Curriculum Inquiry (3)
- EDUR 8131 - Educational Statistics I (3)

Doctoral Program Strand #2/Teaching & Learning18 Hours

Specialized Content Requirements

- EDUC 8230 - Curriculum Design & Evaluation (3)
- ESED 9132 - Critical Analysis of Schools and Educational Practices (3)
- ESED 9631 - Advanced Seminar in Teaching and Learning (3)
- ITEC 8630 - Advanced Seminar in Instructional Technology (3)

Additional Research and Inquiry Requirements

- EDUR 8132 - Educational Statistics II (3) **OR** EDUR 9232 - Advanced Qualitative Research (3)
- EDUR 9131 - Doctoral Research Methods (3)

Concentration in Cultural Curriculum Studies15 Hours

- EDUC 9130 - Contemporary Curriculum Theorists (3)
- EDUC 9132 - Critical Readings in Curriculum (3)
- EDUF 9631 - Seminar in Cultural Studies (3)
- Electives (6)

Concentration in Instructional Improvement15 Hours

Select three of the following:

- EDUF 8131 - Theories of Adolescence (3)
- EDUF 8133 - Interaction and Learning (3)
- EDUF 8134 - Models of Motivation (3)
- EDUF 8135 - Thinking and Problem Solving (3)
- EDUF 8136 - Theories of Human Development (3)

Electives (6)

Concentration in Multicultural/International Studies.....15 Hours

- EDUF 8231 - Global Education (3)
- EDUF 9632 - Regional Issues in Multicultural Education (3)
- EDUF 8236/8236S - International Study of Educational Practices (3)
- Electives (6)

Concentration in Teacher Leadership15 Hours

ESED 8130 - Research on Current Trends & Issues (3)
ESED 8131 - Teacher Leadership (3)

ESED 8132 - Curriculum & Instruction (3)
ITEC 8231 - Transforming Learning with Technology (3)
Elective (3)

Concentration in Teacher Education15 Hours

ESED 9231 - The Teacher Educator (3)
ESED 9232 - Supervision of Teachers (3)
ESED 9233 - The Scholarship of Teaching and Learning (3)
ESED 9799 - Internship in Teaching and Learning (3)
Elective (3)

Dissertation9 Hours

EDUC 9999 - Dissertation (3) (*minimum of 9 credit hours*)

OTHER PROGRAM REQUIREMENTS

- Must successfully complete assessments identified at each program transition point

EDUCATIONAL ADMINISTRATION

Ed.D.

75 semester hours beyond Master's including dissertation (66 semester hours of course work, plus minimum of 9 dissertation credits).

Advising: Department of Leadership, Technology and Human Development, Dr. Russell Mays, P.O. Box 8131, Statesboro, GA 30460, (912) 478-5605, rmays@georgiasouthern.edu, FAX: (912) 478-7104, <http://coe.georgiasouthern.edu/lthd/leadership.html>

Admission Requirements

The admission process has two phases. Applicants must be accepted for admission by both the Jack N. Averitt College of Graduate Studies and the Program of Educational Leadership at Georgia Southern University. Application to or acceptance in the College of Graduate Studies in any other program does not guarantee admission to the Program of Educational Administration or to a specific cohort of the leadership program. Applicants who wish to pursue advanced professional preparation in Educational Administration with a view for becoming a candidate for the Ed.D. degree will be expected to file a formal application and present themselves to the faculty for special tests and/or interviews. Recommendations on admission will be made by program faculty only after screening procedures have been carried out. Admission will be upon the recommendation of the program committee, or the committee's designated representative, and the approval of the Dean of the College of Graduate Studies.

The first phase of admission to the Ed.D. program in Educational Administration requires the applicant's satisfaction of the following standards:

1. Complete all College of Graduate Studies admission requirements.
2. Hold a Master's degree at minimum from an institution accredited by the appropriate regional accrediting agency.
3. Present a minimum grade point average of 3.50 (4.0 scale) in previous graduate work.
4. Present current official scores from the Graduate Records Examination (GRE) on Verbal Reasoning, Quantitative Reasoning, and Analytical Writing.
5. Submission of a brief, two-page resume/vita which highlights the personal and professional achievements of the applicant.
6. Submit a completed "Disclosure and Affirmation Form" that addresses misconduct disclosure, criminal background check, the Code of Ethics for Educators, and tort liability insurance.

The second phase of the admission process will require adherence to the following procedures:

1. Applicant credentials are rated by Educational Leadership (EDLD) faculty.
2. These faculty, meeting as a committee of the whole, will use these ratings to assemble a list of top candidates for interviews.
3. Students will be invited to interview with EDLD Faculty.

Enrollment: The Ed.D. degree presupposes a minimum of five semesters of prescribed continuous study beyond satisfaction of Tier I requirements and cannot be secured through summer study alone. A minimum of 9 semester hours of EDLD 9999 (Dissertation) is required beyond other coursework. Full time residency (defined as continuous enrollment) is required throughout the program.

Time Limit: All course requirements for the Ed.D. degree, except the dissertation, must be completed within a period of three years. This time requirement begins with the first registration for core (Tier II) courses on the student's approved program of doctoral study. In addition, a candidate for the Ed.D. degree who fails to complete all degree requirements within five years after passing the candidacy examinations will be withdrawn from the program, or must retake candidacy examinations to be reinstated.

Grade Average: A student must maintain at least a 3.50 GPA on all graduate courses taken and on all courses on the Program of Study.

Candidacy Examinations. A student must pass formal, comprehensive written and/or oral examinations before being admitted to candidacy for the degree. These examinations will be administered in accordance with policies in effect in the College of Graduate Studies and the student's department. The results of the examination(s) will be reported to the College of Graduate Studies. If a student fails the candidacy examination for a second time, he/she will be removed from the program.

Admission to Degree Candidacy. The student in conjunction with his or her Supervisory Committee is responsible for initiating an application for admission to degree candidacy so that it is filed with the College of Graduate Studies at least one semester before the date of graduation. The application for degree candidacy is a certification by the student's program that the student has shown the ability to do acceptable graduate work in the chosen field of study and that:

1. all prerequisites set as a condition for admission have been met;
2. all inquiry/research skill requirements have been met;
3. the Program of Study has been approved by the Supervisory Committee, the Department Chair, and the Dean of the College of Graduate Studies;
4. a grade point average of 3.50 or higher has been maintained on all graduate courses taken and on all completed courses on the Program of Study; no more than one grade of "C" may be placed on the Program of Study;
5. written and/or oral candidacy examinations have been passed and reported to the College of Graduate Studies; and
6. the Supervising Committee, including any necessary changes in the membership, is confirmed and all its members have been notified of their appointments.

Program of Study**Tier I Content Courses36 Hours**

Satisfaction of Tier I (36 post-Master's graduate credit hours) requirements for admission to Tier II may be met through one the following pathways:

P-12 Leadership/Administration (includes Teacher Leadership):

1. EDUCATIONAL SPECIALIST DEGREE IN A FIELD OTHER THAN EDUCATIONAL LEADERSHIP: the applicant will be required to satisfy a four-course prerequisite, the P-12 Leadership Professional Core.
2. ED.S. IN EDUCATIONAL LEADERSHIP/ADMINISTRATION (CERTIFICATION TRACK): Completion of an Ed.S. in Educational Leadership/Administration including certification. If the 36 semester hours have not been met, additional coursework will be required. Details of the Georgia Southern University Ed.S. in Educational Leadership Program may be viewed at http://coe.georgiasouthern.edu/lthd/pos_EdSEdLeadership.html.
3. NON-DEGREE, NON-CERTIFICATION TRACK: Completion of the non-degree, non-certification track in Educational Leadership/Administration program (36 graduate credit hours). This pathway will satisfy requirements of Tier I but will NOT result in a degree being conferred at the Ed.S. level or leadership/administration certification. Candidates should follow the Program of Study as prescribed here:

Required Research Core (9 hours)

EDUR 8131 - Educational Statistics I (3)

EDUR 8434 - Field-based Educational Research (3)

EDLD 8839 - Directed Research in Educational Leadership (3) *Taken in Final Semester*

Leadership Core (9 hours)

EDLD 8135 - Educational Planning (3)

EDLD 8436 - Grants Development/Administration (3)

ITEC 8435 - Program Evaluation (3)

P-12 Leadership Professional Core (12 hours)

EDLD 7531 - Legal and Ethical Issues in School Leadership (3)

EDLD 7532 - Empowering Human Resources (3)

EDLD 8430 - School Finance (3)

EDLD 8438 - Organizational Leadership (3)

P-12 Leadership Electives (6 hours)

Substitutions may be authorized with the advisor's approval.

Higher Education Leadership/Administration:

1. EDUCATIONAL SPECIALIST DEGREE IN A FIELD OTHER THAN HIGHER EDUCATIONAL LEADERSHIP/ADMINISTRATION: the applicant will be required to satisfy a four-course prerequisite, the Higher Education Professional Core.
2. ED.S. IN HIGHER EDUCATION ADMINISTRATION (or equivalent) CONCENTRATION TRACK: If the 36 semester hours have not been met, additional coursework will be required. Details of the Georgia Southern University Ed.S. in Higher Education Administration Program may be viewed at http://coe.georgiasouthern.edu/lthd/pos_EdSEdLeadership.html.
3. NON-DEGREE TRACK: Completion of the non-degree, non-certification track in Higher Education Administration program (36 graduate credit hours). This pathway will satisfy requirements of Tier I but will NOT result in a degree being conferred at the Ed.S. level. Candidates should follow the Program of Study as prescribed here:

Required Research Core (9 hours)

EDUR 8131 - Educational Statistics I (3)

EDUR 8434 - Field-based Educational Research (3)

EDLD 8839 - Directed Research in Educational Leadership (3) *Taken in Final Semester*

Leadership Core (9 hours)

EDLD 8135 - Educational Planning (3)

EDLD 8436 - Grants Development/Administration (3)

ITEC 8435 - Program Evaluation (3)

Higher Education Professional Core (Select four courses) (12 hours)

EDLD 7431 - Higher Education Administration (3)

EDLD 8431 - Higher Education Law (3) EDLD

8432 - Higher Education Finance (3) EDLD

8433 - Higher Education Governance (3)

EDLD 8435 - Higher Education Policy (3)

EDLD 8439 - Politics of Higher Education (3)

Higher Education Electives (Select two courses) (6 hours)

COUN 7131 - Student Services in Higher Education (3)

COUN 7132 - Contemporary College Student (3)

COUN 7133 - Administration and Leadership in Higher Education Student Services (3)

COUN 7134 - Ethical and Professional Issues in Student Services (3)

EDLD 7432 - History of American Higher Education (3)

Substitutions may be authorized with the advisor's approval.

Course credit is given for Tier I coursework to a maximum of 36 semester hours, provided the course work was completed in a timely manner at an institution accredited by the appropriate regional accrediting agency. Questions regarding Higher Education concentration at the Tier I level should be directed to the Higher Education Program Coordinator, Dr. Brenda Marina, at bmarina@georgiasouthern.edu; questions

regarding P-12 concentration at the Tier I level should be directed to the Ed.S. Coordinator, Dr. Teri Melton, at tamelton@georgiasouthern.edu.

Tier II Core Courses.....30 Hours

- EDLD 9231 - Administrative Theory (3)
- EDLD 9232 - Decision Making/Problem Solving (3)
- EDLD 9233 - Leadership Theory (3)
- EDLD 9234 - Doctoral Seminar (3)
- EDLD 9235 - Contemporary Issues in Educational Administration (3)
- EDLD 9236 - Diversity and Ethics for Educational Leaders (3)
- EDLD 9631 - Research Seminar I (3)
- EDLD 9632 - Research Seminar II (3)
- EDUR 9131 - Doctoral Research Methods (3)
- EDUR 9231 - Qualitative Research in Education (3)

Tier III Dissertation.....9 Hours

- EDLD 9999 - Dissertation (minimum of 9 credit hours)

Strands

There are three strands in the doctoral program in Educational Administration: P-12 Administration, Higher Education Administration, and Teacher Leadership.

EDUCATIONAL ADMINISTRATION Ed.D.

Doctoral Program Post-Masters

TIER I			TIER II	TIER III
ED.S. AND/OR CONTENT			DOCTORAL CORE	DISSERTATION
SPECIALIZATION (See Tier I Pathways above)				
P-12	HIGHER ED	TEACHER LEADERSHIP	EDUR 9131 - Doctoral Research Methods (3) EDUR 9231 - Qualitative Research in Education (3) EDLD 9231 - Administrative Theory (3) EDLD 9232 - Decision Making/Problem Solving (3) EDLD 9233 - Leadership Theory (3) EDLD 9234 - Doctoral Seminar (3) EDLD 9235 - Contemporary Issues in Educational Administration (3) EDLD 9236 - Diversity and Ethics for Educational Leaders (3) EDLD 9631 - Research Seminar I (3) EDLD 9632 - Research Seminar II (3)	EDLD 9999 - Dissertation (9)
Minimum of 36 Semester Hours TOTAL: 75 Semester Hours			Minimum of 30 Semester Hours	Minimum of 9 Semester Hours

EDUCATIONAL LEADERSHIP

M.Ed., 36 HOURS

Advising: Department of Leadership, Technology, and Human Development, Dr. Paul Brinson, P.O. Box 8131, Statesboro, GA 30460, (912) 478-5324, pmbrioso@georgiasouthern.edu, Fax: (912) 478-7104, <http://coe.georgiasouthern.edu/lthd/leadership.html>

Admission Requirements

Regular

1. Complete requirements for a Bachelor's degree from a regionally accredited institution.
2. Possess or be eligible for a Professional Level Four Certificate or equivalent in a teaching field. Persons with a Master's degree in a related field may be admitted; however, additional course work may be required. (Required for Track One only)
3. Present a cumulative 2.50 (4.0 scale) grade point average or higher on all undergraduate and graduate work combined.
4. Present official report of scores on the Miller Analogies Test (MAT) or the verbal, quantitative and analytical writing sections of the Graduate Records Examination (GRE).
5. Submit a personal statement of purpose, not to exceed 200 words, that identifies the applicant's reasons for pursuing graduate study and how admission into the program relates to the applicant's professional aspirations.
6. Submit a completed "Disclosure and Affirmation Form" that addresses misconduct disclosure, criminal background check, the Code of Ethics for Educators, and tort liability insurance.
7. Submit school/district endorsement and agreement for Internship. (Required for Track One only)
8. One (1) year of teaching experience prior to admission to the program. (Required for Track One only)

Provisional

Applicants may be approved for provisional admission based on the quality of the admission material presented. Provisional students must earn grades of "B" or higher in their first nine (9) hours of course work after admission and meet any other stipulations outlined by the department to be converted to regular status.

Track One - Certification

Professional Education Core Requirements12 Hours

- EDUF 7140 - Learning, Cognition, and Curriculum (3)
- EDUR 7130 - Educational Research (3)
- EDUR 8131 - Educational Statistics I (3)
- ITEC 7538 - Instructional Technology for School Leaders (3)

Specific Requirements24 Hours

- EDLD 7530 - The Democracy-centered School Leader (3) *
- EDLD 7531 - Legal and Ethical Issues in School Leadership (3) *
- EDLD 7532 - Empowering Human Resources (3) *
- EDLD 7533 - Mobilizing Communities (3) *
- EDLD 7534 - Leading Innovation and Change (3)
- EDLD 7535 - Using Data in Leadership for Learning (3) *
- EDLD 7737 - Supervised Field Experience I (3) *
- EDLD 7738 - Supervised Field Experience II (3) *

* A Key Assessment will be a major component of this course's requirements.

Track Two - Non Certification

Professional Education Core Requirements12 Hours

- EDUC 7130 - Curriculum, Theories and Design (3)
- EDUF 7130 - Learning Theories and Applications (3)
- EDUR 7130 - Educational Research (3)
- ITEC 7530 - Instructional Technology Foundations (3)

EDLD Electives18 Hours

Electives6 Hours

Selected in consultation with Advisor

NOTE: Neither EDLD 7737 - Supervised Field Experience I or EDLD 7738 - Supervised Field Experience II may be used to fulfill either the EDLD Electives or Elective requirements for Track Two.

NOTE: Completing Track Two WILL NOT result in a Level-5 Certificate in Leadership.

OTHER PROGRAM REQUIREMENTS

- Successful completion of the M.Ed. Comprehensive Exit Examination
- Must successfully complete assessments identified at each program transition point

EDUCATIONAL LEADERSHIP Ed.S., 30-33 HOURS

Advising: Department of Leadership, Technology, and Human Development, Dr. Linda M. Arthur, (912) 478-0697, larthur@georgiasouthern.edu, Fax: (912) 478-7104, <http://coe.georgiasouthern.edu/lthd/leadership.html>

Admission Requirements

Regular

1. Complete requirements for a Master’s degree or higher in Educational Leadership from a regionally accredited institution, OR Complete requirements for a Master’s degree or higher from a regionally accredited institution in an education field other than educational leadership (or other GaPSC accepted non-education field as per GaPSC rule 505-2-.300 Educational Leadership) AND successfully complete educational leadership coursework (6 semester hours minimum) to include a course in school law and ethics and one other course to be selected from organizational leadership, school finance, human resources, or teaching and learning with a focus on using data in the school improvement process.
2. Present a 3.25 or higher GPA on all graduate work attempted.
3. Present current official report of scores on the Miller Analogies Test (MAT) or the verbal, quantitative and analytical writing sections of the Graduate Records Examination (GRE).
4. Submit a personal statement of purpose, not to exceed 200 words, that identifies the applicant’s reasons for pursuing graduate study and how admission into the program relates to the applicant’s professional aspirations. For School Administration, the statement must include whether Building or District Level Certification (or both) is being sought.
5. Submit a completed “Disclosure and Affirmation Form” that addresses misconduct disclosure, criminal background check, the Code of Ethics for Educators, and tort liability insurance.
6. Submit school/district endorsement and agreement for Residency at the Building or District level. (School Administration Concentration only)
7. Three years school/district experience prior to admission to the program. (School Administration Concentration only)

Provisional

Applicants may be approved for provisional admission based on the quality of the admission material presented. Provisional students must earn grades of “B” or higher in their first nine (9) hours of course work after admission and meet any other stipulations outlined by the department to be converted to regular status.

CONCENTRATION: SCHOOL ADMINISTRATION, 33 HOURS

(For Students Holding Level 5 (or NL-5) Certification and Seeking PL-6 Certification)

Prerequisites

- EDUR 7130 - Educational Research (3)
- EDUR 8131 - Educational Statistics I (3)

The Program is a Fall or Spring Admission Program which is administered through the Cohort Process. The Residency is a performance-based internship, which is guided cooperatively by the university and school/district partner. Candidates should follow the Program of Study as prescribed here:

Semester I (Fall)	6
Hours	
EDLD 8630 - Planning for Change (3) *	
EDLD 8631 - Implementing Change (3) *	
Semester II (Spring)	6
Hours	
EDLD 8632 - Organizational Culture (3) *	
EDLD 8737 - Residency I (3) (On-site Performance-based Residency in a Leadership Position: Designate Building/District Level) (Residency will span Spring, Summer, and Fall Semesters, as planned and directed by Beginning Leader Support Team)	
Semester III (Summer)	9
Hours	
EDLD 8634 - Managing Operations and Processes (3) *	
EDLD 8633 - Curriculum and Instructional Leadership (3) *	
EDLD 8738 - Residency II (3) (On-site Performance-based Residency in a Leadership Position: Designate Building/District Level) (Residency will span Spring, Summer, and Fall Semesters, as planned and directed by Beginning Leader Support Team)	
Semester IV (Fall)	9
Hours	
EDLD 8635 - Leading School Renewal (3) *	
EDLD 8739 - Residency III (3) * (On-site Performance-based Residency in a Leadership Position: Designate Building/District Level) (Residency will span Spring, Summer, and Fall Semesters, as planned and directed by Beginning Leader Support Team)	
EDUR 8434 - Field-based Educational Research (3)	
Semester V (Spring)	3
Hours	
EDLD 8839 - Directed Research in Educational Leadership (3)	

* A Key Assessment will be a major component of this course’s requirements.

**CONCENTRATION:
HIGHER EDUCATION ADMINISTRATION, 30 HOURS**

Admission Requirements

Regular

1. Complete requirements for a Master’s degree from a regionally accredited institution.
2. Present a 3.25 or higher GPA on all graduate work attempted.
3. Present current official report of scores on the Miller Analogies Test (MAT) or the verbal, quantitative and analytical writing sections of the Graduate Records Examination (GRE).
4. Submit a personal statement of purpose, not to exceed 250 words, that identifies the applicant’s reasons for pursuing graduate study and how admission into the program relates to the applicant’s professional aspirations.
5. Submit a completed “Disclosure and Affirmation Form” that addresses misconduct disclosure, criminal background check, the Code of Ethics for Educators, and tort liability insurance.

Provisional

Applicants may be approved for provisional admission based on the quality of the admission material presented. Provisional students must earn grades of “B” or higher in their first nine (9) hours of course work after admission and meet any other stipulations outlined by the department to be converted to regular status.

Required Research Core9 Hours

*EDUR 8131- Educational Statistics I (3)

**EDUR 8434 - Field-Based Educational Research (3) *Prerequisite for EDLD 8839*

EDLD 8839 - Directed Research in Educational Leadership (3) *Taken in final semester*

Higher Education Leadership Core12 Hours

EDLD 8135 - Educational Planning (3)

EDLD 8431 - Higher Education Law (3)

EDLD 8436 - Grants Development/Administration (3)

ITEC 8435 - Program Evaluation (3)

Higher Education Professional Core.....9 Hours

Select three of the following courses in consultation with Advisor:

EDLD 7430 - American Higher Education (3) EDLD

7431 - Higher Education Administration (3) EDLD 7432

- History of American Higher Education (3)

EDLD 8432 - Higher Education Finance (3)

EDLD 8433 - Higher Education Governance (3)

EDLD 8435 - Higher Education Policy (3)

EDLD 8439 - Politics of Higher Education (3)

Elective Courses (may be used for substitutions in consultation with advisor)

COUN 7131 - Student Services in Higher Education (3)

COUN 7132 - Contemporary College Student (3)

COUN 7133 - Administration and Leadership in Higher Education Student Services (3)

COUN 7134 - Ethical and Professional Issues in Student Services (3)

EDUF 7235 - Multicultural Education (3)

**If equivalent course was taken, student may substitute with Advisor approval*

***This course requires advisor approval of a research topic before entering the class.*

Transfer coursework may be applied with Advisor approval.

HIGHER EDUCATION ADMINISTRATION M.Ed., 36 HOURS

Advising: Department of Leadership, Technology, and Human Development, Dr. Brenda Marina P.O. Box 8131, Statesboro, GA 30460, (912) 478-5600, bmarina@georgiasouthern.edu, Fax: (912) 478-7104, <http://coe.georgiasouthern.edu/lthd/>

Admission Requirements

Regular

1. Complete requirements for a Bachelor's degree from a regionally accredited institution.
2. Present a cumulative 2.50 (4.0 scale) grade point average or higher on all undergraduate and graduate work combined.
3. Present official report of scores on the Miller Analogies Test (MAT) or the verbal, quantitative and analytical writing sections of the Graduate Records Examination (GRE).
4. Submit a personal statement of purpose, not to exceed 250 words, that identifies the applicant's reasons for pursuing graduate study and how admission into the program relates to the applicant's professional aspirations.
5. Submit a completed "Disclosure and Affirmation Form" that addresses misconduct disclosure, criminal background check, the Code of Ethics for Educators, and tort liability insurance.

Provisional

Applicants may be approved for provisional admission based on the quality of the admission material presented. Provisional students must earn grades of "B" or higher in their first nine (9) hours of course work after admission and meet any other stipulations outlined by the department to be converted to regular status.

Professional Education Core Requirements9 Hours

- EDUF 7130 - Learning Theories and Applications (3)
- EDUR 7130 - Educational Research (3)
- ITEC 7430 - Instructional Design (3) **OR** ITEC 7530 - Instructional Technology Foundations (3)

Higher Education Administration Core.....18 Hours

- COUN 7132 - Contemporary College Student (3)
- EDLD 7430 - American Higher Education (3)
- EDLD 7431 - Higher Education Administration (3)
- EDLD 7432 - History of American Education (3)
- EDLD 8431 - Higher Education Law (3)
- EDLD 8735 - Higher Education Practicum (3) *

Specialized Content Courses9 Hours

Select three of the following courses in consultation with advisor

- COUN 7131- Student Services in Higher Education (3)
- COUN 7133 - Administration and Leadership in Higher Education Student Services (3)
- COUN 7134 - Ethical and Professional Issues in Student Services (3)
- EDLD 8432 - Higher Education Finance (3)
- EDLD 8433 - Higher Education Governance (3)
- EDLD 8434 - The Community College(3)
- EDLD 8435 - Higher Education Policy (3)
- EDLD 8439 - Politics of Higher Education (3)
- EDUF 7235 - Multicultural Education (3)

If an equivalent course was taken, student may substitute with Advisor approval.

OTHER PROGRAM REQUIREMENTS

- Successful completion of a professional portfolio *with practicum
- Must successfully complete assessments identified at each program transition point

INSTRUCTIONAL TECHNOLOGY

M.Ed., 36 HOURS

(Georgia ONmyLINE Franchise)

(For Students Seeking Level 5 Certification as a Media Specialist)

Advising: Department of Leadership, Technology, and Human Development, Dr. Judi Repman, P.O. Box 8131, Statesboro, GA 30460, (912) 478-5394, jrepman@georgiasouthern.edu, Fax: (912) 478-7104, <http://coe.georgiasouthern.edu/lthd/itech.html>

The courses in this program are offered online.

Admission Requirements

Regular

1. Complete requirements for a Bachelor's degree from a regionally accredited institution.
2. Possess a Professional Level Four Certificate or equivalent in a teaching field. Persons not holding Level Four Certification may be admitted; however, the program will exceed 36 hours.
3. Present a cumulative 2.50 (4.0 scale) grade point average or higher on all undergraduate and graduate work combined.
4. For students who do not possess a Level Four Certificate, present official report of scores on the Miller Analogies Test (MAT) or the verbal, quantitative and analytical writing sections of the Graduate Records Examination (GRE). Students who hold a clear, renewable T-4 certificate are not required to submit GRE or MAT scores.
5. Submit a completed "Disclosure and Affirmation Form" that addresses misconduct disclosure, criminal background check, the Code of Ethics for Educators, and tort liability insurance.

Additional Program Requirements

If the student does not possess a Professional Level Four Certificate or equivalent in a teaching field, courses in curriculum design and special education are required. These courses should be selected following consultation with an advisor.

Professional Education Core Requirements6 Hours

FRLT 7130 - Learning Theories and Applications (3)

FRER 7130 - Educational Research (3)

Specific Requirements24 Hours

FREC 7232 - Children's Literature (3) **OR** FRMS 7331 - Early Adolescent Literature (3)

FRIT 7132 - Administration of the School Library Media Program (3)

FRIT 7134 - Collection Development and Organization (3)

FRIT 7136 - Reference and Information Sources (3)

FRIT 7230 - Selection and Development of Instructional Technologies (3)

FRIT 7430 - Instructional Design (3)

FRIT 7737 - Practicum in School Library Media Centers (3)

FRIT 8530 - Applications of Instructional Technology (3)

Content Electives6 Hours

OTHER PROGRAM REQUIREMENTS

- All candidates for a Master's Degree in Instructional Technology are required to submit an electronic professional portfolio as a requirement for graduation
- Must successfully complete assessments identified at each program transition point
- ITEC 7530 may not be used as credit toward the Instructional Technology M.Ed. Program elective

INSTRUCTIONAL TECHNOLOGY M.Ed., 36 HOURS (Georgia ONmyLINE Franchise)

(For Students Not Seeking Level 5 Certification as a Media Specialist)

Advising: Department of Leadership, Technology, and Human Development, Dr. Judi Repman, P.O. Box 8131, Statesboro, GA 30460, (912) 478-5394, jrepman@georgiasouthern.edu, Fax: (912) 478-7104, <http://coe.georgiasouthern.edu/lthd/itech.html>

The courses in this program are offered online.

Program Intent: This program does not lead to Level Five School Library Media Specialist Certification.

Admission Requirements

Regular

1. Complete requirements for a Bachelor's degree from a regionally accredited institution.
2. Present a cumulative 2.50 (4.0 scale) grade point average or higher on all undergraduate and graduate work combined.
3. Present official report of scores on the Miller Analogies Test (MAT) or the verbal, quantitative and analytical writing sections of the Graduate Records Examination (GRE). Students who hold a clear, renewable T-4 certificate are not required to submit GRE or MAT scores.
4. Submit a completed "Disclosure and Affirmation Form" that addresses misconduct disclosure, criminal background check, the Code of Ethics for Educators, and tort liability insurance.

Professional Education Core Requirements6 Hours

FRLT 7130 - Learning Theories and Applications (3)

FRER 7130 - Educational Research (3)

Specific Requirements21 Hours

FRIT 7230 - Selection and Development of Instructional Technologies (3)

FRIT 7335 - Web Design and Development (3)

FRIT 7430 - Instructional Design (3)

FRIT 7738 - Practicum in Instructional Technology (3)

FRIT 8132 - Administration of Technology Resources (3)

FRIT 8435 - Program Evaluation (3)

FRIT 8530 - Applications of Instructional Technology (3)

Content Electives9 Hours

Must have Advisor approval.

OTHER PROGRAM REQUIREMENTS

- All candidates for a Master's Degree in Instructional Technology are required to submit an electronic professional portfolio as a requirement for graduation
- Must successfully complete assessments identified at each program transition point
- ITEC 7530 may not be used as credit toward the Instructional Technology M.Ed. Program elective

INSTRUCTIONAL TECHNOLOGY

Ed.S., 30 HOURS

(Online)

Advising: Department of Leadership, Technology and Human Development, Dr. Ken Clark (Professor and Ed.S. Program Coordinator). P.O. Box 8131, Statesboro, GA 30460-8131, (912) 478-0002, kclark@georgiasouthern.edu, FAX: 912-478-7104.

Admission Requirements

Regular

1. Complete requirements for a Master's degree in Instructional Technology or closely related field such as Library & Information Science; or possess a Master's degree in another field that includes a minimum of 18 graduate semester credit hours of instructional technology coursework. The Master's degree must be from a regionally accredited institution.
2. Present a 3.25 or higher GPA on all graduate work attempted.
3. Present current official report of scores on the Miller Analogies Test (MAT) or the verbal, quantitative and analytical writing sections of the Graduate Records Examination (GRE). If the applicant holds a Master's degree from Georgia Southern University with at least a 3.50 graduate GPA, the GRE or MAT is not required.
4. Submit a personal statement of purpose, not to exceed 200 words, that identifies the applicant's reasons for pursuing graduate study and how admission into the program relates to the applicant's professional aspirations.
5. Submit a completed "Disclosure and Affirmation Form" that addresses misconduct disclosure, criminal background check, the Code of Ethics for Educators, and tort liability insurance.

Provisional

Applicants may be approved for provisional admission based on the quality of the admission material presented. Provisional students must earn grades of "B" or higher in their first nine (9) hours of course work after admission and meet any other stipulations outlined by the department to be converted to regular status.

Research Sequence Requirements.....9 Hours

- EDUR 8131 - Educational Statistics I (3)
- *EDUR 8434 - Field-Based Educational Research (3)
- **ITEC 8839 - Field-Based Research in Instructional Technology (3)

Major Requirements12 Hours

- #ITEC 8133 - Current Trends and Issues in Instructional Technology (3)
- ITEC 8134 - Theories and Models of Instructional Design (3)
- *** ITEC 8135 - Pedagogy of Distance Learning (3)
- ITEC 8636 - Technology, Leadership and Change (3)

++Electives (must include 6 hours of ITEC electives).....9 Hours

OTHER PROGRAM REQUIREMENTS

- Successful completion of the Ed.S. Comprehensive Exit Assessment involves constituting a three faculty member advisory committee to guide field study, and completing and presenting a major field-based action research project.
- All program requirements, including the Comprehensive Exit Assessment, will be completed online using appropriate technologies.
- Must successfully complete assessments identified at each program transition point

*Prerequisite(s): EDUR 8131, ITEC 8133, ITEC 8134, ITEC 8135, ITEC 8636

**Prerequisite(s): EDUR 8131, EDUR 8434, ITEC 8133, ITEC 8134, ITEC 8135, ITEC 8636

***Prerequisite(s): ITEC 8134

#Must be taken during the first 9 hours; Prerequisite(s): Admission into the Ed.S. in Instructional Technology

++Candidates must select electives in consultation with their advisor or the program coordinator.

LITERACY EDUCATION M.Ed., 36 HOURS

Advising: Department of Curriculum, Foundations, and Reading, Dr. Michael Moore, P. O. Box 8144, Statesboro, GA 30460, (912) 478-0211, mmoore@georgiasouthern.edu, fax: (912) 478-5382, <http://coe.georgiasouthern.edu/reading/>

Admission Requirements

Regular

1. Complete requirements for a bachelor’s degree from a regionally accredited institution.
2. Possess or be eligible for a Professional Level Four Certificate or equivalent in a teaching field. Persons with a Master’s degree in a related field may be admitted into the program if not seeking certification.
3. Present a cumulative 2.50 (4.0 scale) grade point average or higher on all undergraduate and graduate work combined.
4. Present official report of scores on the Miller Analogies Test (MAT) or the verbal, quantitative and analytical writing sections of the Graduate Records Examination (GRE).
5. Submit a personal statement of purpose, not to exceed 200 words, that identifies the applicant’s reasons for pursuing graduate study and how admission into the program relates to the applicant’s professional aspirations.
6. Submit a completed “Disclosure and Affirmation Form” that addresses misconduct disclosure, criminal background check, the Code of Ethics for Educators, and tort liability insurance.

Provisional

Applicants may be approved for provisional admission based on the quality of the admission material presented. Provisional students must earn grades of “B” or higher in their first nine (9) hours of course work after admission and meet any other stipulations outlined by the department to be converted to regular status.

Professional Education Core Requirements9 Hours

- EDUC 7130 - Curriculum Theories and Design (3)
- EDUF 7130 - Learning Theories and Applications (3)
- EDUR 7130 - Educational Research (3)

Specific Requirements18 Hours

- READ 7131 - Approaches to Reading Instruction (3)
- READ 7132 - Literacy Assessment and Correction (3)
- READ 7230 - Issues and Trends in Reading (3)
- READ 7330 - Reading in the Content Areas (3)
- READ 7431 - Digital Literacies in the 21st Century (3)
- READ 7432 - Teaching Literacy with English Language Learners (3)

Restricted Electives.....6 Hours

Select 6 hours from the following:

- ECED 7232 - Children’s Literature (3)
- MSED 8331 - Trends in Middle and Secondary Language Arts (3)
- MSED 7331 - Early Adolescent Literature (3)
- MSED 7333 - Writing Instruction for the Middle and Secondary Schools (3)
- READ 7234 - The Role of the Literacy Coach in Today’s Schools (3)
- READ 8130 - Literacy Assessment and Correction II (3)
- SPED 7136 - Language Development (3)
- WRIT 5130G - Modern English Grammar (3)
- WRIT 5330G - History of English Language (3)
- WRIT 5530G - Sociolinguistics (3)
- WRIT 7260 - Writing Project (6)

Free Electives3 Hours

OTHER PROGRAM REQUIREMENTS

- Must successfully complete assessments identified at each program transition point

SCHOOL PSYCHOLOGY

Ed.S., 75 HOURS

Advising: Department of Leadership, Technology and Human Development, Dr. Terry Diamanduros, P.O. Box 8131, Statesboro, GA 30460, (912) 478-1548, tdiamanduros@georgiasouthern.edu, Fax: (912) 478-7104, <http://coe.georgiasouthern.edu/lthd/schoolpsych.html>

Program Intent: This program provides training to serve children and adolescents with learning, behavioral, or emotional problems in educational settings. After successful completion of 36 hours of course work and passing a written comprehensive examination, students may be awarded an interim M.Ed. degree and continue on in the program to complete the remaining requirements of the Ed.S. degree. The 36 hours required for the interim M.Ed. include the following courses: Professional Education Core Requirements (6 hrs), Specific Requirements (27 hrs), and EDUR 7130 (3 hrs). Professional entry-level in the field of School Psychology requires Professional Level Six (S-6) Certification which is acquired after successful completion of the prescribed Ed.S. Program of Study and a passing score on the GACE examination in School Psychology.

Admission Requirements

Regular

1. Complete requirements for a bachelor's degree in the social sciences or in education from a regionally accredited institution.
2. Present a cumulative 3.00 (4.0 scale) or higher GPA on all undergraduate and graduate work (if any) combined.
3. Present current official report of scores on the Miller Analogies Test (MAT) or the verbal, quantitative and analytical writing sections of the Graduate Records Examination (GRE).
4. Submit a personal statement of purpose that includes reasons for selecting school psychology as a career, self evaluation of personal qualities that would be brought into the program, and the impacts the applicant believes school psychologists should have on the lives of children.
5. Submit three letters of recommendation from persons well acquainted with the applicant's academic and/or professional performance.
6. Participate in an interview on-campus or by phone if notified.
7. Submit a completed "Disclosure and Affirmation Form" that addresses misconduct disclosure, criminal background check, the Code of Ethics for Educators, and tort liability insurance. Students who are accepted into the program must agree to abide by the ethical principles established by the National Association of School Psychologists. Documentation of professional liability insurance must be submitted to the assigned advisor at the beginning of the first semester.

Provisional

Applicants may be approved for provisional admission based on the quality of the admission material presented. Provisional students must earn grades of "B" or higher in their first nine (9) hours of course work after admission and meet any other stipulations outlined by the department to be converted to regular status.

Prerequisite

SPED 6130 - Introduction to Special Education (3)

Professional Education Core Requirements6
Hours

EDUC 7130 - Curriculum Theories (3) **OR** READ 7131 Approaches to Reading Instruction (3)

EDUF 7130 - Learning Theories and Applications (3)

Specific Requirements27
Hours

COUN 7332 - Theories of Counseling (3)

COUN 7333 - Models and Techniques of Counseling (3)

COUN 7338 - Life-Span Development (3)

ESPY 7130 - Professional School Psychology (3)

ESPY 7131 - Behavioral Interventions (3)

ESPY 7132 - Classroom-based Performance and Psychometrics (3)

ESPY 7133 - Implications of Child Psychopathology in Schools (3)

ESPY 7230 - Developmental Diagnosis in Early Childhood (3)

ITEC 7430 - Instructional Design (3)

Research Sequence Requirements12
Hours

EDUR 7130 - Educational Research (3)

EDUR 8131 - Educational Statistics I (3)

EDUR 8434 - Field-based Educational Research (3) *

ESPY 8839 - Action Research in School Psychology (3)

Specialized School Psychology Content Requirements21
Hours

ESPY 8130 - Curriculum-based Assessment and Response-to-Intervention (3)

ESPY 8131 - Individual Intellectual Assessment (3)

ESPY 8132 - Addressing Diversity in School-based Conceptualization (3)

ESPY 8133 - Personality and Behavioral Assessment in the Schools (3)

ESPY 8135 - Crisis Intervention and Prevention (3)

ESPY 8230 - Consulting in Educational Settings (3)

ESPY 8631 - Seminar in School Psychology (3)

Applied School Psychology Content Requirements9
Hours

ESPY 8737 - Practicum in School Psychology (3)

ESPY 8738 - School Psychology Internship I (3)

ESPY 8739 - School Psychology Internship II (3)

OTHER PROGRAM REQUIREMENTS

- Successful completion of 36 hours and written School Psychology Comprehensive exam are required to obtain the interim M.Ed. degree. Students may only take this exam twice and must pass it to receive the M.Ed. degree and to continue on in the program.
- Successful completion of Ed.S. Comprehensive Exit Examination; involves constituting a three-faculty advisory committee to guide field study, and requires the completion and oral presentation of a major field-based research paper.
- Must successfully complete assessments identified at each program transition point.
- Must successfully complete key assessments in the program.

NOTE: Successful completion of GACE Examination required for S-6 Certification in School Psychology.

*This course requires approval of a research topic before entering the class.

TEACHING M.A.T., 36-51 HOURS

Advising: Department of Teaching and Learning, Dr. Missy Bennett, P.O. Box 8134, Statesboro, GA 30460, (912) 478-0356, mbennett@georgiasouthern.edu, Fax: (912) 478-0026.

Program Intent and Admission Requirements:

The Master of Arts in Teaching (MAT) leads to initial teaching certification and a master's degree for those persons who hold a bachelors degree from a regionally accredited institution. There are four study concentrations/tracks based on educational background and career goals:

Study Concentration 1: Secondary Education certification (6-12) for candidates who hold a bachelor's degree in English, business, mathematics, history, geography, economics, political science, chemistry, biology, geology, physics, child and family development, fashion merchandising and apparel design, hotel and restaurant management, nutrition and food science, interior design, home economics, housing and consumer economics, or related field.

Study Concentration 2: Middle Grades certification (4-8) for candidates who hold a bachelor's degree. Candidates must complete two teaching concentrations from reading, language arts, science, social studies, and mathematics.

Study Concentration 3: Special Education certification (P-12) for candidates who hold a bachelor's degree in psychology, counseling, child and family development, or a closely-related field.

Study Concentration 4: P-12 Education certification for candidates who hold a bachelor's degree in Spanish.

The total hours for the degree are dependent on previous course work completed in the area of certification. A transcript evaluation by the College of Education's Director of Advisement and Certification is required at the outset. Prerequisite content course work, based on the transcript evaluation, must be completed as a non-degree student before admission into the program.

Admission Requirements

Regular

1. Hold a bachelor's degree from a regionally accredited institution.
2. Present a transcript evaluation by the College of Education's Director of Advisement and Certification, and completion of specified prerequisite content course work.
3. Present a cumulative 2.50 (4.0 scale) grade point average or higher on all undergraduate and graduate work combined.
4. Present a total adjusted GPA of 2.75 or higher on all teaching field course work.
5. Present a current official report of scores on the Miller Analogies Test (MAT) or the verbal, quantitative, and analytical writing sections of the Graduate Record Exam (GRE).
6. Submit passing scores on the GACE Basic Skills Assessment or be exempt by acceptable SAT, ACT, or GRE scores.
7. Submit a passing score on the GACE Content Assessment in the area for which one is seeking certification, except for the MAT in Special Education.
8. Submit a personal statement of purpose, not to exceed 200 words, that identifies the applicant's reasons for pursuing graduate study and how admission into the program relates to the applicant's professional aspirations.
9. Submit a completed "Disclosure and Affirmation Form" that addresses misconduct disclosure, criminal background check, the Code of Ethics for Educators, and tort liability insurance.
10. International applicants and U.S. citizens whose native language is not English must demonstrate competence in English. Applicants must take and pass the Test of English as a Foreign Language (TOEFL) and post a score of at least 80 (internet-based test, IBT), 213 (computer-based test) or 550 (paper-based test) on the TOEFL. The official TOEFL score may not be more than two years old. Those who do not meet the minimum proficiency standard may be recommended for enrollment in University English courses or for English courses offered by the English Language Program (ELP) on campus prior to admission to the program.
11. If an applicant was previously enrolled in an initial teacher preparation program, an interview must be completed with the Program Coordinator prior to admission to the program.

Provisional

Applicants may be approved for Provisional admission based on the quality of the admission material presented. Provisional students must earn grades of B or higher in their first 9 hours of course work after admission and meet any other stipulations outlined by the department to be converted to regular status.

MAT Program Sequence

Study Concentration One:

Secondary Education with Teaching Fields in Biology, Chemistry, Physics, History, Geography, Political Science, Economics, Broad Fields Science, Mathematics, English, Family and Consumer Sciences, or Business. Candidates in one of the science fields or social science fields are encouraged to complete additional courses in order to pursue certification in several or all of the disciplines in science or in the social sciences. There is a broad fields science test one can take for candidates seeking certification in one or more of the science fields; however, for the social sciences, candidates must take separate tests for the different social science fields in order to be certified in more than one of the social science disciplines. (Grades 6-12).....39 Hours

Prerequisite(s): ITEC 7530 - Instructional Technology Foundations (3) or equivalent.

Step One - The following courses are prerequisites to Steps Two and Three (Fall Semester Only) (9 Hours):

- MSED 6130 - Introduction to the Middle & Secondary School (3)
- MSED 6132 - Curriculum and Instruction (3)
- SPED 6130 - Introduction to Special Education (3)

[Admission criteria to the Teacher Education Program (TEP), must be met for progression to Step Two.]

Step Two: Secondary Education Block* (Spring Semester Only) (9 hours to be taken concurrently):

- SCED 6131 - Curriculum for the Secondary School (3)
- SCED 6738 - Supervised Practicum in Secondary Education (3) **OR** Candidates who are currently teaching full-time on a non-renewable teaching certificate enroll in SCED 6739 - M.A.T. Internship I: Secondary (3)

Select one of the following Appropriate Subject-Specific Courses:

- MSED 6237 - Science Methods (3)
- MSED 6337 - Language Arts Methods (3)
- MSED 6437 - Social Science Methods (3)
- MSED 6537 - Mathematics Methods (3)
- MSED 6637 - Business Education Methods (3)
- MSED 6737 - Family and Consumer Sciences Methods (3)

Step Three: Student Teaching/Supervised Internship Semester and Colloquium (12 hours):

- Candidates who are not teaching full-time enroll in SCED 5799G - Student Teaching in Secondary Education (9)
- Candidates who are currently teaching full-time on a non-renewable teaching certificate enroll in SCED 6799 - Supervised Internship: Secondary (9)
- MSED 7130 - Colloquium (3)

Step Four: Additional course work required for initial certification (3 hours):

- MSED 7132 - Assessment of Student Learning (3)

[Candidates may apply for initial T-4 certification upon successful completion of Steps 1-4]

Step Five: Course work required for completion of the MAT degree (6 hours):

- EDUR 7130 - Educational Research (3)
- SCED 8633 - Seminar in Secondary Education (3)

[Candidates may apply for T-5 certification upon successful completion of all program requirements]

Study Concentration Two:

Middle Grades Education (Grades 4-8)51 Hours

Prerequisite(s): ITEC 7530 - Instructional Technology Foundations (3) or equivalent

Step One - The following courses are prerequisites to Steps Two and Three (Fall Semester Only) (12 Hours):

- MSED 5333G - Literature and Writing for the Middle and Secondary Schools (3)
- MSED 6130 - Introduction to the Middle & Secondary School (3)
- MSED 6132 - Curriculum and Instruction (3)
- SPED 6130 - Introduction to Special Education (3)

[Admission criteria to the Teacher Education Program (TEP), must be met for progression to Step Two.]

Step Two: Middle Grades Education Block (Spring Semester Only) (9 hours to be taken concurrently):

- MGED 6131 - Curriculum for the Middle Grades (3)
- MGED 6738 - Supervised Practicum in the Middle Grades (3) **OR** Candidates who are currently teaching full-time on a non-renewable teaching certificate enroll in MGED 6739 - M.A.T. Internship I: Middle Grades (3)

Select one of the following Appropriate Subject-Specific Methods Courses in One's Primary Concentration Area:

- MSED 6237 - Science Methods (3)
- MSED 6337 - Language Arts Methods (3)
- MSED 6437 - Social Science Methods (3)
- MSED 6537 - Mathematics Methods (3)

Step Three: Student Teaching/Supervised Internship and Colloquium (12 hours):

- Candidates who are not teaching full-time enroll in MGED 5799G - Student Teaching in Middle Grades Education (9)
- Candidates who are currently teaching full-time on a non-renewable teaching certificate enroll in MGED 6799 - Supervised Internship: Middle Grades (9)
- MSED 7130 - Colloquium (3)

Step Four: Additional course work required for initial certification (9 hours):

- MGED 8132 - Effective Middle Schools (3)
- MSED 7132 - Assessment of Student Learning (3)

Select one of the following Appropriate Subject-Specific Methods Courses in One's Second Concentration Area:

- MSED 6237 - Science Methods (3)
- MSED 6337 - Language Arts Methods (3)
- MSED 6437 - Social Science Methods (3)
- MSED 6537 - Mathematics Methods (3)

[Candidates may apply for initial T-4 certification upon successful completion of Steps 1-4]

Step Five: Additional course work required for completion of the MAT degree (9 hours):

- EDUR 7130 - Educational Research (3)
- MGED 8131 - Integrated Curriculum for the Middle Grades (3)
- MGED 8633 - Seminar in Middle Grades Education (3)

[Candidates may apply for T-5 certification upon successful completion of all program requirements]

Study Concentration Three:

Special Education (Grades P-12) 45-48 Hours
 Prerequisite(s): ITEC 3230 - Instructional Technology for Special Education (3) **OR** ITEC 7530 - Instructional Technology Foundations (3) or equivalent

Step One - The following courses are prerequisites to Steps Two and Three (6-9 Hours):

EDUF 7130 - Learning Theories and Applications (3)

ESED 5234G - Cultural Issues: ESOL (3)

SPED 6130 - Introduction to Special Education (3)

[Admission criteria to the Teacher Education Program (TEP), must be met for progression to Step Two.]

Step Two: Special Education Prerequisite Content Block (9 hours):

SPED 6230 - Assessment and Procedures in Special Education (3)

SPED 6231 - Special Education Laws and Procedures (3)

SPED 6330 - Classroom Management (3)

Step Three: Special Education Content For Teaching Block (12 hours):

SPED 7630 - Seminar in Special Education (3)

SPED 7631 - Perspectives on Characteristics of Mild Disabilities (3)

SPED 7632 - Methods for Mild Disabilities (3)

READ 7131 - Approaches to Reading Instruction (3)

Step Four: Student Teaching/Supervised Internship (6-9 hours):

Candidates who are not teaching full-time enroll in **SPED 5799G - Student Teaching in Special Education (9)

Candidates who are currently teaching full-time on a non-renewable teaching certificate enroll in **SPED 7796 - Internship in Special Education (6)

***Student Teaching/Supervised Internship course includes an exit project for the MAT*

[Candidates may apply for initial T-4 certification upon successful completion of SPED 7796 or SPED 5799G]

Step Five: Additional Coursework for the MAT degree completion (9 hours):

EDUR 7130 - Educational Research (3)

SPED 7136 - Language Development (3)

SPED 7133 - Collaboration Across the Life Span (3)

[Candidates may apply for T-5 certification upon successful completion of all program requirements]

Specific Program Requirements for Concentration Three:

- All new MAT candidates must schedule and meet with their assigned Special Education Advisor for a brief advisement orientation meeting prior to entering Step Two of the program in order to meet registration requirements.
- Candidates must take courses in sequenced order to meet Special Education Program Key Assessment criteria.
- Candidates must successfully complete an electronic portfolio projects in order to exit the program.

Study Concentration Four:

P-12 Education with Teaching Fields in Spanish 36 Hours

Step One - The following courses are prerequisites to Steps Two and Three (9 Hours):

EDUF 7130 - Learning Theories and Applications (3)

ITEC 7530 - Instructional Technology Foundations (3)

SPED 6130 - Introduction to Special Education (3)

[Admission criteria to the Teacher Education Program (TEP), must be met for progression to Step Two.]

Step Two: Foreign Language Pedagogy and Supervised Practicum(9 hours):

FORL 6431 - Foreign Language Methods P-5 (3)

FORL 6432 - Foreign Language Methods 6-12 (3)

FORL 6433 - Practicum in Foreign Language (3)

Step Three: Student Teaching/Supervised Internship (9 hours):

Candidates who are not teaching full-time enroll in ESED 5799G - Student Teaching in P-12 Education (9)

Candidates who are currently teaching full-time on a non-renewable teaching certificate enroll in ESED 6799 - Supervised Internship (9)

[Candidates may apply for initial T-4 certification upon successful completion of ESED 6799 or ESED 5799G]

Step Four: Additional course work required for completion of the MAT degree (9 hours):

EDUR 7130 - Educational Research (3)

SPAN - Graduate level Spanish courses (6)

[Candidates may apply for T-5 certification upon successful completion of all program requirements]

OTHER PROGRAM REQUIREMENTS (FOR ALL CONCENTRATIONS)

- Must successfully complete assessments identified at each program transition point

TEACHING AND LEARNING M.Ed., 36 HOURS

Advising: Department of Teaching and Learning, Dr. Ronnie Sheppard, P.O. Box 8134, (912) 478-0198, sheppard@georgiasouthern.edu, Fax: (912) 478-0026, <http://coe.georgiasouthern.edu/tandl/>. The contact person for each Concentration is listed below with the program of study.

Admission Requirements

Regular

1. Complete requirements for a Bachelor’s degree from a regionally accredited institution.
2. For Concentrations 1-4, possess or be eligible for a Professional Level Four Certificate or equivalent in the certification field for which one is applying. Persons may be admitted into the Special Education Concentration Three with Level Four Certification in a teaching field other than Special Education if prerequisite course work is completed. Concentration Five Instructional Improvement does not require teacher certification.
3. Present a cumulative 2.50 (4.0 scale) grade point average or higher on all undergraduate and graduate work combined.
4. Present official report of scores on the Miller Analogies Test (MAT) or the verbal, quantitative and analytical writing sections of the Graduate Records Examination (GRE).
5. Submit a personal statement of purpose, not to exceed 200 words, that identifies the applicant’s reasons for pursuing graduate study and how admission into the program relates to the applicant’s professional aspirations.
6. Submit a completed “Disclosure and Affirmation Form” that addresses misconduct disclosure, criminal background check, the Code of Ethics for Educators, and tort liability insurance.

Provisional

Applicants may be approved for provisional admission based on the quality of the admission material presented. Provisional students must earn grades of “B” or higher in their first nine (9) hours of course work after admission and meet any other stipulations outlined by the department to be converted to regular status.

Concentrations: There are five Concentrations based on educational background and career goals:

- **Concentration One:** Middle Grades Education (4-8) for candidates who hold a Professional Level Four Certificate or equivalent in Middle Grades Education.
- **Concentration Two:** Secondary Education (6-12) for candidates who hold a Professional Level Four Certificate or equivalent in one of the following certification areas: biology, geology, chemistry, physics, English, mathematics, business education, history, geography, political science, economics, social science, science.
- **Concentration Three:** Special Education (P-12) for candidates who hold a Professional Level Four Certificate or equivalent in Special Education or candidates with a Professional Level Four Certification in a teaching field other than Special Education if prerequisite course work is completed.
- **Concentration Four:** Early Childhood Education (P-5) for candidates who hold a Professional Level Four Certificate or equivalent in Early Childhood Education.
- **Concentration Five:** Instructional Improvement for candidates who hold a bachelor’s degree from a regularly accredited institution and who are interested in an advanced degree in education that does not lead to teacher certification.

Concentration One: Middle Grades Education (Grades 4-8)36 Hours

Contact: Department of Teaching and Learning, Dr. Gregory Chamblee, P.O. Box 8134, (912) 478-5701, gchamblee@georgiasouthern.edu, Fax: (912) 478-0026, <http://coe.georgiasouthern.edu/tandl/>

Professional Education Core Requirements (6 hours)
EDUF 7130 - Learning Theories and Applications (3)
EDUR 7130 - Educational Research (3)

Specific Requirements (12 hours)
MGED 8131 - Integrated Curriculum for the Middle Grades (3)
MGED 8132 - Effective Middle Schools (3)
*MGED 8633 - Seminar in Middle Grades Education (3)
ESED 7131 - Enhancing Student Performance (3)

Major Requirements (12 hours)
**A minimum of 6 hours of graduate courses approved by the advisor in two concentration areas selected from: science, social studies, language arts/reading, and mathematics. Must include a 3 semester hour advanced methods course in each of the two concentrations: MSED 7535 Teaching Middle Grades and Secondary Mathematics, MSED 7432 Teaching Social Studies in the Middle and Secondary Schools, MSED 7333 Writing Instruction for Middle and Secondary Schools, or MSED 7331 Hands-On Science for the Middle and Secondary Schools.

Electives (6 hours)

**Prerequisite(s): MGED 8131 and MGED 8132. The capstone course must be taken the last fall semester prior to completing the program.*

Concentration Two: Secondary Education (Grades 6-12) with emphases in Business Education, English Education, Mathematics Education, Social Science Education, and Science Education.....36 Hours

Contact: Department of Teaching and Learning, Dr. Michelle Reidel, P.O. Box 8134, (912) 478-5806, mreidel@georgiasouthern.edu, Fax: (912) 478-0026, <http://coe.georgiasouthern.edu/tandl/>

Professional Education Core Requirements (6 hours)

EDUF 7130 - Learning Theories & Applications (3)
 EDUR 7130 - Educational Research (3)
 Specific Requirements (9 hours)
 ESED 7131 - Enhancing Student Performance (3)
 ESED 7133 - Trends, Issues, and Research in Education (3)
 SCED 8633 - Seminar in Secondary Education (3)
 Advanced Subject-Specific Methods Courses in the Emphasis Areas (6 hours)
 Teaching Field Courses in the Emphasis Area (12 hours)
 12 hours of graduate teaching field courses in the selected concentration approved by the advisor
 Elective (3 hours)

Concentration Three: Special Education (Grades P-12)36 Hours

Contact: Department of Teaching and Learning, Dr. Eric Landers, P.O. Box 8134, (912) 478-1549, sped_masters@georgiasouthern.edu, Fax: (912) 478-0026, <http://coe.georgiasouthern.edu/tandl/>

Prerequisites

READ 4131 - The Teaching of Reading (3) **OR** READ 7131 - Approaches to Reading Instruction (3)
 SPED 6130 - Introduction to Special Education (3)
 SPED 6230 - Assessment and Procedures in Special Education (3)
 SPED 6231 - Special Education Laws and Procedures (3)
 SPED 6330 - Classroom Management (3)

Program of Study for Certification Areas

Professional Education Core Requirements (6 hours)
 EDUF 7130 - Learning Theories and Applications (3)
 EDUR 7130 - Educational Research (3)
 Specialized Area of Emphasis Courses (12 hours)
 Select one of the following Curriculum Areas:
 Moderate-Severe Disabilities-Adaptive Curriculum
 SPED 7630 - Seminar in Special Education (3)
 SPED 7634 - Characteristics of Low Incidence Populations (3)
 SPED 7635 - Methods for Low Incidence Populations (3)
 SPED 7633 - Introduction to Augmentative Language (3) **OR** SPED 7136 - Language Development (3)
 Mild Disabilities - General Curriculum
 SPED 7630 - Seminar in Special Education (3)
 SPED 7631 - Perspectives on Characteristics of Mild Disabilities (3)
 SPED 7632 - Methods for Mild Disabilities (3)
 SPED 7136 - Language Development (3)
 Specialized Content for Teaching (9 hours)
 ESED 5234G - Cultural Issues: ESOL (3)
 SPED 7133 - Collaboration Across the Life Span (3)
 SPED 7796 - Internship (3)
 Reading Electives (9 hours)
 READ 7132 - Literacy Assessment and Correction (3)
 READ 7230 - Issues and Trends in Reading (3)
 READ 7330 - Reading in the Content Area (3)
 Specific Program Requirement:
 • All new master's level candidates must schedule and meet with their assigned Special Education Advisor for a brief advisement orientation meeting prior to their first semester of course work in order to meet the registration requirements of the program.
 • Candidates must take courses in sequenced order to meet Special Education Program Key Assessment criteria.
 • Candidates must successfully complete a thesis paper in SPED 7630 in order to exit the program.

Concentration Four: Early Childhood Education (Grades P-5)36 Hours

Contact: Department of Teaching and Learning, Dr. Hsiu Lien Lu, P.O. Box 8134, (912) 478-0210, hlu@georgiasouthern.edu, Fax: (912) 478-0026, <http://coe.georgiasouthern.edu/tandl/>

Professional Education Core Requirements (9 hours)
 ECED 7132 - Effective Curriculum and Instruction in Elementary Schools (3)
 EDUF 7130 - Learning Theories and Applications (3)
 EDUR 7130 - Educational Research (3)
 Specialized Content for Teaching (12 hours)
 (Professional Education Prerequisites)
 ECED 7230 - Advanced Language Arts Methods (3)
 ECED 7330 - Advanced Math Methods (3)
 ECED 7430 - Advanced Science Methods (3)
 ECED 7530 - Advanced Social Studies Methods (3)
 Culmination Course (3 hours)
 (Professional Education and Specialized Content Prerequisites)
 ECED 7639 - Seminar in P-5 (3)
 Open Electives (approved by advisor) (12 hours)

Concentration Five: Instructional Improvement (Online)36 Hours
Contact: Department of Teaching and Learning, Dr. Yasar Bodur , P.O. Box 8134, (912) 478-7285, ybodur@georgiasouthern.edu, Fax: (912) 478-0026, <http://coe.georgiasouthern.edu/tandl/>

Professional Education Core Requirements (9 hours)

EDUF 7130 - Learning Theories and Applications (3)

EDUR 7130 - Educational Research (3)

ESED 7133 - Trends, Issues, and Research in Education (3)

*Specific Program Requirements (12 hours)

ESED 7132 - Framework for Teaching (3)

ESED 7131 - Enhancing Student Performance (3)

ITEC 7430 - Instructional Design (3) **OR** ITEC 7530 - Instructional Technology Foundations (3)

ESED 5234G- Cultural Issues: ESOL (3) **OR** EDUF 7235 - Multicultural Education (3)

Specialization (12 hours)

Select twelve hours of coursework in an area of specialization from the College of Education or outside the College of Education.

Elective (3 hours)

**Candidates may substitute a course approved by the advisor if already completed one of the required courses.*

PROGRAM EXIT EXPERIENCE:

- Successful completion of a professional portfolio and presentation arranged with the advisor.

OTHER PROGRAM REQUIREMENTS FOR ALL CONCENTRATIONS:

- Successfully complete assessments identified at each program transition point, as well as the M.Ed. exit assessment.

TEACHING AND LEARNING

Ed.S., 33 HOURS

Advising: Department of Teaching and Learning, Dr. Maggie LaMontagne, P.O. Box 8134, Statesboro, GA 30460, (912) 478-1268, lamontag@georgiasouthern.edu, FAX: (912) 478-0026, <http://coe.georgiasouthern.edu/tandl/>

Admission Requirements

Regular

1. Complete requirements for a Master's degree from a regionally accredited institution.
2. Possess or be eligible for a Professional Level Five Certificate in one of the following fields: Art, Early Childhood Education, Foreign Languages, Health/PE, Music, Special Education, Middle Grades, Instructional Technology, Reading, a Secondary Education program area, or a related educational field.
3. Present a 3.25 or higher GPA on all graduate work attempted.
4. Present current official report of scores on the verbal, quantitative and analytical writing sections of the Graduate Records Examination (GRE). Applicants with a Georgia Southern University graduate degree showing a GPA of 3.5 or higher within the previous seven (7) years may exempt the GRE test requirement.
5. Submit a personal statement of purpose, not to exceed 200 words, that identifies the applicant's reasons for pursuing graduate study and how admission into the program relates to the applicant's professional aspirations.
6. Submit a completed "Disclosure and Affirmation Form" that addresses misconduct disclosure, criminal background check, the Code of Ethics for Educators, and tort liability insurance.

Provisional

Applicants may be approved for provisional admission based on the quality of the admission material presented. Provisional students must earn grades of "B" or higher in their first nine (9) hours of course work after admission and meet any other stipulations outlined by the department to be converted to regular status.

Prerequisite Coursework:

EDUF 7130 - Learning Theories and Applications (3)

EDUR 7130 - Educational Research (3)

Research Sequence Requirements9
Hours

EDUR 8131 - Educational Statistics I (3)

*EDUR 8434 - Field-Based Educational Research (3)

**ESED 8839 - Seminar and Field Study (3)

Major Requirements15
Hours

ESED 5233G - Applied Linguistics: ESOL (3)

#ESED 8130 - Research on Current Trends and Issues (3)

+ESED 8131 - Teacher Leadership (3)

+ESED 8132 - Curriculum and Instruction (3)

ITEC 8231 - Transforming Learning with Technology (3)

Concentration Area9
Hours

OTHER PROGRAM REQUIREMENTS

- Successful completion of the Ed.S. Comprehensive Exit Assessment; involves constituting a three faculty advisory committee to guide field study, and requires the completion and oral presentation of a major field-based action research paper
- Must successfully complete assessments identified at each program transition point

*Prerequisite(s): EDUR 8131, ESED 8130, ESED 8131, ESED 8132, ITEC 8231

**Prerequisite(s): EDUR 8131, EDUR 8434, ESED 8130, ESED 8131, ESED 8132, ITEC 8231

#Must be taken during the first 9 hours; Prerequisite(s): Admission into the Ed.S. in Teaching and Learning

+Prerequisite(s): ESED 8130 or concurrently enrolled.

++Candidates must select a concentration from one of the following areas: Art Education, Business Education, Early Childhood Education, English Education, Foreign Language Education, Health and Physical Education, Mathematics Education, Middle Grades Education (requires two teaching certification areas selected from language arts, mathematics, social studies, science, or reading), Music Education, Literacy Education, Science Education, Social Science Education, or Special Education. Note: Concentrations must be in a candidate's current certification field(s) in order to receive a Georgia certificate upgrade.

**ENGLISH FOR SPEAKERS OF OTHER LANGUAGES
(ESOL) EDUCATION ENDORSEMENT
9 HOURS**

Purpose. Prepares individuals to teach English to speakers of other languages in grades P-12.

Advising: Department of Teaching and Learning, Dr. Scott Beck, P.O. Box 8134, Statesboro, GA 30460, (912) 478-0354, salbeck@georgiasouthern.edu, FAX: (912) 478-0026, <http://coe.georgiasouthern.edu/tandl/>

Requirements

1. Hold a bachelor's degree from a regionally accredited institution or admission to the Teacher Education Program.
2. Hold a valid Georgia Professional Level Four Teaching Certificate (T4) or admission to the Teacher Education Program.
3. Complete 9 semester hours of prescribed course work.
 - ESED 5233G - Applied Linguistics: ESOL (3)
 - ESED 5234G - Cultural Issues: ESOL (3)
 - ESED 5235G - Methods for ESOL (3)

K-5 MATH ENDORSEMENT
9 HOURS
(Online)

Purpose. Prepares individuals to teach math in grades K-5.

Advising: College of Science and Technology, Department of Mathematical Sciences, Dr. Sharon Taylor, Georgia Southern University, P.O. 8093, Statesboro, GA 30460, (912) 478-5390, E-mail: taylor@georgiasouthern.edu

Requirements

1. Hold a bachelor's degree from a regionally accredited institution.
2. Hold a valid Georgia Professional Level Four Teaching Certificate (T4) or admission to the Teacher Education Program.
3. Complete 9 semester hours of prescribed course work.
 - MATH 6131 - Applications in Arithmetic and Algebra for K-5 Teachers (3)
 - MATH 6132 - Applications in Statistics for K-5 Teachers (3)
 - MATH 6133 - Applications in Geometry for K-5 Teachers (3)
4. Successfully complete all program key assessments.

**READING ENDORSEMENT: CLASSROOM
TEACHER OF READING PROGRAM
9 HOURS**

Purpose. Prepares individuals to teach reading at the grade levels of their certification.

Advising: Department of Curriculum, Foundations, and Reading, Dr. Michael Moore, P.O. Box 8144, Statesboro, GA 30460, (912) 478-0211, mmoore@georgiasouthern.edu, FAX: (912) 478-5382, <http://coe.georgiasouthern.edu/foundations/>

Requirements

1. Hold a bachelor's degree from a regionally accredited institution.
2. Hold a valid professional Georgia teaching certificate (T4).
3. Complete 9 semester hours of prescribed course work.
 READ 7131 - Approaches to Reading Instruction (3)
 READ 7132 - Literacy Assessment and Correction (3)
 READ 7330 - Reading in Content Areas (3)

TEACHER LEADER ENDORSEMENT 9 HOURS

Purpose. Prepares individuals to be teacher leaders.

Advising: Department of Leadership, Technology, and Human Development; Educational Leadership Faculty Contact: Dr. Paul Brinson, pbrinson@georgiasouthern.edu. Postal address: P.O. Box 8131, College of Education, Georgia Southern University, Statesboro, Georgia, 30460-8131, Telephone: (912) 478-5324, Fax: (912) 478-7104.

Requirements

- EDLD 7530 - The Democracy-centered School Leader (3) *
- EDLD 7531 - Legal and Ethical Issues in School Leadership (3) *
- EDLD 7532 - Empowering Human Resources (3) *

* A key assessment is part of this course.

College of Health and Human Sciences

Dean: Jean Bartels
Room 2127 Hollis Building
Post Office Box 8073 (912)
478-5322
jbartels@georgiasouthern.edu

Associate Dean: Diana Cone
Room 2129 Hollis Building
Post Office Box 8073
(912) 478-5322
dcone@georgiasouthern.edu

VISION

The College of Health and Human Sciences (CHHS) will be recognized as a national model for comprehensive, distinctive, and innovative programs that enhance the health and quality of life for individuals, families, and communities through teaching, scholarship, and service.

MISSION

CHHS is composed of three academic units: The Department of Hospitality, Tourism, and Family & Consumer Sciences; the Department of Health & Kinesiology; and the School of Nursing. In addition, the college also houses the Child Development Center, and the Magnolia Coastlands Area Health Education Center. This blend of disciplines is conjoined to provide unique educational opportunities, creative and contemporary scholarship, and socially responsive service activities.

CHHS prepares students through traditional classroom as well as nontraditional learning environments to assume careers in professions that promote the health and quality of life for individuals, families, and communities. Students are provided with “hands on” experience that extends learning beyond the classroom through internships, clinical and service learning experiences, practica, and field experiences, placing them “in touch” with the profession, with faculty and students, with the latest technology, and with global issues.

CHHS is distinguished by:

Excellence in teaching

- Nationally accredited and recognized programs of instruction/curricula
- Student preparation that extends beyond the classroom through service learning, practica, internships, and clinical experiences
- Outstanding and caring faculty who are committed to preparing and mentoring future professionals
- A commitment to creative and innovative scholarship
- Involvement in service opportunities that benefit the community
- A technologically-rich environment
- A culture that embraces positive, professional, and collaborative interactions
- A collaborative decision making environment that embraces shared governance

CHHS expects students to develop into professionals who are:

- Aesthetically responsive
- Creative problem solvers
- Strong analytical thinkers
- Effective leaders

- Global visionaries
- Skilled communicators
- Technological integrators
- Value-based decision makers
- Ethical citizens

CHHS Values and Guiding Principles

As A College We Value:

- Achievement
- Collegiality
- Community Outreach
- Concern for Others
- Diversity
- Health and Activity
- Humility
- Interdependence
- Responsibility

CHHS Guiding Principles for Decision Making:

- Accountability
- Centrality
- Civility
- Comparative Advantage
- Involvement/Collaboration
- Quality
- Veracity
- Viability

CHHS Guiding Principles for Actions:

- Collaboration
- Grace
- Honesty
- Integrity
- Optimism
- Passion
- Pro-Activity
- Professionalism
- Respect
- Wisdom

STRUCTURE

Department of Hospitality, Tourism, and Family & Consumer Sciences

Diana Cone, Acting Chair

Professors: D. Cone, H. Eisenhart

Associate Professors: I. Ahn, J. Bigley, A. Boyett, W. Burden, J.

Dilworth, L. Furr, A. Hall, J. Kropp, T. Maurer, J. Peden, M. Rouse-Arnett, L. Stalcup, S. Todd, B. Wolfe

Assistant Professors: M. Botkin, K. Gregg, T. Hall, C. Johnson, S. Lee, C. Nite, D. Phillips, A. Scarborough, H. Wallace, P. Walton

Instructors: C. Edenfield

Laboratory Teachers: T. Lee, S. McKellar, J. Scott, C. Thornton

Department of Health & Kinesiology

Barry Joyner, Chair

Professors: H. Bland, D. Czech, B. Joyner, S. McCollum, D. Zwald

Associate Professors: T. Buckley, J. Chopak-Foss, J. McMillan, B. Melton, B. Munkasy, T. Pritchard, J. Romanchik-Cerpovicz, S. Rossi, P. Shankar, D. Sturges, M. Williamson

Assistant Professors: G. Burdette, G. Colquitt, B. Harris, J. Langdon, A. Riggs, S. Ritchie, A. Walker
 Instructors: R. Black, E. Jordan, R. Larson, S. Wehring
 Adjunct Faculty: E. Ellis
 Lecturer: K. Pruitt

School of Nursing

Donna Hodnicki, Acting Chair

Professors: J. Alberto, K. Anderson, J. Bartels, D. Hodnicki, E. Marshall

Associate Professors: M. Garno, M. Tabi, K. Thornton, D. Wood
 Assistant Professors: D. Allen, M. Davis, R. Gee, A. Rushing, L. Upchurch

Instructors: T. Cheney, C. Dubert, M. Graf, D. Moore, D. Shilling, J. Smith

CHHS Student Services Center

D. Kittrell-Mikell, Coordinator
 R. Baker, Academic Advisor
 V. Jones, Academic Advisor
 P. Smith, Academic Advisor
 J. Stocking, Academic Advisor

Magnolia Coastlands AHEC - in Partnership with the College of Health and Human Sciences and Housed in the Center for Health Outreach

M. Pung, Director
 B. Kundu, Preceptor Coordinator
 R. Kirkland, Health Careers Recruiter
 L. Hunt, Health Careers Recruiter
 S. Denlinger, Outreach Librarian
 M. Cummings, Data Coordinator
 C. Harper, Student Support Coordinator

PROGRAMS - UNDERGRADUATE

The following undergraduate degree programs and emphasis areas are offered by the academic units within the College:

Department of Hospitality, Tourism, and Family & Consumer Sciences

Bachelor of Science

Major in Child and Family Development (NAEYC Accredited)

Major in Fashion Merchandising and Apparel Design

Major in Hotel and Restaurant Management

Major in Interior Design (CIDA and NASAD Accredited)

Major in Recreation (NRPA Accredited)

Emphasis Areas: Tourism and Community Leisure Services, Therapeutic Recreation, and Outdoor Recreation

Major in Sport Management (NASPE/NASSM Accredited)

Department of Health & Kinesiology

Bachelor of Science in Kinesiology

Major in Exercise Science

Major in Athletic Training (CAATE Accredited)

Bachelor of Science in Health Science

Major in Health Education & Promotion

Bachelor of Science, Major in Nutrition and Food Science

Emphasis Areas: Dietetics, Community Nutrition, and Food Science/Food Systems Administration

The Dietetics emphasis of the Nutrition and Food Science program is a Didactic Program in Dietetics (DPD) initially accredited by the Commission on Accreditation for Dietetics Education (CADE), American Dietetics Association, 120 S.

Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, 1-800-877-1600, <http://www.eatright.org>.

The Bachelor of Science in Education with a major in Health and Physical Education (NCATE Accredited) is also supported by the department. For students seeking a coaching certification, a Coaching Behavior option under the minor in Exercise Science is also offered.

School of Nursing (CCNE Accredited and GBON Approved)

The School of Nursing offers fully accredited programs leading to the B.S.N., M.S.N. and D.N.P. Undergraduate options include Pre-Licensure B.S.N., L.P.N. - B.S.N., R.N. - B.S.N. (online program) and R.N. - M.S.N. Graduate options within the M.S.N. program include a Nurse Practitioner major with Family Nurse Practitioner and a Clinical Nurse Specialist major with Community Health Clinical Nurse Specialist. Post-M.S.N. certificate options in the aforementioned areas are also available. The Doctor of Nursing Practice (D.N.P.) is available online.

PROGRAMS - GRADUATE

The following graduate degree programs are offered by the academic units within the College:

Department of Hospitality, Tourism, and Family & Consumer Sciences

Master of Science

Major in Sport Management (Online Program)

Department of Health & Kinesiology

Master of Science

Major in Kinesiology

Emphasis Areas:

Athletic Training

Exercise Science (Exercise Physiology and Biomechanics)

Physical Education - (Partially Online - (On-campus meetings also required)

Sports Nutrition

Sport Psychology

Coaching (Online Program)

School of Nursing

Master of Science in Nursing

Major in Nurse Practitioner (NP)

Concentration: Family Nurse Practitioner (FNP)

Major in Clinical Nurse Specialist (CNS)

Concentration: Community Health Clinical Nurse Specialist (CHCNS)

Post MSN Certificate in all MSN majors/concentrations

RN-MSN Program in all majors

Doctor of Nursing Practice (DNP) (online program)

ADVISEMENT

Undergraduate and Graduate

Undergraduate students in the College of Health and Human Sciences with less than 60 hours are advised in the Student Services Center which is located in Room 0107 in the Hollis Building. Students with 60 hours or more are advised in the appropriate academic department. Pre-Nursing, Pre-Athletic Training, Pre-Nutrition and Food Science, Pre-Recreation, Pre-Sport Management, Pre-Exercise Science, Pre-Health Education & Promotion, Pre-Interior Design, and Pre-Child and Family Development students will continue to be advised in the Student Services Center until they are formally admitted into their programs. Post-Baccalaureate students should contact the Student

Services Center at (912) 478-1931. Graduate students are advised by their academic department/school.

EXPERIENTIAL LEARNING OPPORTUNITIES

Experiential Learning underpins most of the professional programs in the College of Health and Human Sciences. Nursing and Athletic Training majors spend significant time in clinical sites. Internships provide another opportunity for students to work under the supervision of a practitioner in the field. Whether a Recreation major assigned to a resort, or a Health Education & Promotion major shadowing a public health educator, interning students learn valuable lessons from experts in their disciplines.

Laboratories also provide CHHS students with experiential learning opportunities. Specially equipped labs in Biomechanics, Applied and Clinical Exercise Physiology and Biochemistry, Nutrition and Dietetics, Sport Psychology, Athletic Training Education and Coaching give students hands-on experience with the technology and equipment they will typically encounter in the work environment.

The Department of Hospitality, Tourism, and Family & Consumer Sciences operates a 50-seat restaurant supported by a state-of-the-art commercial kitchen where students gain experience in menu planning, food preparation, restaurant management and catering. Other experiential learning opportunities include Interior Design Studio experiences, Fashion Study Tours to the New York market and garment district, Historic Preservation Tours to Charleston and other sites, and opportunities to observe and work at the Child Development Center where students interact with infants, toddlers, and preschoolers and experience first-hand the theory discussed in class or seminar sessions.

All CHHS academic units offer classes that use computer laboratories located in the Hollis Building, the Nursing and Chemistry Building, the Interior Design Complex, and the Hospitality, Tourism, and Family & Consumer Sciences Building. The labs are equipped with the latest computer hardware and peripherals. Sophisticated software that supports programs in each of the discipline areas is available for instruction and general student use.

SECONDARY EDUCATION DEGREE

For those interested in Secondary Education (grades 6-12) certification in FAMILY & CONSUMER SCIENCES after completing a bachelor's degree in child and family development, fashion merchandising and apparel design, hotel and restaurant management, nutrition and food science, interior design, home economics, or housing and consumer economics:

Students who plan to seek teacher certification after completion of the bachelor's degrees listed above may achieve this through the Master of Arts in Teaching (MAT) or a non-degree certification program. To meet content requirements, the following courses must be completed as part of or in addition to your current program of study.

- CHFD 2130 - Family Economic Environment (3)
- CHFD 2134 - Family Development (3)
- CHFD 2135 - Child Development (3)
- FMAD 1234 - Apparel I (3)
- FMAD 3234 - Textiles (3)

- INDS 2430 - Design Appreciation (3)
- NTFS 2530 - Nutrition and Health (3)
- NTFS 2534 - Introductory Food Science (3)
- NTFS 3536 - Meal Management (3)
- Guided Electives from CHFD, FACS, FMAD, HLTH, INDS, NTFS (9)

The following education courses may also be taken as *electives* while enrolled in your bachelor's program:

Courses that a student can take as an undergraduate that will count toward certification requirements but will not count toward MAT degree requirements are:

- ITEC 3430 - Instructional Technology for P-12 Education (3)
- SPED 3333 - Introduction to Special Education (3)

Education Area F "Preprofessional Block" (PPB) courses may also be taken; however the PPB courses will not count toward meeting certification requirements or MAT degree requirements. These courses can provide undergraduate students information and experiences in school settings that will help them make more informed decisions about becoming a teacher. Since the three PPB courses have USG-mandated field requirements, the following guidance should be followed:

- BA/BS/BBA majors can take the complete 9 semester hour PPB block of courses with the required 50 hour field experience; **OR**
- BA/BS/BBA majors can take EDUC 2130 - Exploring Learning and Teaching concurrently with EDUC 2090 - PPB Practicum (50 contact hours in a school) – total of 3 credit hours. After taking EDUC 2130, those students can take one or both of the other PPB courses with approximately 10 hours of field experience with each course. These courses are:
 - EDUC 2110 - Investigating Critical and Contemporary Issues in Education (3)
 - EDUC 2120 - Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts (3)

NOTE: GACE Basic Skills and GACE Content Assessment examination and 2.5 cumulative GPA requirements must be met for certification program admission and should be considered during enrollment in the bachelor's program.

College of Health and Human Sciences Programs

COACHING CERTIFICATE PROGRAM 18 HOURS

Advising: Department of Health & Kinesiology, Georgia Southern University, P.O. Box 8076, Statesboro, GA 30460, (912) 478-0091, FAX: (912) 478-0381

Program

The program consists of 18 semester credits. Students will take five courses from the existing Master of Science - Major in Kinesiology - Coaching Emphasis degree program. These five courses, which cover the five content areas that are typical of coaching programs nationally, are: administration, sport physiology, athletic training, sport issues and sport psychology. One of these content areas (this is to be interpreted as one course) may be satisfied by documented life experiences or previous graduate course work. (Students may transfer up to two courses from a graduate program at another University.) These documented experiences will be submitted in written form and reviewed by the Program Coordinator and teaching faculty. Previous graduate course work must be supported by an institutional catalog description.

Admission Requirements

Regular

1. Admission to the Georgia Southern University College of Graduate Studies. This requires the following:
 - a. Completion of a Bachelor's degree from an accredited institution.
 - b. Official copies of all undergraduate and graduate, if appropriate, transcripts.
 - c. An updated resume that includes the following: a) Work history, b) Professional experiences, c) Membership and participation in professional organizations, d) Other experiences related to the academic program, and e) Contact information for a minimum of three references.
2. At the completion of three courses (9 semester credits) the student must sign a form declaring that he/she will complete the Certificate Program (total 18 semester credits) or will apply for admission to a degree seeking program. This is necessary because only 9 semester credits (no more than 3 courses) of non-degree course work may be accepted towards completion of a degree program (some exceptions; please see the Georgia Southern University Catalog).

NOTE: Contact the Office of Graduate Admissions for other admissions related information.

Course requirements18 Hours

- KINS 7430 - Administrative Issues in Coaching (3)
- KINS 7431 - Applied Sport Physiology (3)
- KINS 7433 - Prevention, Recognition and Care of Athletic Injuries (3)
- KINS 7434 - Current Issues in Coaching (3)
- Guided Elective (3)

Select one of the following:

- KINS 7530 - Psychology of Peak Performance (3)
- KINS 7531 - Team Dynamics (3)
- KINS 7534 - Current Issues in Sport Psychology (3)

DOCTOR OF NURSING PRACTICE

D.N.P., 40 HOURS

(Online)

Program Description: The Doctor of Nursing Practice (DNP) is a terminal degree committed to educating advanced practice nurses who possess the knowledge, skills and values necessary to contribute to and lead in the efforts to improve the health care delivery system of the nation. The DNP is a professional terminal degree with an applied nursing focus. Students are trained for advanced-science-based practice and practice-oriented research in private-and/or public sector careers to include clinical practice, health education, research application, leadership, and analysis of health care outcomes. The DNP is a versatile degree which prepares advanced practice nurses (nurse practitioners and clinical nurse specialists) to provide leadership in public and private organizations; assess health care needs, develop and implement new health care practices, care and evaluate health care outcomes; recommend health care policy; and interact with other health care providers and agencies at diverse levels. The program serves both the full-time student preparing for an advanced career in advanced practice nursing, as well as currently employed nursing professionals seeking advanced education to augment their existing skills to assume leadership positions. The DNP program builds on a high quality MSN curriculum requiring 48 credits for the Family Nurse Practitioner and 36 credits for the Community Health Clinical Nurse Specialist with 810 and 630 clinical hours required respectively.

Model: The Post-Masters DNP requires a minimum of 40 credit hours and is offered on a full-time basis over 3 years. Guided by the AACN Essentials for Doctoral Education for Advanced Nursing Practice, sequencing of courses allows the development of content expertise prior to the initiation of the clinical project and experience core. A capstone practicum allows for role immersion and competency integration.

Admission Requirements

The DNP is designed to build upon the foundation of the Advanced Practice Registered Nurse (APRN) role. The DNP program is directed toward FNP and CHCNS and closely associated specialty areas (i.e. Adult NP, Adult CNS, Public Health MSN preparation), and other specialty areas reviewed on an individualized basis. All applicants' prior course work will be reviewed and individual DNP programs of study will be developed. A DNP Admission Committee will review portfolios and applications.

Admission criteria

1. Education
 - a. Post-BSN: Bachelor's degree in the proposed field of study (BSN) or its equivalent from a college accredited by the appropriate accrediting association. (Note: post-BSN, and RN/BSN, RN/MSN students must complete all MSN courses prior to beginning the DNP curriculum.)
 - b. Post-MSN: Master's degree in the proposed field of study (MSN) or its equivalent from a college accredited by the appropriate accrediting association.
2. Minimum undergraduate or graduate GPA of 3.0 (on 4.0 scale)
3. Satisfactory GRE or MAT score
 - a. DNP applicants, who hold a terminal degree (Doctoral) or who have a 3.0 GPA in doctoral program at a regionally accredited university may be considered for admission without submission of official GRE or MAT scores.
 - b. Official scores from the GRE (General Test) or MAT (Miller Analogy Test), taken in the last five (5) years. An original copy of the test score, sent by the testing agency to the Office of Admissions, is required before any action is taken on an application. A copy of the score provided to the student and subsequently forwarded is not acceptable. The requirement for completion of a standardized test will be waived for those applicants who hold a doctoral degree from a regionally accredited college or university.
 - c. All international applicants, including resident and non-resident aliens, whose native language is not English and who do not have an undergraduate degree from a regionally accredited U.S. college or university, are required to submit official TOEFL scores taken within the year immediately preceding the requested semester of admission. A minimum total score of 83, and minimum scores of 20 for each of the skills evaluated by the TOEFL: Listening, Reading, Speaking, Writing) An original copy of the test score, sent by the testing agency to the Office of Admissions is required before any action is taken on an application. The copy of the score provided to the student and subsequently forwarded is not acceptable.
4. DNP portfolio to include evidence of:
 - a. Vitae to include
 - Personal rationale for seeking DNP
 - Future goals
 - Education
 - Research experience
 - Publications (identify refereed)
 - Professional presentations (identify refereed)
 - Community service projects
 - b. Certification in a specialty area for all NPs. For all others, appropriate certification in specialty area, if available.
 - c. Discrete graduate nursing courses in Epidemiology course or equivalent - CDC online Epidemiology course will meet this requirement.
 - d. A minimum of 500 documented academic clinical hours in MSN APN preparation. Evidence of post-graduation clinical experience in the advanced practice role unless continuing immediately into DNP course work as post-MSN DNP student.
 - e. Current registered nursing (RN) licensure

- For Post-MSN DNP, licensure in state of residence where clinical hours will be completed
 - For Post-BSN DNP, Georgia licensure
- f. Current malpractice liability insurance
 - g. American Heart Association Level C (2 person-BLS) CPR certification
 - h. Three letters of recommendation from professional colleagues who can attest to academic and clinical acumen
 - i. Listing of current technological support for Internet-based courses with summary of experience with online courses
5. Complete submission of documentation:
 - a. College of Graduate Studies application and fee
 - b. Graduate Nursing Program DNP application materials
 6. Successful interview with faculty committee

Grades: Students in DNP coursework must maintain a 3.0 average (“B” or better) in course work to proceed in the doctoral program and to be eligible to graduate. Grades in all courses applied toward the doctorate must be “B” or better. Students will become academically ineligible when any of the following occur in course work of an approved program of study: 1) a grade of “D”, “F”, or “WF” in any course; 2) a grade of “C” in any three courses; or 3) the minimum 3.0 average is not achieved within the minimum number of semester hours required for the degree.

Enrollment: The DNP requires a minimum of one academic year of continual enrollment.

Foreign Language Requirement: There is no foreign language requirement.

Transfer Credit: A maximum of 6 credits of doctoral level nursing credits and 9 credits of graduate level electives may be applied toward the DNP upon approval by the Graduate Nursing Program. Transfer credits must also satisfy the same requirements as course taught for doctoral education within the School of Nursing Graduate Program (e.g., minimum grade of “B”), be consistent with the student’s approved program of study, and have been received from a regionally accredited college or university. Thesis and dissertation credits cannot be transferred. The student must provide documentation in support of equivalence, such as a course syllabus, transcript, term paper, and/or instructor testimony. Equivalence is determined by the Faculty Advisor or Program Director. Credit reductions do not influence the residency or enrollment requirements or comprehensive examination procedures.

Course Time Limits: All requirements for the DNP must be completed within seven academic years from the date of the first enrollment for study following admission to the doctoral coursework. For transfer students, the seven year time limit commences with the semester during which the credit being transferred was earned at another institution.

Essentials Examination: The purpose of the Essentials Examination is to assess the student’s knowledge, integration and application of knowledge to problems of advanced nursing practice at the doctoral level of study.

The Essentials Examination can be taken at the completion of 20 credits but must be taken within one semester of completing all course work. The examination will be completed using Internet capability. The School of Nursing DNP Program Committee will determine the 3 questions to comprise the examination. The reading committee members will hold Graduate Faculty status. The examination responses will be awarded a pass, a conditional pass, or a failure. With a pass of all examination components the student may be approved for graduation upon successful completion of all degree requirements.

A conditional pass on any component will require a repeat of that exam component in a format suggested by the DNP Program Committee. Failure of the Essentials Examination may result in additional coursework prior to a second examination. A second failure constitutes dismissal from the program and denial of continued course work to earn the DNP.

Clinical Immersion Project: Doctoral students are required to complete a clinical project at an advanced level. A dissertation is not required. The clinical project may take diverse forms (e.g., identification of a health care problem, development of an intervention and analysis of outcomes; an investigation of a health issue with development of health policy strategies to address the health problem; or the development of a complex programmatic strategy within a health care system to address a significant issue). Upon completion of the clinical project the student must present the project to faculty and peers in an appropriate venue determined by the faculty. Submission of the project to a refereed professional organization for presentation or peer reviewed journal for publication is required. It is expected that a minimum of one peer reviewed presentation or peer reviewed publication will be achieved on DNP related content prior to completion of course work.

DNP Capstone Practicum: This capstone clinical experience course provides an opportunity to integrate the role of the DNP in a comprehensive real-world context that includes utilization of leadership, consultation, advocacy, and collaboration competencies. Individual experiences will be developed under the guidance of a faculty advisor with completion of 180 hours in an approved setting. Students will be jointly supervised by a graduate faculty member and the clinical site preceptor.

Faculty Advisor: Each student will be assigned a faculty advisor upon admission. The role of the faculty advisor is to mentor the student, provide advice and academic support as needed, monitor progress, and to be available for student assistance as appropriate. The faculty advisor will advise the student in regards to chosen electives and modifications to the program of study which must be approved by the Graduate Program Director in order to assure that desired course offerings are available in the sequence desired to assure timely completion of all course work. The faculty advisor may act as the chair or member of the Clinical Project or Essentials Examination committee.

Accreditation: The School of Nursing Graduate Program is accredited by the Commission on Collegiate Nursing Education (CCNE). CCNE will also accredit DNP programs. The accreditation criteria are under development. The current MSN Program and the proposed DNP Program were developed in accordance with the AACN Essentials for both Graduate and DNP Education. The MSN meets the NONPF National Standards for NP Programs and the DNP Program Standards for NP preparation.

Program of Study

DNP Core	10
Hours	
NURS 9121 - DNP Role Transition (2)	
NURS 9126 - Biomedical Ethics in Practice and Leadership (2)	
NURS 9131 - Biometrics for Advanced Practice Nursing (3)	
NURS 9133 - Applied Evidence-based Practice (3)	
DNP Leadership & Practice Application Core	12
Hours	
NURS 9132 - Leadership and Management in Practice Transformation (3)	
NURS 9134 - Health Care Financing and Policy Development (3)	
NURS 9135 - Outcomes Management Strategies for Improved Health Care Outcomes (3)	
NURS 9136 - Population Focused Collaborative Initiative (3)	
DNP Clinical Project and Experience Core	9
Hours	
NURS 9730 - DNP Capstone Practicum (3)	
NURS 9921 - Clinical Immersion Project 1: Development (2)	
NURS 9922 - Clinical Immersion Project 2: Implementation (2)	
NURS 9923 - Clinical Immersion Project 3: Outcomes Analysis and Dissemination (2)	
Elective Concentration	9
Hours	
Graduate Level Courses	

KINESIOLOGY M.S., 36 HOURS

Advising: Department of Health & Kinesiology, Georgia Southern University, P.O. Box 8076, Statesboro, GA 30460, (912) 478-0200, FAX: (912) 478-0381, <http://chhs.georgiasouthern.edu/hk>

Admission Requirements

Regular

1. Completion of a Bachelor's degree from an accredited institution.
2. Minimum grade point average (GPA) of 2.75 (4.0 scale).
3. Minimum score of 400 on the GRE Verbal section plus submission of scores for the:
 - a. Quantitative and Analytical sections of the GRE taken prior to October 1, 2002 OR
 - b. Quantitative and Analytical Writing sections of the GRE taken after October 1, 2002.
4. A full vita or resume that includes the following: a) Work history, b) Professional experiences, c) Membership and participation in professional organizations, d) Other experiences related to the academic program, and e) Contact information for a minimum of three references.

Provisional

1. Completion of a Bachelor's degree from an accredited institution.
2. Minimum grade point average (GPA) of 2.50 (4.0 scale).
3. Minimum score of 350 on the GRE Verbal section plus submission of scores for the:
 - a. Quantitative and Analytical sections of the GRE taken prior to October 1, 2002 OR
 - b. Quantitative and Analytical Writing sections of the GRE taken after October 1, 2002.
4. A full vita or resume that includes the following: a) Work history, b) Professional experiences, c) Membership and participation in professional organizations, d) Other experiences related to the academic program, and e) Contact information for a minimum of three references.

NOTE: Prerequisite undergraduate course work may be required. Contact the Graduate Program Director in the Department of Health & Kinesiology for complete information.

Investigative Core6 Hours

KINS 6130 - Research Design in Kinesiology (3)

KINS 6131 - Data Analysis in Kinesiology (3)

Students select one of the following emphasis areas:30 Hours

Sport Psychology Emphasis

KINS 7530 - Psychology of Peak Performance (3)

KINS 7531 - Team Dynamics (3)

KINS 7533 - Sport Psychology Interventions (3)

KINS 7534 - Current Issues in Sport Psychology (3)

KINS 7733 - Practicum in Sport Psychology (3)

KINS 7999 - Thesis (6)

Guided Major Electives (9)

Athletic Training Emphasis

KINS 7234 - Clinical Applications of Biomechanics (3)

KINS 7334 - Advanced Rehabilitation Skills in Athletic Training (3)

KINS 7336 - Current Topics in Athletic Training (3)

KINS 7537 - Evaluation and Rehabilitation of the Lumbar Spine (3)

KINS 7538 - Clinical Gait Analysis (3)

KINS 7731 - Clinical Practicum for Teaching Athletic Training Skills (3)

KINS 7732 - Clinical Practicum for Evaluating Athletic Training Skills (3)

KINS 7999 - Thesis (6)

Guided Major Elective (3)

Exercise Science Emphasis

KINS 7230 - Advanced Exercise Physiology (3)

KINS 7231 - Laboratory Techniques in Exercise Physiology (3)

KINS 7235 - Instrumentation Techniques in Biomechanics (3)

KINS 7238 - Human Performance and Nutrition (3)

KINS 7799 - Internship (9) OR KINS 7999 - Thesis (6)

Guided Major Electives (9-12)

Coaching Emphasis

Note: The Coaching Emphasis is offered online.

KINS 7430 - Administrative Issues in Coaching (3)

KINS 7431 - Applied Sport Physiology (3)

KINS 7432 - Applied Sport Biomechanics (3)

KINS 7433 - Prevention, Recognition, and Care of Athletic Injuries (3)

KINS 7434 - Current Issues in Coaching (3)

*Guided Major Electives (9)

Elective (3)

Select one of the following:

KINS 7530 - Psychology of Peak Performance (3)

KINS 7531 - Team Dynamics (3)

KINS 7534 - Current Issues in Sport Psychology (3)

**Students may select KINS 7999 Thesis (6) to replace 6 hours of the Guided Major Electives*

Physical Education Emphasis

Note: The Physical Education Emphasis is offered online but does require on-campus work during the summer.

HLTH 7130 - Issues and Trends in School Health Education (3)

KINS 7111 - Action Research in Physical Education (2)

KINS 7437 - Analysis of Teaching Physical Education (3)

KINS 7438 - Motor Behavior (3)

KINS 7535 - Fitness and Wellness Education (3)

KINS 7536 - Assessment and Technology in Physical Education (3)

KINS 8430 - Supervision of Instruction in Physical Education (3)

KINS 8431 - Curriculum Issues/Trends in Physical Education (3)

KINS 8432 - Advanced Techniques in Health and Physical Education (3)

Elective (3)

Sports Nutrition Emphasis

KINS 7237 - Exercise and Special Populations (3)

KINS 7238 - Human Performance and Nutrition (3)

KINS 7337 - Macronutrient Metabolism in Sports Nutrition (3)

KINS 7338 - Micronutrient Metabolism in Sports Nutrition (3)

KINS 7339 - Energy Balance for Weight Management (3)

KINS 7431 - Applied Sport Physiology (3)

KINS 7799 - Internship (6) **OR** KINS 7999 - Thesis (6)

Guided Major Electives (6)

NURSING M.S.N., 36-48 HOURS (Hybrid)*

Programs Available: MSN Degree, Post-MSN Certificate, RN-MSN - Earn BSN and MSN
 Total Hours: 36-48 credit hours depending on major. Post-MSN Certificate options variable in length.

Advising: School of Nursing, Graduate Program, Dr. Deborah Allen, P.O. Box 8158, Statesboro, GA 30460-8158, (912) 478-5056, FAX (912) 478-1679; debbieallen@georgiasouthern.edu, <http://chhs.georgiasouthern.edu/nursing>.

* Courses are offered in hybrid format using Internet and 6 on-campus class meetings per course per semester.

Admission Requirements

1. Bachelor's degree in the proposed field of study (BSN) or its equivalent from a college accredited by the appropriate accrediting association.
2. Current Georgia RN license. Out-of-state students must obtain a Georgia RN license.
3. One year of clinical nursing experience prior to entering the nurse practitioner clinical specialty.
4. Prerequisite undergraduate statistics course or a statistically oriented methodology course.
5. Pre-admission interview by nursing faculty.
6. Submission/completion of documentation:
 - a. College of Graduate Studies application
 - b. Georgia Southern Health Services form
 - c. School of Nursing graduate application
 - d. Proof of current malpractice liability insurance
 - e. Proof of American Heart Association Level C (2 person-BLS) CPR certification
 - f. Three letters of recommendation
 - g. School of Nursing Student Health Appraisal forms

Specific Admission Policies

Must gain Regular or Provisional Degree-Seeking Status admission to the MSN program to be eligible to enroll in graduate nursing courses. Non-degree students are not permitted to enroll in graduate nursing courses with the exception of students formally admitted to the Post-MSN Certificate options.

Regular

1. Minimum undergraduate GPA of 3.0 (on 4.0 scale) plus one option below:
2. Minimum Miller Analogy Test (MAT) of 44 (for test taken prior to October 2004); 402 (for test taken after October 1, 2004).
3. Minimum Verbal 450 and minimum 450 on Quantitative or Analytical on Graduate Record Examination (GRE) taken prior to October 1, 2002.
4. Minimum Verbal and Quantitative of 450 and minimum Writing Level of 4 on GRE taken after October 1, 2002.
5. GRE/MAT scores are not needed for admission for students applying for 2nd Master's degree who have earned a minimum GPA of 3.0 from the 1st Master's degree from an accredited program.
6. GRE/MAT scores are not needed for admission for a transfer student who is currently enrolled in an accredited MSN program and has an earned GPA of 3.0 or above [on a 4 point scale] for a minimum of 9 credits in nursing graduate level courses [only courses with a B or above can be considered for transfer].

Provisional

Minimum undergraduate GPA of 2.7 (on 4.0 scale) plus one option below:

1. Minimum Miller Analogy Test (MAT) of 36 (for test taken prior to October 2004); 389 (for test taken after October 1, 2004).
2. Minimum Verbal 450 and minimum 350 on Quantitative or Analytical on Graduate Record Examination (GRE) taken prior to October 1, 2002.
3. Minimum Verbal and Quantitative of 400; Writing Level of 3 on GRE taken after October 1, 2002.

Required Credits:

Major: Nurse Practitioner (NP)

Concentration: Family Nurse Practitioner (FNP).....48 Hours
 (585 didactic hours and 810 clinical hours)

Graduate Core (12)

- NURS 6131 - Professional Roles and Issues (3)
- NURS 6133 - Health Care Organizations and Policy for APN (3)
- NURS 6140 - Applied Theory and Research for APN (4)
- NURS 6811 - Research Practicum I (1)
- NURS 6812 - Research Practicum II (1)

Advanced Practice Core (16)

- NURS 5210G - Lifespan Advanced Health Assessment Clinical (1) (90 ch)
- NURS 5230G - Lifespan Advanced Health Assessment for APN (3)
- NURS 6134 - Differential Diagnosis and Pathophysiology (3)
- NURS 6135 - Pharmacotherapeutics for APN (3)
- NURS 6136 - Family Health Promotion for APN (3)

NURS 6211 - Epidemiology and Transcultural Issues Clinical (1) (90 ch)
 NURS 6220 - Epidemiology and Transcultural Issues for APN (2)

Specialty Courses (20)

NURS 7224 - Primary Care Clinical I: Women's Health (2) (180 ch)
 NURS 7225 - Primary Care Clinical II: Pediatrics (2) (180 ch)
 NURS 7231 - Primary Care I: Women (3)
 NURS 7233 - Primary Care II: Pediatrics (3)
 NURS 7234 - Primary Care Clinical III: Adult (3) (180 ch)
 NURS 7243 - Primary Care III: Adult (4)
 NURS 7730 - Primary Care Practicum: FNP (3) (90 ch))

Options for all MSN Majors:

NURS 7090 - Selected Topics in Nursing (1-3)
 NURS 7890 - Independent Study Nursing (1-3)
 NURS 7999 - Thesis Nursing (1-3)

Major: Clinical Nurse Specialist (CNS)

Concentration: Community Health Clinical Nurse Specialist (CHCNS).....36 Hours

(435 didactic hours and 630 clinical hours)

Graduate Core (12)

NURS 6131 - Professional Roles and Issues (3)
 NURS 6133 - Health Care Organizations and Policy for APN (3)
 NURS 6140 - Applied Theory and Research for APN (4)
 NURS 6811 - Research Practicum I (1)
 NURS 6812 - Research Practicum II (1)

Advanced Practice Core (13)

NURS 5210G - Lifespan Advanced Health Assessment Clinical (1) (90 ch)
 NURS 5230G - Lifespan Advanced Health Assessment for APN (3)
 NURS 6134 - Differential Diagnosis and Pathophysiology (3)
 NURS 6135 - Pharmacotherapeutics for APN (3)
 NURS 6211 - Epidemiology and Transcultural Issues Clinical (1) (90 ch)
 NURS 6220 - Epidemiology and Transcultural Issues for APN (2)

Specialty Courses (11)

NURS 7511 - Community Health Clinical I (1) (90 ch)
 NURS 7520 - Community Health I (2)
 NURS 7521 - Community Health Clinical II (2) (180 ch)
 NURS 7530 - Community Health II (3)
 NURS 7731 - CNS Capstone: Community Health (3) (180 ch)

Options for all MSN Majors:

NURS 7090 - Selected Topics in Nursing (1-3)
 NURS 7890 - Independent Study Nursing (1-3)
 NURS 7999 - Thesis Nursing (1-3)

Post-MSN Certificates

Family Nurse Practitioner.....33 Hours

Advanced Practice Core (13) (or show equivalency in MSN program)

NURS 5210G - Lifespan Advanced Health Assessment Clinical (1) (90 ch)
 NURS 5230G - Lifespan Advanced Health Assessment for APN (3)
 NURS 6134 - Differential Diagnosis and Pathophysiology (3)
 NURS 6135 - Pharmacotherapeutics for APN (3)
 NURS 6136 - Family Health Promotion for APN (3)

Specialty Courses (20)

NURS 7224 - Primary Care Clinical I: Women's Health (2) (180 ch)
 NURS 7225 - Primary Care Clinical II: Pediatrics (2) (180 ch)
 NURS 7231 - Primary Care I: Women (3)
 NURS 7233 - Primary Care II: Pediatrics (3)
 NURS 7234 - Primary Care Clinical III: Adult (3) (180 ch)
 NURS 7243 - Primary Care III: Adult (4)
 NURS 7730 - Primary Care Practicum: FNP (3) (90 ch))

Community Health Clinical Nurse Specialist21 Hours

Advanced Practice Core (10) (or show equivalency in MSN program)

NURS 5210G - Lifespan Advanced Health Assessment Clinical (1) (90 ch)
 NURS 5230G - Lifespan Advanced Health Assessment for APN (3)
 NURS 6134 - Differential Diagnosis and Pathophysiology (3)
 NURS 6135 - Pharmacotherapeutics for APN (3)

Specialty Courses (11)

NURS 7511 - Community Health Clinical I (1) (90 ch)
 NURS 7520 - Community Health I (2)
 NURS 7521 - Community Health Clinical II (2) (180 ch)
 NURS 7530 - Community Health II (3)
 NURS 7731 - CNS Capstone: Community Health (3) (180 ch)

Courses for Majors (ch=clinical hours required)

OTHER PROGRAM REQUIREMENTS

- See academic standards and regulations in the graduate section for information on Program of Study and comprehensive examination procedures.
- Students must meet the progression policies of College of Graduate Studies and the MSN Program.
- A student admitted Non-degree to the Post-MSN Certificate options must meet the same academic standards and regulations for progress and retention as a Degree-seeking student.
- Students completing the Family Nurse Practitioner MSN degree or Post-MSN certificate option are eligible to sit for national certification examination.
- Preference is given to applicants with a desire to work in rural or underserved areas. Minority and rural students are encouraged to apply.

RECREATION ADMINISTRATION

M.S., 36 HOURS

Advising: Department of Hospitality, Tourism, and Family & Consumer Sciences, Dr. Henry Eisenhart, Georgia Southern University, P.O. Box 8077, Statesboro, GA 30460, (912) 478-5345, FAX: (912) 478-0386 E-Mail: henry_e@georgiasouthern.edu, <http://chhs.georgiasouthern.edu/htfcs>

Admission Requirements

Regular

For unqualified admission to the College of Graduate Studies to pursue work leading to the Master of Science (Major in Recreation Administration), the applicant must have:

1. Completed requirements for the Bachelor's degree in a college accredited by a proper regional accrediting association.
2. A 2.5 (4.0 scale) cumulative grade point average or higher in undergraduate work.
3. Minimum Graduate Record Examination (GRE) subtest scores of 450 Verbal, plus 450 Quantitative or Analytical, to meet a subtest score total of 1200; or minimum subtest scores of 450 Verbal, 450 Quantitative and 3 on the Analytical Writing section for persons taking the GRE after October 1, 2002. One may also score 44 on the Miller Analogies Test (MAT) or make an acceptable score on the Graduate Management Test (GMAT). GMAT scores are evaluated by the following formula: 200 x overall GPA + the GMAT score must equal no less than 1000 for regular admission.
4. An undergraduate major in Recreation or a discipline closely related to one of the recognized emphasis areas associated with undergraduate recreation education.
5. Successfully completed a three semester hour introductory recreation course and a three semester hour introductory statistics course. Those candidates who have not completed the above courses will be required to complete these or equivalent courses prior to or during graduate course work. Exceptions to this requirement must be approved by the Chair of the Department of Hospitality, Tourism and Family and Consumer Sciences.
6. Three letters of recommendation by persons familiar with the applicant's academic and/or employment experience.

Provisional

Provisional admission may be granted with a 2.5 undergraduate grade point average and minimum GRE subtest scores of 400 Verbal plus 400 Quantitative or Analytical for a subtest score total of 1100; or minimum subtest scores of 400 Verbal, 400 Quantitative and 3 on the Analytical Writing section for persons taking the GRE after October 1, 2002. Provisional admission may also be granted with a 40 MAT; or GMAT scores are evaluated by the following formula: 200 x overall GPA + the GMAT score must equal no less than 950 for provisional admission.

Program of Study

The Chair of the Department of Hospitality, Tourism, and Family & Consumer Sciences shall name the major professor who, in conference with the graduate student, will develop a Program of Study to include:

Required Recreation Core Requirements.....18 Hours

- RECR 6030 - Selected Topics in Recreation and Sport (3) **OR** RECR 7830 - Directed Individual Study (3) **OR** SMGT 6337 - Sport Facility and Event Management (3)
- RECR 7230 - Research Methods and Statistical Applications in Recreation and Sport Management (3)
- RECR 7236 - History and Philosophy of Leisure and Sport (3)
- RECR 7237 - Recreation Management (3)
- SMGT 6330 - Social and Ethical Issues of Sport and Leisure (3)
- SMGT 7335 - Sport Law and Risk Management (3)

Guided Electives (9 for Internship and 12 for Thesis)..... 9-12 Hours

Students may choose electives in any of the following areas or from advisor approved options:

- Business
- Environmental Studies
- Higher Education
- Historic Preservation
- Hospitality
- Kinesiology
- Natural and Cultural Resource Management
- Psychology
- Public Administration
- Sociology
- Sport Management
- Tourism

INTERNSHIP OPTION.....9 Hours

Students choosing not to pursue the emphasis area may choose the internship which will fulfill 600 hours of full time work experience in place of the 9 credit hours of emphasis, or the thesis. Internships must be approved by the student's advisor.

THESIS OPTION6 Hours

This option is for students who have an interest in research and is strongly recommended for those students planning to pursue doctoral study. Students, with support from their major professor and committee, will develop a thesis proposal, conduct appropriate research, analyze results, and produce a finished written product. Students must follow all policies and guidelines developed by the College of Graduate Studies. The thesis option is completed by a thesis defense.

SPORT MANAGEMENT M.S., 36 HOURS (Online)

Advising: Department of Hospitality, Tourism, and Family & Consumer Sciences, Dr. Todd Hall, Georgia Southern University, P.O. Box 8077, Statesboro, GA 30460, (912) 478-2274, FAX: (912) 478-0386, Email: thall@georgiasouthern.edu.

The Faculty of Sport Management will evaluate applicants on each of the following:

1. A personal statement of purpose that includes a description of career goals over the next 5 years, reasons for interest in Graduate Program at Georgia Southern University, and relevant experiences and achievements.
2. The applicant's previous exposure to coursework that relates to the curriculum in the Master's in Sport Management program. Transcripts showing a Bachelor's degree completed in a college or university accredited by the proper regional accrediting association are required. If applicant holds additional degrees from accredited institutions, those transcripts should be submitted as well.
3. The applicant's overall academic performance.
4. The quality and length of related professional experiences. Applicants should submit a current resume. Sport industry experience and/ or volunteer experience in the sport industry is preferred, but not required.
5. Official GRE or GMAT scores less than 5 years old.

The Graduate Admissions Person or Committee will judge the merit of each item and make a recommendation based on the sum total of the application.

Program of Study

Students will complete the following36 Hours

- SMGT 6131 - Management of Personnel in Sport (3)
- SMGT 6132 - Current Trends in Sport Administration (3)
- SMGT 6133 - Consumer Behavior in Sport (3)
- SMGT 6134 - Sport Sponsorship (3)
- SMGT 6135 - Revenue Generation in Sport (3)
- SMGT 6330 - Social and Ethical Issues of Sport and Leisure (3)
- SMGT 6335 - Sport Administration (3)
- SMGT 6337 - Sport Facility and Event Management (3)
- SMGT 7330 - Research and Analysis in Sport (3)
- SMGT 7335 - Sport Law and Risk Management (3)
- SMGT 7337 - Sport Marketing (3)
- SMGT 7339 - Financial and Strategic Management in Sport (3)

College of Information Technology

Interim Dean: Ronald E. Shiffler
 Information Technology Room 3400
 P.O. Box 7995
 (912) 478-7412
 E-mail address: shiffler@georgiasouthern.edu

Acting Associate Dean: Kevin Elder
 Information Technology Room 3400I
 P.O. Box: 7995
 (912) 478-5474
 E-mail address: kelder@georgiasouthern.edu

The College of Information Technology at Georgia Southern University started operations on July 1, 2003. At the undergraduate level, we administer the Bachelor of Science degree programs in computer science and information technology and are responsible for delivering the BBA in Information Systems for the College of Business Administration (COBA). In addition, we offer minors in Information Systems, Information Technology and Computer Science. At the graduate level, we deliver courses for the Master of Science in Mathematics with the Computer Science concentration, the Master of Business Administration with the Information Systems concentration, and the Master of Science in Applied Engineering/Information Technology Option degrees. The College of Information Technology has earned national accreditations for its degree programs from ABET, Inc., which accredits programs in engineering, technology, computing, and applied science, and from AACSB International, which accredits business and accounting programs at the institutional level. The computer science and information technology degree programs are accredited by the Computing Accreditation Commission of ABET. The information systems degree program is not accredited by the Computing Accreditation Commission of ABET. Similarly, the information systems degree program is a business degree that is included in the AACSB International accreditation of the business school. The computer science and information technology degree programs are not accredited by AACSB International.

STRUCTURE

Department of Computer Sciences

Robert Cook, Interim Chair
 Professors: J. Bradford, R. Cook, V. Jovanovic, A. Pierce (Emeritus), W. Zhang
 Associate Professors: A. Greca, J. Harris
 Assistant Professors: D. Acharya, L. Li, Y. Li.

Department of Information Systems

Thomas Case, Chair
 Professors: T. Case, J. Pickett (Emeritus), R. Wells (Emeritus), S. Williams
 Associate Professors: J. Dyer, K. Elder, A. Gardiner, H. Han, H. Kung, R. MacKinnon, C. Rogers, M. Tabatabaei, J. Whitworth
 Assistant Professors: P. Rutner

Department of Information Technology

J. Art Gowan, Chair
 Professors: A. Gowan
 Associate Professors: C. Aasheim, A. Zhang
 Assistant Professors: C. Kadlec, T. Mirzoev, J. O'Malley, J. Shropshire

PROGRAMS - UNDERGRADUATE

Computer Science

When introduced in 1983, the main emphasis was to provide a solid foundation in algorithm design and implementation based upon a strong background in mathematics. Since that time we have expanded our offerings to include more theoretical-based computer science courses while retaining the original objective. We also have strengthened the program with "core" courses in computer science that reflect a broader emphasis and a greater variety of electives.

The main objective of our program is to provide a quality undergraduate program for those students that enroll in the B.S. in Computer Science major at Georgia Southern University. This involves providing a solid foundation in the design, implementation, and application of computer software systems, a thorough understanding of the theoretical concepts underlying computer science, a functional background in computer hardware systems, and a solid understanding of mathematics.

Outcomes: Each graduate of the program should:

- Understand the concepts that underlie computer science;
- Have a foundation in the design, implementation, integration and testing of software systems;
- Have experience with computer hardware systems;
- Have communication and interaction skills necessary for teamwork;
- Have experience with practical and applied information technology;
- Understand their professional and ethical responsibilities.

Information Systems

The Information systems (IS) program is historically the oldest computing degree program at Georgia Southern University and it has the largest alumni base. The IS degree program combines knowledge of leading edge information technologies with an understanding of the ever changing needs of today's dynamic business environment. As such, it attracts students who are interested in working with technology to find solutions to business problems. While a fundamental understanding of information technology is a cornerstone of the degree, an equally important and distinguishing element of the IS degree is a solid foundation in basic business functions. Students may choose to major in general Information Systems or in one of ten emphasis areas, namely Accounting Information Systems, Business Application Development, Business Intelligence, Electronic Commerce, Enterprise Security, Enterprise Resource Planning Systems, Human Resource Information Systems, Logistics Information Systems, Technology Entrepreneurship, Technology Sales and Marketing Information Systems. Students who complete the Enterprise Resources Planning emphasis also satisfy the requirements for a certificate from SAP America.

Outcomes: Each graduate of the program should display:

- An ability to apply knowledge of computing and mathematics appropriate to the discipline.
- An ability to analyze a problem, and identify and define the business and system requirements appropriate to its solution.
- An ability to design, implement, and evaluate a computer-based information system, process, component, or program to meet desired goals.

- An ability to function effectively on teams to accomplish a common goal.
- An understanding of professional, ethical, and social responsibilities.
- An ability to communicate effectively with a range of audiences.
- An ability to analyze the impact of computing on individuals, organizations, and society, including ethical, legal, security, and global policy issues.
- Recognition of the need for, and an ability to engage in, continuing professional development.
- An ability to use current techniques, skills, and tools necessary for computing practice.
- An understanding of processes that support the delivery and management of information systems within a specific application environment.
- An ability to identify and analyze organizational needs and take them into account in the selection, creation, evaluation, and administration of computer-based information systems.
- An ability to assist in the creation of an effective project plan.

Information Technology

IT professionals focus on meeting the needs of users within an organizational and societal context through the selection, creation, application, integration and administration of computing technologies. They must, therefore, have a good understanding of the various information technologies and the type of activity the organization is involved in. The B.S. IT prepares students for careers as IT professionals. Students are required to complete thirteen core courses, an internship experience, an IT specialization area, and a six course second discipline.

The Department of Information Technology promotes Information Technology as a profession and as an academic discipline. To pursue this mission, we provide world-class educational programs to prepare students for a range of careers or graduate study in the field of Information Technology, conduct innovative research in all aspects of Information Technology and its applications, and participate in consulting and economic development activities in support of the Mission of Georgia Southern University.

Outcomes: Each graduate of the program should be able to:

- Demonstrate expertise in the core information technologies;
- Demonstrate sufficient understanding of an application domain to be able to develop IT applications suitable for that application domain;
- Identify and define the requirements that must be satisfied to address the problems or opportunities faced by an organization or individual;
- Design effective and usable IT-based solutions and integrate them into the user environment;
- Demonstrate an understanding of best practices and standards and their application to the user environment;
- Identify and evaluate current and emerging technologies and assess their applicability to address individual and organizational needs;
- Create and implement effective project plans for IT-based systems;
- Work effectively in project teams to develop and/or implement IT-based solutions;
- Communicate effectively and efficiently with clients, user and peers, both orally and in writing;

- Demonstrate independent critical thinking and problem solving skills;
- Demonstrate an understanding of the impact of technology on individuals, organizations and society, including ethical, legal and policy issues;
- Demonstrate an understanding of the need for continued learning throughout their career.

Information Technology - WebBSIT

The Georgia WebBSIT program has two primary purposes. The first purpose is to produce IT graduates with the knowledge, skills, and abilities to meet the needs of Georgia employers. IT graduates use computer software and hardware tools and applications to develop, support, and manage the technology infrastructure within organizations. The program objectives are as follows.

Graduates of the Georgia WebBSIT will be able to:

1. Use and apply current IT discipline-related concepts and practices.
2. Identify and analyze organizational and individual 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 the 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.

These objectives are in keeping with emerging program and curricular standards for IT education, as well as with the goals and objectives of the traditional BSIT programs of the collaborating institutions.

The second purpose of the program relates to access. Georgia WebBSIT will provide access to a BSIT education for Georgia citizens who would otherwise be unable to pursue such training within the State. These include, for example, people who interrupted their educations to take jobs as soon as they had enough skills to work in IT and who would now like to complete their degrees; other working undergraduates with particular imperatives for “any time/any place” learning; stay-at-home parents who wish to upgrade their skills; and separating military personnel who would like to retrain and remain in Georgia.

ADVISEMENT

Undergraduate

Academic advisement for Computer Sciences and Information Technology students is conducted through the College of Information Technology Office of Student Services.

Location: Room 1208, College of Information Technology

Telephone: (912) 478-7667

Advisement for students enrolled in the BBA Information Systems is provided through the College of Business Administration Office of Student Services.

Location: Room 1100, College of Business Administration
Telephone: (912) 478-0085

Graduate

The Department of Information Systems delivers a variety of 7000-level courses that enable MBA students to complete an IS concentration.

Academic advisement for Master of Business Administration students occurs in the Graduate Studies Office in the College of Business Administration.

Location: Room 1133, College of Business Administration
Telephone: (912) 478-5767

The Department of Computer Sciences offers a M.S. degree jointly with the Department of Mathematics. The options are listed in the Jack N. Averitt College of Graduate Studies section of the catalog.

The Department of Information Systems also offers a graduate online Enterprise Resources Planning (ERP) Certificate. This is described in the College of Business Administration section of the graduate catalog. The advisor and coordinator for the ERP Certificate program is Dr. Camille Rogers, Room 3126, College of Information Technology Building. Telephone: (912) 478-4747.

**EXPERIENTIAL LEARNING
OPPORTUNITIES**

Internships

Internship opportunities are available for all undergraduate programs in the College of Information Technology and are required for students majoring in Information Technology. Internships are supervised work-study programs, designed to allow students an opportunity to receive practical experience in their chosen field of study. Students should consult with the College of Information Technology Office of Student Services for further information.

Cooperative Education

Co-ops allow students the opportunity to gain work experience related to their academic major while earning a salary. To participate in a cooperative education opportunity, a student must have completed at least 30 semester hours of instruction, have a grade point average of at least 2.5, and be willing to participate in a minimum of two alternating co-op work semesters. Work responsibilities and salaries are determined by the employer. Co-op students register for the designated Cooperative Education section. This is a non-credit course.

College of Information Technology Programs

COMPUTER SCIENCE M.S., 30 HOURS (Online)

Advising: College of Information Technology, Department of Computer Sciences, Dr. Lixin Li, Georgia Southern University, P.O. Box 7997, Statesboro, GA 30460, (912) 478-7646, E-mail: lli@georgiasouthern.edu.

Admission Requirements

Regular Admission

Domestic Candidates: (Choose Option A or Option B)

Option A

1. Bachelor of Science in Computer Science or in a related field (Computer Engineering, Information Technology, Information Systems, Software Engineering, etc.) from an accredited program.
2. Have a cumulative GPA of 3.0/4.0 or its equivalent.
3. Submit a General GRE score.

Option B

4. Bachelor of Science in Computer Science or in a related field (Computer Engineering, Information Technology, Information Systems, Software Engineering, etc.).
5. Have a cumulative GPA of 2.4/4.0 or its equivalent.
6. Have at least two years of relevant professional experience (employment) in computing.
7. Submit a General GRE score.

International Candidates:

1. Bachelor of Science in Computer Science or in a related field (for example, Computer Engineering, Information Technology, Information Systems, Software Engineering, etc.)
2. Have a cumulative GPA of 3.0/4.0 or its equivalent.
3. Submit a General GRE score.
4. Submit a minimum TOEFL score of 550 (paper-based), 213 (computer-based), or 80 (internet-based) The TOEFL will be waived for international applicants who have graduated from a U.S. College or University.

Provisional Admission

Applicants who meet most (but not all) of the Regular admission requirements may be admitted on a Provisional basis. Applicants granted Provisional admission must earn grades of “B” or higher in the courses taken under the Provisional admission status. Any other conditions of Provisional admission will be stated in the admission letter. Applicants with such admission status may take graduate-level courses counting toward the M.S. degree requirements. It is every student's responsibility to satisfy his or her conditions of admission as soon as possible after acceptance. Prerequisites for provisionally admitted students consist of online versions of the following undergraduate courses:

- CSCI 3230 - Data Structures (3)
- CSCI 3232 - Systems Software (3)

Non-Degree

Applicants who have a high number of deficiencies may be granted Non-Degree admission to the College of Graduate Studies to take a limited number of graduate level courses.

Program of study

The graduate student and the graduate advisor shall develop a Program of Study that consists of 30 hours of graduate course work, including 9 hours of core courses, 9 hours in a concentration area and either 9 hours of elective classes at the 7000 level with 3 hours of CSCI 7899 (project option) or 6 hours of elective classes at the 7000 level with 6 hours of CSCI 7999 (thesis option).

General Requirements

Core Requirements	.....	9
Hours		
	CSCI 7130 - Artificial Intelligence - Theory and Application (3)	
	CSCI 7132 - Database Systems - Theory and Application (3)	
	CSCI 7136 - Distributed Web System Design - Theory and Application (3)	
Area of Concentration	.....	9
Hours		
	<u>Database and Knowledge Systems</u>	
	CSCI 7431 - Distributed Database Systems (3)	
	CSCI 7434 - Data Mining (3)	
	CSCI 7435 - Data Warehousing (3)	
Electives	.....	6 or 9
Hours		
	CSCI 7090 - Selected Topics in Computer Science (3) OR any CIT 7xxx courses from the IS, IT or CS Departments (by approval) (3)	
Project Option (during the last semester)	.....	3
Hours		
	CSCI 7899 - Research Project in Computer Science (3)	
Thesis Option (not in the same semester)	.....	6
Hours		

Students with GPA over 3.8 are encouraged to take the Masters Thesis option.

ENTERPRISE RESOURCES PLANNING (ERP) CERTIFICATE PROGRAM 15 HOURS

Advising: Department of Information Systems, Georgia Southern University, P.O. Box 7998, Statesboro, GA 30460, (912) 478-4747, FAX: (912) 478-7751.

Program

The ERP Certificate program consists of five 3-credit hour graduate-level CISM courses. Four courses will be delivered online, two during Fall Semester and two during Spring Semester. The fifth course will be delivered in an all-day, two-week format on campus or in another specified location; this final course will typically begin within 14 days of the conclusion of Spring Semester.

The ERP Certificate program is a lock-step program and admitted students are assigned to a cohort for which there will be prescribed courses. Students in the ERP Certificate program who enter other graduate programs at the university, such as the MBA, MAcc, and MS in Applied Engineering may be able to use some or all of the ERP Certificate courses to satisfy degree requirements.

The ERP Certificate Program focuses on the knowledge and skills students need for careers in organizations that rely on ERP systems to support key business processes. Students in the program will receive a solid, applied enterprise systems educational experience and will exit the program with a realistic overview of ERP systems and hands-on experience using SAP.

The ERP Certificate program is also designed to assist students preparing for and passing SAP’s TERP10 certification exam. Students who pass the certification test will be listed in SAP’s database of certified business practitioners. The TERP10 certification is recognized worldwide and a continuing global shortage of skilled SAP workers will enable students who earn the ERP Certificate to compete for a wide range of jobs.

Admission Requirements

Admission to the ERP Certificate program is competitive. The ERP Certificate program’s admission committee reviews applications on an individual basis looking at both the quantitative and qualitative aspects of the applicant’s academic background and professional experience (if applicable). The committee seeks to assess each applicant’s potential for academic success in an online graduate program based on the following:

1. Admission to the Georgia Southern University College of Graduate Studies as a Non-Degree Certificate student. This requires the following:
 - a. Completion of a Bachelor’s degree or equivalent from a college accredited by the proper regional association with a 2.7 (4.0 scale) cumulative grade point average or higher on undergraduate work.
 - b. Official copies of all undergraduate and graduate, if appropriate, transcripts.
 - c. An updated resume that includes the following: a) Work history, b) Education history, c) Professional experiences related to the academic program, and d) Contact information for a minimum of three references.
 - d. A personal statement that includes a description of career goals and reasons for applying to the graduate ERP Certificate program.
 - e. Students whose first language is not English and who have not studied extensively in English must submit official TOEFL scores. TOEFL scores of at least 80 (internet-based), 213 (computer-based), or 550 (paper-based) are required for admission to the ERP Certificate program. TOEFL scores must be sent directly from the Educational Testing Service (ETS) to Georgia Southern University.
 - f. Students who are not U.S. citizens must provide a photocopy of their VISA or permanent resident alien cards and satisfy all other admission requirements specified by COGS for international students.
 - g. Students interested in applying course credit earned while completing the ERP Certificate toward the requirements for an MBA, MAcc, or MS in Applied Engineering degree must also satisfy the admission requirements for that degree program.

NOTE: Contact the Office of Graduate Admissions for other admission related information.

Admission Appeals

Students who wish to appeal an admission decision must follow the College of Graduate Studies appeal procedures.

Graduate Transfer of Transient Credit

Due to the lock-step nature of the program, credit will not be granted for courses taken outside of the ERP Certificate program.

Program of Study

Prerequisites

Students accepted to the program must have previous accounting experience or related coursework. Prospective students without accounting experience or related coursework can take ACCT 6130 - Accounting and Control or its undergraduate equivalent, ACCT 2030 - Survey of Accounting, prior to Fall Semester.

Course requirements 15

Hours

CISM 7231 - ERP Business Process Analysis Using SAP (3)

174 Georgia Southern University

CISM 7331 - Enterprise Systems Analysis (3)

CISM 7335 - Business Intelligence and Performance Management Systems (3)

CISM 7339 - ERP Certification (3)

One of the following Prescribed Electives will be scheduled for each cohort:

CISM 7235 - ERP Web Portal Customization (3)

CISM 7336 - Enterprise Information Systems (3)

College of Liberal Arts and Social Sciences

Dean: Dr. Michael R. Smith
Foy 3008
P.O. Box 8142
(912) 478-2527
FAX (912) 478-5346
msmith@georgiasouthern.edu

Associate Dean for Faculty Services: Dr. Curtis Ricker
Foy 3014
P.O. Box 8142
(912) 478-2527
cricker@georgiasouthern.edu

Associate Dean for Student Affairs: Dr. Christine Ludowise
Foy 3004
P.O. Box 8142 (912) 478-2527
ludowise@georgiasouthern.edu

MISSION

The College of Liberal Arts and Social Sciences prepares students to achieve academic excellence, develop their analytical skills, enhance their creativity, and embrace their responsibilities as citizens of their communities, their nations, and the world.

Visit us at our web site at <http://class.georgiasouthern.edu/>

STRUCTURE

The College of Liberal Arts and Social Sciences includes ten departments, five centers, and two interdisciplinary programs:

Betty Foy Sanders Department of Art

Patricia Carter, Chair

Professors: D. Armel, P. Carter, J. Hines, C. Lemon, B. Little, J. McGuire, J. Olson (Emeritus), O. Onyile, J. Pleak, R. Remley (Emerita), P. Steadman (Emeritus), R. Tichich (Emeritus), P. Walker, S. Williams (Emeritus)

Associate Professors: H. Iler (Emeritus), H. Mortensen, M. Moulton, L. Thomson, T. Townsend

Assistant Professors: E. Hill, M. Mitchell, E. Rushton

Lecturer: J. Fischer

Department of Communication Arts

Pamela Bourland-Davis, Chair

Professors: D. Addington (Emeritus), P. Bourland-Davis, G. Dart (Emeritus), M. Shytles (Emerita), R. Smith

Associate Professors: K. Berry, C. Geyerman, B. Graham, J. Harbour, R. Johnson (Emeritus), E. Wyatt (Emeritus)

Assistant Professors: L. Abbott, U. Andrews, C. Broadway, A. Brooks, S. DeBonis, B. Graves, R. Kennerly, L. Muller, K. Murray, V. Rowden (Emerita), J. Bastarache, S. McCarroll, S. Stepanek, M. Stone, P. Wheaton, M. Whitaker (Emeritus)

Lecturers: M. Groover, M. Ginther, A. Healy, N. Hurt, M. Plew

Department of Foreign Languages

Eric Kartchner, Chair

Professors: D. Alley, L. Bouma (Emeritus), J.P. Carton (Emeritus), Z. Farkas (Emeritus), C. Krug, J. Schomber (Emerita), D. Seaman, J. Weatherford (Emeritus)

Associate Professors: J. Hidalgo, E. Kartchner, H. Kurz, C. Johnson, D. Martinez-Conde, D. Rangel, D. Richards (Emeritus), M. McGrath

Assistant Professors: N. Barrett (Emerita), M.J. Borowsky (Emerita), M. Lynch (Emerita), L. McGrath, J. Suazo

Lecturers: L. Collins, N. Eisenhart, M.H. Hernandez, M. Hughes, A. Poling, M. Sanchez, T. Weisslitz

Department of History

Johnathan O'Neill, Interim Chair

Professors: W. Allison, K. Comerford, V. Egger, J. Fraser (Emeritus), H. Joiner (Emeritus), C. Moseley (Emeritus), S. Peacock, D. Rakestraw, C. Roell, G. Rogers (Emeritus), F. Saunders (Emeritus), G. Shriver (Emeritus), A. Sims, J. Steinberg, C. Thomas, J. Woods, A. Young

Associate Professors: R. Batchelor, R. Barrow (Emeritus), J. Bryant, A. Downs, C. Ford (Emeritus), M. Haberland, T. McMullen, P. Rodell, L. Shelton, T. Teeter

Assistant Professors: F. Brogdon (Emeritus), J. Burson, L. Denmark, E. Hall, J. O'Neill, J. Peng, C. Skidmore-Hess

Lecturer: D. Timmons-Hill

Part-Time Professor: J. Derden

Department of Literature and Philosophy

David Dudley, Chair

Literature

Professors: H. Cate (Emeritus), D. Dudley, R. Flynn, P. Gillis (Emerita), L. Huff (Emeritus), J. Humma (Emeritus), G. Kundu, T. Lloyd, J. Nichols (Emeritus), D. Presley (Emeritus), F. Sanders (Emeritus), P. Spurgeon (Emeritus), D. Thompson, C. Town, T. Whelan, A. Whittle (Emeritus)

Associate Professors: B. Bitter (Emerita), R. Costomiris, M. Cyr, O. Edenfield, J. Griffin, P. LaCerva (Emerita), D. Lanier (Emerita), E. Little (Emeritus), J. Pellegrino, F. Richter (Emeritus), C. Schille, M. Villeponteaux, T. Warchol

Assistant Professors: D. Anderson, G. Hicks, (Emerita), C. Hoff (Emeritus), A. Hooley (Emerita), E. James, (Emerita), D. Jones (Emerita), H. Keeley, E. Mills (Emerita), S. Rabitsch (Emerita)

Instructor: N. Huffman (Emerita)

Lecturer: B. Edwards

Philosophy

Associate Professors: M. Adamos, W. Eaton, J. Parcels (Emeritus)

Assistant Professors: E. Butterfield, D. Layne

Religious Studies

Associate Professor: H. Gossai

Assistant Professor: N. Karapanagiotis

Department of Music

Richard Mercier, Chair

Professors: H. Arling (Emeritus), M. Braz (Emeritus), C. Bryan, L. Cionitti, N. da Roza (Emerita), M. Fallin, K. Hancock, G. Harwood, A. Henderson, J. Graham (Emeritus), D. Graves (Emeritus), D. Matthew (Emeritus), R. Mercier, T. Pearsall, D. Pittman

Associate Professors: R. Dunham, A. Gregory, D. Murray, W. Schmid

Assistant Professors: S. Elisha, M. Gendelman, S. Jeffreys, R. Mason, C. McKenzie, L. Stambaugh, J. Thompson

Part-Time Assistant Professors: S. Furry, S. Thomson

Part-Time Instructors: J. Aceto, P. Dickens, B. Green, S. Hancock, C. Horel, D. Ricks, A. Schmid, A. Thibeault
Head Accompanist: K. Qualls
Staff Accompanists: C. Marshall, W. Ponder

Department of Political Science

Richard Pacelle, Chair

Political Science

Professors: G. Cox (Emeritus), J. Daily (Emeritus), B. Grube, S. Hashmi (Emeritus), N. Henry (Emeritus), J. Mann (Emeritus), P. Novotny, R. Pacelle, R. Pajari (Emeritus), R. Pirro, D. Sabia, M. Smith, S. Tracy, L. Van Tassell (Emeritus), L. Duke Whitaker

Associate Professors: B. Balleck, F. Brooks, B. Curry, R. Davis, R. Dick (Emeritus), S. Engel, G. Harrison (Emerita), S. Jallow, C. Ludowise, K. McCurdy, L. Taylor (Emeritus), K. Wiegand

Assistant Professors: A. Bossler, M. Covington, T. Davis, L. Gould, N. Grasse, C. Jensen, C. Marcum, B. Miller, J. Stogner, R. Sun, K. Ward

Lecturer: K. Cook

Part-Time Professor: V. Kohler

Justice Studies

Professors: R. Pacelle, M. Smith, S. Tracy

Associate Professors: B. Curry, R. Davis, S. Engel, C. Ludowise

Assistant Professors: A. Bossler, M. Covington, L. Gould, C. Marcum, B. Miller, J. Stogner

Department of Psychology

Michael Nielsen, Interim Chair

Professors: W. Jones (Emeritus), J. Kennedy, P. Kleinginna (Emeritus), M. Lloyd (Emerita), W. McIntosh, M. Nielsen, G. Richards (Emeritus), J. Ranier, R. Rogers (Emeritus), E. Smith (Emeritus), J. Wilson

Associate Professors: A. Hackney, L. Locker, R. Ryan, J. Steirn

Assistant Professors: K. Bodily, J. Klibert, K. Naufel, J. Pugh, B. Smalley, B. Sturz, T. Yancey

Director Regents Center for Learning Disorders: G. Shaver

Department of Sociology and Anthropology

Peggy Hargis, Chair

Anthropology

Professors: R. Branch (Emeritus), H. Mobley (Emeritus), S. Moore

Associate Professors: H. Altman, S. Hale, B. Hendry, R. Shanafelt

Sociology

Professors: R. Branch (Emeritus), P. Hargis, H. Mobley (Emeritus), W. Smith

Associate Professors: T. Brimeyer, D. Dixon, N. Malcom, P. Zhang

Assistant Professors: A. Cohen, A. Schueths, E. Silva

Lecturer: N. Palmer

Department of Writing and Linguistics

Randall McClure, Chair

Professors: E. Nelson, M. Pemberton, M. Pennington, J. Walker

Associate Professors: K. Albertson, L. Amy, A. Crow, P. Dallas, E. Hendrix, T. Giles, M. Hadley, T. Klein, M. Marwitz, M. McLaughlin, L. Milner, B. Nichols (Emerita), D. Purvis (Emerita), P. Price, N. Saye, T. Welford

Assistant Professors: E. Bolden, L. Costello, C. Crittendon (Emerita), N. Dessommes, S. Huber, R. Keithly (Emeritus), M. Pate, T. Thompson, L. Valeri

Lecturers: S. Domet, L. Hamilton, J. Joyner, E. Kelly, N. LoBue, K. Lyles, J. Reilly, D. Ruefman, S. Smith, D. Vukovic

Centers:

Center for Africana Studies

Director: S. Jallow

Center for Irish Studies

Director: H. Keeley

University Writing Center

Director: M. Pemberton

CLASS Advising Center

Coordinator: M. Hale

Center for Pre-Law Advisement

Coordinator: R. Davis

Interdisciplinary Studies Programs:

Women's and Gender Studies

Director: S. Peacock

American Studies

Director: L. Griffin

PROGRAMS - GRADUATE

The following graduate degree programs are offered by the academic units within the College:

Art

M.F.A. 2D Graphic Design

M.F.A. 2D Studio Art

M.F.A. 3D Studio Art

Literature and Philosophy

M.A. English

History

M.A. History

Foreign Languages

M.A. Spanish

Music

M.M. Music

Psychology

M.S. Psychology

Psy.D. Clinical Psychology

Political Science

M.P.A. Public Administration

Sociology

M.A. Social Science

SECONDARY P-12 EDUCATION PROGRAMS

Students who plan to seek teacher certification after completion of their undergraduate degree may achieve this through the Master of Arts in Teaching (MAT) or a non-degree certification program. Students interested in a Secondary Education (grades

6-12) certification in English, History, Political Science, and Writing and Linguistics or in P-12 (grades preschool-12) certification in Spanish should contact their departmental advisors OR the College of Education Student Success Center for information related to content and certification requirements.

NOTE: GACE Basic Skills and GACE Content Assessment examination and 2.5 cumulative GPA requirements must be met for certification program admission and should be considered during enrollment in the bachelor's program.

ADVISEMENT

Graduate students are advised by their academic departments.

College of Liberal Arts and Social Sciences Programs

CLINICAL PSYCHOLOGY

Psy.D., 132-143 HOURS

132 Hours beyond Bachelor's degree including dissertation; 118 semester hours of coursework

Advising: Department of Psychology, Dr. Jackson Rainer, P. O. Box 8041, Statesboro, GA, (912) 478-5343, jrainer@georgiasouthern.edu, FAX: (912) 478-0751, <http://class.georgiasouthern.edu/psychology/psyd.html>

Program Mission

The primary objective of this program is to train doctoral-level professional psychologists to practice psychotherapy and assessment skills in the underserved rural areas of Georgia. This training will be accomplished through coursework, practicum and internship experiences.

Model and Goals

The philosophy of the program is consistent with a practitioner-scholar model of education and training. Therefore, graduates of the program are awarded the Psy.D. degree and are trained to be primarily practitioners of clinical psychology. The graduate experience is designed to develop the personhood of each student on par with academic and technical competence. Keeping in mind the acute need for clinical psychologists in rural areas, students will be selected, in part, for their commitment to a pursuit of rural practice. The faculty has identified goals and objectives for students while in the program. These are based on the core competencies of clinical education and training stated by the American Psychological Association (APA) and the National Council of Schools in Professional Psychology (NCSPP).

This program is based on an inclusive theoretical orientation, taking as elements the following clinical positions: behavioral, cognitive, existential, family systems, humanistic, and psychodynamic. Having been exposed to various theories within each of these major positions, students are encouraged to develop an ego-syntonic, integrated theoretical orientation. A well and broadly trained faculty makes the implementation of this model possible. Although each faculty member has her or his particular eclectic theoretical position, all clinical faculty share overarching humanistic values. Not attempting to educate clinicians who will be all things to all people, our primary emphasis is on competency in the delivery and supervision of adult psychotherapy and assessment services.

Education and Training Goals and Objectives

- The foremost goal of this program is to offer high quality graduate education and training in clinical psychology with an emphasis on psychotherapy and assessment in clinical practice. To this end, the Psy.D. program has a clear and coherent curriculum. The training for practice is sequential, cumulative, and graded in complexity. As a practice-oriented program, students will acquire and demonstrate substantial understanding of and competence in the areas specified by the APA "Guidelines and Principles for Accreditation of Programs in Professional Psychology," 2005, and the consistent education and training model of NCSPP.
 - Objective 1.1: Relationship competence:* Students should develop the ability to form productive relationships with clients, community members, faculty, peers, and supervisors. As an aspect of personhood, such development is supported through the requirement of personal psychotherapy, personal work with peers practicing psychotherapy skills in courses involving such, and self-exploration components in the assessment courses.
 - Objective 1.2: Assessment competence:* Students are expected to be able to diagnose or define problems through psychological assessment and measurement and to be able to describe in a meaningful manner a well-functioning individual. In addition, students should be able to use appropriate assessment methodologies for the planning of intervention and to assess intervention outcomes.
 - Objective 1.3: Intervention competence:* Students are required to be able to form a coherent, theoretically based, and when possible, empirically-supported treatment plan that is revisited and revised as appropriate in the course of treatment.
 - Objective 1.4: Research and evaluation competence:* Students are required to demonstrate the ability to (1): formulate a clinically meaningful research question, operationalize the question, develop a sound method for addressing the question, and analyze and interpret the qualitative or quantitative data so generated; or (2) identify a meaningful question of theory and write a scholarly disquisition that significantly deepens or furthers the understanding of said theory; or (3) develop a scholarly and in-depth clinical case study.
 - Objective 1.5: Consultation and education competence:* Students will be required to demonstrate the ability to identify situations in the rural community where the on-site education or supervision of lower tier professionals, paraprofessionals, or volunteer mental health workers is called for rather than direct client intervention.
 - Objective 1.6: Management and supervision competence:* Through at least two carefully selected practicum placements, students will be given the opportunity to learn about the organization and management of agencies offering mental health services. One practicum course will be specifically devoted to the supervision of graduate students at an earlier point in the program by more advanced students.
 - Objective 1.7: Legal and ethical competence:* Students are expected to be conversant with the APA Code of Ethics and to abide by this code in all academic and clinical settings.
 - Objective 1.8: Cultural and diversity competence:* Students are expected to understand the impact of culture on clinical practice and to take such into consideration when working with individuals and groups of individuals.
- The second goal is for the clinical training of students to be well grounded in the breadth of scientific psychology.
 - Objective 2.1:* Students will demonstrate knowledge in the following broad areas of psychology: biological aspects of behavior; cognitive and affective aspects of behavior; social aspects of behavior; history and systems of psychology; psychological measurement; research methodology; and techniques of data analysis.
 - Objective 2.2:* Students will demonstrate knowledge in the following scientific, methodological and theoretical foundations of clinical practice: individual differences in behavior; human development; psychopathology; ethics and professionalism.
- The third goal is to promote in students an understanding of rural culture and its impact on clinical practice.

- Objective 3.1: Students are expected to develop an appreciation of the dynamics of a rural culture, as distinct from an urban culture, and how these forces impinge on individual development and community functioning.
 - Objective 3.2: Students will be aware of and will be able to recommend models of service delivery that improve client access in rural areas.
 - Objective 3.3: When at all possible, students will select rural sites for their internship placement.
4. As a fourth goal, this program seeks to instill in students a wish for life-long development of the personhood of the clinician on par with lifelong development of clinical knowledge and skills.
- Objective 4.1: Students will be required to seek out personal psychotherapy while in this program.
 - Objective 4.2: Students will be supported and encouraged to attend professional continuing education workshops that are experiential and oriented toward personal growth.
 - Objective 4.3: Students will be supported and encouraged to attend professional continuing education workshops that update and teach new clinical knowledge and skills.

Program Goals and Objectives

1. The primary goal of this program is to increase the quality and availability of mental health services in rural areas, particularly in the state of Georgia, by encouraging students who graduate from this program to practice in rural settings.
 - Objective 1.1: Based on the research that indicates that students who come from rural areas and who receive their professional training in rural settings are more likely to practice in such settings, preference will be given to applicants to this program who come from or reside in rural parts of Georgia.
 - Objective 1.2: Vigorous efforts have been made, and continue, to locate and develop working relationships with rural mental health facilities where students may be placed for practicum.
2. The second goal of this program is to further the recognition and the understanding of the impact of the culture of the rural South on human behavior and mental health.
 - Objective 2.1: Both faculty and students are encouraged to engage in research that furthers understanding of the impact of the rural culture of Georgia.
 - Objective 2.2: Both faculty and students are encouraged to present their research and knowledge of rural practice at professional conferences.

Accreditation

Because we are a new program, the program is not yet accredited by the American Psychological Association (APA). APA considers a doctoral program for accreditation only after the program has students active in all phases of training, including internship. APA accreditation will be sought as soon as is deemed feasible by the Psychology Department faculty. Evidence of our progress toward accreditation is found in the Association of State and Provincial Boards/National Register Designation Committee (ASPBB) listing our program in the [National Register of Doctoral Programs Meeting Designation Criteria](#). Please see the ASPBB website for details associated with this designation.

Applying to the Psy. D. program

Although academic background, intellectual potential and professional experience and skills will be key selection criteria, we intend to recruit students who are committed to providing service to our region. Therefore, students should carefully consider their interest in rural and underserved populations before applying to the program. Applicants will only be considered for the Psy.D. program (i.e., students will not be admitted for a terminal masters degree in clinical psychology).

Credit for previously taken Courses: Students may be able to substitute credit received for taking graduate courses at a regionally-accredited institution during the last five years. A maximum of 18 hours of graduate level coursework is allowed. All decisions on substituted courses lie with the faculty clinical committee, and course equivalencies will be determined on a case-by-case basis and only after a student has been admitted to the program. In all cases, documentation (syllabi, tests, grades) from the previous course will be required and reviewed by the appropriate program faculty who will document action taken. Credit will not be given for any clinical courses (i.e., courses where clinical theory and/or skills are taught), with the exception of Assessment II: Intellectual Assessment (PSYC 7234). Students wishing to be exempted from this course must demonstrate proficiency as determined by the clinical committee.

Specific admissions procedures are as follows:

1. Applications will be evaluated once per year for Fall admissions. The deadline for applications is January 15.
2. Applicants will submit an application packet electronically which will consist of all material listed in the Application Checklist. This application can be found at http://cogs.georgiasouthern.edu/future_students/prospectivestudents.htm.
3. An admissions committee, consisting of 5 program faculty elected by the entire program faculty and student representatives from each of the 4 cohorts already enrolled in the program will review and rank order applications based on the criteria described below.
4. A successful completion of a bachelor's degree from a regionally accredited institution. Students' academic record will be evaluated based on official transcripts from all previous enrollments in higher education.
 - There are no minimum GPA standards; however the average GPA for students admitted in 2009 with an Undergraduate: 3.65 (out of 4.0)
 - A minimum grade of "B" in the following undergraduate courses: Introductory Psychology, Psychological Statistics, Research Design, Abnormal Psychology
 - Record of having taken at least two of the following courses: Personality, Social Psychology, Developmental Psychology, Learning and/or Cognition, Health Psychology, Tests and Measurement, Theories of Psychotherapy, Psychology of Substance Abuse.

5. Current (last 5 years) scores from the Graduate Record Exam (GRE). The average minimum scores for students admitted in 2009 for verbal and quantitative sections are 518 and 630, respectively. The GRE for the Psychology (subject) test is required only for those students who did not earn either a Bachelor's or a Master's degree in psychology.
6. Three letters of recommendation from former professors or appropriate employers/advisors.
7. A written statement of professional goals and a rationale for how the Psy.D. program will further the students' career objectives. This statement will help the committee evaluate applicants' commitment to providing professional service to the rural areas of this region, as well as their understanding of the time commitments involved in undertaking doctoral study.
8. Based upon the recommendation of the Admissions Committee, a personal interview with applicants may be scheduled as part of the admissions process.

Part-time Admission and Part-time Status

The Psy.D. program is designed to be a full-time program that can be completed in five years. However, we realize some students may desire to do a portion of the program part-time. To this end, students may be admitted to the program with part-time status. If they wish to do this, the following criteria must be met:

- Students must apply via the same admission procedures as full-time students
- Students can only begin the program in the Fall semester
- Students must be admitted with a 18 hours of course credit in non-clinical courses (i.e., they must come into the program with the maximum amount of transfer credit)

Once admitted, part-time students must

- Enroll in a minimum of 6 credit hours of coursework each semester
- Be enrolled in the program every semester, unless a Leave of Absence is granted (see below)
- Enroll in necessary co-requisite courses when they are required
- Enroll in Foundations of Psychotherapy I, II, and Group Psychotherapy (PSYC 7232, PSYC 7433, and PSYC 7235) in consecutive semesters
- Switch to full-time enrollment (minimum 9 credit hours per semester) for at least one full year to meet the residency requirement (see program manual for details)
- Complete the Psy.D. program within the 8-year time limit allowed for all students

Part-time students may switch to full-time status at any point in their training. If a student desires to return to part-time status after being full-time then they must petition the program director.

Program Requirements

The program is designed to be a five-year, full-time program for those entering with a bachelor's degree. The first four years will include coursework and graded practicum experiences. A minimum of one year (12 continuous months) of full-time coursework must be done in residency at Georgia Southern. The fifth year will consist of a full-time (2000 hour) approved internship.

- **Grades:**
Students are expected to pass all courses with a grade of "A" or "B". Should a student earn less than a B in any course, he or she is immediately put on probation and must retake the course (and earn an "A" or "B") the next time the course is offered. Earning a second grade below "B" will result in dismissal from the program.
- **Bi-Annual Evaluations:**
Twice a year (usually at the end of the Fall and Spring semesters), students will have an individual meeting with a faculty committee for an evaluation of their progress. The committee will consist of the Director of Clinical Training and at least two other professors under whom the student has studied. The evaluation will assess ongoing development of academic performance and professional skills, ethical judgment and sensitivity, as well as personal attributes or behaviors that may call into questions the student's suitability for career in professional psychology. Documented poor performance in any of these areas will be the basis of efforts by the advisor and program faculty to assist the student in forming and completing a plan for improvement; continued poor performance within specified time frames will be the basis for terminating a student's enrollment in the program.
- **Clinical Qualifying Examination, and Dissertation:**
Near the end of the third year or beginning of the fourth year of study, students must successfully complete a Clinical Qualifying Examination. This examination requires the student to prepare a written and oral case presentation through which he/she demonstrates satisfactory skills in assessing a case, developing an appropriate conceptualization and formulating a treatment plan, conducting pertinent interventions, and evaluating the progress and outcome of the interventions(s) chosen. The written report will be evaluated by a committee of 3 faculty members. Both the written and oral portions are graded pass/fail. A grade of Pass is required for the student to apply to Internship (see below). An acceptable doctoral dissertation proposal will be drafted, typically in the summer of the third year, and implemented in the fourth year of study. It is expected that by the time the student begins internship in the fifth year the dissertation will have been successfully defended. Subject to the approval of the Director of Clinical Training, the dissertation must consist of an original empirical study. The acceptability of the dissertation proposal, and ultimately the dissertation itself, will be determined by a committee consisting of a chair and at least two other members of the graduate faculty. The constituency of the committee is subject to the approval of the Chair of the Department of Psychology and the Director of Clinical Training. The committee's approval of the dissertation will be based in part on an oral defense held open to the university community.
- **Practicum:**
Students begin practicum experiences in the second year of the program following first-year instruction in Psychotherapy foundations, specific instruction in skills, and ethics. In the second and fourth years, students will participate in Vertical Supervision teams. These teams will consist of second-year students doing therapy and assessment and fourth-year students doing the supervision under the

guidance of faculty mentors. These teams will do their work in sites on campus: the Georgia Southern Community Psychology Clinic (housed within the Department of Psychology), the Georgia Southern University Center for Counseling and Career Development, and the Regents Center for Learning Disorders (focusing on assessment). In the third year, all students will do their practicum in rural clinics. Students should note that rural training sites often require a substantial time commitment. These sites may be quite a distance from campus and may, in some cases, involve overnight stays. All practicum placements will be at training sites with which the psychology department has prior written agreements concerning training and supervision criteria.

- **Personal Therapy Requirement:**

In our clinical training, we emphasize the development of the clinician as a person in parity with the acquisition of clinical skills and theoretical knowledge. To this end, we require all students to complete a minimum of 15 sessions of personal psychotherapy with a licensed therapist during their time in the program.

- **Internship:**

Many state examining boards for doctoral level psychologists require candidates for licensure to have completed a one-year, full-time (2,000 hour) pre-doctoral internship. Internship requirements for specific states and/or jurisdictions can typically be found with the licensing policies of the local state licensing boards of interest. Additional up-to-date information regarding state licensure can be obtained from the website of the Association of State and Provincial Psychology Boards (<http://www.asppb.org>). The listing of the accredited sites is published in the December issue of the American Psychologist each year. The list is also available on-line at <http://www.apa.org/ed/accrreditation/intern.html>. Typically during their fourth year of study, students will meet with the Director of Clinical Training to discuss internship options. Students will then be encouraged to follow the application process outlined by the Association of Psychology Postdoctoral and Internship Centers (APPIC) <http://www.appic.org>. APA accredited internships are preferred but exceptions can be made, particularly for sites that are not accredited but are listed in the APPIC national match. Because one of the overriding goals of the Psy.D. program is to prepare students for rural practice, rural internship sites should be selected whenever possible. Supervision of doctoral students will be done on site.

Leave of Absence

Leaves of Absence are discouraged as they can lead to difficulties related to the scheduling and sequencing of courses and experiences, thus greatly extending a student's time in the program. However, leaves of absences may be granted to students after they petition to do so with the DCT and the Dean of the College of Graduate Studies. Students who have been granted a leave of absence are responsible for notifying the DCT and the Dean of the College of Graduate Studies when they are ready to resume full-time graduate study. Unless there are unusual extenuating circumstances, leaves of absence cannot extend beyond one calendar year. Students who fail to petition for extended absences and do not return after one year of absence will be withdrawn from the program.

Program of Study

Below are the courses required for the Psy.D. program. A curriculum by year can be found by visiting the Psychology Department's web site at <http://class.georgiasouthern.edu/psychology/psyd.html>

Foundational Psychotherapy	15
Hours	
PSYC 7232 - Foundations of Psychotherapy I (3)	
PSYC 7433 - Foundations of Psychotherapy II (3)	
PSYC 7237 - Psychotherapy Skills I (3)	
PSYC 7333 - Psychotherapy Skills II (3)	
PSYC 7633 - Psychotherapy Skills III: Child and Family Interventions (3)	
Foundational Assessment	9
Hours	
PSYC 7231 - Assessment I: Psychometric Theory (3)	
PSYC 7234 - Assessment II: Intellectual Assessment (3)	
PSYC 7335 - Assessment III: Personality Assessment (3)	
Biological Bases of Behavior	3
Hours	
PSYC 9331 - Psychopharmacology (3)	
Cognitive and Affective Aspects of Behavior	3
Hours	
PSYC 7133 - Advanced Cognitive Psychology (3)	
History and Systems of Behavior	3
Hours	
PSYC 9235 - History and Systems (3)	
Research Methodology and Data Analysis	6
Hours	
PSYC 7130 - Statistics for Psychology (3)	
PSYC 7131 - Research Design (3)	
Human Development and Individual Differences	3
Hours	
PSYC 7331 - Advanced Developmental Psychology (3)	
Psychopathology	3
Hours	
PSYC 7239 - Psychopathology (3)	
Professional Standards and Ethics	3
Hours	
PSYC 7233 - Ethics and Professional Issues (3)	
Social Aspects of Behavior	3
Hours	

182 Georgia Southern University

PSYC 7332 - Advanced Social Psychology (3)	
Cultural and Individual Diversity	6
Hours	
COUN 7337 - Cross Cultural Counseling (3)	
SOCI 7435 - Seminar in the Rural South (3)	
Advanced Psychotherapy	6
Hours	
PSYC 7235 - Group Psychotherapy (3)	

PSYC 7238 - Child Psychotherapy (3)	
Consultation and Supervision	16-17 Hours
PSYC 7111 - Supervision (1) (taken a minimum of 10 times (max 11))	
PSYC 9735 - Practicum in Supervision (3) (taken two times)	
Clinical Practica	24-27 Hours
PSYC 7730 - Practicum I (3)	
PSYC 7731 - Practicum II (3)	
PSYC 7733 - Combined Group Practicum (3) (taken a minimum of four times (max 5))	
PSYC 9731 - Rural Practicum (3) (taken two times)	
Internship	No Credit
Internship in 5th year	
Dissertation	14-21 Hours
PSYC 9999 - Dissertation (14-21)	
Three of the following four courses	9 Hours
PSYC 7136 - Geropsychology (3) [Human Development and Individual Differences]	
PSYC 7334 - Couples and Family Psychotherapy (3) [Advanced Psychotherapy]	
PSYC 7336 - Child Psychopathology (3) [Psychopathology]	
PSYC 7337 - Clinical Health Psychology (3)[Foundational Psychotherapy]	
Two of the following three courses	6 Hours
PSYC 7134 - Physiological Psychology (3)[Biological Bases]	
PSYC 7135 - Health Psychology (3)[Biological Bases]	
PSYC 7236 - Neuropsychology and Neuropsychological Assessment (3) [Biological Bases]	

ENGLISH M.A., 36 HOURS

Total Hours: 30 + 6 hours Thesis

Advising: College of Liberal Arts and Social Sciences, Department of Literature and Philosophy, Dr. Douglass Thomson, Georgia Southern University, P.O. Box 8023, Statesboro, GA 30460, phone (912) 478-5779, fax (912) 478-0653, email dhthom@georgiasouthern.edu, website: <http://class.georgiasouthern.edu/litphi/>

Admission Requirements

Regular

1. Completed requirements for the Bachelor's degree in a college accredited by the appropriate regional accrediting associations.
2. A 3.0 (4.0 scale) cumulative grade point average or higher on all undergraduate work.
3. A minimum score of 550 on the Verbal section of the Graduate Record Examination (GRE) taken prior to October 1, 2002 or a minimum score of no less than 550 on the Verbal and no less than 3.5 on the Analytic Writing sections of the GRE taken after October 1, 2002.
4. An undergraduate major or the equivalent in the proposed field of study.
5. Two letters of recommendation by persons familiar with the applicant's academic experience.
6. A sample of the applicant's scholarly writing of at least 15 pages, to be sent directly to the department, c/o the Director of Graduate Studies.

Provisional

A minimum score of 450 on the Verbal section of the Graduate Record Examination (GRE) taken prior to October 1, 2002 or a minimum score of no less than 450 on the Verbal and no less than 3.5 on the Analytic Writing sections of the GRE taken after October 1, 2002; accompanied by a better than 2.75 (4.0 scale) cumulative grade point average on undergraduate college work. Students who do not meet provisional requirements may appeal to a departmental committee of graduate faculty members for admission.

Program of Study

Required Hours.....21

Hours

- ENGL 7111 - Seminar in College English (1)
- ENGL 7121 - Methods of Research (2)
- ENGL - Six seminars at the 6000 or 7000 level (18)

Electives (courses at the ENGL 5000 level or additional ENGL seminars)..... 9 Hours

Up to six hours may be taken in other disciplines (no more than one course per department) upon approval of the Director.

Thesis6

Hours

(See below and for more information consult the M.A. English web page at <http://class.georgiasouthern.edu/litphi/graduate.htm>)

Thesis Option

In cooperation with a thesis advisor and committee, the student will write an M.A. thesis of 10,000-12,000 words, not counting Notes and Works Cited. (With the approval of the thesis director, the student may write a longer thesis.) The student must pass an oral examination consisting of a discussion of the thesis and of questions related to it. In depth and scope, the thesis must demonstrate originality in research as well as independent and critical judgment in interpreting materials. The major professor shall supervise the research, direct the writing of the thesis, and approve the thesis in its final form. Prior to final approval, the members of the thesis committee will have read the thesis. Both second and third readers shall report all comments to the major professor. See the Graduate Student Manual for additional Thesis information. Prior to beginning the thesis, the student should have the supervisor complete a Thesis Prospectus Form to be approved by the department and the Graduate College.

OTHER PROGRAM REQUIREMENTS

Language Requirement

All degree programs leading to the Master of Arts degree require a reading knowledge of a foreign language. French, German, or Spanish is generally required, but another language may be specified by the major professor when the latter is appropriate to the area of research proposed by the student in the thesis prospectus. A foreign national may not use English or his or her native language to satisfy the language requirements.

Georgia Southern University offers the following two options for graduate students who need to complete a foreign language requirement:

1. The language requirement may be satisfied by a minimum grade of "C" in the fourth course of a college-level foreign language that is approved by the student's advisor.
2. A student primarily interested in reading research in his or her field should prepare to take the Foreign Language Graduate Reading Exam administered by the Department of Foreign Languages. The student must arrange with the Department of Foreign Languages to take the test in the first half of any semester.

Seminars

- ENGL 6232 - Seminar in African-American Literature (3)
- ENGL 6630 - Seminar in Medieval Literature (3)
- ENGL 6631 - Seminar in Shakespeare (3)
- ENGL 6632 - Seminar in Literature of the English Renaissance (3)
- ENGL 6633 - Seminar in Eighteenth-Century and Restoration Literature (3)
- ENGL 6634 - Seminar in Major Authors (3)
- ENGL 6635 - Seminar in Women's and Gender Studies (3)
- ENGL 6637 - Seminar in Criticism and Theory (3)
- ENGL 7111 - Seminar in College English (1)
- ENGL 7121 - Methods of Research (2)
- ENGL 7630 - Seminar in World and Comparative Literature (3)

- ENGL 7631 - Seminar in the British Novel (3)
- ENGL 7632 - Seminar in the American Novel (3)
- ENGL 7633 - Seminar in Nineteenth-Century British Literature (3)
- ENGL 7634 - Seminar in Twentieth-Century British Literature (3)
- ENGL 7635 - Seminar in Nineteenth-Century American Literature (3)
- ENGL 7637 - Seminar in Twentieth-Century American Literature (3)
- ENGL 7638 - Seminar in Twentieth-Century Poetry (3)
- ENGL 7639 - Seminar in Selected Topics (3)
- ENGL 7999 - Thesis (6)

A student may repeat a seminar once when it is taught with a different subtitle.

FINE ARTS M.F.A., 60 HOURS (Concentration in 2D Graphic Design)

Advising: College of Liberal Arts and Social Sciences, Betty Foy Sanders Department of Art, Master of Fine Arts Graduate Program Director, Georgia Southern University, P.O. Box 8032, Statesboro, GA 30460, phone (912) 478-5358, fax (912) 478-5104, email: mfagrad@georgiasouthern.edu.

Application Deadlines: March 1 for Fall Semester, October 1 for Spring Semester; application portfolios for the MFA degree program are not reviewed during summer session.

Admission Requirements

1. Completed requirements for the Bachelor's degree in a college accredited by the appropriate accrediting association.
2. Satisfactory completion of a minimum of 18 semester hours of undergraduate studio arts courses and an additional minimum of 9 semester hours of art history.
3. A 3.0 (4.0 scale) cumulative grade point average or higher on all undergraduate work.
4. In addition to application materials required by the College of Graduate Studies, prospective students are required to submit a creative portfolio for consideration by the admissions committee in the Art Department.

Hard-Copy Portfolio is mailed directly to MFA Graduate Program Director and must include:

1. Letter of Interest which includes a Statement of Intent describing purpose of entering full-time graduate studio art program and ultimate goal(s) as an artist.
2. 20 to 30 images of current artwork representing a mature, post-baccalaureate, body of work. Submit images on printed tear sheets, minimum 4x6" each; including proper identification of title, media, year, size AND on cd/dvd in 300 dpi jpeg format.
3. Artist's Statement highlighting body of work presented in portfolio.
4. Three (3) letters of reference identifying your studio practices and ability to pursue coursework of an advanced critical and theoretical nature.
5. Curriculum Vitae.

Program of Study

Students admitted into the Master of Fine Arts degree program pursue tracks in two-dimensional studio; two-dimensional graphic design; or three-dimensional studio. Students are expected to maintain full-time enrollment throughout the degree program. A grade of "A" or "B" is required in course work applied toward the degree. After earning grades of "C" or below in two courses during their degree program, students will be dismissed from the program.

Requirements60 Hours

Major Studio 2D Graphic Design Concentration: student develops the conceptual and strategic characteristics of their personal design work in studio coursework that explores current trends and essential competencies in contemporary graphic design.

Required studio coursework (36 Hours; 12 courses):

- ART 7151 - Design Activism (3)
- ART 7152 - Design and Semiotics (3)
- ART 7153 - Design Explorations (3)
- ART 7154 - Design for the User (3)
- ART 7251 - Design Communication (3)
- ART 7252 - Design Systems (3)
- ART 7253 - Design Forms (3)
- ART 7254 - Design of Information (3)
- ART 7351 - Design Methods (3)
- ART 7352 - Design and Typographic Form (3)
- ART 7353 - Design Ethics (3)
- ART 7354 - Design Issues (3)

Art History/Critical Theory/Professional Practices (9 Hours; 3 courses):

- ART 8830 - Readings and Research in Art (3)
- ARTH 7377 - Graphic Design Art History (3)
- ARTH 8630 - New Art Theory and Criticism (3)

MFA Thesis: Thesis Exhibition and Support Paper (6 Hours; 2 courses):

- ART 8999 - Master of Fine Arts Thesis and Exhibition (3) *repeatable*

Select 9 hours from the following elective courses (in department or outside of major department):

- ART 7190 - 2D Graduate Studio (3)
- ART 7193 - 3D Graduate Studio (3)
- ART 7530 - Studio Pedagogy Practicum (3)
- ART 8030 - Selected Topics in Art (3)

OR graduate level art history course or course in other discipline relative to student's thesis direction.

Required Participation in Faculty Review of Creative Work Throughout Program:

- Graduate Semester Critiques: Present 2-4 works in one critique per semester during (Year 1 Fall and Spring; Year 2 Spring);
- Third Semester Review: Faculty Review of body of work during (Year 2 end of Fall)

- Graduate Research Symposia Poster Presentation (Year 1, 2, 3 Spring)
- Preparation of MFA Thesis Exhibition with Gallery Director (Year 2 Spring)
- Written Support Document reflective of thesis body of creative work
- Presentation of hardbound thesis monographs to 1) Thesis Chair and 2) Department of ART Archives
- Oral Defense of Thesis Exhibition/Written Text

Thesis Exhibition, Support Text, Oral Defense

Completed during the last two semesters of a student's program, the thesis exhibition, support paper and oral defense of exhibition and paper is the culmination of the MFA graduate degree. The student's thesis exhibition represents a sound-body of contemporary artwork, presented professionally. The written support text adheres to the College of Graduate Studies guidelines and explains the historical and theoretical foundations for the student's creative body of visual artwork. The student acknowledges and defends their accomplishments during the oral defense of exhibition and written support text.

FINE ARTS M.F.A., 60 HOURS (Concentration in 2D Studio Art)

Advising: College of Liberal Arts and Social Sciences, Betty Foy Sanders Department of Art, Master of Fine Arts Graduate Program Director, Georgia Southern University, P.O. Box 8032, Statesboro, GA 30460, phone (912) 478-5358, fax (912) 478-5104, email: mfagrad@georgiasouthern.edu.

Application Deadlines: March 1 for Fall Semester, October 1 for Spring Semester; application portfolios for the MFA degree program are not reviewed during summer session.

Admission Requirements

1. Completed requirements for the Bachelor's degree in a college accredited by the appropriate accrediting association.
2. Satisfactory completion of a minimum of 18 semester hours of undergraduate studio arts courses and an additional minimum of 9 semester hours of art history.
3. A 3.0 (4.0 scale) cumulative grade point average or higher on all undergraduate work.
4. In addition to application materials required by the College of Graduate Studies, prospective students are required to submit a creative portfolio for consideration by the admissions committee in the Art Department.

Hard-Copy Portfolio is mailed directly to MFA Graduate Program Director and must include:

1. Letter of Interest which includes a Statement of Intent describing purpose of entering full-time graduate studio art program and ultimate goal(s) as an artist.
2. 20 to 30 images of current artwork representing a mature, post-baccalaureate, body of work. Submit images on printed tear sheets, minimum 4x6" each; including proper identification of title, media, year, size AND on cd/dvd in 300 dpi jpeg format.
3. Artist's Statement highlighting body of work presented in portfolio.
4. Three (3) letters of reference identifying your studio practices and ability to pursue coursework of an advanced critical and theoretical nature.
5. Curriculum Vitae.

Program of Study

Students admitted into the Master of Fine Arts degree program pursue tracks in two-dimensional studio; two-dimensional graphic design; or three-dimensional studio. Students are expected to maintain full-time enrollment throughout the degree program. A grade of "A" or "B" is required in course work applied toward the degree. After earning grades of "C" or below in two courses during their degree program, students will be dismissed from the program.

Requirements60 Hours

Major Studio 2D Concentration (36 hours, 12 courses): student develops their personal design artwork in studio coursework with opportunities to pursue experiences in drawing, painting, print/paper/bookarts.

ART 7190 - 2D Graduate Studio (3) *repeatable*

Art History/Critical Theory/Professional Practices (12 Hours; 4 courses):

ART 7890 - Professional Practices in Art (3)

ART 8830 - Readings and Research in Art (3)

ARTH 7237 - Contemporary Art (3)

ARTH 8630 - New Art Theory and Criticism (3)

MFA Thesis: Thesis Exhibition and Support Paper (6 Hours; 2 courses):

ART 8999 - Master of Fine Arts Thesis and Exhibition (3) *repeatable*

Select 6 hours from the following elective courses (in department or outside of major department):

ART 7190 - 2D Graduate Studio (3)

ART 7193 - 3D Graduate Studio (3)

ART 7530 - Studio Pedagogy Practicum (3)

ART 8030 - Selected Topics in Art (3)

OR graduate level art history course or course in other discipline relative to student's thesis direction.

Required Participation in Faculty Review of Creative Work Throughout Program:

- Graduate Semester Critiques: Present 2-4 works in one critique per semester during (Year 1 Fall and Spring; Year 2 Spring);
- Third Semester Review: Faculty Review of body of work during (Year 2 end of Fall)
- Graduate Research Symposia Poster Presentation (Year 1, 2, 3 Spring)
- Preparation of MFA Thesis Exhibition with Gallery Director (Year 2 Spring)
- Written Support Document reflective of thesis body of creative work
- Presentation of hardbound thesis monographs to 1)Thesis Chair and 2) Department of ART Archives
- Oral Defense of Thesis Exhibition/Written Text

Thesis Exhibition, Support Text, Oral Defense

Completed during the last two semesters of a student's program, the thesis exhibition, support paper and oral defense of exhibition and paper is the culmination of the MFA graduate degree. The student's thesis exhibition represents a sound-body of contemporary artwork, presented professionally. The written support text adheres to the College of Graduate Studies guidelines and explains the historical and theoretical

foundations for the student's creative body of visual artwork. The student acknowledges and defends their accomplishments during the oral defense of exhibition and written support text.

FINE ARTS M.F.A., 60 HOURS (Concentration in 3D Studio Art)

Advising: College of Liberal Arts and Social Sciences, Betty Foy Sanders Department of Art, Master of Fine Arts Graduate Program Director, Georgia Southern University, P.O. Box 8032, Statesboro, GA 30460, phone (912) 478-5358, fax (912) 478-5104, email: mfagrad@georgiasouthern.edu.

Application Deadlines: March 1 for Fall Semester, October 1 for Spring Semester; application portfolios for the MFA degree program are not reviewed during summer session.

Admission Requirements

1. Completed requirements for the Bachelor's degree in a college accredited by the appropriate accrediting association.
2. Satisfactory completion of a minimum of 18 semester hours of undergraduate studio arts courses and an additional minimum of 9 semester hours of art history.
3. A 3.0 (4.0 scale) cumulative grade point average or higher on all undergraduate work.
4. In addition to application materials required by the College of Graduate Studies, prospective students are required to submit a creative portfolio for consideration by the admissions committee in the Art Department.

Hard-Copy Portfolio is mailed directly to MFA Graduate Program Director and must include:

1. Letter of Interest which includes a Statement of Intent describing purpose of entering full-time graduate studio art program and ultimate goal(s) as an artist.
2. 20 to 30 images of current artwork representing a mature, post-baccalaureate, body of work. Submit images on printed tear sheets, minimum 4x6" each; including proper identification of title, media, year, size AND on cd/dvd in 300 dpi jpeg format.
3. Artist's Statement highlighting body of work presented in portfolio.
4. Three (3) letters of reference identifying your studio practices and ability to pursue coursework of an advanced critical and theoretical nature.
5. Curriculum Vitae.

Program of Study

Students admitted into the Master of Fine Arts degree program pursue tracks in two-dimensional studio; two-dimensional graphic design; or three-dimensional studio. Students are expected to maintain full-time enrollment throughout the degree program. A grade of "A" or "B" is required in course work applied toward the degree. After earning grades of "C" or below in two courses during their degree program, students will be dismissed from the program.

Requirements60 Hours

Major Studio 3D Concentration (36 hours, 12 hours): student develops their personal design artwork in studio coursework with opportunities to pursue experiences in ceramics, jewelry/metals, sculpture.

ART 7193 - 3D Graduate Studio (3) *repeatable*

Art History/Critical Theory/Professional Practices (12 Hours; 4 courses):

ART 7890 - Professional Practices in Art (3)

ART 8830 - Readings and Research in Art (3)

ARTH 7237 - Contemporary Art (3)

ARTH 8630 - New Art Theory and Criticism (3)

MFA Thesis: Studio coursework in preparation for Thesis Exhibition and Support Paper (6 Hours; 2 courses):

ART 8999 - Master of Fine Arts Thesis and Exhibition (3)

Select 6 hours from the following elective courses (in department or outside of major department):

ART 7190 - 2D Graduate Studio (3)

ART 7193 - 3D Graduate Studio (3)

ART 7530 - Studio Pedagogy Practicum (3)

ART 8030 - Selected Topics in Art (3)

OR graduate level art history course or course in other discipline relative to student's thesis direction.

Required Participation in Faculty Review of Creative Work Throughout Program:

- Graduate Semester Critiques: Present 2-4 works in one critique per semester during (Year 1 Fall and Spring; Year 2 Spring)
- Third Semester Review: Faculty Review of body of work during (Year 2 end of Fall)
- Graduate Research Symposia Poster Presentation (Year 1, 2, 3 Spring)
- Preparation of MFA Thesis Exhibition with Gallery Director (Year 2 Spring)
- Written Support Document reflective of thesis body of creative work
- Presentation of hardbound thesis monographs to 1) Thesis Chair and 2) Department of ART Archives
- Oral Defense of Thesis Exhibition/Written Text

Thesis Exhibition, Support Text, Oral Defense

Completed during the last two semesters of a student's program, the thesis exhibition, support paper and oral defense of exhibition and paper is the culmination of the MFA graduate degree. The student's thesis exhibition represents a sound-body of contemporary artwork, presented professionally. The written support text adheres to the College of Graduate Studies guidelines and explains the historical and theoretical

foundations for the student's creative body of visual artwork. The student acknowledges and defends their accomplishments during the oral defense of exhibition and written support text.

HISTORY M.A., 36 HOURS

Advising: College of Liberal Arts and Social Sciences, Department of History, Director of Graduate Studies, Georgia Southern University, P.O. Box 8054, Statesboro, GA 30460, phone (912) 478-5586, fax (912) 478-0377, website: <http://class.georgiasouthern.edu/history/>

Application Deadlines: March 1, for Fall enrollment; November 15, for Spring enrollment applications. Although later applications will be considered, applicants meeting these deadlines will be given priority consideration for available graduate assistantships.

Admission Requirements

Regular

Applicants seeking admission to the graduate program in history must have:

1. Completed requirements for the Bachelor's degree in a college accredited by the proper regional accrediting associations.
2. A 3.0 (4.0 scale) cumulative grade point average or higher on all undergraduate work, with a 3.0 cumulative GPA in history and no grade in history lower than a "C."
3. Minimum Graduate Record Examination (GRE) scores of 500 Verbal plus 500 Quantitative or Analytical for applicants who took the GRE prior to October 2002; or minimum scores of 500 on the Verbal section and 3.5 on the Analytical Writing section of the GRE taken after October 1, 2002. Lower test scores may be considered but the applicant will need strong evidence of the ability to perform satisfactorily in graduate level work.
4. An undergraduate major or the equivalent in history. Students with majors in other fields of study are given equal consideration for admission providing they have at least 15 semester hours (or quarter-system equivalent) of history (at least 12 hours at the upper division level) and a total of 30 hours in the social sciences and humanities.
5. Two letters of recommendation by individuals who are familiar with the applicant's potential for successful graduate study.
6. A statement of purpose (approximately 250 words) outlining the applicant's interest in graduate study in history.

Provisional

Non-traditional students and applicants not meeting the above requirements may be considered for Provisional (Probationary) admission as determined on a case-by-case basis.

Program of Study

The department offers thesis and non-thesis options.

The degree candidate for a Master of Arts in History will take 30 hours of course work (out of a total of 36), which includes the following:

General Requirements

Thesis Option15 Hours

- The Historian's Craft (3)
- Reading Colloquium (in area of concentration) (3)
- Reading Colloquium (outside area of concentration) (3)
- Research Seminar (3)
- Historical Writing and Editing (3)
- Electives (15) (5000-level courses and above) (Up to six hours may be taken in other disciplines upon approval of Advisor)
- Thesis (6)

Non-Thesis Option

Same as above, except candidate will substitute three additional hours of elective and an article-length paper (approximately 10,000 words) for the thesis.

OTHER PROGRAM REQUIREMENTS

- The student must also pass a reading-knowledge examination in an appropriate foreign language, pass an oral examination on courses taken for the degree, and, for the thesis option, pass an oral thesis defense.

MUSIC M.M., 33 HOURS

Advising: College of Liberal Arts and Social Sciences, Department of Music, Dr. Gregory W. Harwood, Music Dept., GSU, P.O. Box 8052, Statesboro, GA 30460, phone (912) 478-5813, fax (912) 478-0583, email: gharwood@georgiasouthern.edu

Admission Requirements:

Regular:

1. A completed bachelor's degree in music or equivalent.
2. A minimum 3.0 (4.0 scale) cumulative grade point average in undergraduate work.
3. Two letters of recommendation by individuals who are familiar with the applicant's potential for successful graduate study.
4. Requirements pertinent to the student's intended area of concentration:
 - a. Composition: satisfactory sample scores for at least 3 different types of compositions
 - b. Music Education: L-4 certification by the State of Georgia or its equivalent
 - c. Music Technology: a statement of purpose and a portfolio of your previous work in music technology
 - d. Performance (contact the Director of Graduate Studies to set up auditions described below):
 - Conducting: Satisfactory live or videotaped audition with 3 pieces in contrasting styles (one of them a cappella for choral conductors) and a satisfactory agreement with the conducting faculty committee about how the practical conducting requirement will be managed. Generally, full-time students will be assigned to work with various University ensembles; other students may request permission to work with an ensemble (such as a school band or choir) with which they are currently involved.
 - Instrumental: Satisfactory live or taped audition with 3 contrasting pieces from different periods. The audition committee may also request to hear scales or other technical material.
 - Vocal: Satisfactory live or taped audition with 3 contrasting pieces from different periods demonstrating acceptable proficiency in diction in English, German, French, and/or Italian. Students are also expected to demonstrate basic undergraduate proficiency using the International Phonetic Alphabet (IPA) and fluency in basic keyboard accompanying skills.

Provisional:

Students may be admitted on a provisional basis if one or more of the requirements listed above are judged to be marginal. Specific provisions for exiting provisional status will be set in each case by the admissions committee and must be satisfied before proceeding past the first 12 semester hours of course work.

Departmental Proficiency Requirements:

Before proceeding past the first 12 semester hours of the degree, all students admitted into the program must demonstrate acceptable undergraduate-level proficiency in music theory (nomenclature, part-writing, and analysis) and music history determined through a test administered by the Department of Music. At the discretion of the M.M. Advisor, students who have not met proficiency standards in a particular area may be restricted from enrolling in certain courses related to their deficiency.

All M.M. candidates are required to pass a comprehensive oral examination, covering coursework and their recital or final project.

Concentration in Composition.....33

Hours

- MUSA 7191 - Recital (3)
- MUSA 7192 - Composition (6)
- MUSC 5233G - Music in the Contemporary Period (3) **OR** other music history course from the series MUSC 5230G - MUSC 5236G (3)
- MUSC 6131 - Music Reference Tools and Resources (3)
- MUSC 7331 - Advanced Analytical Techniques (3)
- Select one of the following:
 - MUSC 5530G - Digital Audio Montage (3)
 - MUSC 5531G - Advanced MIDI Sequencing (3)
 - MUSC 7533 - Sound Design and Processing (3)
 - MUSC 7534 - Interactive Media (3)
- Free Electives Approved by Student's Advisor (12)

Concentration in Performance33 Hours

All Performance Candidates

- MUSA 7191 - Recital (3)
 - MUSC 5230G - MUSC 5236G (3) (Select one music history course from the series)
 - MUSC 6131 - Music Reference Tools and Resources (3)
 - MUSC 7331 - Advanced Analytical Techniques (3)
- Instrumental or Vocal Performance
- MUSA 7xxx - Applied Music (minimum of 6 hours)
 - MUSC 5030G - Selected Topics in Music Literature (3) (with specific topic related to student's area)
 - Free Electives Approved by Student's Advisor (12)

Conducting Performance

- MUSC 7630 - Seminar in Advanced Conducting (3) (minimum of 6 hours)
- MUSC 7633 - Advanced Score Reading Techniques (3)
- Select 6 hours from additional courses in music literature, music history, music theory, and/or composition
- Free Electives Approved by Student's Advisor (6)

Concentration in Music Education.....33 Hours

- MUSC 5230G - MUSC 5236G (3) (Select one music history or literature course selected from the series)

MUSC 6131 - Music Reference Tools and Resources (3)

MUSC 7232 - Current Trends in Music Education (3)

MUSC 7331 - Advanced Analytical Techniques (3)

MUSC 7931 - Music Education Final Project (3)

Select 3 hours of performance from the following:

Any graduate-level MUSA course(s) (may be repeated for credit)

Any graduate-level MUSE course(s) (may be repeated for credit)

MUSC 7360 - Seminar in Advanced Conducting (3, may be repeated for credit, but a single time may not count for both this category and the Music Ed. electives listed above)

Select two of the following: (or other music education courses approved by advisor)

MUSC 7231 - History and Philosophy of Music Education (3)

MUSC 7233 - Methods and Materials in General Music (3)

MUSC 7234 - 20th Century Music Education Methodologies (3)

MUSC 7360 - Seminar in Advanced Conducting (3) (*may be repeated for credit*)

MUSC 7361 - Advanced Score Reading Techniques (3)

MUSC 7432 - Choral Literature (3)

MUSC 7434 - Band Literature (3)

MUSC 7632 - Interdisciplinary Music Education (3)

Free Electives (9) (Students should plan with their Advisor a combination of graduate-level elective courses from Music, Education, Instructional Technology, or other areas that will maximize the degree's usefulness for their intended career path.)

Concentration in Music Technology33 Hours

MUSC 5233G - Music in the Contemporary Period (3) **OR** other music history course from the series MUSC 5230G - MUSC 5236G (3)

MUSC 5630G - Music, Technology, and Contemporary Culture (3)

MUSC 6131 - Music Reference Tools and Resources (3)

MUSC 7932 - Music Technology Final Project (3)

Select three of the following:

MUSC 5030G - Selected Topics in Music Literature (3) **OR** MUSC 7092 - Selected Topics in Music (Music Technology Subject) (3)

MUSC 5530G - Digital Audio Montage (3)

MUSC 5531G - Advanced MIDI Sequencing (3)

MUSC 7533 - Sound Design and Processing (3)

MUSC 7534 - Interactive Media (3)

Free Electives (12) (Students should plan with the head of the Music Technology area a combination of graduate-level elective courses from Music, Computer Science, General Technology, Graphics Communication Management, Instructional Technology, or other areas that will maximize the degree's usefulness for their intended career path.)

PSYCHOLOGY M.S., 36 HOURS

Advising: College of Liberal Arts and Social Sciences, Department of Psychology, Dr. Will McIntosh, Georgia Southern University, P.O. Box 8041, Statesboro, GA 30460, phone (912) 478-0748, fax (912) 478-0751, email wmcintosh@georgiasouthern.edu, website: <http://class.georgiasouthern.edu/psychology/>

Admission Requirements

New students are admitted to the program in Fall semester only. The program is limited to 12 new students.

Regular

The applicant must have:

1. Completed requirements for the Bachelor's degree in a college accredited by the proper regional accrediting associations.
2. Taken Introduction to Psychology, an introductory statistics course, and at least two additional courses in psychology. (Research Methods or Experimental Psychology preferred).
3. A 3.0 (4.0 scale) cumulative grade point average or higher on undergraduate work.
4. A score of no less than 450 on the Verbal section and 450 on the Quantitative section of the Graduate Record Examinations (GRE).
5. Submitted:
 - a. A personal statement that includes a description of career goals, reasons for applying for graduate study at Georgia Southern University, a list of academic achievements, non-academic achievements, relevant work experience, a self-evaluation of maturity level and character.
 - b. Recommendations from three individuals who can speak of the applicant's undergraduate academic performance, potential for graduate study, and maturity level and character.

Provisional

For applicants who meet two out of three of the following criteria for regular admission (GRE-V, GRE-Q, GPA), provisional admission may be granted by the departmental graduate faculty based on their consideration of the materials submitted by the applicant and an interview if done.

Program of Study

- Statistics and Research Design (6)
- Content courses, e.g., Developmental Psychology, Cognitive Psychology (18)
- Applied research courses, e.g., Research Experience (6)
- Thesis (6)

Total.....36 Hours

OTHER PROGRAM REQUIREMENTS

- All students in the MS program must pass a written comprehensive exam given during the spring semester of their second year. The thesis requires an oral defense.
- The program offers an option Teaching Emphasis, which prepares students to potentially serve as Teaching Assistants at University-level. In choosing this option, students will substitute PSYC 7621 - Seminar in Teaching Psychology for PSYC 7490 - Advanced Directed Study as well as meet other criteria.

**PSYCHOLOGY
M.S., 54 HOURS
(Psy.D. Track)**

Advising: College of Liberal Arts and Social Sciences, Department of Psychology, Dr. Jackson Rainer, Georgia Southern University, P.O. Box 8041, Statesboro, GA 30460, phone (912) 478-5343, fax (912)478-0751, email: jrainer@georgiasouthern.edu, website: <http://class.georgiasouthern.edu/psychology/>

Admission Requirements

As this is a degree that is part of the Doctor of Psychology (Psy.D.) program, only students enrolled in the Psy.D. program are eligible.

Total.....54

Hours PROGRAM REQUIREMENTS

- All students must have completed the first two years (54 credit hours) of the Psy.D. program through the Spring semester of the second year.

PUBLIC ADMINISTRATION M.P.A., 39 HOURS

Advising: College of Liberal Arts and Social Sciences, Department of Political Science, Dr. Trenton J. Davis, MPA Program, Georgia Southern University, P.O. Box 8101, Statesboro, GA 30460, phone (912) 478-1400, fax (912) 478-5348, email: mpa@georgiasouthern.edu

Admission Requirements

Regular

A student must have the following items in his or her portfolio:

1. Completed requirements for the Bachelor’s degree in a college accredited by proper regional accrediting association.
2. A 2.75 (4.0 scale) cumulative grade point average in undergraduate work.
3. Regular admission is typically offered to applicants who score at least 400 on the Verbal and Quantitative sections of the Graduate Record Examination (GRE) and have a score of at least 900 on the combined Verbal and Quantitative sections; and score at least 3 on the Analytical Writing section of the GRE taken after October 1, 2002.
4. A current resume detailing relevant work experience.
5. Three (3) letters of recommendation from persons familiar with the applicant’s academic or employment experience.
6. Statement of career goals and objectives.

Provisional

In the following circumstances, applicants who do not meet the above criteria may be admitted:

1. Provisional admission will be considered for applicants with an individual Verbal or Quantitative GRE section score of less than 400, or less than 3 on the Analytical Writing section if strong evidence of ability to perform well in graduate work is provided through reference to work experience or other means.
2. An applicant whose undergraduate record does not include American Government and/or Statistics with a minimum grade of “C” will be required to complete such course work before being allowed to enroll for more than 15 hours of graduate course work. (International students may have the American Government requirement waived as a prerequisite for admission, but must take such a class in the first semester enrolled in the MPA program.)

Non-Degree

In cases of incomplete admission applications, an applicant must have an undergraduate GPA of 2.75 and will be restricted to a maximum of three courses without gaining provisional or regular admission status.

Prerequisite(s):

At least one undergraduate class in American Government and one in Statistics, each completed with a minimum grade of “C”.

Program of Study

The graduate student and the MPA Program Director shall jointly develop a Program of Study that includes 21-semester hours of core courses, 12-semester hours of concentration courses, 3-semester hours of internship (depending on whether student is pre-service or in-service), and 3-semester hours in capstone course.

Core Requirements21

Hours

- PBAD 7130 - Ethics in Government (3)
- PBAD 7134 - Public and Nonprofit Sector Management (3)
- PBAD 7230 - Budgeting in the Public Sector (3)
- PBAD 7430 - Public Human Resource Management (3)
- PBAD 7530 - Research Methods for Public Administration (3)
- PBAD 7531 - Public Program Evaluation (3)
- PBAD 7631 - Foundations of Public Administration (3)

Concentration Requirements12

Hours

Students complete 12-semester hours in one of the following concentrations:

- Public Management
- Nonprofit Management
- Criminal Justice Management

Internship3

Hours

- PBAD 7730 - Internship in Public Administration (3)

Other Program Requirements3

Hours

- PBAD 7638 - Capstone Seminar (3)

Students who are not professionally employed in the public or nonprofit sector while a student in the MPA program will be required to complete an internship in a public agency or nonprofit organization before completing the program. Students must have completed at least 15 semester hours and have a GPA in the MPA program of at least 3.0 before enrolling for credit in the internship.

SOCIAL SCIENCE M.A., 36 HOURS

Advising: College of Liberal Arts and Social Sciences, Department of Sociology and Anthropology, Georgia Southern University, P.O. Box 8051, Statesboro, GA 30460, (912) 478-5443, FAX: (912)478-0703

Admission Requirements

Regular

1. An undergraduate degree from an accredited, four-year institution (or a course of study that is the equivalent of such a degree).
2. A statement of purpose expressing student's aspirations.
3. A favorable review by the Social Science Graduate Admissions Committee. Consideration is given to an applicant's potential for succeeding in the program, undergraduate GPA, GRE Scores, and career aspirations.

Required Core Courses12
Hours

- SOCI 6638 - Proseminar in Social Science (3)
- Theory (3) (Can be any ANTH, HIST, POLS, PSYC, or SOCI theory course)
- Methods and/or Analysis (6) (Can be any ANTH, HIST, POLS, PSYC, or SOCI methods and/or analysis)

Elective Courses18
Hours

A student will develop a program of study in conjunction with their advisor and approved by the graduate Director. A student will select an area of concentration in Anthropology, History, Political Science, Psychology, or Sociology. An area of concentration requires a minimum of 15 hours of coursework from within anthropology, history, political science, psychology or sociology. With the exception of SOCI 6638, core courses can be used to fulfill the area of concentration requirements.

Terminal Project6
Hours

Applied/Public Service Track

The applied/public service track is for students who plan to enter applied or public service venues. Students may choose among 3 terminal projects. (Option 1) Students complete 6 hours of course work that has an applied emphasis (e.g. additional classes in methods, statistics, grant writing, program evaluation, public policy, or field research). Specific courses must be approved by the advisor and graduate director. (Option 2) Students complete an internship approved by the advisor and director. Or (Option 3) students take courses to prepare them for a career in teaching at the community college level.

Thesis Track

The research thesis track is strongly recommended for students who plan to continue in graduate or professional education. The thesis may be theoretical or empirical and should represent the student's knowledge of social science theory, methodology and a substantive areas as well as the ability to conduct research. Data for empirical research projects may be qualitative and/or quantitative and primary and/or secondary in nature.

General Program Requirements

Students can earn 6 hours of credit from courses at the 5000G level. Students are required to take courses from at least three disciplines within the Social Sciences program. Enrollment in courses outside anthropology, history, political science, psychology, and sociology is limited to a maximum of 6 semester hours. Courses that are taken to fulfill a prerequisite for admission may not be used to satisfy course hour requirements. All students must complete an online portfolio to demonstrate the completion of program objectives.

SPANISH M.A., 30 HOURS

Advising: Department of Foreign Languages, Graduate Advisor, Georgia Southern University, P.O. Box 8081, Statesboro, GA 30460, (912) 478-5281, fax: (912) 478-0652

Admission Requirements

Regular

1. Completed requirements for the Bachelor's degree in a college accredited by the appropriate regional accrediting associations
2. A 3.0 (4.0 scale) cumulative grade point average or higher on all undergraduate work
3. A minimum score of 480 on the Verbal section of the Graduate Record Examinations (GRE) (Exceptions will be considered.)
4. An undergraduate major or the equivalent in the proposed field of study or permission of the graduate director and the chair of the department
5. Two letters of recommendation by persons familiar with the applicant's academic experience
6. Minimum oral and writing proficiency ratings of Intermediate High (ACTFL Standards) as determined by a certified ACTFL Proficiency evaluator (the department has certified evaluators).

Provisional

A minimum score of 400 on the Verbal section of the GRE accompanied by a better than 2.75 (4.0 scale) cumulative grade point average on undergraduate college work. Students who do not meet provisional requirements may appeal to a departmental committee of graduate faculty members for admission.

Program of Study

Candidates for the M.A. in Spanish must complete a total of 30 hours.

1. Non-Thesis Option: 24 hours of graduate-level SPAN course work plus an additional 6 hours in Spanish or in a related field as approved by the graduate director (note that at least 50% of all graduate courses taken must be above the 5000 level).
2. Thesis Option: 24 hours of graduate-level SPAN course work + 6 hours Thesis (note that at least 50% of all graduate courses taken must be above the 5000 level).
In cooperation with a thesis advisor and committee, the student will write an M.A. thesis (minimum of 60 pages, not counting Notes and Works Cited). In depth and scope, the thesis must demonstrate independent and critical judgment in interpreting materials. The major professor shall supervise the research, direct the writing of the thesis, and approve the thesis in its final form. Prior to final approval, the members of the thesis committee will have read the thesis. The second and third readers shall report all comments to the major professor. Prior to beginning the thesis, the student should have the supervisor complete a Thesis Prospectus Form to be approved by the department and the Graduate College. Upon completion of the thesis, the student must pass an oral examination consisting of a presentation and discussion of the thesis with the Foreign Languages graduate faculty and invited guests.

OTHER PROGRAM REQUIREMENTS

Comprehensive Written Exam

All degree candidates will take a comprehensive written examination. The exam will cover both the student's course work and a reading list that the candidate will develop in conjunction with a committee of Spanish graduate faculty.

Language Requirement

All degree programs leading to the Master of Arts degree require a reading knowledge of a second foreign language. Students should consider early on which language they wish to study and how they will satisfy the requirement. The language must be approved by the graduate advisor. A foreign national may not use English or his or her native language to satisfy the language requirement.

Georgia Southern University offers the following two options for graduate students who need to complete a foreign language requirement:

1. The language requirement may be satisfied by a minimum grade of "C" in the fourth course of a college-level foreign language that is approved by the student's advisor.
2. A student primarily interested in reading research in his or her field should prepare to take the Foreign Language Graduate Reading Exam administered by the Department of Foreign Languages. The student must register for the exam with the Department of Foreign Languages no later than the last week of the semester before the test is to be taken. The examination will be based on material selected in advance by the student and approved by the examiner. The exam will have a limit of two hours, during which time the student will be expected to prepare a reasonably accurate written translation of several passages selected by the examiner. The use of dictionaries during the exam will be permitted. The examining committee for foreign languages shall report "pass" or "fail" to the College of Graduate Studies.

Jiann-Ping Hsu College of Public Health

Web: <http://jphcoph.georgiasouthern.edu>
Email: jphcoph@georgiasouthern.edu

Interim Dean: Lynn D. Woodhouse, Ed.D., M.P.H.
3023 Hendricks Hall
P.O. Box 8015
Voice (912) 478-2674 Fax: (912) 478-5811
Email: lwoodhouse@georgiasouthern.edu

Interim Associate Dean of Academic Affairs: Laura Gunn, Ph.D.
3027 Hendricks Hall
P.O. Box 8015
Voice (912) 478-1259 Fax: (912) 478-5811
Email: lgunn@georgiasouthern.edu

Coordinator, Office of Student Services: Sarah Peterson, M.P.H.
1024 Hendricks Hall
P.O. Box 8015
Voice (912) 478-2413 Fax: (912) 478-5811
Email: speterson@georgiasouthern.edu

Director, Office of Public Health Research: Vacant
Hendricks Hall
P.O. Box 8015
Voice (912) 478-2674 Fax: (912) 478-5811

Director, Office of Public Health Practice and Community Service: Stuart H. Tedders, Ph.D.
3024 Hendricks Hall
P.O. Box 8015
Voice (912) 478-1922 Fax: (912) 478-5811
Email: stedders@georgiasouthern.edu

Director, M.P.H. Program: Cassandra Arroyo, Ph.D.
2033 Hendricks Hall
P.O. Box 8015
Voice (912) 478-1253 Fax: 478-5811
Email: carroyo@georgiasouthern.edu

Director, Dr.P.H. Program: Kari Fitzmorris Brisolaro, Sc.D.
2015 Hendricks Hall
P.O. Box 8015
Voice (912) 478-0504 Fax: 478-5811
Email: kfitzmorris@georgiasouthern.edu

Director, M.H.A. Program: James Stephens, D.H.A.
2007 Hendricks Hall
P.O. Box 8015
Voice (912) 478-5958 Fax: 478-5811
Email: jstephens@georgiasouthern.edu

The Jiann-Ping Hsu College of Public Health (JPHCOPH) created effective January 1, 2006 exists to provide public health education, research, and community service that will positively impact the quality of life and health disparities of rural and underserved populations. The establishment of the College was made possible by a generous gift from Dr. Karl E. Peace, in memory and honor of his wife, Dr. Jiann-Ping Hsu.

VISION

The Jiann-Ping Hsu College of Public Health will be the nationally recognized leader in the empowerment of rural communities and underserved populations to address public health issues, eliminate health disparities and improve health outcomes.

MISSION

The mission of the Jiann-Ping Hsu College of Public Health is to enhance health and eliminate disparities of rural communities and underserved populations in Georgia and the southeastern region, the nation and the world through excellence in public health workforce development, research, professional service and community engagement.

ABOUT PUBLIC HEALTH

The Institute of Medicine (IOM) has defined the role of public health as "...the fulfillment of society's interest in assuring the conditions in which people can be healthy" (IOM, 1988). Public health activities focus on improving the health of communities.

Public health is also defined as the art and science of promoting health, preventing disease, and prolonging life among human populations; the broad mission of public health is to enhance human health through organized community efforts (Council on Education for Public Health, 1978).

A diverse and ever-expanding field of practice, public health embraces an ecological approach that recognizes the interactions and relationships among multiple determinants of health. It involves the dissemination of reliable information for policy decisions; identifying systemic inequalities and problems; protecting the public's health and safety through education and research; and fostering partnerships with individuals, communities, and organizations to promote health.

Though public health involves the knowledge and application of many disciplines in its research, teaching, service, and practice activities, the following have been identified as fundamental, core areas to the practice of public health (CEPH Accreditation Criteria, 2005):

- **Biostatistics** - collection, storage, retrieval, analysis and interpretation of health data; design and analysis of health-related surveys and experiments; and concepts and practice of statistical data analysis;
- **Environmental Health Sciences** - environmental factors including biological, physical, and chemical factors that affect the health of a community;
- **Epidemiology** - distributions and determinants of disease, disabilities, and death in human populations; the characteristics and dynamics of human populations; and the natural history of disease and the biologic basis of health;
- **Health Services Administration** - planning, organization, administration, management, evaluation, and policy analysis of health and public health programs; and
- **Community Health Education/Social and Behavioral Sciences** - concepts and methods of social and behavioral sciences relevant to the identification and solution of public health problems.

The teaching, research, and service activities of the Jiann-Ping Hsu College of Public Health are grounded in these core public health knowledge areas. Our goals for workforce development, community-based research and community-based service help us focus our efforts on cross disciplinary projects that build on the synergistic effects of these core knowledge areas.

Public health is concerned with protecting the health of communities, both small and large. Public health professionals focus on building on assets and preventing problems from happening or re-occurring through implementing educational programs, developing policies, administering services, and conducting research in concert with, but in contrast to, clinical health professionals (e.g., physicians and nurses) who focus primarily on treating individuals after they become sick or injured. No matter what form public health assumes, its goal is always the same: to improve the quality of life of individuals, families, and communities by focusing on prevention, promotion, and protection.

This preventive model encompasses three core functions: a) assessing and monitoring the health of communities and at-risk populations to identify health problems and establish priorities; b) formulating public policies in collaboration with community and government leaders designed to prioritize and solve local and national health problems; and c) assuring that all populations have access to appropriate and cost-effective health care, including health promotion and disease prevention services, and evaluating the effectiveness of the care.

GOALS

The Jiann-Ping Hsu College of Public health is committed to the pursuit of excellence in each of the following areas:

Workforce Development

- Provide five exceptional competency-based MPH degree programs in the core areas of public health that will ensure our graduates attain and demonstrate competencies that will contribute to the mission of JPHCOPH during their academic programs and throughout their careers.
- Provide three exceptional competency-based DrPH programs (in the areas of Public Health Leadership, Biostatistics and Community Health Behavior and Education) that graduate leaders of the public health workforce who contribute to the mission of JPHCOPH during their academic training and throughout their careers.
- Provide a competency-based MHA degree program that will ensure our graduates attain and demonstrate competencies that will contribute to the mission of JPHCOPH during their academic programs and throughout their careers.
- Ensure all of our graduates develop skills for lifelong learning, critical thinking, collaboration and visionary public health leadership.
- Expand our Dr.P.H. programs to include concentrations in Epidemiology and Environmental Health or perhaps a Ph.D. program within five years.
- Begin the process of including undergraduate public health workforce development programs in our College.

Research

- Foster excellence in applied public health-related research that enhances the knowledge, processes, best practices and values to improve health in communities and eliminate health disparities among the rural and underserved populations of the state and region.

Service

- Facilitate public health-related community outreach, service learning, use of best practices, continuing education for workforce development and community service to improve health and eliminate health disparities among the rural and underserved populations of the state and region.
- Facilitate faculty and student involvement in national service activities and professional leadership roles to enhance public health.

Organizational

- Develop and continually enhance a sustainable College of Public Health with an emphasis on ongoing assessment and quality improvement processes.

OUR SHARED VALUES

The Jiann-Ping Hsu College of Public Health is endowed by Dr. Karl E. Peace as a tribute to his wife and an enduring celebration of her life characterized by “a zeal for excellence, consideration of others, intelligence and scholarship, honesty, kindness and humility.” In honor of Dr. Hsu, the faculty, students and staff of the JPHCOPH commit to demonstrate these values in our behavior toward one another and to those that we serve.

In 2007, the JPHCOPH students, faculty and staff worked together to clarify the following list of shared core values. These values serve to guide decision making for our workforce development, research, professional service and community engagement activities. We will also use these values to help us make choices about how to move forward when the path is not clear.

- Excellence in research, service and instruction.
- Passion for improving the health of rural communities and underserved populations.
- Responsibility for promoting health equity and eliminating health disparities in rural communities and underserved populations.
- Commitment to community involvement.
- Collaboration for problem solving.
- Commitment to developing as a “learning organization”.

STRUCTURE

The organizational structure of the JPHCOPH was developed to facilitate the work of the faculty within the three major faculty roles at Georgia Southern University: Teaching, Research and Service as well as to assist the College in achieving its Vision, Mission, Goals, and Objectives.

Collaboration, facilitation and personal and collective responsibility are fundamental to the culture of JPHCOPH. Maintaining this culture is required for the effective functioning and advancement of our College. As a rapidly growing and changing College, JPHCOPH has purposefully maintained a flexible, adaptable organizational structure in an effort to facilitate collaboration. At this point JPHCOPH faculty choose not to organize as a traditional model of discipline-specific Departments. To ensure this commitment to collaboration and transdisciplinary activities, the College requested and received approval from the President to remain flexible and organize around the functions of the College rather than within departments.

The following is a listing of the components within the current JPHCOPH organizational structure: Administration: Office of

the Dean (Dean), Office of Academic Affairs (Associate Dean), Office of Public Health Research (Director), Office of Public Health Practice and Community Service (Director) and the Office of Student Services (Coordinator). The academic programs are embedded within a framework of Disciplines. Faculty members are organized by Academic Disciplines that reflect their research and practice. The Academic Disciplines are Biostatistics, Community Health, Environmental Health Sciences, Epidemiology, and Health Policy and Management. An Academic Discipline Coordinator is appointed by the Associate Dean of Academic Affairs to provide support for the academic programs and to facilitate communication about research and service activities within the disciplines.

In addition, the Associate Dean of Academic Affairs appoints and works with Directors of three Graduate Programs: MPH, MHA and DRPH. The Directors of the Office of Public Health Research and Public Health Practice and Community Service facilitate the operation of four Research and Service Centers: Karl E. Peace Center for Biostatistics, Center for Rural Health and Research, Center for Survey Research and Health Information, and the Center for Addiction Recovery. College business is coordinated through standing and ad-hoc committees: Curriculum Committee, Promotion and Tenure Review Committee, Diversity Committee Faculty Awards for Excellence Committee, Research Advisory Committee, Public Health Practice and Community Service Advisory Committee, Public Health Student Professional Development Fund – Travel Grant Committee, Public Health Student Professional Development Fund – Research Grant Committee, Dean's Student Advisory Committee, and the Public Health Practice Advisory Board

The faculty of the JPHCOPH consist of the professors, associate professors, assistant professors, instructors and adjunct appointments in the five “core” public health knowledge areas (Biostatistics, Community Health - Social and Behavioral Sciences, Environmental Health Sciences, Epidemiology, and Health Policy and Management). Responsibilities of the faculty within the College include teaching, scholarship, and service. In addition, faculty members may be assigned administrative duties by the Administrative Officers as deemed necessary for effective and efficient functioning of JPHCOPH. The faculty within each discipline work in collaboration with the Administrative Officers within the JPHCOPH to advance the Vision, Mission, Values, Goals and Objectives.

FACULTY

Professors: C. Hardy, K. Peace, R. Vogel, L. Woodhouse

Associate Professors: L. Gunn, G. Ledlow, H. Samawi, S.

Tedders, R. Toal, J. Zhang

Assistant Professors: E. Afriyie-Gyawu, M. Alfonso, C. Arroyo,

B. Bossak, S. Charles, K. Fitzmorris Brisolara, R. Hines, R.

Hotchkiss, J. Luque, T. Markossian, J. Stephens, S.

Raychowdhury, A. Scott, J. Vest, J. Warren, L. Yu

Instructors: K. Harper, S. Peterson, R. Whitworth

PROGRAMS - GRADUATE

Public Health

Public Health - M.P.H.

Biostatistics Community Health

Environmental Health Sciences

Epidemiology

Health Policy and Management

Public Health - Dr.P.H.

Biostatistics

Community Health Behavior and Education

Public Health Leadership

Healthcare Administration - M.H.A.

ADVISEMENT - DR.P.H., M.P.H. AND M.H.A.

Graduate students are advised by the Graduate Program Directors and Faculty Advisors in the Program Concentrations within the Jiann-Ping Hsu College of Public Health.

EXPERIENTIAL LEARNING OPPORTUNITIES

All M.P.H. students are required to complete a practicum experience and a capstone research project. The practicum and capstone research project are both competency-based. The 300 hour in agency practicum provides the student the opportunity to further develop and integrate skills learned in the classroom. An electronic portfolio about the practicum is submitted at completion of the 300 hours. The capstone research project requires completion of an independent, supervised research experience and a presentation about the project. Elements of these two experiences make up the culminating experience for the MPH.

All Dr.P.H. students are required to complete a preceptorship in Public Health, candidacy exams and a Dissertation. The preceptorship/field experience consists of 300 hours of field experience under the joint direction of a qualified specialist working in selected areas of public health. An electronic portfolio about the activities and outcomes of the experience is required upon completion of the preceptorship. Students must successfully pass a candidacy exam on the core and concentration competencies to begin the preceptorship and dissertation. The doctoral dissertation is a culminating experience that requires the student to synthesize and integrate knowledge and apply theory and principles learned to an area of public health practice within the area of concentration. The dissertation must also be presented and successfully defended before the faculty.

All M.H.A. students are required to complete a Practicum. The practicum permits the student to receive practical experience in a selected health-related setting. The practicum requires 300 hours of service. A culminating experience highlighting this learning opportunity is required prior to completion of the M.H.A. program. As a culminating experience, all MHA practicum students must complete and present an expanded electronic portfolio of the activities and outcomes of the practicum.

Jiann-Ping Hsu College of Public Health Programs

Master of Public Health

The Master of Public Health (M.P.H.) educational degree program at the Jiann-Ping Hsu College of Public Health at Georgia Southern University prepares professionals for broad-based practice in public health, through the integration of core competencies in the five areas of knowledge basic to public health (biostatistics, environmental health, epidemiology, health services administration, and social and behavioral sciences) with specialized knowledge and expertise in one of these areas. The program serves both the full-time student preparing for a career in public health, as well as currently employed health professionals seeking an advanced education to augment their existing skills and background.

Purpose

The purpose of the M.P.H. is to prepare graduate level public health practitioners capable of applying practice-based skills to promote the concepts of the field.

A comprehensive public health education program should provide skills enabling students to assess the magnitude and potential impact of the multiple problems facing populations, as well as recognize existing community capacities or resources. In conjunction with assessment skills, students enrolled in a public health program should understand the role of community empowerment, community mobilization, networks, and partnerships in the development of comprehensive public health policies designed to impact the priority areas identified in the assessment phase. Lastly, student skill sets in a public health program should focus on the task of assuring a presence of services and infrastructure necessary to address problems identified in the assessment phase, as well as enforce policies developed in response to the assessment. Specific skill sets related to the core functions of public health practice are as follows:

- Monitor health status to identify community health problems;
- Diagnose and investigate health problems and health hazards in the community;
- Inform, educate, and empower people about health issues;
- Mobilize community partnerships to identify and solve health problems;
- Develop policies and plans that support individual and community health efforts;
- Recognize the importance of the enforcement of laws and regulations necessary to protect health and ensure safety;
- Link people to needed personal health services and assure the provision of health care when otherwise unavailable;
- Evaluate effectiveness, accessibility, and quality of personal and population-based health services; and
- Research for new insights and innovative solutions to health problems.

The M.P.H. program is committed to producing public health practitioners that possess the knowledge, skills, and values necessary to produce an effective public health workforce.

M.P.H. Core Competencies

At the completion of the M.P.H. degree program all students will be able to:

Introductory Core Competencies:

- Define Public Health and articulate the elements in the public health approach to ensuring the health of our public;
- Explain the historical developments of the field;
- Explain the core public health functions;
- Explain how the core public health functions are operationalized at the global, national, state and local levels;
- Describe the Public Health infrastructure within the USA and beyond (global).
- Define the five core knowledge areas of public health: biostatistics, environmental health sciences, epidemiology, health policy and management, and social and behavioral sciences;
- Explain how state and local governmental public health agencies ensure availability of the ten essential services;
- Describe the history and current status of the interactions between medicine and public health;
- Explain the status of the public health workforce and efforts to expand and ensure the quality and diversity of this workforce;
- Articulate the current issues within the field.

Biostatistics Core Competencies:

- Describe the roles biostatistics serves in the discipline of public health, with particular emphasis on rural health;
- Describe basic concepts of probability, random variation and commonly used statistical probability distributions;
- Differentiate between biased and unbiased public health studies based on design and sampling specifications;
- Distinguish among the different measurement scales and the implications for selection of statistical methods to be used based on these distinctions;
- Apply descriptive and inferential methodologies according to the type of study design for answering a particular research question;
- Apply appropriate methodological alternatives to commonly used statistical methods when assumptions are not met;
- Demonstrate the use of numerical and graphical descriptive techniques commonly used to summarize public health and biomedical data;
- Apply common statistical methods such as conducting significance tests and calculating confidence intervals for inference;
- Apply basic informatics techniques with vital statistics and public health records in the description of public health characteristics and in public health research and evaluation;
- Demonstrate the use of a statistical software package to enter, clean, manage, and analyze public health and biomedical data;
- Interpret results of statistical analyses found in public health and biomedical studies, including those obtained from output using a statistical software package;

- Develop written and oral presentations that effectively communicate statistical results to both public health professionals and educated lay audiences;
- Create a collaborative environment for working on written and oral reports and developing critical thinking skills;
- Recognize appropriate situations for consulting a biostatistician for his/her assistance and expertise with the design and analysis of a study and interpretation of study results.

Environmental Health Core Competencies:

- Describe the discipline of environmental health and its relation to the other core areas of public health;
- Relate the direct and indirect effects of significant environmental and occupational agents pertaining to human and ecological effects both regional and global;
- Describe physiologic and psychosocial factors that can affect susceptibility and health outcomes as a result of exposure to environmental hazards including genetic predispositions;
- Describe the impact of federal and state regulatory statutes and guidelines along with the authorities that control environmental health issues;
- Specify approaches for assessing, preventing and controlling environmental hazards that pose risks to human health and safety;
- Articulate the general mechanisms of toxicity along with the response to exposure and the methods of assessing, managing and communicating risk;
- Define environmental justice and identify environmental justice issues within both rural and urban communities;
- Demonstrate the capacity to respond to environmental justice concerns;
- Articulate how biological, chemical and physical agents affect human health;
- Identify the ethical, social and legal issues implied by biological systems within public health;
- Demonstrate effective written and oral skills to communicate risk to practitioners, clients, policy-makers, interest groups and the media;
- Evaluate the strengths and limitations of environmental health source material in order to compile relevant and appropriate information when needed.

Epidemiology Core Competencies:

- Describe a public health problem in terms of magnitude, person, and time in rural and urban settings;
- Analyze data from epidemiologic investigations, studies, and surveillance, with special emphasis on the identification of health disparities and promotion of health equity;
- Apply principles of causation to make causal inference from epidemiologic data;
- Apply the principles and limitations of public health screening programs;
- Explain the importance of epidemiology for informing scientific, ethical, economic and political discussion of health issues;
- Apply basic ethical and legal principles pertaining to the collection, maintenance, use and dissemination of epidemiologic data;
- Explain the basic terminology and definitions of epidemiology;
- Identify the role of laboratory resources in epidemiologic activities;
- Explain how determinants of health affect public health practice;
- Communicate epidemiologic information to lay and professional audiences;
- Evaluate the strengths and limitations of epidemiologic research findings;
- Explain the different uses of basic study designs and selection of variables used in public health.

Health Policy and Management Core Competencies:

- Define the main components and issues of the organization, financing and delivery of public health systems in the US;
- Describe the legal, values and ethical dilemmas in public health that are inherent in efforts to control cost, while assuring access and quality of services for the public;
- Define the methods of ensuring community health safety and preparedness;
- Compare the policy development, assessment, and evaluation process for improving the health status of populations;
- Describe the principles of program development, management, budget preparation with justification and evaluation as related for public health initiatives;
- Define principles of strategic planning and marketing to public health;
- Define quality, cost benefit and performance improvement concepts to address organizational performance issues in public health;
- Define how “systems thinking” can contribute to solving public health organizational problems;
- Demonstrate health policy and management effectiveness using appropriate channels and technologies;
- Compare leadership skills for building partnerships in public health;
- Define trends in planning, resources allocation, and financing and their effects on consumers, providers, and payers in public health;
- Compare the economic, professional, social and legislative influences on public health systems in the US;
- Define population and individual ethical considerations in relation to benefit, cost and burden of public health programs;
- Compare the potential impacts of policy and management on the conduct of public health research and practice.

Social and Behavioral Sciences Core Competencies:

- Explain philosophical foundations and assumptions of research applied to community health problems.
- Describe social and behavioral determinants of health equity at all ecological levels (individual through policy).
- Describe social and behavioral determinants of health equity in rural and urban settings locally, nationally, and globally.
- Explain health communication and advocacy skills.
- Describe theory-based social and behavioral interventions at multiple ecological levels.
- Compare qualitative, quantitative, and mixed methods to address community health issues through intervention, evaluation and research.

- Describe Community-Based Participatory Research (CBPR) principles and approaches when working on collaborative projects.
- Explain how ethical principles are applied to community-based research and practice.
- Describe the impact of power and privilege on health inequity at local, national, and global levels.
- Demonstrate skills to support cultural competence and cultural humility when working with diverse communities.
- Explain the process of planning, implementing, and evaluating evidence-based community public health interventions.
- Demonstrate the ability to conduct reviews of scientific literature related to public health issues.

The Curriculum

The M.P.H. is an applied professional/graduate degree designed for highly motivated students who have a substantial interest in public health. Unique sequencing of courses, community-based program activities, and field/laboratory research provide students with multiple opportunities to develop the public health competencies .

The M.P.H. program requires a minimum of 45 credit hours and is offered on both a full-and part-time basis. The overall curriculum model includes:

Public Health Core, 18 credit hours
 Concentration, 21 credit hours
 Electives, 0-3 credit hours
 Practicum in Public Health, 3 credit hours
 Public Health Capstone Research Project, 3 credit hours

The M.P.H. core course requirements provide a broad overview of the disciplines of public health and the basic principles of public health practice. Specialty coursework develops the skills and knowledge upon which to build or enhance a career in public health. Selective courses are available in each of the five core areas of concentration: Epidemiology, Environmental Health Sciences, Biostatistics, Health Services Administration, and Social and Behavioral Sciences/Community Health Education.

In addition, all students are required to take an introduction to public health. An important practical experience in a public health venue is a field practicum in a community, a public health facility, a government agency, or related setting. The culminating experience is a capstone research project that requires the student to present (both orally and in written format) a data-based project that integrates their specialization with public health practice.

Admission Requirements

Admission into the graduate program is competitive and based upon academic background, performance on the Graduate Record Examination (GRE), professional experience, interest in the field, a history of service, a personal statement, and letters of recommendation.

Degree Admission Requirements

Regular*

- Completion of a Bachelor's degree from an accredited institution
- Minimum cumulative undergraduate GPA of 2.75/4.0 scale
- Official scores on the Graduate Record Examination
- TOEFL scores are also required for international applicants
- A resume that includes the following: a) educational experiences, b) professional goals and objectives, c)work history, d) professional experiences, memberships and/or participation in professional organizations, e) experiences in public health programs
- Three letters of reference

*In lieu of the above requirements, an earned doctorate or master's degree from a regionally-accredited institution may qualify the applicant for regular admission.

Provisional

Applicants may be admitted provisionally, based upon an evaluation of their application materials. Provisional admission is for applicants who do not satisfy requirements for regular admission, or those who require pre-requisite coursework prior to entering a particular program of study.

Advisement: M.P.H.

Graduate students are advised by the Graduate Program Coordinators within the Jiann-Ping Hsu College of Public Health.

Grades. A student will be excluded from the program upon earning grades of "D" or below in one or more courses or "C" or below in three or more courses. If you earn a grade of "C" in a course, you must repeat the course and earn a "B" or better to continue in the program. The first two grades of "C" result in a warning from the Registrar. The third "C" results in academic expulsion.

Experiential Learning Opportunities

All M.P.H. students are required to complete a public health practicum and complete a capstone research project. The practicum permits the student to receive practical experience in a selected public health-related setting. The practicum requires 300 hours of service. The Capstone Research Project requires the completion of an independent research project and an oral defense of the design, methods, analysis, and interpretation of the data.

BIOSTATISTICS M.P.H., 45 HOURS

Advising: Jiann-Ping Hsu College of Public Health, P.O. Box 8015, Statesboro, GA 30460, Phone: (912) 478-2674, FAX:(912) 478-5811.
<http://jphcoph.georgiasouthern.edu>

Admission Requirements

*Regular

- Completion of a Bachelor's degree from an accredited institution.
- Minimum cumulative undergraduate grade point average (GPA) of 2.75 (4.0 scale).
- Official scores on the Graduate Record Examination (GRE).
- A resume that includes the following: a) educational experiences, b) professional goals and objectives, c) work history, d) professional experiences, memberships and/or participation in professional organizations, and e) experiences in public health programs.
- Three letters of reference.
- Statement of purpose (maximum 500 words) that conveys the applicant's reasons for pursuing graduate study in public health/biostatistics and how admission into the program relates to the applicant's professional aspirations.

**In lieu of the above requirements, an earned doctorate or master's degree from a regionally accredited institution may qualify the applicant for regular admission.*

Provisional

Applicants may be admitted on a provisional basis based upon the evaluation of their application materials. Provisional admission is for applicants who do not satisfy full admission requirements or applicants who require pre-requisite coursework prior to entering into a particular program study.

NOTE: Prerequisite undergraduate course work may be required. Contact the Graduate Program Director in the Jiann-Ping Hsu College of Public Health for complete information.

Course Requirements:

Public Health Core Courses18 Hours

- PUBH 5520G - Introduction to Public Health (2)
- PUBH 6532 - Environmental Health (3)
- PUBH 6533 - Epidemiology (3)
- PUBH 6534 - Health Policy and Management (3)
- PUBH 6535 - Social and Behavioral Sciences and Public Health (3)
- PUBH 6541 - Biostatistics (4)

Biostatistics Courses21 Hours

- BIOS 6135 - Topics of Inference (3)
- BIOS 6331 - Regression Analysis in Biostatistics (3)
- BIOS 6332 - Experimental Design in Biostatistics (3)
- BIOS 6531 - Categorical Data Analysis (3)
- BIOS 7231 - Clinical Trials Methodology (3)
- BIOS 7534 - Data Management for Biostatistics (3)
- Select one of the following guided electives:
 - BIOS 7090 - Selected Topics in Biostatistics (3)
 - BIOS 7131 - Survival Analysis (3)
 - BIOS 7331 - Multivariate Analysis in Biostatistics (3)
 - BIOS 7431 - Statistical Issues in Drug Development (3)
 - BIOS 7433 - Biopharmaceutical Statistics in Drug Development (3)
 - BIOS 7535 - Data Analysis with SAS (3)

Practicum and Culminating Experience6 Hours

- PUBH 7790 - Practicum in Public Health (3)
- PUBH 7991 - Public Health Capstone Research Project (3)

M.P.H. - Biostatistics Concentration Competencies

At the completion of the M.P.H. degree program all Biostatistics students will be able to:

- Construct a public health and biomedical research question from ideas, conditions, and events that exist in a rural and urban community, region, state, and nation using critical thinking skills.
- Identify objectives of a public health and biomedical research question.
- Express objectives in the appropriate biostatistical framework such as hypothesis testing, estimation, and prediction.
- Evaluate objectives of a public health research question to ensure the appropriate type of data is collected for analysis.
- Design an experiment or survey pertaining to a public health and biomedical research question in order to collect the data needed to meet objectives of public health research.
- Apply appropriate statistical tools and software in order to analyze data.
- Demonstrate use of Statistical Analysis System (SAS) to input, manage, merge, export, and conduct analysis on public health and biomedical data.
- Analyze data using appropriate categorical analysis techniques to obtain valid and reliable results.

- Analyze quantitative data using appropriate biostatistical methods such as simple and multiple regression and clinical trial methodology.
- Develop a protocol for conducting a clinical trial.
- Describe key concepts and theory underlying biostatistical methodology used in probability and inferential, analytical, and descriptive statistics.
- Interpret results of biostatistical analyses so that valid and reliable conclusions regarding a public health and biomedical research question may be drawn from the analyses.
- Develop written and oral reports to communicate effectively to research investigators pivotal aspects of a study, including its design, objectives, data, analysis methods, results, and conclusions.
- Create a collaborative environment for working on written and oral reports and developing critical thinking skills.

COMMUNITY HEALTH M.P.H., 45 HOURS

Advising: Jiann-Ping Hsu College of Public Health, P.O. Box 8015, Statesboro, GA 30460, Phone: (912) 478-2674, FAX: (912) 478-5811.
<http://jphcoph.georgiasouthern.edu>

Admission Requirements

*Regular

- Completion of a Bachelor's degree from an accredited institution.
- Minimum cumulative undergraduate grade point average (GPA) of 2.75 (4.0 scale).
- Official scores on the Graduate Record Examination (GRE).
- A resume that includes the following: a) educational experiences, b) professional goals and objectives, c) work history, d) professional experiences, memberships and/or participation in professional organizations, and e) experiences in public health programs.
- Three letters of reference.
- Statement of purpose (maximum 500 words) that conveys the applicant's reasons for pursuing graduate study in public health/biostatistics and how admission into the program relates to the applicant's professional aspirations.

**In lieu of the above requirements, an earned doctorate or master's degree from a regionally accredited institution may qualify the applicant for regular admission.*

Provisional

Applicants may be admitted on a provisional basis based upon the evaluation of their application materials. Provisional admission is for applicants who do not satisfy full admission requirements or applicants who require pre-requisite coursework prior to entering into a particular program study.

NOTE: Prerequisite undergraduate course work may be required. Contact the Graduate Program Director in the Jiann-Ping Hsu College of Public Health for complete information.

Course Requirements:

Public Health Core Courses.....18 Hours

- PUBH 5520G - Introduction to Public Health (2)
- PUBH 6532 - Environmental Health (3)
- PUBH 6533 - Epidemiology (3)
- PUBH 6534 - Health Policy and Management (3)
- PUBH 6535 - Social and Behavioral Sciences and Public Health (3)
- PUBH 6541 - Biostatistics (4)

Community Health Courses.....21 Hours

- COHE 6130 - Research Methods in Health Science (3)
- COHE 7232 - Health Promotion Planning (3)
- COHE 7234 - Community Health Analysis (3)
- COHE 7233 - Ecologically Focused Program Evaluation (3)
- COHE 7237 - Rural Community Health Issues (3)
- COHE 7238 - Communication for Change (3)
- Guided Electives (3)

Practicum and Culminating Experience.....6 Hours

- PUBH 7790 - Practicum in Public Health (3)
- PUBH 7991 - Public Health Capstone Research Project (3)

M.P.H. - Community Health Concentration Competencies

At the completion of the M.P.H. degree program all Community Health students will be able to:

- Synthesize theories, concepts, and models from social and behavioral science disciplines (e.g. anthropology, sociology, psychology, health education) that are used in public health research and practice.
- Assess philosophical foundations and assumptions of research applied to community health problems.
- Analyze social and behavioral determinants of health equity at all ecological levels (individual through policy) applied in rural and urban settings.
- Explain the use of a variety of health communication approaches including social marketing, media advocacy, and new communication technologies.
- Synthesize legislative advocacy skills that influence health policy.
- Demonstrate how to plan, implement, and evaluate evidence-based community public health interventions.
- Compare qualitative and quantitative methods and their use in community health intervention, evaluation, and research.
- Describe the benefits and challenges of a mixed methods approach.
- Utilize qualitative, quantitative, and mixed methods to address community health problems.
- Explain Community-Based Participatory Research (CBPR) principles and approaches for working with diverse communities.
- Explain ethical principles critical to community-based research and practice.
- Assess the impact of power and privilege on health inequity at local, national, and global levels
- Assess current and future community-level needs for keeping the public healthy.

- Select evidence-based social and behavioral interventions to address community health issues.
- Develop collaborative and transdisciplinary relationships to respond to public health problems.
- Describe skills needed to function successfully as a community and organizational change agent.
- Develop logic model and mission, goal and objective (outcome) driven program development and program evaluation plans.
- Promote the public health and health education professions individually and collectively.

ENVIRONMENTAL HEALTH SCIENCES M.P.H., 45 HOURS

Advising: Jiann-Ping Hsu College of Public Health, P.O. Box 8015, Statesboro, GA 30460, Phone: (912) 478-2674, FAX:(912) 478-5811.
<http://jphcoph.georgiasouthern.edu>

Admission Requirements

*Regular

- Completion of a Bachelor's degree from an accredited institution.
- Minimum cumulative undergraduate grade point average (GPA) of 2.75 (4.0 scale).
- Official scores on the Graduate Record Examination (GRE).
- A resume that includes the following: a) educational experiences, b) professional goals and objectives, c) work history, d) professional experiences, memberships and/or participation in professional organizations, and e) experiences in public health programs.
- Three letters of reference.
- Statement of purpose (maximum 500 words) that conveys the applicant's reasons for pursuing graduate study in public health/environmental health sciences and how admission into the program relates to the applicant's professional aspirations.

**In lieu of the above requirements, an earned doctorate or master's degree from a regionally accredited institution may qualify the applicant for regular admission.*

Provisional

Applicants may be admitted on a provisional basis based upon the evaluation of their application materials. Provisional admission is for applicants who do not satisfy full admission requirements or applicants who require pre-requisite coursework prior to entering into a particular program study.

NOTE: Prerequisite undergraduate course work may be required. Contact the Graduate Program Director in the Jiann-Ping Hsu College of Public Health for complete information.

Course Requirements:

Public Health Core Courses18 Hours

- PUBH 5520G - Introduction to Public Health (2)
- PUBH 6532 - Environmental Health (3)
- PUBH 6533 - Epidemiology (3)
- PUBH 6534 - Health Policy and Management (3)
- PUBH 6535 - Social and Behavioral Sciences and Public Health (3)
- PUBH 6541 - Biostatistics (4)

Environmental Health Sciences Courses21 Hours

- ENVH 7231 - Air Quality (3)
- ENVH 7232 - Water Quality (3)
- ENVH 7233 - Environmental Exposure and Impact Analysis (3)
- ENVH 7234 - Environmental Toxicology (3)
- ENVH 7235 - Field Methods in Environmental Health (3)
- ENVH 7237 - Risk Assessment and Communication (3)
- ENVH 7238 - Environment, Ethics and Equity (3)

Practicum and Culminating Experience6 Hours

- PUBH 7790 - Practicum in Public Health (3)
- PUBH 7991 - Public Health Capstone Research Project (3)

M.P.H. - Environmental Health Sciences Concentration Competencies

At the completion of the M.P.H. degree program all Environmental Health Sciences students will be able to:

- Analyze statistical environmental data using appropriate methods and present the results in a meaningful way to different types of audiences.
- Assess environmental justice issues in both rural and urban communities along with government and community organizations that are resources on environmental health issues.
- Apply principles and tools of environmental risk assessment in completing a comprehensive quantitative risk assessment of potentially hazardous environmental and workplace settings
- Apply principles and tools of environmental risk assessment in completing a comprehensive qualitative risk assessment, including onsite evaluations, of potentially hazardous environmental and workplace settings.
- Analyze the effectiveness of principles and tools of environmental hazard prevention and control program development.
- Apply principles and tools of effective risk communication in addressing environmental hazards.
- Differentiate federal, state and local regulatory programs, guidelines, and authorities that control environmental health issues and the applicability of each.
- Articulate the interrelationships between environmental health with economic, political, and social factors in the development of environmental policy.
- Analyze the susceptibility of differing populations to environmental exposures with emphasis on physiologic and psychosocial factors including genetic predispositions.

- Analyze toxicological data to determine exposure potential and health effects related to exposure to prevalent environmental toxins.
- Analyze the interactions of biological, chemical and physical agents within the environment and their impacts on human health including the impacts of biogeochemical cycles.
- Investigate environmental conditions that may affect a community's health status, and provide technical assistance and leadership to address the concerns of communities.
- Design project specific sampling plans to delineate health related environmental hazards.
- Analyze the effectiveness or performance of international, national and state procedures, interventions, treaties, programs, and regulatory guidelines pertaining to environmental issues.
- Articulate the cultural, social, economic and behavioral factors that affect health problems influenced by environmental hazard exposure.
- Describe the integration of environmental health into land use planning and design that would ensure communities have healthy environments and encourage healthy behaviors.

EPIDEMIOLOGY M.P.H., 45 HOURS

Advising: Jiann-Ping Hsu College of Public Health, P.O. Box 8015, Statesboro, GA 30460, Phone: (912) 478-2674, FAX:(912) 478-5811.
<http://jphcoph.georgiasouthern.edu>

Admission Requirements

***Regular**

- Completion of a Bachelor's degree from an accredited institution.
- Minimum cumulative undergraduate grade point average (GPA) of 2.75 (4.0 scale).
- Official scores on the Graduate Record Examination (GRE).
- A resume that includes the following: a) educational experiences, b) professional goals and objectives, c) work history, d) professional experiences, memberships and/or participation in professional organizations, and e) experiences in public health programs.
- Three letters of reference.
- Statement of purpose (maximum 500 words) that conveys the applicant's reasons for pursuing graduate study in public health/biostatistics and how admission into the program relates to the applicant's professional aspirations.

**In lieu of the above requirements, an earned doctorate or master's degree from a regionally accredited institution may qualify the applicant for regular admission.*

Provisional

Applicants may be admitted on a provisional basis based upon the evaluation of their application materials. Provisional admission is for applicants who do not satisfy full admission requirements or applicants who require pre-requisite coursework prior to entering into a particular program study.

NOTE: Prerequisite undergraduate course work may be required. Contact the Graduate Program Director in the Jiann-Ping Hsu College of Public Health for complete information.

Course Requirements:

Public Health Core Courses.....18 Hours

- PUBH 5520G - Introduction to Public Health (2)
- PUBH 6532 - Environmental Health (3)
- PUBH 6533 - Epidemiology (3)
- PUBH 6534 - Health Policy and Management (3)
- PUBH 6535 - Social and Behavioral Sciences and Public Health (3)
- PUBH 6541 - Biostatistics (4)

Epidemiology Courses.....21 Hours

- EPID 7131 - Epidemiology of Chronic Disease (3)
- EPID 7133 - Epidemiologic Research Methods I (3)
- EPID 7134 - Epidemiologic Research Methods II (3)
- EPID 7135 - Epidemiology of Infectious Disease (3)
- EPID 7230 - Social Epidemiology and Health Equity (3)
- EPID 7233 - Principles of Public Health Surveillance (3)
- Guided Electives (3)

Practicum and Culminating Experience.....6 Hours

- PUBH 7790 - Practicum in Public Health (3)
- PUBH 7991 - Public Health Capstone Research Project (3)

M.P.H. - Epidemiology Concentration Competencies

Upon completion of the M.P.H. Epidemiology Program students will be able to:

- Analyze a public health problem in terms of magnitude, person, and time in rural and urban settings.
- Describe populations by the following: race, ethnicity, culture, societal/educational/professional backgrounds, age, gender, religion, disability, and sexual orientation.
- Design surveillance for a public health issue.
- Identify surveillance data needs.
- Implement new or revise existing surveillance systems.
- Explain key findings from a surveillance system.
- Design surveillance systems to include groups subject to health disparities or other potentially underrepresented groups.
- Apply current knowledge of disease etiology for use in guiding the practice of epidemiology.
- Explain the importance of epidemiology for informing scientific, ethical, economic and political discussion of health issues.
- Apply principles of good ethical and legal practices as they relate to study design and the collection, maintenance, use and dissemination of epidemiologic data.
- Demonstrate management of data from surveillance, investigations, or other sources.
- Analyze data from epidemiologic investigations, studies, and surveillance.
- Demonstrate use of standard population categories or subcategories when performing data analysis with special emphasis on the identification of health disparities and promotion of health equity.

- Summarize results of analysis of epidemiologic data.
- Draw conclusions based on the results of analysis of epidemiologic data, including making causal inference on the basis of the principles of causation.
- Apply the basic terminology and definitions of epidemiology for the investigation of acute and chronic health conditions or other adverse outcomes in a population.
- Explain the use of laboratory resources to support epidemiologic activities.
- Explain how determinants of health affect public health practice.
- Produce written and oral reports and presentations that communicate necessary information to professional audiences, policy makers and the general public.
- Evaluate the strengths and limitations of epidemiologic research findings.
- Explain the different uses of basic study designs and selection of variables used in public health.
- Apply principles of informatics, including data collection, processing, and analysis, in support of public health practice.
- Demonstrate use of specific sociocultural factors in a population or community for the interpretation of epidemiologic findings.
- Design epidemiologic investigations using languages and approaches tailored to the targeted population or community.
- Demonstrate the basic principles of risk communication.
- Recommend evidence-based interventions and control measures in response to epidemiologic findings.
- Evaluate public health programs at the regional, state, local, or tribal level.
- Prepare proposals, in whole or in part, to obtain funding for epidemiologic activities.

HEALTH POLICY AND MANAGEMENT M.P.H., 45 HOURS

Advising: Jiann-Ping Hsu College of Public Health, PO Box 8015, Statesboro, GA 30460 Phone: (912) 478-2674, FAX:(912) 478-5811.
<http://jphcoph.georgiasouthern.edu>

Admission Requirements

*Regular

- Completion of a Bachelor’s degree from an accredited institution.
- Minimum cumulative undergraduate grade point average (GPA) of 2.75 (4.0 scale).
- Official scores on the Graduate Record Examination (GRE).
- A resume that includes the following: a) educational experiences, b) professional goals and objectives, c) work history, d) professional experiences, memberships and/or participation in professional organizations, and e) experiences in public health programs.
- Three letters of reference.
- Statement of purpose (maximum 500 words) that conveys the applicant's reasons for pursuing graduate study in public health/biostatistics and how admission into the program relates to the applicant's professional aspirations.

**In lieu of the above requirements, an earned doctorate or master’s degree from a regionally accredited institution may qualify the applicant for regular admission.*

Provisional

Applicants may be admitted on a provisional basis based upon the evaluation of their application materials. Provisional admission is for applicants who do not satisfy full admission requirements or applicants who require pre-requisite coursework prior to entering into a particular program study.

NOTE: Prerequisite undergraduate course work may be required. Contact the Graduate Program Director in the Jiann-Ping Hsu College of Public Health for complete information.

Course Requirements:

Public Health Core Courses18 Hours

- PUBH 5520G - Introduction to Public Health (2)
- PUBH 6532 - Environmental Health (3)
- PUBH 6533 - Epidemiology (3)
- PUBH 6534 - Health Policy and Management (3)
- PUBH 6535 - Social and Behavioral Sciences and Public Health (3)
- PUBH 6541 - Biostatistics (4)

Health Policy and Management Courses21 Hours

- HSPM 7133 - Public Health Policy and Ethics (3)
- HSPM 7135 - Public Health Policy Development and Evaluation (3)
- HSPM 7230 - Health Leadership and Strategic Planning (3)
- HSPM 7232 - Public Health Finance (3)
- HSPM 7235 - Health Law (3)
- HSPM 7236 - Health Informatics (3)
- Guided Electives (3)

Practicum and Culminating Experience6 Hours

- PUBH 7790 - Practicum in Public Health (3)
- PUBH 7991 - Public Health Capstone Research Project (3)

M.P.H. - Health Policy and Management Concentration Competencies

Upon completion of the M.P.H. Health Policy and Management Program students will be able to:

- Analyze the main components and issues of the organization, financing and delivery of public health systems in the US.
- Analyze the legal, values and ethical dilemmas in Public health that are inherent in efforts to control cost, while assuring access and quality of services for the public.
- Analyze the methods for ensuring community health safety and preparedness.
- Apply the policy development, assessment, and evaluation process for improving the health status of populations.
- Analyze the principles of program development and evaluation as it relates to public health initiatives.
- Analyze budget preparation with justification and evaluation as related to public health initiatives.
- Analyze the process for strategic planning and marketing for public health.
- Compare quality, cost benefit and performance improvement concepts to address organizational performance issues in public health.
- Apply “systems thinking” to solving public health organizational problems.
- Analyze health policy and management effectiveness using appropriate channels and technologies.
- Demonstrate leadership skills for building partnerships in public health.
- Compare the trends in resources allocation, and financing and evaluate their effects on consumers, providers, and payers in public health.
- Analyze the economic, social and legislative changes impact on public health systems in the US.
- Compare population and individual ethical considerations in relation to benefit, cost and burden of public health programs.
- Analyze the potential impacts of policy and management on the conduct of public health research and practice.

- Apply information from various sources to resource and program decision making.
- Apply the principles of health equity to public health Leadership.
- Analyze impacts of rural verses urban settings on the health of communities.
- Apply qualitative and quantitative research methods for public health problem solving.

Master of Healthcare Administration

Purpose

The purpose of the Master of Healthcare Administration (M.H.A.) degree is to develop leaders who possess the values, knowledge, and skills to manage optimal delivery of healthcare.

M.H.A. Competencies

In addition to the M.P.H. core competencies, all students will be able to:

- Analyze the structuring, marketing, positions, and governing health organization in order to achieve optimum performance.
- Evaluate the financial management of health organizations and implication.
- Compare the leadership, interpersonal relations, conflict and change management, and written and oral communications skills needed by health organizations.
- Analyze managing human resources and health professionals in diverse organizational environments (e.g., hospitals, clinics, home health agencies, insurers, pharmaceutical firms).
- Analyze managing information including the collection, the statistical and non-statistical analysis, and summarizing management and health data for decision-making.
- Evaluate economic analysis to support decision-making.
- Apply legal and ethical analysis to business and clinical decision-making.
- Analyze government health policy formulation, implementation, and evaluation.
- Compare assessment and understanding of the health status of populations, determinants of health and illness, and health risks and behaviors in diverse populations.
- Evaluate the management of change in health care organizations in diverse communities drawing broadly on the social and behavioral sciences.
- Compare quality assessment of both business practices and health care delivery focusing on outcomes measurements, process/outcome relationships, and methods for process improvement.

The Curriculum

All Georgia Southern University Jiann-Ping Hsu College of Public Health students who select to study the M.H.A. degree program will complete a minimum of 45 credits in this discipline. Students pursuing this degree will take Public Health Core Courses (18 hours), Healthcare Administration Courses (15 hours), Health Policy and Management Courses (6 hours), and Guided Electives (3 hours). In addition, students will participate in a Public Health Practicum (3 hours) where they will apply, in practical fashion, the skills learned throughout their education. Upon completion of the M.H.A., the student will be trained to function effectively as administrators of healthcare services.

Admission Requirements

Admission into the graduate programs within the Jiann-Ping Hsu College of Public Health is competitive and based upon academic background, performance on the Graduate Record Examination (GRE) or the Graduate Management Admission Test (GMAT), professional experience, interest in the field, a history of service, a personal statement, and letters of recommendation.

Degree Admission Requirements

Regular *

- Completion of a Bachelor's degree from an accredited institution.
- Minimum cumulative undergraduate GPA of 2.75/4.0 scale.
- Official scores on the Graduate Record Examination or the Graduate Management Admission Test (GMAT).
- TOEFL scores are also required for international applicants.
- A resume that includes the following: a) educational experiences, b) professional goals and objectives, c) work history, d) professional experiences, memberships and/or participation in professional organizations, e) experiences in public health programs.
- Three letters of reference.

**In lieu of the above requirements, an earned doctorate or master's degree from a regionally-accredited institution may qualify the applicant for regular admission.*

Provisional

Applicants may be admitted provisionally, based upon an evaluation of their application materials. Provisional admission is for applicants who do not satisfy requirements for regular admission, or those who require pre-requisite coursework prior to entering a particular program of study.

Non-Degree Admission Requirements

An applicant may be admitted to the COGS as a non-degree student to earn credit in Public Health graduate courses without working toward the M.H.A. Interested applicants should consult the Jack N. Averitt College of Graduate Studies for the types of Non-Degree admission as well as the requirements for admission in this category.

Grades. A student will be excluded from the program upon earning grades of "D" or below in one or more courses or "C" or below in three or more courses. If you earn a grade of "C" in a course, you must repeat the course and earn a "B" or better to continue in the program. The first two grades of "C" result in a warning from the Registrar. The third "C" results in academic expulsion.

Experiential Learning Opportunities

All M.H.A. students are required to complete a public health practicum. The practicum permits the student to receive practical experience in a selected public health-related setting. The practicum requires 300 hours of service. As a requirement of the practicum, each student completes an electronic portfolio. This portfolio documents all activities of the practicum and demonstrates how the student progressed in the experience. The student orally “presents” this portfolio to the faculty as a final requirement for graduation.

HEALTHCARE ADMINISTRATION M.H.A., 45 HOURS

Advising: Jiann-Ping Hsu College of Public Health, P.O. Box 8015, Statesboro, GA 30460, Phone: (912) 478-2674, FAX:(912) 478-5811.
<http://jphcoph.georgiasouthern.edu>

Admission Requirements

*Regular

- Completion of a Bachelor's degree from an accredited institution.
- Minimum cumulative undergraduate grade point average (GPA) of 2.75 (4.0 scale).
- Official scores on the Graduate Record Examination (GRE) or the Graduate Management Admission Test (GMAT).
- A resume that includes the following: a) educational experiences, b) professional goals and objectives, c) work history, d) professional experiences, memberships and/or participation in professional organizations, and e) experiences in public health programs.
- Three letters of reference.
- Statement of purpose (maximum 500 words) that conveys the applicants reasons for pursuing graduate study in healthcare administration and how admission into the program relates to the applicant's professional aspirations.

**In lieu of the above requirements, an earned doctorate or master's degree from a regionally accredited institution may qualify the applicant for regular admission.*

Provisional

Applicants may be admitted on a provisional basis based upon the evaluation of their application materials. Provisional admission is for applicants who do not satisfy full admission requirements or applicants who require pre-requisite coursework prior to entering into a particular program study.

NOTE: Prerequisite undergraduate course work may be required. Contact the Graduate Program Director in the Jiann-Ping Hsu College of Public Health for complete information.

Course Requirements:

Healthcare Administration Courses.....15 Hours

- HSPM 6030 - Healthcare Economics and Policy (3)
- HSPM 6136 - Health Services Management, Human Resources and Governance (3)
- HSPM 7030 - Healthcare Marketing and Strategic Planning (3)
- HSPM 7131 - Health Organization Theory, Behavior and Management (3)
- HSPM 7137 - Health Care Finance and Payment Systems (3)

Health Policy and Management Courses6 Hours

- HSPM 7235 - Health Law (3)
- HSPM 7236 - Health Informatics (3)

Public Health Core Courses.....18 Hours

- PUBH 5520G - Introduction to Public Health (2)
- PUBH 6532 - Environmental Health (3)
- PUBH 6533 - Epidemiology (3)
- PUBH 6534 - Health Policy and Management (3)
- PUBH 6535 - Social and Behavioral Sciences and Public Health (3)
- PUBH 6541 - Biostatistics (4)

Guided Electives3 Hours

Students will be guided to take one 3 credit hour elective. Courses available to meet this requirement will be all concentration courses within the College that do not require additional prerequisites.

Practicum3 Hours

- PUBH 7790 - Practicum in Public Health (3)

M.H.A. - Healthcare Administration Competencies

- Analyze the structuring, marketing, positions, and governing health organization in order to achieve optimum performance.
- Evaluate the financial management of health organizations and implication.
- Compare the leadership, interpersonal relations, conflict and change management, and written and oral communications skills needed by health organizations.
- Analyze managing human resources and health professionals in diverse organizational environments (e.g., hospitals, clinics, home health agencies, insurers, pharmaceutical firms).
- Analyze managing information including the collection, the statistical and non-statistical analysis, and summarizing management and health data for decision-making.
- Evaluate economic analysis to support decision-making.
- Apply legal and ethical analysis to business and clinical decision-making.
- Analyze government health policy formulation, implementation, and evaluation.
- Compare assessment and understanding of the health status of populations, determinants of health and illness, and health risks and behaviors in diverse populations.

- Evaluate the management of change in health care organizations in diverse communities drawing broadly on the social and behavioral sciences.
- Compare quality assessment of both business practices and health care delivery focusing on outcomes measurements, process/outcome relationships, and methods for process improvement.

HEALTH SERVICES ADMINISTRATION CONCENTRATION 12 HOURS

Advising: Jiann-Ping Hsu College of Public Health, P.O. Box 8015, Statesboro, GA 30460, Phone: (912) 478-2674, FAX:(912) 478-5811.
<http://jphcoph.georgiasouthern.edu>

This concentration is designed to develop the knowledge and skills needed to assume entry level management positions in the health care industry. While this program is designed for MBA students, interested graduate students from other areas can elect to take this concentration.

Course Requirements:

- HSPM 7131 - Health Organization Theory, Behavior and Management (3)
- HSPM 7133 - Health Policy, Issues, and Ethics (3)
- HSPM 7137 - Health Care Finance and Payment Systems (3)
- PUBH 6534 - Health Policy and Management (3)

Doctor of Public Health

The Doctor of Public Health (Dr.P.H.) program at Georgia Southern University is committed to producing public health practitioners who possess the knowledge, skills, and values necessary to contribute to an effective public health workforce. The Dr.P.H. prepares professionals for broad-based practice in public health, through the integration of advanced courses in public health sciences (biostatistics, environmental health, epidemiology, health services administration, and social and behavioral sciences), a community-based practice core and advanced courses in three concentration areas: Biostatistics, Public Health Leadership, Community Health Behavior and Education. The program serves both the full-time student preparing for a career in public health, as well as currently employed public health professionals seeking an advanced education to augment their existing skills and backgrounds. Concentrations in Epidemiology and Environmental Health Sciences will be added as the Jiann-Ping Hsu College of Public Health achieves accreditation by the Council of Education for Public Health – CEPH.

The Dr.P.H. degree is the terminal professional degree conferred in recognition of an individual's command of a comprehensive body of knowledge in the field of public health and related disciplines, and of the proven ability to initiate, organize, and pursue the investigation of significant problems in public health practice.

Those who earn this degree are expected to occupy leadership positions in public health and related areas. Additionally, individuals earning this degree will be positioned to exert significant influence on the development of policies and programs aimed at improving the health of populations in the region. It is anticipated that such positions will represent considerable diversity with respect to international, national, state or local levels; and in the public or private sector. In addition, those who earn the Dr.P.H. degree may also seek teaching and research positions at colleges and universities.

Purpose

The Dr.P.H. is the terminal professional degree for those who intend to pursue or advance their professional practice career in public health. The proposed Dr.P.H. program aims to train students for advanced science-based practice and practice-oriented research. Public health practice involves the strategic, organized and interdisciplinary application of knowledge, skills and competencies necessary to perform essential public health services necessary to improve the population's health.

The Dr.P.H. is conferred in recognition of the candidate's command of a comprehensive body of knowledge in public health, their ability to initiate, organize and pursue the investigation of significant problems in public health, and their capacity to formulate policies, strategies, and/or programs on the basis of the knowledge generated. The Dr.P.H. leads to a career in administration, teaching, or public health practice, where advanced analytical and conceptual capabilities are required.

The Dr.P.H. program expands the competencies included in the Jiann-Ping Hsu College of Public Health Master of Public Health (M.P.H.) program for all matriculating students, with increased emphasis on advanced skills in evidenced-based problem-solving. Students who have not completed one or more of the M.P.H. core public health courses must complete these courses as part of their doctoral program. In addition, those students are required to complete a minimum of 63 credit hours for the doctoral degree. Students with a master's degree other than in public health may be required to take health or health-related courses in addition to the 63 minimum credit hours.

The Dr.P.H. program offers students the opportunity to specialize their training in three program concentration areas (Specific concentration competencies for each area are provided in the following sections.):

- Biostatistics
- Community Health Behavior and Education
- Public Health Leadership

Dr.P.H. Core Competencies

At the completion of the Dr.P.H. program all students will be able to:

Biostatistics Core Competencies:

- Construct a public health and biomedical research question for which a survey or an experiment is to address;
- Demonstrate skills for translating public health practice objectives to the appropriate biostatistical framework for analysis;
- Defend reasons for selecting various biostatistical methods of analysis of survey and experimental data from readings and case studies;
- Summarize data to present effective tabular and graphical displays of data obtained from large health surveys, vital statistics, and other public health and biomedical data sources;
- Interpret effectively descriptive data from public health and biomedical studies;
- Interpret inferential methods such as confidence intervals and significance tests results for answering public health research questions;
- Explain commonly used aspects of sampling methodology including simple random, stratified, and cluster sampling as well as telephone and internet sampling;
- Define strategies for design-based and model-based analysis of sample survey data;
- Design a questionnaire for measuring objectives of a public health and biomedical research question;
- Explain commonly used methods for handling non-response and missing data found in public health and biomedical surveys;
- Illustrate sufficient substantive knowledge of advanced biostatistical methods such as multiple regression, logistic regression, survival analysis, factor analysis, and repeated measures in order to interact with a biostatistician in a meaningful way;
- Prepare written and oral presentations of individual and collaborative public health practice-based projects using biostatistical methods of analysis;

- Interrelate effectively among biostatisticians and professionals in other areas of public health in order to plan, conduct, interpret, and communicate biostatistical analyses in a meaningful way.

Epidemiology Core Competencies:

- Evaluate the existence of public health problems in rural and urban settings, both locally and internationally;
- Analyze data from epidemiologic investigations, studies, and surveillance, with special emphasis on the identification of health disparities and promotion of health equity;
- Evaluate causal inferences from epidemiologic data;
- Evaluate the validity and reliability of public health screening programs;
- Evaluate the importance of epidemiology for informing scientific, ethical, economic and political discussion of health issues;
- Synthesize principles of good ethical and legal practice pertaining to the collection, maintenance, use and dissemination of data;
- Apply current knowledge of disease etiology for use in guiding public health practice;
- Evaluate the effects of determinants of health on public health practice;
- Design investigations of acute and chronic health conditions or other adverse outcomes using languages and approaches tailored to the targeted population or community;
- Evaluate public health programs at the global, national, regional, state, local, or tribal level;
- Recommend use of laboratory resources to support epidemiologic activities;
- Apply principles of informatics, including data collection, processing, and analysis, in support of public health practice;
- Communicate epidemiologic information to lay and professional audiences;
- Evaluate the strengths and limitations of epidemiologic research findings;
- Recommend evidence-based interventions and control measures in response to epidemiologic findings.

Environmental Health Core Competencies:

- Describe the disciplines of environmental and occupational health and their relation to the other core areas of public health;
- Articulate the direct and indirect effects of significant environmental and occupational agents pertaining to human and ecological effects both regionally and globally;
- Correlate the physiologic and psychosocial factors with susceptibility and health outcomes as a result of exposure to environmental hazards including genetic predispositions;
- Discuss the historical perspectives and legislative frameworks, guidelines and authorities for federal, state and local regulations that control environmental and occupational health issues and the applicability of each;
- Apply approaches for assessing, preventing and controlling environmental hazards that pose risks to human health and safety;
- Differentiate the mechanisms of toxicity along with the response to exposure and the methods of assessing, managing and communicating risk;
- Identify the presence of environmental justice issues within both rural and urban communities;
- Outline approaches for response to environmental justice concerns;
- Compare and contrast biological, chemical and physical agents and their affects on human health;
- Communicate the ethical, social and legal issues implied by biological systems within public health;
- Demonstrate effective written and oral skills to communicate risk to practitioners, clients, policy-makers, interest groups and the media;
- Evaluate the strengths and limitations of environmental health source material in order to compile relevant and appropriate information when needed;
- Articulate the cultural, social, economic and behavioral factors that affect health problems influenced by environmental hazard exposure.

Health Policy and Management Core Competencies:

- Describe the main components and issues of the organization, financing and delivery of public health systems in the US;
- Apply the legal, values and ethical dilemmas in public health that are inherent in efforts to control cost, while assuring access and quality of services for the public;
- Apply the methods of ensuring community health safety and preparedness;
- Apply the policy development, assessment, and evaluation process for improving the health status of populations;
- Apply the principles of program development, management, budget preparation with justification and evaluation as related to public health initiatives;
- Analyze principles of strategic planning and marketing to public health;
- Compare quality, cost benefit and performance improvement concepts to address organizational performance issues in public health;
- Explain how “systems thinking” can contribute to the solving public health organizational problems;
- Demonstrate health policy and management effectiveness using appropriate channels and technologies;
- Demonstrate leadership skills for building partnerships in public health;
- Compare trends in planning, resources allocation, and financing and their effects on consumers, providers, and payers in public health.
- Analyze the economic, professional, social and legislative influences on public health systems in the US;
- Compare population and individual ethical considerations in relation to benefit, cost and burden of public health programs;
- Demonstrate the application and role of policy and management on the conduct of public health research and practice;
- Assess the ability to manage programs within budget constraints;
- Develop grants proposals or cooperative agreements for funding from external sources;
- Compare prevention effectiveness models to prevention strategies through cost-effectiveness, cost-benefit, and cost-utility analysis;
- Apply ethical decision-making and conduct in all aspects of public health practice;
- Advocate for programs and resources that advance the health of the population;

- Develop a plan to implement a policy or program, including goals, outcomes and process objectives, staffing plan, budget and implementation steps.

Social and Behavioral Sciences Core Competencies:

- Synthesize theories, concepts, and models from social and behavioral science disciplines (e. g. anthropology, sociology, psychology, health education) that are used in public health research and practice;
- Assess philosophical foundations and assumptions of research applied to community health problems;
- Analyze social and behavioral determinants of health equity at all ecological levels (individual through policy);
- Analyze social and behavioral determinants of health equity in rural and urban settings locally, nationally, and globally;
- Synthesize health communication approaches including social marketing, media advocacy, and new communication technology;
- Explain the concept of Public Health Preparedness;
- Compare U. S. Public Health and Global Public Health priorities and concerns;
- Apply legislative advocacy skills that influence health policy;
- Describe theory-based social and behavioral interventions at multiple ecological levels;
- Discuss Community-Based Participatory Research (CBPR) principles and approaches when working on collaborative projects;
- Discuss qualitative, quantitative, and mixed methods and their use in evidence-based community health intervention, evaluation, and research;
- Utilize qualitative, quantitative, and mixed methods to address community health problems;
- Describe ethical principles critical to community-based research and practice;
- Assess the impact of power and privilege on health inequity at local, national, and global levels;
- Explain cultural competence and cultural humility for working with diverse communities;
- Analyze the process of planning, implementing, and evaluating an evidence-based community public health intervention;
- Develop transdisciplinary relationships to respond to public health problems;
- Explain program development and evaluation plans that include logic models, missions, goals, and objectives. Explain the functional interrelationships of the five core areas of Public Health.

The Curriculum

The Dr.P.H. program requires a minimum of 63 credit hours and is offered on both a full-and part-time basis. The overall curriculum model includes:

- Public Health Science Core, 24 credit hours
- Advanced Courses in Concentration, 24 credit hours
- Doctoral Public Health Field Experience, 6 credit hours
- Dissertation, 9 credit hours

The Dr.P.H. Public Health Sciences Core provides advanced courses in the core disciplines of public health (Biostatistics, Environmental Health Sciences, Epidemiology, Health Policy and Management, Social Behavior Sciences). All Dr.P.H. students will take courses in community-based research and grant writing. Advanced specialty coursework develops the skills and knowledge upon which to build or enhance a career in public health. Selective courses are available in three core areas of concentration: Biostatistics, Public Health Leadership and Community Health Behavior and Education.

The Preceptorship

The Preceptorship is an important practical experience, a field practicum, in a public health related setting. Dr.P.H. students will complete a 300 hour preceptorship under the joint direction of a qualified public health professional and a public health faculty member.

The Candidacy Examination

All students are required to complete and pass a written candidacy examination. This examination will consist of two sections covering the public health core and the students' concentration area. The exam must be taken within one semester of coursework completion, and students are allowed one retake. Students will be advanced to candidacy upon successful completion of examination.

The Dissertation

All doctoral candidates are required to prepare, complete and successfully defend a dissertation.

Admission Requirements

Admission into the graduate program is competitive and based upon academic background, performance on the standardized tests, professional experience, interest in the field, a history of service, a personal statement, and letters of recommendation.

Degree Admission Requirements

Regular *

To complete an application to the Dr.P.H. program, applicants must submit the following:

- Completed the On-line Graduate Application for Admission form
- \$50.00 Application Fee
- Official transcript(s) from a regionally accredited college or university showing courses completed, grades earned, dates, and degree(s) awarded. Transcript(s) should show completion of at least one (1) graduate-level course in each of the following five (5) areas
 - biostatistics
 - epidemiology

- health behavior/health education
- health management/policy
- environmental health sciences
- Courses must have been completed in the last five (5) years, and each must have been passed with a grade of “B” or better. Applicants who have not completed these courses, but whose applications show exceptional potential for success in the Dr.P.H. program, may be admitted to the Dr.P.H. program, but will be required to complete the courses (as presented in the JPHCOPH MPH core course requirements) with grades of “B” or better before progressing to the Public Health Practice Core and Concentration Courses of the Dr.P.H. program. If the applicant has completed a Master’s degree in a field other than public health, professional public health work experience in one or more of the five core areas may be substituted for the corresponding M.P.H. level courses at the discretion of the College. Requests for this waiver must be submitted in writing;
- Three (3) letters of recommendation. Two must be from graduate faculty members and the third from a work supervisor;
- Official scores from the GRE (General Test), GMAT, MCAT, or LSAT, taken in the last five (5) years. An original copy of the test score, sent by the testing agency to the Office of Admissions, is required before any action is taken on an application. A copy of the score provided to the student and subsequently forwarded is not acceptable. The requirement for completion of a standardized test will be waived for those applicants who hold a doctoral degree from a regionally accredited college or university;
- All international applicants, including resident and non-resident aliens, whose native language is not English and who do not have an undergraduate degree from a regionally accredited U.S. college or university, are required to submit official TOEFL scores taken within the year immediately preceding the requested semester of admission. A minimum total score of 83, and minimum scores of 20 for each of the skills evaluated by the TOEFL: Listening, Reading, Speaking, Writing) An original copy of the test score, sent by the testing agency to the Office of Admissions is required before any action is taken on an application. The copy of the score provided to the student and subsequently forwarded is not acceptable;
- Personal statement/letter of interest emphasizing reasons for pursuing Dr.P.H. (Limited to a maximum of 700 words);
- Current curriculum vitae or resume;
- Certificate of Immunization Form. This form should be completed and sent directly to the Office of Health Services; and
- Applicants who are applying for a graduate assistantship must complete the Electronic Graduate Assistantship Application and submit it to the Jack N. Averitt College of Graduate Studies.

**Applicants may be required to take pre-requisite coursework prior to taking program concentration courses. Conditions of admission will be presented in the letter of acceptance to each student.*

Non-degree Admission Requirements

An applicant may be admitted to the COGS as non-degree students to earn credit in Public Health graduate courses without working toward a Dr.P.H. Interested applicants should consult the Jack N. Averitt College of Graduate Studies for the types of Non-Degree admission as well as the requirements for admission in this category.

Grades. Students must maintain a 3.0 average (“B” or better) in course work to proceed in the doctoral program and to be eligible to proceed with a dissertation. Grades in all courses applied toward the doctorate must be “B” or better. Students will be excluded from the program upon earning grades of “D” or below in one or more courses or “C” or below in two or more courses. If the students earn a grade of “C” in a course, they must repeat the course and earn a “B” or better to continue in the program. The first “C” results in a warning from the Registrar. The second “C” results in academic expulsion.

Enrollment. The Dr. P.H. program requires a minimum of one academic year of continual enrollment.

Foreign Language Requirement. There is no foreign language requirement.

Transfer Credits. Students may request that up to, but no more than, 6 graduate credit hours be applied toward the 63 credit required for the Dr. P.H. Transfer credit must also satisfy the same requirements as courses taught for doctoral training within the Jiann-Ping Hsu College of Public Health (e.g., minimum grade of “B”), be consonant with the student’s approved program of study, and have been received from a regionally accredited college or university. Thesis and dissertation credits cannot be transferred. The student must provide documentation in support of equivalence, such as a course syllabus, transcript, term paper, and/or instructor testimony. Equivalence is determined by the Faculty Advisor. Credit reductions do not influence the residency and enrollment requirements or comprehensive examination procedures.

Course Time Limit. All requirements for the Dr. P.H. must be completed within seven academic years from the date of the first enrollment for study following admission to the doctoral program. For transfer students, the seven-year time limit commences with the semester during which transfer credit was earned.

Faculty Advisor. Each student is assigned a faculty advisor upon admission. The role of the faculty advisor is to assist the student in developing a program of study for the degree. The faculty advisor is responsible for reviewing and discussing the requirements of the College of Public Health and the College of Graduate Studies with the student to insure that the student is fully informed of the requirements necessary for completing the Dr.P.H. degree.

BIostatISTICS Dr.P.H., 63 HOURS

Advising: Jiann-Ping Hsu College of Public Health, P.O. Box 8015, Statesboro, GA 30460, Phone: (912) 478-2674, FAX: (912) 478-5811.
<http://jphcoph.georgiasouthern.edu>

Admission Requirements

Admission into the graduate program is competitive and based upon academic background, performance on standardized tests, professional experience, interest in the field, a history of service, a personal statement, and letters of recommendation.

Degree Admission Requirements

Regular *

To complete an application to the Dr.P.H. program, applicants must submit the following:

- Completed the On-line Graduate Application for Admission form
- \$50.00 Application Fee
- Official transcript(s) from a regionally accredited college or university showing courses completed, grades earned, dates, and degree(s) awarded. Transcript(s) must show completion of at least one (1) graduate-level course in each of the following five (5) areas:
 - biostatistics
 - epidemiology
 - social and behavioral sciences in public health
 - health policy and management
 - environmental health sciences
- Courses must have been completed in the last five (5) years, and each must have been passed with a grade of “B” or better. Applicants who have not completed these courses, but whose applications show exceptional potential for success in the Dr.P.H. program, may be admitted to the Dr.P.H. program, but will be required to complete the courses (as presented in the JPHCOPH MPH core course requirements) with grades of “B” or better before enrolling in doctoral level courses;
- Three (3) letters of recommendation. Two must be from graduate faculty members and it is encouraged that the third letter be from a work supervisor;
- Official scores from the GRE (General Test), GMAT, MCAT, or LSAT, taken in the last five (5) years. An original copy of the test score, sent by the testing agency to the Office of Admissions, is required before any action is taken on an application. A copy of the score provided to the student and subsequently forwarded is not acceptable. The requirement for completion of a standardized test will be waived for those applicants who hold a doctoral degree from a regionally accredited college or university;
- All international applicants, including resident and non-resident aliens, whose native language is not English and who do not have an undergraduate degree from a regionally accredited U.S. college or university, are required to submit official TOEFL scores taken within the year immediately preceding the requested semester of admission. A minimum total score of 83 is required, with minimum scores of 20 for each of the skills evaluated by the TOEFL: Listening, Reading, Speaking, Writing) An original copy of the test score, sent by the testing agency to the Office of Admissions is required before any action is taken on an application. The copy of the score provided to the student and subsequently forwarded is not acceptable;
- Personal statement/letter of interest emphasizing reasons for pursuing Dr.P.H. (Limited to a maximum of 700 words);
- Current curriculum vitae or resume;
- Certificate of Immunization Form. This form should be completed and sent directly to the Office of Health Services; and
- Applicants who are applying for a graduate assistantship must complete the Electronic Graduate Assistantship Application and submit it to the Jack N. Averitt College of Graduate Studies.

**Applicants may be required to take pre-requisite coursework prior to taking program concentration courses. Conditions of admission will be presented in the letter of acceptance to each student.*

Non-degree Admission Requirements

An applicant may be admitted to the COGS as non-degree students to earn credit in Public Health graduate courses without working toward a Dr.P.H. Interested applicants should consult the Jack N. Averitt College of Graduate Studies for the types of Non-Degree admission as well as the requirements for admission in this category.

Applications for admission into the Dr. P.H. program will be based on a review of the applicant’s Graduate Record Examination scores, recommendations for successful graduate study, and previous academic training. The college also considers the compatibility of the student’s interest areas with those of the faculty and curriculum emphases. Admissions is based on the totality of the applicant’s work, educational experience, recommendations, and other application data. A single application criterion will not be used to outweigh other criteria in making recommendations for admission.

Admission into the Dr. P.H. program requires a master’s degree in public health (M.P.H.) or an acceptable equivalent. Students should have master’s level grade point averages and Graduate Record Examination scores that are acceptable as determined by the faculty. Students who have not completed the public health core as part of their master’s degree must do so by taking an approved course in each of the following areas: biostatistics, environmental health sciences, epidemiology, health policy and management, and social and behavioral sciences.

Admission to the Dr.P.H. is highly selective to ensure that all accepted into the program have the potential to become effective practitioners and applied researchers.

NOTE: Prerequisite undergraduate course work may be required. Contact the Graduate Program Director in the Jiann-Ping Hsu College of Public Health for complete information.

Course Requirements:

Public Health Core Courses.....24 Hours

- PUBH 8130 - Advanced Topics in Biostatistics (3)
- PUBH 8132 - Environmental and Occupational Health (3)
- PUBH 8133 - Epidemiologic Methods (3)
- PUBH 8134 - Health Economics, Policy and the Political Process (3)
- PUBH 8136 - Theoretical Perspectives of the Social and Behavioral Sciences in Public Health (3)
- PUBH 9130 - Professional Seminar in Biostatistics (3)
- PUBH 9132 - Community-Based Research in Public Health (3)
- PUBH 9135 - Public Health Funding and Grantsmanship (3)

Advanced Courses in Biostatistics.....24 Hours

- BIOS 9130 - Research Seminar in Biostatistics (3)
- BIOS 9131 - Advanced Statistical Inference for Biostatistics I (3)
- BIOS 9133 - Advanced Statistical Inference for Biostatistics II (3)
- BIOS 9231 - Bayesian Statistics I (3)
- BIOS 9233 - Bayesian Statistics II (3)
- BIOS 9331 - Meta-Analysis (3)
- BIOS 9333 - Applied Longitudinal Data Analysis (3)
- BIOS - Guided Elective (3)

Doctoral Public Health Field Practicum.....6 Hours

- PUBH 9790 - Doctoral Preceptorship in Public Health (6) (Note: 300 hours of field experience under the joint direction of a public health faculty member and a qualified specialist working in the area of concentration.)

Dissertation.....9 Hours

- PUBH 9999 - Dissertation (9)

Biostatistics Concentration Competencies

At the completion of the Dr.P.H. degree program all Biostatistics students will be able to:

1. Demonstrate skills for translating objectives of a public health and biomedical research question into the appropriate biostatistical questions.
2. Design a public health and biomedical investigation in terms of the experimental design, data to be collected to reflect research objectives, number of subjects needed to address the objectives, and specification of appropriate methods for analysis.
3. Develop a theoretical foundation for commonly used topics in inferential statistics such as probability, sampling, discrete and continuous distributions and their moment generating functions, point and interval estimation, likelihood ratio tests, hypothesis testing, and nonparametrics found in advanced analyses of public health and biomedical studies.
4. Compare Bayesian methods to frequentist methods for analyzing data.
5. Evaluate a public health and biomedical research proposal to determine the more appropriate biostatistical analysis methodology, including Bayesian and frequentist approaches.
6. Analyze public health and biomedical data via classical and Bayesian approaches using statistical software packages such as SAS, R/S-Plus, and WinBUGS.
7. Develop a protocol for performing meta-analyses of data to be collected to address a question requiring collection of summary data across several sources.
8. Demonstrate use of meta-analytic methods for combining information across public health and biomedical studies.
9. Apply meta-analysis to estimate the sources and magnitude of heterogeneity across public health and biomedical studies.
10. Explain underlying theory in longitudinal data analyses of public health and biomedical studies.
11. Analyze longitudinal data in public health and biomedical studies with appropriate longitudinal data analysis methods.
12. Interpret analytic methods used throughout the literature in biostatistical and public health journals.
13. Interpret results of classical and Bayesian biostatistical analyses so that valid and reliable conclusions regarding a public health and biomedical research question may be drawn from the analyses.
14. Develop new ideas for applying existing biostatistical methods to applications in public health.
15. Develop statistical reasoning skills to work independently on ideas for research in public health and biomedicine.
16. Develop written and oral reports to communicate effectively to research investigators pivotal aspects of a study, including its design, objectives, data, analysis methods, results, and conclusions.
17. Create a collaborative environment for working on written and oral reports and developing critical thinking skills.

COMMUNITY HEALTH BEHAVIOR AND EDUCATION Dr.P.H., 63 HOURS

Advising: Jiann-Ping Hsu College of Public Health, P.O. Box 8015, Statesboro, GA 30460, Phone: (912) 478-2674, FAX: (912) 478-5811.
<http://jphcoph.georgiasouthern.edu>

Admission Requirements

Admission into the graduate program is competitive and based upon academic background, performance on standardized tests, professional experience, interest in the field, a history of service, a personal statement, and letters of recommendation.

Degree Admission Requirements

Regular *

To complete an application to the Dr.P.H. program, applicants must submit the following:

- Completed the On-line Graduate Application for Admission form
- \$50.00 Application Fee
- Official transcript(s) from a regionally accredited college or university showing courses completed, grades earned, dates, and degree(s) awarded. Transcript(s) must show completion of at least one (1) graduate-level course in each of the following five (5) areas:
 - biostatistics
 - epidemiology
 - social and behavioral sciences in public health
 - health policy and management
 - environmental health sciences
- Courses must have been completed in the last five (5) years, and each must have been passed with a grade of “B” or better. Applicants who have not completed these courses, but whose applications show exceptional potential for success in the Dr.P.H. program, may be admitted to the Dr.P.H. program, but will be required to complete the courses (as presented in the JPHCOPH MPH core course requirements) with grades of “B” or better before enrolling in doctoral level courses;
- Three (3) letters of recommendation. Two must be from graduate faculty members and it is encouraged that the third letter be from a work supervisor;
- Official scores from the GRE (General Test), GMAT, MCAT, or LSAT, taken in the last five (5) years. An original copy of the test score, sent by the testing agency to the Office of Admissions, is required before any action is taken on an application. A copy of the score provided to the student and subsequently forwarded is not acceptable. The requirement for completion of a standardized test will be waived for those applicants who hold a doctoral degree from a regionally accredited college or university;
- All international applicants, including resident and non-resident aliens, whose native language is not English and who do not have an undergraduate degree from a regionally accredited U.S. college or university, are required to submit official TOEFL scores taken within the year immediately preceding the requested semester of admission. A minimum total score of 83 is required, with minimum scores of 20 for each of the skills evaluated by the TOEFL: Listening, Reading, Speaking, Writing) An original copy of the test score, sent by the testing agency to the Office of Admissions is required before any action is taken on an application. The copy of the score provided to the student and subsequently forwarded is not acceptable;
- Personal statement/letter of interest emphasizing reasons for pursuing Dr.P.H. (Limited to a maximum of 700 words);
- Current curriculum vitae or resume;
- Certificate of Immunization Form. This form should be completed and sent directly to the Office of Health Services; and
- Applicants who are applying for a graduate assistantship must complete the Electronic Graduate Assistantship Application and submit it to the Jack N. Averitt College of Graduate Studies.

**Applicants may be required to take pre-requisite coursework prior to taking program concentration courses. Conditions of admission will be presented in the letter of acceptance to each student.*

Non-degree Admission Requirements

An applicant may be admitted to the COGS as non-degree students to earn credit in Public Health graduate courses without working toward a Dr.P.H. Interested applicants should consult the Jack N. Averitt College of Graduate Studies for the types of Non-Degree admission as well as the requirements for admission in this category.

Applications for admission into the Dr. P.H. program will be based on a review of the applicant’s Graduate Record Examination scores, recommendations for successful graduate study, and previous academic training. The college also considers the compatibility of the student’s interest areas with those of the faculty and curriculum emphases. Admissions is based on the totality of the applicant’s work, educational experience, recommendations, and other application data. A single application criterion will not be used to outweigh other criteria in making recommendations for admission.

Admission into the Dr. P.H. program requires a master’s degree in public health (M.P.H.) or an acceptable equivalent. Students should have master’s level grade point averages and Graduate Record Examination scores that are acceptable as determined by the faculty. Students who have not completed the public health core as part of their master’s degree must do so by taking an approved course in each of the following areas: biostatistics, environmental health sciences, epidemiology, health policy and management, and social and behavioral sciences.

Admission to the Dr.P.H. is highly selective to ensure that all accepted into the program have the potential to become effective practitioners and applied researchers.

NOTE: Prerequisite undergraduate course work may be required. Contact the Graduate Program Director in the Jiann-Ping Hsu College of Public Health for complete information.

Course Requirements:

Public Health Core Courses.....24 Hours

- PUBH 8130 - Advanced Topics in Biostatistics (3)
- PUBH 8132 - Environmental and Occupational Health (3)
- PUBH 8133 - Epidemiologic Methods (3)
- PUBH 8134 - Health Economics, Policy and the Political Process (3)
- PUBH 8136 - Theoretical Perspectives of the Social and Behavioral Sciences in Public Health (3)
- PUBH 9130 - Professional Seminar in Biostatistics (3)
- PUBH 9132 - Community-Based Research in Public Health (3)
- PUBH 9135 - Public Health Funding and Grantsmanship (3)

Advanced Courses in Community Health Behavior and Education 24 Hours

- CHBE 9130 - Research Methods in Community and Behavioral Health (3)
- CHBE 9132 - Ecological Determinants of Community Health (3)
- CHBE 9230 - Community-Based Public Health Program Planning and Evaluation (3)
- CHBE 9235 - Communication and Advocacy (3)
- CHBE 9331 - Health Disparities and the Rural Underserved (3)
- CHBE 9335 - Global Health and Preparedness (3)
- CHBE 9630 - Doctoral Seminar in Community Health (3)
- CHBE - Guided Elective (3)

Doctoral Public Health Field Practicum.....6 Hours

- PUBH 9790 - Doctoral Preceptorship in Public Health (6) (Note: 300 hours of field experience under the joint direction of a public health faculty member and a qualified specialist working in the area of concentration.)

Dissertation9 Hours

- PUBH 9999 - Dissertation (9)

Social and Behavioral Sciences/Community Health Concentration Competencies

At the completion of the Dr.P.H. degree program all Community Health students will be able to:

1. Evaluate theories, concepts, and models from social and behavioral science disciplines (e.g. anthropology, sociology, psychology, health education) that are used in public health research and practice.
2. Analyze philosophical foundations and assumptions of research applied to community health problems.
3. Evaluate social and behavioral determinants of health equity at all ecological levels (individual through policy) applied in rural and urban settings.
4. Analyze health communication approaches including social marketing, media advocacy, and new communication technology.
5. Analyze the concept of Public Health Preparedness.
6. Compare U.S. Public Health and Global Public Health priorities and concerns.
7. Evaluate legislative advocacy skills that influence health policy.
8. Demonstrate planning, implementation, and evaluation of evidence-based community public health interventions.
9. Evaluate qualitative and quantitative methods and their use in community health intervention, evaluation, and research.
10. Utilize qualitative, quantitative, and mixed methods to address community health problems.
11. Evaluate Community-Based Participatory Research (CBPR) approaches when working with diverse communities.
12. Assess ethical principles critical to community-based research and practice.
13. Analyze the impact of power and privilege on health inequity at local, national, and global levels.
14. Demonstrate skills that support cultural competence and cultural humility when working with diverse communities.
15. Analyze current and future community-level needs for keeping the public healthy.
16. Analyze the collaborative and transdisciplinary relationships to respond to public health problems.
17. Develop program development and evaluation plans that include logic models, missions, goals, and objectives. Promote the public health and health education professions individually and collectively.
18. Assess the functional interrelationships of the five core areas of Public Health.

PUBLIC HEALTH LEADERSHIP Dr.P.H., 63 HOURS

Advising: Jiann-Ping Hsu College of Public Health, P.O. Box 8015, Statesboro, GA 30460, Phone: (912) 478-2674, FAX: (912) 478-5811.
<http://jphcoph.georgiasouthern.edu>

Admission Requirements

Admission into the graduate program is competitive and based upon academic background, performance on standardized tests, professional experience, interest in the field, a history of service, a personal statement, and letters of recommendation.

Degree Admission Requirements

Regular *

To complete an application to the Dr.P.H. program, applicants must submit the following:

- Completed the On-line Graduate Application for Admission form
- \$50.00 Application Fee
- Official transcript(s) from a regionally accredited college or university showing courses completed, grades earned, dates, and degree(s) awarded. Transcript(s) must show completion of at least one (1) graduate-level course in each of the following five (5) areas:
 - biostatistics
 - epidemiology
 - social and behavioral sciences in public health
 - health policy and management
 - environmental health sciences
- Courses must have been completed in the last five (5) years, and each must have been passed with a grade of “B” or better. Applicants who have not completed these courses, but whose applications show exceptional potential for success in the Dr.P.H. program, may be admitted to the Dr.P.H. program, but will be required to complete the courses (as presented in the JPHCOPH MPH core course requirements) with grades of “B” or better before enrolling in doctoral level courses;
- Three (3) letters of recommendation. Two must be from graduate faculty members and it is encouraged the third letter be from a work supervisor;
- Official scores from the GRE (General Test), GMAT, MCAT, or LSAT, taken in the last five (5) years. An original copy of the test score, sent by the testing agency to the Office of Admissions, is required before any action is taken on an application. A copy of the score provided to the student and subsequently forwarded is not acceptable. The requirement for completion of a standardized test will be waived for those applicants who hold a doctoral degree from a regionally accredited college or university;
- All international applicants, including resident and non-resident aliens, whose native language is not English and who do not have an undergraduate degree from a regionally accredited U.S. college or university, are required to submit official TOEFL scores taken within the year immediately preceding the requested semester of admission. A minimum total score of 83 is required, with minimum scores of 20 for each of the skills evaluated by the TOEFL: Listening, Reading, Speaking, Writing) An original copy of the test score, sent by the testing agency to the Office of Admissions is required before any action is taken on an application. The copy of the score provided to the student and subsequently forwarded is not acceptable;
- Personal statement/letter of interest emphasizing reasons for pursuing Dr.P.H. (Limited to a maximum of 700 words);
- Current curriculum vitae or resume;
- Certificate of Immunization Form. This form should be completed and sent directly to the Office of Health Services; and
- Applicants who are applying for a graduate assistantship must complete the Electronic Graduate Assistantship Application and submit it to the Jack N. Averitt College of Graduate Studies.

**Applicants may be required to take pre-requisite coursework prior to taking program concentration courses. Conditions of admission will be presented in the letter of acceptance to each student.*

Non-degree Admission Requirements

An applicant may be admitted to the COGS as non-degree students to earn credit in Public Health graduate courses without working toward a Dr.P.H. Interested applicants should consult the Jack N. Averitt College of Graduate Studies for the types of Non-Degree admission as well as the requirements for admission in this category.

Applications for admission into the Dr. P.H. program will be based on a review of the applicant’s Graduate Record Examination scores, recommendations for successful graduate study, and previous academic training. The college also considers the compatibility of the student’s interest areas with those of the faculty and curriculum emphases. Admissions is based on the totality of the applicant’s work, educational experience, recommendations, and other application data. A single application criterion will not be used to outweigh other criteria in making recommendations for admission.

Admission into the Dr. P.H. program requires a master’s degree in public health (M.P.H.) or an acceptable equivalent. Students should have master’s level grade point averages and Graduate Record Examination scores that are acceptable as determined by the faculty. Students who have not completed the public health core as part of their master’s degree must do so by taking an approved course in each of the following areas: biostatistics, environmental health sciences, epidemiology, health policy and management, and social and behavioral sciences.

Admission to the Dr.P.H. is highly selective to ensure that all accepted into the program have the potential to become effective practitioners and applied researchers.

NOTE: Prerequisite undergraduate course work may be required. Contact the Graduate Program Director in the Jiann-Ping Hsu College of Public Health for complete information.

Course Requirements:

Public Health Core Courses.....24 Hours

- PUBH 8130 - Advanced Topics in Biostatistics (3)
- PUBH 8132 - Environmental and Occupational Health (3)
- PUBH 8133 - Epidemiologic Methods (3)
- PUBH 8134 - Health Economics, Policy and the Political Process (3)
- PUBH 8136 - Theoretical Perspectives of the Social and Behavioral Sciences in Public Health (3)
- PUBH 9130 - Professional Seminar in Biostatistics (3)
- PUBH 9132 - Community-Based Research in Public Health (3)
- PUBH 9135 - Public Health Funding and Grantsmanship (3)

Advanced Courses in Public Health Leadership24 Hours

- PHLD 9130 - Public Health Research Methods (3)
- PHLD 9131 - Foundations and Strategies for Health Organization Leadership (3)
- PHLD 9133 - Health Organization Communication (3)
- PHLD 9231 - Health Informatics and Decision Making (3)
- PHLD 9331 - Health Policy, Regulation and Ethics (3)
- PHLD 9333 - Strategic and Contingency Planning (3)
- PHLD 9334 - Financial Management of Public Health Organizations and Programs (3)
- PHLD - Guided Elective (3)

Doctoral Public Health Field Practicum.....6 Hours

- PUBH 9790 - Doctoral Preceptorship in Public Health (6) (Note: 300 hours of field experience under the joint direction of a public health faculty member and a qualified specialist working in the area of concentration.)

Dissertation9 Hours

- PUBH 9999 - Dissertation (9)

Public Health Leadership Concentration Competencies

At the completion of the Dr.P.H. degree program all Public Health Leadership students will be able to:

1. Evaluate the main components and issues of the organization, financing and delivery of public health systems in the United States.
2. Evaluate the legal, values and ethical dilemmas in Public health that are inherent in efforts to control cost, while assuring access and quality of services for the public.
3. Evaluate the methods for ensuring community health safety and preparedness.
4. Analyze the policy development, assessment, and evaluation process for improving the health status of populations.
5. Evaluate the principles of program development and evaluation as it relates to public health initiatives.
6. Analyze budget preparation with justification and evaluation as related to public health initiatives.
7. Evaluate the process for strategic planning and marketing for public health.
8. Analyze quality, cost benefit and performance improvement concepts to address organizational performance issues in public health.
9. Evaluate how “systems thinking” contributes to solving public health organizational problems.
10. Analyze health policy and management effectiveness using appropriate channels and technologies.
11. Analyze leadership skills for building partnerships in public health.
12. Analyze the trends in resources allocation, and financing and evaluate their effects on consumers, providers, and payers in public health.
13. Evaluate the economic, social and legislative changes impact on public health systems in the US.
14. Apply population and individual ethical considerations in relation to benefit, cost and burden of public health programs.
15. Evaluate the application and role of policy and management on the conduct of public health research and practice.
16. Analyze information from various sources to resource and program decision making.
17. Analyze the principles of health equity for public health leadership.
18. Compare the impacts of rural verses urban on the health of communities.
19. Evaluate qualitative and quantitative research methods for public health problem solving.
20. Demonstrate the ability to manage programs within budget constraints.
21. Evaluate grants proposals or cooperative agreements for funding from external sources.
22. Apply prevention effectiveness models to prevention strategies through cost-effectiveness, cost-benefit, and cost-utility analysis.
23. Apply ethical decision-making and conduct in all aspects of public health practice.
24. Advocate for programs and resources that advance the health of the population.
25. Develop a plan to implement a policy or program, including goals, outcomes and process objectives, staffing plan, budget and implementation steps.
26. Evaluate and demonstrate various research methods in order to produce a public health leadership research paper.

Allen E. Paulson College of Science and Technology

Dean: Bret Danilowicz
2141 Engineering Building
P. O. Box 8044
Phone (912) 478-5111
bdanilowicz@georgiasouthern.edu

Associate Dean of Faculty and Research Programs: Karin Scarpinato
2141 Engineering Building
P. O. Box 8044
Phone (912) 478-5111
kscarpinato@georgiasouthern.edu

Associate Dean of Student and Academic Programs: Shahnam Navaee
2141 Engineering Building
P. O. Box 8044
Phone (912) 478-5111
snavaee@georgiasouthern.edu

The Allen E. Paulson College of Science and Technology (COST) offers programs and instruction in the sciences, mathematics, engineering, and engineering. Bachelor of Science or Bachelor of Arts degrees can be pursued in the following majors: Biology, Chemistry, Geography, Geology, Mathematics, Physics, as well as, the Bachelor of Science degree in Construction Management, Civil Engineering, Electrical Engineering, and Mechanical Engineering. Minors are available in Biology, Chemistry, Engineering Technology, Geographic Information Science, Geography, Geology, Mathematics, Military Science, and Physics. The College also offers Master of Science programs.

Students in the College of Science and Technology may also choose to pursue a pre-professional program of study in Pre-Medicine, Pre-Dentistry, Pre-Veterinary Medicine, Pre-Pharmacy, or Pre-Optometry. The Georgia Tech engineering transfer programs (GTREP & RETP) are also available as options for students to complete their first two years at Georgia Southern prior to transferring to the Georgia Institute of Technology to finish the remainder of their degree requirements. For students in any major, the Department of Military Science administers the Army ROTC program which leads to a commission as a second lieutenant at the time of graduation.

VISION

Within this decade, the Allen E. Paulson College of Science and Technology will be recognized as a national leader in the development of innovative curricula and for its dedicated faculty who integrate distinguished scholarship with superior undergraduate and graduate education.

MISSION

The Allen E. Paulson College of Science and Technology at Georgia Southern University is a diverse community of teacher-scholars, students, alumni, and friends engaged in the discovery, application, integration, and transformation of scientific and technological knowledge. Reflecting the best practices of our disciplines, the College provides undergraduate and graduate

students with a challenging education that is research-based and technology-infused, and promotes life-long learning and stewardship for the benefit of the human, natural, and technological resources of Georgia, the nation, and the world.

Visit us at our web site at <http://cost.georgiasouthern.edu>

STRUCTURE

Department of Biology

In today's world, studies in Biology are becoming increasingly important. Georgia Southern University's Biology program prepares students for careers as professional biologists in a wide variety of fields. Southeast Georgia is a biologically rich and ecologically diverse area that encompasses coastline, wetlands, woodlands, and cities. Consistent with the mission of the University, the Biology Department seeks to expand horizons through outreach, preserve distinctive cultural and natural legacies, and maintain the integrity of South Georgia's environment.

Faculty

Stephen P. Vives, Chair

Professors: J. E. Averett (Emeritus), L. Beati-Ziegler, S. N.

Bennett (Emerita), J. A. Boole (Emeritus), C. R. Chandler, J. B. Claiborne, J. Copeland, B.S. Danilowicz, J. R. Diebolt, D. Drapalik (Emeritus), L.A. Durden, F. E. French (Emeritus), Q. Fang, S. B. George, D. F. Gleason, D. V. Hagan (Emeritus), W. A. Krissinger (Emeritus), L. M. Leege, B. P. Lovejoy (Emeritus), D. K. McLain, J. H. Oliver (Emeritus), J. W. Parrish (Emeritus), A. E. Pratt (Emerita), O. J. Pung, L. B. Regassa, D. C. Rostal, S. P. Vives, L. M. Wolfe

Associate Professors: R. A. Cohen, C. P. Cutler, A.W. Harvey,

W. S. Irby, K. Maur (Emerita), L. D. McBrayer, E. B. Mondor, D. Nayduch, K.D. Scarpinato

Assistant Professors: D. Apanaskevich, M. Cawthorn, J. Checo

Colon-Gaud, J. S. Harrison, Johanne M. Lewis, Subhrajit K. Saha

Lecturers: R. A. Hattway, Lace A. Svec

Adjunct Professor: B. A. Schulte

Adjunct Instructors: D. H. Hurley, M. Tremblay

Department of Chemistry

The Department of Chemistry offers a well-balanced program for the education of its students. To prepare them for their professional careers, the Department is committed to providing quality teaching and research experiences emphasizing critical and independent thought. The curriculum provides strong innovative instruction in the theory and practice of the chemical sciences. It is designed to introduce students to modern laboratory methods and technology using state-of-the-art scientific equipment. The faculty is committed to providing an environment that addresses the individual needs of each student and encourages them to develop their potential through life-long learning and to be responsible members of their profession and community.

Faculty

John C. DiCesare, Chair

Professors: R. Boxer (Emeritus), J.C. DiCesare, C. Colvin (Emeritus), L. J. DeLong Frost, C. M. D. McGibony, J. A. Orvis, B. W. Ponder (Emeritus), N. E. Schmidt, C. R. Whitlock

Associate Professors: A. J. Long, M. O. Hurst, C. Kellogg (Emeritus), B. P. Koehler, J. M. LoBue, R. Nelson (Emeritus)

Assistant Professors: K. Aiken, S. Davis, D. Kreller, J. N. Orvis, M.A. Shaikh, D. Stallings, K. Welch

Lecturers: T.C. Osborne, K. D. Schurmeier

Department of Geology and Geography

The Department of Geology and Geography offers a balance of teaching, research, and service to the region served by the University, and beyond. Areas of focus among geology faculty include igneous and metamorphic petrology, paleontology, sedimentology, structural geology, hydrogeology, coastal geology, environmental geology, geoscience education, and natural history of the Coastal Plain. Geography faculty interests include climatology, geomorphology, geospatial analysis, economic geography, health geography, cultural geography, and biogeography. Both programs emphasize the application of Geographic Information Science.

Faculty

Jeff Underwood, Chair

Professors: G. A. Bishop (Emeritus), D. B. Good (Emeritus), D. D. Rhodes (Emeritus), F. J. Rich

Associate Professors: J. H. Darrell (Emeritus), J. S. Reichard, C. H. Trupe, W. Tu, R. K. Vance, M. R. Welford

Assistant Professors: L. A. Arthurs, C. J. Jackson, K.M. Smith, J. Tian, R. A. Yarbrough

Adjunct Professor: C. R. Alexander

Institute of Arthropodology and Parasitology

The Institute of Arthropodology and Parasitology (IAP) is an interdepartmental organization that provides an identity to an area of exceptional research and teaching strength on campus. Members of the IAP include faculty and students from several departments including biology, geology, geography, history, and psychology. It also has three full-time scientists and support personnel. Membership in the IAP is open to any researchers with an interest in arthropods (insects, mites, ticks, spiders, crabs, and other joint-legged animals) and parasites (viruses, bacteria, fungi, protozoa, worms, etc.). Several members are especially interested in diseases of humans, livestock, wildlife, and plants. The IAP serves as a center where persons with these types of interests can interact and focus on research and applied problems. The IAP is also the home of the U.S. National Tick Collection in association with the Smithsonian Institution in Washington DC.

Faculty

James H. Oliver, Director

Professors: J. H. Oliver (Emeritus), L. Beati-Ziegler (Curator)

Assistant Professors: D. Apanaskevich (Assistant Curator)

Department of Mathematical Sciences

The Department of Mathematical Sciences offers programs of study for students interested in mathematics, mathematics education or statistics. The department is dedicated to providing students with excellent instruction that incorporates innovative instructional techniques and technologies. In their roles as teacher-scholars, the faculty maintains consistent and significant productivity, recognized at regional, national, and international levels, in basic research, applications, and pedagogy. The department is strengthened by the extensive service activities of

the faculty on campus and in the community as well as through high-profile service to the profession. In addition, the department provides many areas for student involvement, including an active student organization and student competition teams.

Faculty

Martha L. Abell, Chair

Professors: M. Abell, C. Champ, S. Damelin, J. Davenport (Emeritus), R. Hathaway (Emeritus), Y. Hu, G. Lesaja, X. Li, S. Ngai, B. Oluyede, A. Pierce (Emerita), J. Solomon, A. Sparks (Emeritus), D. Stone (Emeritus), S. Taylor, N. Wells (Emeritus)

Associate Professors: C. Christmas (Emeritus), J. Darley, P. Humphrey, A. Iacob, C. Karotis (Emeritus), B. Kaymakcalan, S. Kersey, E. Lavender (Emeritus), B. McLean, F. Mynard, J. Rafter (Emeritus), A. Sills, Y. Wu, C. Zhao, J. Zhu

Assistant Professors: D. Bell (Emerita), R. Bogan (Emerita), J. Braselton, E. Hardy (Emerita), S. Lanier, Y. Lin, J. Lynch (Emeritus), C. Magnant, C. Nessmith (Emerita), A. Oganyan, D. Saye, C. Sikes (Emerita), H. Wang, P. Watkins (Emerita), X. Xie, L. Yocco, S. Zheng

Temporary Assistant Professors: J. Hawkins, E. Iacob, G.

Michalski, R. Piltner, F. Ziegler

Instructors: S. Barrs, L. Braselton

Lecturers: B. Lee, M. Ransom

Temporary Instructors: K. Chimariya, I. Edwards, W. Rogers, J. Zhang

Part-Time Instructors: A. Schneider, D. Stapleton (Emerita)

Department of Military Science

The Georgia Southern University Military Science Department is charged with managing the Army's Reserve Officer Training Corps (ROTC) program on campus. Army ROTC provides college-trained officers for the U.S. Army, the Army National Guard, and the U.S. Army Reserve. It does this through a combination of college courses in military science and summer training sessions. The Professor of Military Science at Georgia Southern also administers the programs at Armstrong Atlantic State University, Savannah State University and Savannah College of Art and Design.

Faculty

George L. Fredrick, Chair

Professor of Military Science: G. L. Fredrick

Adjunct Professors: J. Braet, B. Foster, J. Horstman, S. Knable, M. Kukla, E. Linn

Scholarship Enrollment Officer: W. Roberts

Department of Physics

The mission of the Department of Physics at Georgia Southern University is four-fold. First, to provide its majors with a strong, basic undergraduate physics/astronomy education that will serve them whether they pursue an advanced degree in physics, a professional career in medicine or dentistry, a career in industry or in science education. Second, to provide excellent instruction in introductory physics and astronomy to non-majors. Third, to conduct original research in physics and astronomy that is recognized at regional, national, and international levels. Fourth, to foster an interest in science in the community and the region.

Faculty

Mark Edwards, Chair and Professor

Professors: C. Heller, M. Payne (Emeritus), X. Wang, A.

Woodrum (Emeritus), J. Zhang

Associate Professors: C. Dean, D. Gatch, W. Grant (Emeritus), Li Ma, C. Mobley (Emeritus), J. Rogers (Emeritus)

Assistant Professors: J. Higdon, S. Higdon
 Lecturer: A. Balaraman
 Temporary Assistant Professor: J-A. Yan
 Physics Laboratory Supervisor: F. Leach
 Astronomy Laboratory Coordinator: R. Lowder
 Adjunct Instructor: T. Deal

Department of Construction Management and Civil Engineering

The departmental goals are designed to give students state-of-the-art knowledge for professional career and life-long development skills needed to enter the fields of construction management and civil engineering technology while meeting all the requirements to earn a Bachelor of Science degree. The mission of the department is to engage in the best practices of teaching, scholarship, and service to ensure that past, present, and future Georgia Southern students serve as ethical and highly qualified leaders of construction and civil engineering around the globe. Students will find open doors to a dedicated and diverse faculty who are well-educated yet grounded in the practical aspects of "real world" design and construction.

Faculty

Brian Moore, Chair and Professor
 Professor: J.B. Karrh (Emeritus)
 Associate Professors: N. Das, I. Basha, G. Maldonado, J. Shen
 Assistant Professors: G. Fu, Y. Jung, S. Kim, D. Slater, W. Wu
 Adjunct Professor: B. Boone, B. Lane, J. Hahs
 Lecturer: C. Martin
 Temporary Instructor: J. Uhl

Department of Mechanical and Electrical Engineering

The department of Mechanical and Electrical Engineering offers students a hands-on laboratory oriented calculus-based bachelor of science educational experience in: Electrical Engineering, Electrical Engineering Technology (EET), Mechanical Engineering, and Mechanical Engineering Technology (MET). Through the Engineering Studies program, students can complete the first two years of an engineering degree from Georgia Tech through either the Regents Engineering Transfer Program (RETP) or the Georgia Tech Regional Engineering Program (GTREP) on Georgia Southern Campus. The Master of Science in Applied Engineering degree provides a master's level education in Mechatronics, Engineering Management, Energy Science, and Information Technology. EET and MET degree programs are accredited by the Technology ABET, 111 Market Place, Suite 1050, Baltimore, MD 21202-4012, telephone (410) 347-7700.

Faculty

Mohammad Davoud, Chair
 Professors: M. Davoud, G. Jones (Emeritus), S. Laskin (Emeritus), J. Manning (Emeritus), S. Navaee, B. Vlcek
 Associate Professors: S. Bernadin, A. Mitra, G. Molina, R. Redderson (Emeritus), V. Soloiu, D. Williams
 Assistant Professors: M. Ahad, R. Alba-Flores, Y. Al-Kalaani, A. Desai, F. Goforth, S. Lim, F. Rios-Gutierrez, M. Rahman, S. Xu, C. Zhang
 Lecturer: M. Ahmed
 Instructional Technology Services Coordinator: R. Miller

PROGRAMS - UNDERGRADUATE

Department of Biology

Bachelor of Arts with a major in Biology
 Bachelor of Science in Biology

Department of Chemistry

Bachelor of Arts with a major in Chemistry
 Bachelor of Science in Chemistry (Certified by the American Chemical Society)

Department of Geology and Geography

Bachelor of Arts with a major in Geography
 Bachelor of Science with a major in Geography
 Bachelor of Arts with a major in Geology
 Bachelor of Science with a major in Geology

Department of Mathematical Sciences

Bachelor of Science with a major in Mathematics
 Bachelor of Science in Mathematics

Department of Physics

Bachelor of Arts with a major in Physics
 Bachelor of Science in Physics
 Dual Degree (3 + 2) program whereby a student completes 3 years at Georgia Southern and 2 years at Georgia Tech and earns a Bachelor's degree from each institution.

Department of Construction Management and Civil Engineering

Bachelor of Science in Civil Engineering
 Bachelor of Science in Civil Engineering Technology
 Bachelor of Science in Construction with a major in Construction Management

Department of Mechanical and Electrical Engineering

Bachelor of Science in Electrical Engineering
 Bachelor of Science in Electrical Engineering Technology
 Bachelor of Science in Mechanical Engineering
 Bachelor of Science in Mechanical Engineering Technology
 Engineering Studies Program:
 Pre-Engineering Program
 Regents Engineering Transfer Program (RETP)
 Georgia Tech Regional Engineering Program (GTREP)

PROGRAMS - GRADUATE

Department of Biology

Master of Science in Biology

Department of Mathematical Sciences

Master of Science in Mathematics
 **For a list of concentration areas, see the departmental web site <http://math.georgiasouthern.edu/math/>

Department of Mechanical and Electrical Engineering

Master of Science in Applied Engineering
 Options in Mechatronics, Engineering Management, Energy Science and Information Technology
 Graduate Certificate in Engineering and Manufacturing Management
 Graduate Certificate in Occupational Safety and Environmental Compliance.

ADVISEMENT

Students will be advised in the COST Advisement Center for their first two years and then by faculty in their major department beginning their junior year. All GTREP and RETP will be advised by faculty members in the Department of Mechanical and Electrical Engineering. Students should check their WINGS

account via “My.GeorgiaSouthern” website to find their advisor's name.

The COST Advisement Center is located in the Engineering Building, room 1116. Students meet with their faculty advisor for academic advisement on major requirements, course selection, registration and other student concerns during two meetings each semester. Students with majors in the following areas will be advised in the COST Advisement Center: Biology, Chemistry, Geology, Geography, Mathematical Sciences, Physics, Construction Management, Civil Engineering, Civil Engineering Technology, Electrical Engineering, Electrical Engineering Technology, Mechanical Engineering, Mechanical Engineering Technology and the Pre-Engineering Program.

While faculty advisors provide information and guidance, final responsibility for completion of degree requirements rests with the student. All Georgia Southern students will complete the Core Curriculum as outlined. All majors have specific mathematics and science requirements. Therefore, it is to the student's advantage to fit these specific requirements into the Core Curriculum whenever possible. In this way, both the Core Curriculum and the requirements of the major may be met.

Students may contact the COST Advisement Center if they have questions about advising or difficulty locating an advisor.

COST Advisement Center
Engineering Building, Room 1116
PO Box 8044-01
(912) 478-0649
(912) 478-2311 (Fax)
cost-advisor@georgiasouthern.edu
http://cost.georgiasouthern.edu/Advisement_Center/
Lisa Vance, Coordinator: (912) 478-0525
Theresa Duggar, Staff Advisor: (912) 478-7685
Amy Smith, Staff Advisor: (912) 478-8767
Laura Lee, Staff Advisor: (912) 478-2272
Jason Pollett, Staff Advisor: (912) 478-7686
Maria Sibbald, Admin. Secretary: (912) 478-0649

EXPERIENTIAL LEARNING OUTCOMES

A Cooperative Education (Co-op) Program is provided on an optional basis in all engineering studies and technology majors and in selected science and mathematics majors. The Co-op plan may be student, college, or industry initiated. Normally, students must have earned 30 semester hours of credit toward their major, have a GPA of 2.5 or better, and be willing to participate in no less than two alternating Co-op work assignments. Salaries and benefits are determined by the employer and normally increase as the program proceeds. Board and lodging are the responsibility of the student, but in many cases the employers provide assistance in locating suitable accommodations. Dormitory rooms and meal plans are available to students working near the campus.

Co-op students register for a designated Special Problems/Co-op course each semester that they are on a work assignment. Students should refer to their advisor for the appropriate course designation. Co-op students in designated majors may receive one semester hour credit each semester they are on a work assignment. An S/U grade is assigned for each work semester on the basis of the employer's evaluation only.

No commitment is made by either the student or employer for full-time employment upon completion of the Co-op program. However, a company may offer employment upon graduation.

SECONDARY OR P-12 EDUCATION CERTIFICATION

For those interested in Secondary Education (grades 6-12) certification with a **BIOLOGY** degree:

Students who plan to seek teacher certification after completion of the B.A. or B.S. Biology program may achieve this through the Master of Arts in Teaching (MAT) or a non-degree certification program. If all B.A. or B.S. Biology requirements are met, no other biology content courses are required. However, students are strongly encouraged to pursue “broad fields” Science certification which includes the areas of biology, chemistry, earth science, and physics. To meet broad fields content requirements, the following courses are recommended as part of or in addition to your current program of study.

CHEM - advisor recommended (12)

PHYS - advisor recommended: PHYS 2211, PHYS 2212, PHYS 3536 (12)

Earth-Space Science - advisor recommended (12)

The following education courses may also be taken as *electives* while enrolled in your bachelor's program:

Courses that a student can take as an undergraduate that will count toward certification requirements but will not count toward MAT degree requirements are:

- ITEC 3430 - Instructional Technology for P-12 Education (3)
- SPED 3333 - Introduction to Special Education (3)

Education Area F “Preprofessional Block” (PPB) courses may also be taken; however the PPB courses will not count toward meeting certification requirements or MAT degree requirements. These courses can provide undergraduate students information and experiences in school settings that will help them make more informed decisions about becoming a teacher. Since the three PPB courses have USG-mandated field requirements, the following guidance should be followed:

- BA/BS/BBA majors can take the complete 9 semester hour PPB block of courses with the required 50 hour field experience; **OR**
- BA/BS/BBA majors can take EDUC 2130 - Exploring Learning and Teaching concurrently with EDUC 2090 - PPB Practicum (50 contact hours in a school) – total of 3 credit hours. After taking EDUC 2130, those students can take one or both of the other PPB courses with approximately 10 hours of field experience with each course. These courses are:
 - EDUC 2110 - Investigating Critical and Contemporary Issues in Education (3)
 - EDUC 2120 - Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts (3)

NOTE: GACE Basic Skills and GACE Content Assessment examination and 2.5 cumulative GPA requirements must be met for certification program admission and should be considered during enrollment in the bachelor's program.

For those interested in Secondary Education (grades 6-12) certification with a **CHEMISTRY** degree:

Students who plan to seek teacher certification after completion of the B.A. or B.S. Chemistry program may achieve this through the Master of Arts in Teaching (MAT) or a non-degree

certification program. If all B.A. or B.S. Chemistry requirements are met, no other chemistry content courses are required. However, students are strongly encouraged to pursue “broad fields” Science certification which includes the areas of biology, chemistry, earth science, and physics. To meet broad fields content requirements, the following courses are recommended as part of or in addition to your current program of study.

BIOL - advisor recommended (12)

PHYS - advisor recommended: PHYS 2211, PHYS 2212, PHYS 3536 (12)

Earth-Space Science - advisor recommended (12)

The following education courses may also be taken as *electives* while enrolled in your bachelor’s program:

Courses that a student can take as an undergraduate that will count toward certification requirements but will not count toward MAT degree requirements are:

- ITEC 3430 - Instructional Technology for P-12 Education (3)
- SPED 3333 - Introduction to Special Education (3)

Education Area F “Preprofessional Block” (PPB) courses may also be taken; however the PPB courses will not count toward meeting certification requirements or MAT degree requirements. These courses can provide undergraduate students information and experiences in school settings that will help them make more informed decisions about becoming a teacher. Since the three PPB courses have USG-mandated field requirements, the following guidance should be followed:

- BA/BS/BBA majors can take the complete 9 semester hour PPB block of courses with the required 50 hour field experience; **OR**
- BA/BS/BBA majors can take EDUC 2130 - Exploring Learning and Teaching concurrently with EDUC 2090 - PPB Practicum (50 contact hours in a school) – total of 3 credit hours. After taking EDUC 2130, those students can take one or both of the other PPB courses with approximately 10 hours of field experience with each course. These courses are:
 - EDUC 2110 - Investigating Critical and Contemporary Issues in Education (3)
 - EDUC 2120 - Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts (3)

NOTE: GACE Basic Skills and GACE Content Assessment examination and 2.5 cumulative GPA requirements must be met for certification program admission and should be considered during enrollment in the bachelor’s program.

For those interested in Secondary Education (grades 6-12) certification with a GEOGRAPHY degree:

Students who plan to seek teacher certification after completion of the B.A. or B.S. Geography program may achieve this through the Master of Arts in Teaching (MAT) or a non-degree certification program. If all B.A. or B.S. Geography requirements are met, no other geography content courses are required. However, students are strongly encouraged to pursue certification in more than one social science field to enhance employment opportunity. Plan to complete at least 12 semester hours in one or more of the following fields: Economics, History, and/or Political Science, with advisor guidance in selection. These courses should be completed as part of the minor or electives.

The following education courses may also be taken as *electives* while enrolled in your bachelor’s program:

Courses that a student can take as an undergraduate that will count toward certification requirements but will not count toward MAT degree requirements are:

- ITEC 3430 - Instructional Technology for P-12 Education (3)
- SPED 3333 - Introduction to Special Education (3)

Education Area F “Preprofessional Block” (PPB) courses may also be taken; however the PPB courses will not count toward meeting certification requirements or MAT degree requirements. These courses can provide undergraduate students information and experiences in school settings that will help them make more informed decisions about becoming a teacher. Since the three PPB courses have USG-mandated field requirements, the following guidance should be followed:

- BA/BS/BBA majors can take the complete 9 semester hour PPB block of courses with the required 50 hour field experience; **OR**
- BA/BS/BBA majors can take EDUC 2130 - Exploring Learning and Teaching concurrently with EDUC 2090 - PPB Practicum (50 contact hours in a school) – total of 3 credit hours. After taking EDUC 2130, those students can take one or both of the other PPB courses with approximately 10 hours of field experience with each course. These courses are:
 - EDUC 2110 - Investigating Critical and Contemporary Issues in Education (3)
 - EDUC 2120 - Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts (3)

NOTE: GACE Basic Skills and GACE Content Assessment examination and 2.5 cumulative GPA requirements must be met for certification program admission and should be considered during enrollment in the bachelor’s program.

For those interested in Secondary Education (grades 6-12) certification with a GEOLOGY degree:

Students who plan to seek teacher certification after completion of the B.A. or B.S. Geology program may achieve this through the Master of Arts in Teaching (MAT) or a non-degree certification program. If all B.A. or B.S. Geology requirements are met, no other geology content courses are required. However, we strongly encourage students to pursue “broad fields” Science certification which includes the areas of biology, chemistry, earth science, and physics. To meet broad fields content requirements, the following courses are recommended as part of or in addition to your current program of study.

BIOL - advisor recommended (12)

CHEM - advisor recommended (12)

PHYS - advisor recommended: PHYS 2211, PHYS 2212, PHYS 3536 (12)

The following education courses may also be taken as *electives* while enrolled in your bachelor’s program:

Courses that a student can take as an undergraduate that will count toward certification requirements but will not count toward MAT degree requirements are:

- ITEC 3430 - Instructional Technology for P-12 Education (3)
- SPED 3333 - Introduction to Special Education (3)

Education Area F “Preprofessional Block” (PPB) courses may also be taken; however the PPB courses will not count toward meeting certification requirements or MAT degree requirements. These courses can provide undergraduate students information

and experiences in school settings that will help them make more informed decisions about becoming a teacher. Since the three PPB courses have USG-mandated field requirements, the following guidance should be followed:

- BA/BS/BBA majors can take the complete 9 semester hour PPB block of courses with the required 50 hour field experience; **OR**
- BA/BS/BBA majors can take EDUC 2130 - Exploring Learning and Teaching concurrently with EDUC 2090 - PPB Practicum (50 contact hours in a school) – total of 3 credit hours. After taking EDUC 2130, those students can take one or both of the other PPB courses with approximately 10 hours of field experience with each course. These courses are:
 - EDUC 2110 - Investigating Critical and Contemporary Issues in Education (3)
 - EDUC 2120 - Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts (3)

NOTE: GACE Basic Skills and GACE Content Assessment examination and 2.5 cumulative GPA requirements must be met for certification program admission and should be considered during enrollment in the bachelor's program.

For those interested in Secondary Education (grades 6-12) certification with a MATHEMATICS degree:

Students who plan to seek teacher certification after completion of the B.S. or B.S.Mat. Mathematics program may achieve this through the Master of Arts in Teaching (MAT) or a non-degree certification program. To meet content requirements, the following courses must be completed as part of or in addition to your current program of study.

- MATH 3130 - College Geometry (3)
- MATH 5136 - History of Mathematics (3)
- MATH 5234 - Number Theory (3)
- STAT 5531 - Statistical Methods I (3)

The following education courses may also be taken as *electives* while enrolled in your bachelor's program:

- Courses that a student can take as an undergraduate that will count toward certification requirements but will not count toward MAT degree requirements are:
 - ITEC 3430 - Instructional Technology for P-12 Education (3)
 - SPED 3333 - Introduction to Special Education (3)

Education Area F "Preprofessional Block" (PPB) courses may also be taken; however the PPB courses will not count toward meeting certification requirements or MAT degree requirements. These courses can provide undergraduate students information and experiences in school settings that will help them make more informed decisions about becoming a teacher. Since the three PPB courses have USG-mandated field requirements, the following guidance should be followed:

- BA/BS/BBA majors can take the complete 9 semester hour PPB block of courses with the required 50 hour field experience; **OR**
- BA/BS/BBA majors can take EDUC 2130 - Exploring Learning and Teaching concurrently with EDUC 2090 - PPB Practicum (50 contact hours in a school) – total of 3 credit hours. After taking EDUC 2130, those students can take one or both of the other PPB courses with approximately 10 hours of field experience with each course. These courses are:
 - EDUC 2110 - Investigating Critical and Contemporary Issues in Education (3)

- EDUC 2120 - Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts (3)

NOTE: GACE Basic Skills and GACE Content Assessment examination and 2.5 cumulative GPA requirements must be met for certification program admission and should be considered during enrollment in the bachelor's program.

For those interested in Secondary Education (grades 6-12) certification with a PHYSICS degree:

Students who plan to seek teacher certification after completion of the B.A. or B.S.P. program may achieve this through the Master of Arts in Teaching (MAT) or a non-degree certification program. If all B.A. or B.S. Physics requirements are met, no other physics content courses are required. However, students are strongly encouraged to pursue "broad fields" Science certification which includes the areas of biology, chemistry, earth science, and physics. To meet broad fields content requirements, the following courses are recommended as part of or in addition to your current program of study.

- BIOL - advisor recommended (12)
- CHEM - advisor recommended (12)
- Earth-Space Science - advisor recommended (12)

The following education courses may also be taken as *electives* while enrolled in your bachelor's program:

- Courses that a student can take as an undergraduate that will count toward certification requirements but will not count toward MAT degree requirements are:
 - ITEC 3430 - Instructional Technology for P-12 Education (3)
 - SPED 3333 - Introduction to Special Education (3)

Education Area F "Preprofessional Block" (PPB) courses may also be taken; however the PPB courses will not count toward meeting certification requirements or MAT degree requirements. These courses can provide undergraduate students information and experiences in school settings that will help them make more informed decisions about becoming a teacher. Since the three PPB courses have USG-mandated field requirements, the following guidance should be followed:

- BA/BS/BBA majors can take the complete 9 semester hour PPB block of courses with the required 50 hour field experience; **OR**
- BA/BS/BBA majors can take EDUC 2130 - Exploring Learning and Teaching concurrently with EDUC 2090 - PPB Practicum (50 contact hours in a school) – total of 3 credit hours. After taking EDUC 2130, those students can take one or both of the other PPB courses with approximately 10 hours of field experience with each course. These courses are:
 - EDUC 2110 - Investigating Critical and Contemporary Issues in Education (3)
 - EDUC 2120 - Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts (3)

NOTE: GACE Basic Skills and GACE Content Assessment examination and 2.5 cumulative GPA requirements must be met for certification program admission and should be considered during enrollment in the bachelor's program.

Allen E. Paulson College of Science and Technology Programs

BIOLOGY

M.S., THESIS OPTION: 30 HOURS

NON-THESIS OPTION: 36 HOURS

Advising: Allen E. Paulson College of Science and Technology, Department of Biology, Dr. Lance McBrayer, P.O. 8042, Statesboro, GA 30460-8042, (912) 478-0545, FAX: (912) 478-1531, E-mail lancemcbrayer@georgiasouthern.edu, Departmental Web Page: <http://www.bio.georgiasouthern.edu>

Admission

Students are selected for the Master of Science in Biology degree program on a competitive basis. Meeting minimum requirements does not guarantee admission. Applications are usually evaluated during the eighth week of the semester prior to the semester of admission. Applications for graduate assistantships must be received by March 1 to receive full consideration for fall. Assistantships are awarded for a maximum of five semesters and are reviewed each semester.

Admission Requirements: For unqualified admission to the College of Graduate Studies to pursue graduate work leading to the Master of Science degree in Biology, the applicant must have:

Regular

1. Completed requirements for the bachelors degree in a college accredited by the proper regional accrediting associations.
2. A 2.80 (4.0 scale) cumulative grade point average or higher on all undergraduate work.
3. Scores of at least 450 on the verbal and 500 on the quantitative portions of the Graduate Record Examination (GRE) are typical for applicants to the Master’s Program in Biology. Lower scores will sometimes be considered, but the applicant will need strong evidence of ability to perform satisfactory graduate work.
4. An undergraduate major or the equivalent appropriate to the proposed field of study. Adequately prepared applicants will typically have completed 24 hours of biology, 9 hours of mathematics, 16 hours of chemistry (including organic chemistry), and 8 hours of physics (or geological science).
5. Two letters of recommendation from individuals familiar with the applicant’s potential to complete successful graduate work.
6. A statement of career goals.
7. GRE subject test in Biology.

Provisional

Students who fail to meet one of the requirements 2-4 above (GPA less than 2.80, GRE scores below 450 Verbal and 500 Quantitative, bachelors degree with inadequate background in biology, math, or chemistry) may be admitted provisionally. To be converted to regular status, provisional students must earn a “B” or higher in their first 6 hours of Biology graduate courses, approved by the Biology Program Director, with at least 3 hours at the 7000-level. BIOL 7890 (Directed Individual Study) or BIOL 7893 (Biological Problems) cannot be taken for these 6 hours.

Non-degree

Non-degree students are accepted on an individual basis as space is available.

Thesis and Non-Thesis options are possible for the M.S. degree in Biology. The program of study and program requirements for each of the two options are outlined below.

Program of Study (Thesis Option)

The graduate student and their graduate committee shall jointly develop a Program of Study that includes 24 semester credit hours in graduate course work including the required courses listed below, plus 3 credit hours of research and 3 credit hours of thesis.

Thesis Option30
Hours

Core Requirements

- BIOL 7531 - Research Methods (3)
- BIOL 7530 - Biometry (3)

Specialty Requirements

Select one of the following:

- BIOL 7133 - Molecular Biology (3)
- BIOL 7233 - Applied Biology (3)
- BIOL 7333 - Evolutionary Ecology (3)

Other Requirements

- BIOL 7610 - Graduate Seminar (2)
- BIOL 7895 - Research (3)
- BIOL 7999 - Thesis (3)

Electives courses at 5000G level or above (13)

Note that a limit of 6 hours of any combination of BIOL 7890 (Directed Individual Study) and BIOL 7893 (Biological Problems), *and a limit of 4 hours of BIOL 7610 (Graduate Seminar)* can be used toward the 30 hour degree requirement.

OTHER PROGRAM REQUIREMENTS (Thesis Option)

1. Each candidate for the Master of Science Thesis option in Biology must have accomplished the following by the end of their second term to maintain their eligibility for a graduate assistantship:
 - a. Identified a mentor within the Biology Department
 - b. Formed a Steering Committee of the mentor and two other Biology Department Faculty
 - c. Written a thesis proposal and submitted any necessary IACUC / IBC / IRB applications
 - d. Met with the Steering Committee formally, submitted and received approval for their thesis proposal and Program of Study with appropriate signatures.
2. Each candidate must receive approval from his/her Steering Committee and the Director of the Biology Graduate Program to take courses that do not apply to the MS Thesis Degree in Biology.
3. Each candidate for the Master of Science degree in Biology must complete a thesis on a subject approved by his/her committee.
 - a. This thesis must be presented at a public exit seminar and, within 2 weeks following the seminar, defended before the thesis committee.
 - b. The thesis defense is a comprehensive examination that may include questions on the thesis, and subject matter related to the thesis, and course work.
 - c. In addition to the thesis, the student must provide the mentor with all forms of the data that were collected, including electronic files, and a written document detailing the contents of the data files (or other forms).
 - d. The degree is conferred at the end of the semester, after the student has passed the thesis defense and the final written version of the thesis has been approved by the committee.
4. Students entering the Master of Science Thesis option in Biology can switch to the Non-Thesis option within their first two academic semesters by completing the appropriate change of degree paperwork assuming that they are in good standing. After their second academic semester, the switch to the Non-Thesis degree can occur by fulfilling the following:
 - a. Filing a change of degree request with the Biology Graduate Committee with an explanation for the request and receiving approval for the change from the Biology Graduate Committee.
 - b. Completing the appropriate change of degree paperwork.
 - c. If any thesis-related and/or grant-related research has been undertaken, providing the faculty mentor with the following (all in hard copy and electronic format whenever possible and relevant):
 - A written one page document detailing the objectives of the initiated research
 - A complete description of the methods used to collect data
 - All forms of data that were collected
 - A written document detailing the contents of all the data files (or other forms)
 - d. If data were gathered to meet the obligation of a grant (completely or in part), then the student must waive all rights and ownership over the data and any publications forthcoming from the use of the data.
 - e. File a new Program of Study form.

Program of Study (Non-Thesis Option)

The graduate student and the graduate committee shall jointly develop a Program of Study that includes 36 semester credit hours in graduate course work including the required courses listed below.

Non-Thesis Option36
Hours

Core Requirements

- BIOL 5000G-level (4)
- BIOL 5000G-level and fulfills scientific process category (4)

Specialty Requirements

Select two of the following:

- BIOL 7133 - Molecular Biology (3)
- BIOL 7233 - Applied Biology (3)
- BIOL 7333 - Evolutionary Ecology (3)

Other Requirements

- BIOL 7610 - Graduate Seminar (1)
- BIOL 7610 - Graduate Seminar (1)
- BIOL 7890 - Directed Individual Study (3) **OR** BIOL 7893 - Biological Problems (3) (*Note: "Non-Thesis" must be part of the course title*)

Electives courses at 5000G level or above (17)

Note that a limit of 6 hours of any combination of BIOL 7890 (Directed Individual Study) and BIOL 7893 (Biological Problems), and a limit of 4 hours of *BIOL 7610* (Graduate Seminar) can be used toward the 36 hour degree requirement. BIOL 7895 (Research) and BIOL 7999 (Thesis) cannot be used toward the Non-Thesis option.

OTHER PROGRAM REQUIREMENTS (Non-Thesis Option)

1. To continue with the second year, each candidate for the Master of Science Non-Thesis degree in Biology in conjunction with the Graduate Committee must complete a Program of Study and identify an advisor who will oversee the BIOL 7890 (Directed Individual Study) and/or BIOL 7893 (Biological Problems), with an extensive scientific writing component requirement. *Note: "Non-Thesis" should be part of the course title.*
2. Each candidate must receive Graduate Committee and Director of the Biology Graduate Program approval to take courses that do not apply to the MS Degree.

3. Students entering the Master of Science Non-Thesis option in Biology can switch to the Thesis option within their first two academic semesters assuming that they are in good standing. They can accomplish this by completing the appropriate change of option paperwork and completing steps 1-3 under the “Other Program Requirements” of the Thesis option by the end of the second semester. After the second academic semester, students may switch to the Thesis option by completing the required change of option paperwork and completing steps 1-3 under the “Other Program Requirements” of the Thesis option in the term the change of option is requested. Once the change of option is made, the guidelines for the Thesis option apply.

MATHEMATICS

M.S., 36 HOURS

Advising: College of Science and Technology, Department of Mathematical Sciences, Dr. Yan Wu, Georgia Southern University, P.O. 8093, Statesboro, GA 30460, (912) 478-5390, E-mail: yan@georgiasouthern.edu

Admission Requirements

Regular

For regular admission to the College of Graduate Studies to pursue work leading to this degree, the applicant must have:

1. Completed requirements for the Bachelor's degree in a science, engineering, or mathematical discipline at a regionally accredited college or university.
2. Submitted scores from the Graduate Record Examinations to the College of Graduate Studies.
3. Successfully completed courses in calculus, probability, and linear algebra.
4. Successfully completed additional prerequisite courses as applicable for particular concentrations. See the department website <http://cost.georgiasouthern.edu/math/>.

Provisional

Applicants who do not meet admission requirements may be admitted provisionally but must take appropriate undergraduate courses before receiving regular admission. Admission of an applicant who is deemed marginal may require that an interview be conducted by a committee of graduate faculty members from the department.

Non-Degree

Non-degree students are accepted on an individual basis as space is available. Upon the advisor's recommendation, up to a maximum of 9 credit hours earned as a non-degree student may be included in the program of study if a non-degree student is granted regular admission.

Program of Study

The graduate student and the graduate advisor shall develop a Program of Study that consists of 30 hours of graduate course work, including 12 hours of core courses, and 18 hours of elective courses. In addition, the Program of Study will include a 6-semester hour research project in the area of concentration. Of the 36 required credit hours, at least 18 must be at the 7000 level.

General Requirements

Core Requirements	12 Hours
MATH 7231 - Advanced Numerical Analysis I (3)	
MATH 7234 - Advanced Linear Algebra (3)	
MATH 7331 - Real Analysis (3)	
STAT 7331 - Mathematical Statistics I (3)	
Electives in Concentration Area	18 Hours
Selected Courses in MATH or STAT.	
See the department website for information on acceptable courses for each concentration (mathematics or statistics).	
A maximum of two elective courses may be taken from outside the student's concentration area. These must be approved by the graduate advisor.	
Research in Concentration Area	3 Hours
MATH 7895 - Research (3)	
Thesis in Concentration Area	3 Hours
MATH 7999 - Thesis (3)	
Each candidate for the Master of Science in Mathematics must complete a thesis on a subject approved by the student's advisor. The thesis must be defended before a student advisory committee. The presentation part of the defense is open to the public.	

APPLIED ENGINEERING M.S., 30 HOURS THESIS TRACK 30 HOURS NON-THESIS TRACK

Total Hours: Thesis Track 24 + 6 hours thesis

Non-Thesis Track 30 hours

Advising: Department of Mechanical and Electrical Engineering, Dr. Frank Goforth, Georgia Southern University, P.O. Box 8046, Statesboro, GA 30460, (912) 478-7583, FAX: (912) 478-1455, E-mail: fgoforth@georgiasouthern.edu

Admission Requirements

Regular

1. Completed requirements for the Bachelor's degree at a college or university accredited by the proper regional accrediting association.
2. A 2.5 (4.0 scale) cumulative grade point average or higher on courses in undergraduate work.
3. A score of no less than 450 on the Verbal Section and 450 on the Quantitative section of the Graduate Record Examinations. (Scores from the Analytical section of the Graduate Record Examinations will be reviewed and may be considered in determining admission status recommendations to the College of Graduate Studies.)
4. An undergraduate major or the equivalent in the proposed field of study.

The Master of Science in Applied Engineering program with an Information Technology or Engineering Management Concentration also accepts admissions requirements for the MBA degree. Those admission requirements are: A standard formula score of 1000 or higher. The standard formula score is calculated by multiplying undergraduate GPA times 200 plus the GMAT score. [(UGPA x 200) + GMAT = 1000].

Provisional

A student may be granted provisional admission with a minimum of 400 on the Verbal Section and 400 on the Quantitative section of the Graduate Record Examinations accompanied by a 2.5 or better (4.0 scale) cumulative grade point average on undergraduate college work. A recommendation by the Master of Science in Applied Engineering Graduate Coordinator is also necessary. (Scores from the Analytical section of the Graduate Record Examinations will be reviewed and may be considered in determining admission status recommendations to the College of Graduate Studies.)

Non-Degree:

Non-degree students are accepted on an individual basis as space is available.

Program Concentrations

The Master of Science in Applied Engineering degree program provides concentrations in Mechatronics, Energy Science, Engineering Management, and Information Technology.

A minimum of 50% of courses for the Master of Science in Applied Engineering degree must be taken at or above the 6000 level.

Mechatronics Concentration

Thesis Track.....30 Hours

Core Requirements

- TMAE 7136 - Mechatronics I (3)
- TMAE 7137 - Mechatronics II (3)
- TMAE 7530 - Research in Applied Engineering (3)

Restricted Elective courses at or above the 5000 level (15) as contracted with the faculty advisor and degree coordinator

TMAE 7999 - Thesis (6)

Other Thesis Track Requirements: Comprehensive Exam

Non-Thesis Track.....30 Hours

Core Requirements

- TMAE 7136 - Mechatronics I (3)
- TMAE 7137 - Mechatronics II (3)
- TMAE 7530 - Research in Applied Engineering (3) **OR** STAT 6130 - Statistical Methods for Researchers (3)

Restricted Elective courses at or above the 5000 level (18) as contracted with the faculty advisor and degree coordinator

TMAE 7891 - Independent Study (3)

Other Requirements for Non-Thesis Track: Comprehensive Examination

Engineering Management Concentration

Thesis Track.....30 Hours

Core Requirements

- TMAE 7530 - Research in Applied Engineering (3)
- TMAE 7432 - Advanced Engineering Economy (3) **OR** TMAE 5330 - Cost Engineering (3) **OR** FINC 7231 - Financial Problems (3)
- OR** ACCT 7230 - Accounting for Executives (3) **OR** ACCT 7134 - Analysis and Reporting (3)

Restricted Elective courses at or above the 5000 level (18) as contracted with the faculty advisor and degree coordinator

TMAE 7999 - Thesis (6)

Other Thesis Track Requirements: Comprehensive Exam

Non-Thesis Track.....30 Hours

Core Requirements

- TMAE 7530 - Research in Applied Engineering (3) **OR** STAT 6130 - Statistical Methods for Researchers (3)

TMAE 7432 - Advanced Engineering Economy (3) **OR** TMAE 5330 - Cost Engineering (3) **OR** FINC 7231 - Financial Problems (3) **OR** ACCT 7230 - Accounting for Executives (3) **OR** ACCT 7134 - Analysis and Reporting (3)
 Restricted Elective courses at or above the 5000 level (21) as contracted with the faculty advisor and degree coordinator
 TMAE 7891 - Independent Study (3)
 Other Non-Thesis Track Requirements: Comprehensive Exam

Energy Science Concentration

Thesis Track30
Hours

Core Requirements

- MATH 5530G - Mathematics for Scientists and Engineers (3)
- TMAE 5139G - Renewable Energy (3)
- TMAE 7431 - Advanced Quality Control (3)
- TMAE 7530 - Research in Applied Engineering (3)
- TMET 5134G - Introduction to Finite Element Analysis (3)
- TSEC 5336G - Environmental Law (3)

Restricted Elective courses at or above the 5000 level (6) as contracted with the faculty advisor and degree coordinator

TMAE 7999 - Thesis (6)

Other Thesis Track Requirements: Comprehensive Exam

Non-Thesis Track.....30
Hours

Core Requirements

- MATH 5530G - Mathematics for Scientists and Engineers (3)
- TMAE 5139G - Renewable Energy (3)
- TMAE 7431 - Advanced Quality Control (3)
- TMAE 7530 - Research in Applied Engineering (3)
- TMET 5134G - Introduction to Finite Element Analysis (3)
- TSEC 5336G - Environmental Law (3)

Restricted Elective courses at or above the 5000 level (9) as contracted with the faculty advisor and degree coordinator

TMAE 7891 - Independent Study (3)

Other Non-Thesis Track Requirements: Comprehensive Exam

Information Technology Concentration

Thesis Track30
Hours

Core Requirements

- CISM 7330 - Information Technology Management (3)
- TMAE 7530 - Research in Applied Engineering (3)
- TCGT 7532 - Global Technology (3)

Restricted Elective courses at or above the 5000 level (15) as contracted with the faculty advisor and degree coordinator

TMAE 7999 - Thesis (6)

Non-Thesis Track.....30
Hours

Core Requirements

- CISM 7330 - Information Technology Management (3)
- TCGT 7532 - Global Technology (3)
- TMAE 7530 - Research in Applied Engineering (3)

Restricted Elective courses at or above the 5000 level (18) as contracted with the faculty advisor and degree coordinator

TMAE 7891 - Independent Study (3)

Other Requirements for Non-Thesis Track: Comprehensive Examination

Thesis

Each candidate for the Master of Science in Applied Engineering Thesis Track degree must complete a thesis on a subject approved by the graduate thesis committee. The major professor supervises the research, directs the writing of the thesis, and approves the thesis in its final form. Prior to the final approval, the thesis is read by the thesis committee. One member, termed the second reader, has responsibility for an intensive and rigorous criticism of the thesis and a third member of the thesis committee has the responsibility of an “editorial reader.” Both second and third readers must report all comments to the major professor. The thesis must be defended in an oral examination before the graduate committee prior to final approval and sign-off.

The style and format for the completed thesis shall follow that prescribed by the Director for the Master of Science in Applied Engineering degree. Procedural steps in the preparation of the thesis are as follows:

- The prospectus for the thesis shall be submitted to the major professor and thesis committee for approval.
- An original of the completed thesis shall be submitted to the College of Graduate Studies by the submission deadline stated in the University Calendar. After approval, the student submits the number of copies as required in the Graduate Student Manual.
- The copies of the thesis must contain the written approval of the major professor, the members of the thesis committee, and the Dean of the College of Graduate Studies.

See the Thesis and Dissertation Student Guide to Preparation and Processing for additional Thesis information.

ENGINEERING AND MANUFACTURING MANAGEMENT CERTIFICATE 12 HOURS

Advising

Department of Mechanical and Electrical Engineering, Dr. Frank Goforth, Georgia Southern University, P.O. Box 8046, Statesboro, GA 30460, (912) 478-7583, FAX: (912) 478-1455, E-mail: fgoforth@georgiasouthern.edu

Program

A certificate at the graduate level is a coherent set of courses related to work in a particular field. The Graduate Certificate program offers two certificate options each of which consists of 12 semester credits. Either option consists of two required courses and two courses chosen from a list of restricted electives. The two options are Engineering and Manufacturing Management and Occupational Safety and Environmental Compliance. In the case of the Engineering and Manufacturing Management graduate certificate, Industrial Production Manager, Engineering Manager, and Industrial Engineer are position titles that traditionally include responsibility for managing engineering and manufacturing operations in the public and private sectors. A related degree or post-secondary and/or graduate academic preparation is highly desirable or required. The intent of the Graduate Certificate in Occupational Safety and Environmental Compliance is to enhance the academic training of technical managers and engineers specifically in the field of safety and environmental compliance. Health and Safety Engineer, Environmental Engineer, and Industrial Safety Manager are position titles that traditionally include responsibility for occupational safety and environmental compliance. Although a degree in safety or environmental compliance is not typically required in such positions, post-secondary and/or graduate academic preparation in these areas is highly desirable or required.

Admission Requirements

Students seeking a Graduate Certificate would be admitted by COGS under a Non-Degree Certificate admission status. Students pursuing the Graduate Certificate in Engineering and Manufacturing Management would be required to hold an undergraduate or graduate degree from an accredited institution. They would be required to have an undergraduate GPA of 2.5 or higher and/or a graduate GPA of 3.0 or higher. Standardized test scores such as the GMAT or GRE would not be required for the Graduate Certificate. Admission as Non-Degree Certificate does not guarantee subsequent admission to a graduate degree program. That is a separate process and different criteria must be met.

- Upon recommendation of the Graduate Program Director and approval from the Dean of the College of Graduate Studies, credit earned in a certificate program may be applied to a graduate degree program.
- Upon recommendation of the Graduate Program Director and approval from the Dean of the College of Graduate Studies, a maximum of six (6) credits earned before the student entered the certificate program may be applied to that program.
- The minimum grade requirements for the graduate certificate are the same as those for graduate degrees. For graduate credit, the grade in a course must be C or higher. To remain in good standing, a student must maintain a cumulative GPA of 3.0 or higher.
- To be awarded a graduate certificate, the student (a) must not be on probation, (b) must have a cumulative GPA of 3.0 or higher on graduate coursework and on coursework applied to the certificate, (c) must meet all the requirements of the College of Graduate Studies and the student's certificate program, and (d) must be enrolled during the semester in which the certificate requirements are completed.
- The College of Graduate Studies residence requirements and the requirements for a comprehensive final examination do not automatically apply to the graduate certificate program

Program of Study

The Graduate Certificate in Engineering and Manufacturing Management would require a total of 12 semester hours of credit. This would include 6 semester hours of required courses and 6 semester hours of restricted electives. The proposed courses are as follows:

Required Courses.....6 Hours

- TMAE 5134G - World Class Manufacturing (3)
- TMFG 5234G - Introduction to Technical Management & Leadership (3)

Restricted Electives.....6 Hours

Select two of the following:

- BUSA 7030 - Project Management (3)
- MGNT 7330 - Leadership and Motivation (3)
- MGNT 7334 - Global Management (3)
- MGNT 7430 - Management of Operations for Competitive Advantage (3)
- TMAE 5133G - Production Planning and Facilities Design (3)
- TMFG 5230G - International Manufacturing (3)

OCCUPATIONAL SAFETY AND ENVIRONMENTAL COMPLIANCE CERTIFICATE 12 HOURS

Advising

Department of Mechanical and Electrical Engineering, Dr. Frank Goforth, Georgia Southern University, P.O. Box 8046, Statesboro, GA 30460, (912) 478-7583, FAX: (912) 478-1455, E-mail: fgoforth@georgiasouthern.edu

Program

A certificate at the graduate level is a coherent set of courses related to work in a particular field. The Graduate Certificate program offers two certificate options each of which consists of 12 semester credits. Either option consists of two required courses and two courses chosen from a list of restricted electives. The two options are Engineering and Manufacturing Management and Occupational Safety and Environmental Compliance. In the case of the Engineering and Manufacturing Management graduate certificate, Industrial Production Manager, Engineering Manager, and Industrial Engineer are position titles that traditionally include responsibility for managing engineering and manufacturing operations in the public and private sectors. A related degree or post-secondary and/or graduate academic preparation is highly desirable or required. The intent of the Graduate Certificate in Occupational Safety and Environmental Compliance is to enhance the academic training of technical managers and engineers specifically in the field of safety and environmental compliance. Health and Safety Engineer, Environmental Engineer, and Industrial Safety Manager are position titles that traditionally include responsibility for occupational safety and environmental compliance. Although a degree in safety or environmental compliance is not typically required in such positions, post-secondary and/or graduate academic preparation in these areas is highly desirable or required.

Admission Requirements

Students seeking a Graduate Certificate would be admitted by COGS under a Non-Degree Certificate admission status. Students pursuing the Graduate Certificate in Occupational Safety and Environmental Compliance would be required to hold an undergraduate or graduate degree from an accredited institution. They would be required to have an undergraduate GPA of 2.5 or higher and/or a graduate GPA of 3.0 or higher. Standardized test scores such as the GMAT or GRE would not be required for the Graduate Certificate. Admission as Non-Degree Certificate does not guarantee subsequent admission to a graduate degree program. That is a separate process and different criteria must be met.

- Upon recommendation of the Graduate Program Director and approval from the Dean of the College of Graduate Studies, credit earned in a certificate program may be applied to a graduate degree program.
- Upon recommendation of the Graduate Program Director and approval from the Dean of the College of Graduate Studies, a maximum of six (6) credits earned before the student entered the certificate program may be applied to that program.
- The minimum grade requirements for the graduate certificate are the same as those for graduate degrees. For graduate credit, the grade in a course must be “C” or higher. To remain in good standing, a student must maintain a cumulative GPA of 3.0 or higher.
- To be awarded a graduate certificate, the student (a) must not be on probation, (b) must have a cumulative GPA of 3.0 or higher on graduate coursework and on coursework applied to the certificate, (c) must meet all the requirements of the College of Graduate Studies and the student's certificate program, and (d) must be enrolled during the semester in which the certificate requirements are completed.
- The College of Graduate Studies residence requirements and the requirements for a comprehensive final examination do not automatically apply to the graduate certificate program

A complete disclosure of policies regarding admission is provided in the university catalog. Students who subsequently are awarded admission into a degree program may transfer certificate courses into the degree program if recommended by the Graduate Program Director.

Program of Study

The Graduate Certificate in Occupational Safety and Environmental Compliance would require a total of 12 semester hours of credit. This would include 6 semester hours of required courses and 6 semester hours of restricted electives. The proposed courses are as follows:

Required Courses.....6 Hours

- TSEC 5331G - Occupational Safety (3)
- TSEC 5336G - Environmental Law (3)

Restricted Electives.....6 Hours

Select two of the following:

- ENVH 7233 - Environmental Exposure and Impact Assessment (3)
- ENVH 7237 - Risk Assessment and Communication (3)
- TSEC 5333G - Industrial Hygiene & Ergonomics (3)
- TSEC 5334G - Hazardous Waste Management (3)
- TSEC 5335G - Systems Safety (3)

K-5 MATH ENDORSEMENT 9 HOURS (Online)

Purpose. Prepares individuals to teach math in grades K-5.

Advising: College of Science and Technology, Department of Mathematical Sciences, Dr. Sharon Taylor, Georgia Southern University, P.O. 8093, Statesboro, GA 30460, (912) 478-5390, E-mail: taylor@georgiasouthern.edu

Requirements

1. Hold a bachelor's degree from a regionally accredited institution.
2. Hold a valid Georgia Professional Level Four Teaching Certificate (T4) or admission to the Teacher Education Program.
3. Complete 9 semester hours of prescribed course work.
 - MATH 6131 - Applications in Arithmetic and Algebra for K-5 Teachers (3)
 - MATH 6132 - Applications in Statistics for K-5 Teachers (3)
 - MATH 6133 - Applications in Geometry for K-5 Teachers (3)
4. Successfully complete all program key assessments.

Course Descriptions

Introduction

This section of the catalog offers an alphabetical listing of undergraduate and graduate courses offered at Georgia Southern University, along with the college in which that course is taught. Prerequisites are noted at the end of each description. Graduate courses, in general, begin with a 6, 7, 8, or 9. Courses numbered "5000" followed by a "G" are also graduate courses. (See "Course Numbering" below).

Core Curriculum

Course titles preceded by a bullet are part of the Core Curriculum -- Areas A1 - E -- of the University System of Georgia. They are transferable within the University System and to most private institutions. Course titles not preceded by a bullet are designed for students who seek a major, minor, or emphasis in a specific program, and may or may not transfer to other institutions. Students should work closely with their advisors in selecting courses each semester, especially if a student is considering transferring or changing majors.

Course Numbering System

In general, the first digit of the course corresponds to the level of the class. (1 - Freshman, 2 - Sophomore, 3 - Junior, 4 - Senior, 5 - dual Undergraduate/Graduate, 6 - Lower Division Graduate, 7 - Upper Division Graduate, 8 - Upper Division Graduate, 9 - Doctoral Level Graduate.)

The second digit in the course number indicates the course type. (1-5 - Traditional course format/Example: Lecture and Lab, 6 - Seminar, 7 - Internships and Practica, 8 - Independent Study, 9 - Research, 0 - Topics courses)

The third digit indicates the credit hours. (0-4 - Actual number of hours, 5-8 - Other 3 hour courses, 9 - variable)

The fourth digit indicates the sequence of the course.

A course number followed by a "G" indicates a Graduate course.

A course number followed by an "H" indicates an Honors course.

A course number followed by an "S" indicates a Studies Abroad course.

Credit Course Description

Beside each course title, there are three numbers, such as 3-0-3. The first number listed is the number of hours of lecture; the second number indicates the number of hours of laboratory; and the third number indicates the number of credit hours awarded for successful completion of the course.

College Abbreviations

CHHS - College of Health and Human Sciences
CIT - College of Information Technology
CLASS - College of Liberal Arts and Social Sciences
COBA - College of Business Administration

COE - College of Education
COPH - Jiann-Ping Hsu College of Public Health
COST - Allen E. Paulson College of Science and Technology
VPAA - Office of Vice President for Academic Affairs
Interdisciplinary - Courses offered by more than one department and/or college

Course Prefixes

AAST	Africana Studies
ACCT	Accounting
AMST	American Studies
ANTH	Anthropology
ART	Art
ARTH	Art History
BEED	Business Education
BIOL	Biology
BIOS	Biostatistics
BUSA	Business Administration
CHBE	Community Health: Behavior and Education
CHEM	Chemistry
CHFD	Child and Family Development
CISM	Computer Information Systems
COHE	Community Health Education
COML	Comparative Literature
COUN	Counseling Education
CSCI	Computer Science
ECED	Early Childhood Education
ECON	Economics
EDAT	Accomplished Teaching
EDLD	Educational Leadership
EDMS	Education Math Science
EDSC	Education Science
EDUC	Curriculum
EDUF	Educational Foundations
EDUR	Educational Research
EENG	Electrical Engineering
EMBA	Executive MBA Consortium
ENGL	English
ENVH	Environmental Health Sciences
EPID	Epidemiology
ESED	Early Childhood-Secondary Education
ESPY	School Psychology
FINC	Finance
FORL	Foreign Language
FRCT	Curriculum Theory
FREC	Early Childhood
FREN	French
FREER	Educational Research
FRIT	Instructional Technology
FRLT	Educational Foundations
FRMS	Middle and Secondary Education
GCM	Graphic Communications Management
GEOG	Geography
GEOL	Geology
HIST	History
HLTH	Health
HSPM	Health Services Policy Management
INTS	International Studies
IRSH	Irish Studies
IT	Information Technology
ITEC	Instructional Technology Education
KINS	Kinesiology
LAST	Latin American Studies
LING	Linguistics

LOGT	Logistics/Intermodal Transportation
LSTD	Legal Studies
MATH	Mathematics
MENG	Mechanical Engineering
MGED	Middle Grades Education
MGNT	Management
MKTG	Marketing
MSED	Middle Grades and Secondary Education
MUSA	Applied Music
MUSC	Music
MUSE	Music Ensemble
NTFS	Nutrition and Food Science
NURS	Nursing
PBAD	Public Administration
PHIL	Philosophy
PHLD	Public Health Leadership
PHYS	Physics
POLS	Political Science
PSYC	Psychology
PUBH	Public Health
READ	Reading
RECR	Recreation
RELS	Religious Studies
SCED	Secondary Education
SMGT	Sport Management
SOCI	Sociology
SPAN	Spanish
SPED	Special Education
STAT	Statistics
TCED	Technology Education
TCET	Civil Engineering Technology
TCGT	General Technology
TEET	Electrical Engineering Technology
TFG	Technology Fort Gordon
TGET	Graduate Engineering Technology
THEA	Theatre
TMAE	Applied Engineering
TMET	Mechanical Engineering Technology
TMFG	Manufacturing Technology
TSEC	Safety and Environmental Technology
WBUS	Web Business
WGST	Women's and Gender Studies
WLST	Web Legal Studies
WMAC	Web Accounting
WMBA	WebMBA Consortium
WRIT	Writing

Course Descriptions

Africana Studies (CLASS)

AAST/HIST 5233G

The American City: 3-0-3

An examination of American urban development from the colonial period to the present with particular attention paid to migration, architecture, technology, politics, transportation, and urban culture in the late nineteenth and twentieth centuries. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

AAST/AMST/MUSC 5236G

Jazz History: 3-0-3

A jazz survey course which emphasizes the historical, musical, and chronological development of jazz music. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

AAST/AMST/SOCI 5333G

Race and Ethnicity: 3-0-3

A survey of the major concepts and theories in the study of racial and ethnic relations in the United States. The situations and experiences of various racial and ethnic groups are considered. Prerequisite(s): SOCI 1101.

AAST/ANTH 5437G

Cultures of Africa: 3-0-3

A comparative study of the lifeways of African peoples south of the Sahara. Traditional cultures, contemporary development, and the course of culture change in various regions are examined. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): ANTH 1102 or permission of instructor.

AAST/ENGL/WGST 5539G

Literature by Women: 3-0-3

A study of classic, contemporary, and experimental writing by women in all genres, with special emphasis on the polemical and theoretical bases of and critical approaches to such texts. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): A minimum grade of "C" in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or ENGL 2232 (not taken as a prerequisite).

Accounting (COBA)

ACCT 5232G

Managerial Accounting III: 3-0-3

Continues the study of management accounting by focusing on current topics in the areas of 1) controllership, 2) applications and implications of modern costing and management accounting techniques, including advanced costing techniques, performance measurement, and process analysis, and 3) the legal, corporate and professional responsibilities of accounting departments. Specific topics may vary from year to year. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): A minimum grade of "C" in ACCT 3231.

ACCT 5530G

Governmental and Institutional Accounting: 3-0-3

An introduction to accounting and financial reporting for state and local governments and not-for-profit entities. Financial management and accountability considerations particular to government and not-for-profit organizations are emphasized. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): A minimum grade of "C" in ACCT 3131.

ACCT 5633G

Forensic Interviews and Interrogations: 3-0-3

This course examines the distinctions between interviews and interrogations and how each can be used in resolving criminal or civil allegations. Other topics to be explored include the verbal and nonverbal cues indicating truth or deception, preparation of interview memoranda, and obtaining and preparing legally-admissible admission statements. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): Completion of a minimum of 55 semester hours.

ACCT 6130

Accounting and Control: 3-0-3

Provides an overview of financial and management accounting. It illustrates how financial accounting information is generated, analyzed, and used for external reporting purposes and how management accounting information is used in management decision making. Differences in accounting practices between and among nations are also explored. Prerequisite(s): Graduate standing.

ACCT 7130

Seminar in Financial Accounting: 3-0-3

A study of business combinations, consolidation of financial statements of affiliated companies, multinational operations, foreign currency transactions, translation of foreign currency financial statements, reporting disaggregated information, and interim financial statements. Prerequisite(s): A minimum grade of "C" in ACCT 4133 and admission to the MAcc program or permission of the director of the School of Accountancy.

ACCT 7131

Selected Topics in Accounting: 3-0-3

This course is designed to offer students an opportunity to pursue studies at a level or on topics not covered in existing graduate courses. The scope and nature of the material is determined in consultation with the faculty sponsor. Prerequisite(s): Graduate standing and permission of director.

ACCT 7132

Theory of Accounting: 3-0-3

A study of historical and contemporary developments of accounting theory, policy, and reporting procedures. The objectives of financial reporting are reviewed within the conceptual framework of accounting and the accounting standard setting process. Particular emphasis is placed on financial accounting theory formulation and the application of accounting theory to selected contemporary issues. Prerequisite(s): Graduate standing.

ACCT 7134

Financial Reporting and Analysis: 3-0-3

This course focuses on the interpretation of financial statement information for decision making. Topics include understanding the importance of industry context and the firm's own strategic choices in evaluating the financial statement; assessing the quality of financial statement information and recognizing situations where more stringent forensic accounting measures might be appropriate; evaluating profitability and risk; associating subsets of the available analytical tools with the kinds of decisions for which they are most appropriate; and recognizing the effects of GAAP on the input variables of various firm valuation models. Includes coverage of recent relevant legislation and pronouncements of the FASB, SEC, and IASB. Prerequisite(s): Admission to the MAcc program or permission of the director of the School of Accountancy.

ACCT 7230

Accounting for Executives: 3-0-3

A study of management accounting and control information. This course shows how to make pricing and product mix decisions, how to improve existing activities and processes, how to measure performance in decentralized operating units, and how to align organizational activities with long-term strategic objectives, both in a domestic and international setting. Prerequisite(s): Graduate standing and the completion of the MBA prerequisites, or permission of the COBA Director of Graduate Studies for non-MBA students.

ACCT 7330

Taxation of Corporations and Partnerships: 3-0-3

A study of the laws involving the formation, operation, and liquidation of corporations, S corporations, and partnerships. Prerequisite(s): A minimum grade of "C" in ACCT 3330 and admission to the MAcc program or permission of the director of the School of Accountancy.

ACCT 7331

Taxation of Estates, Gifts, and Trusts: 3-0-3

Covers transfers pursuant to estates and gifts as well as the taxation of both simple and complex trusts and estates. Prerequisite(s): A minimum grade of "C" in ACCT 3330 and admission to the MAcc program or permission of the director of the School of Accountancy.

ACCT 7332

Advanced Tax Planning and Research: 3-0-3

Advanced tax topics such as tax-free exchanges, including like-kind exchanges, involuntary conversions, exchanges pursuant to corporate reorganizations, mergers and acquisitions, as well as deferred compensation. Prerequisite(s): ACCT 7330.

ACCT 7334

Tax Research: 3-0-3

Application of research techniques to income tax and other tax planning; case studies and reports. This course provides the student with the opportunity to analyze, critique, and do practical tax research. Emphasis is placed on research methodology rather than on technical or legal knowledge of the tax law. Prerequisite(s): A minimum grade of "C" in ACCT 3330 and admission to the MAcc program.

ACCT 7430

Seminar in Auditing: 3-0-3

Advanced topics in independent, internal, and governmental auditing. Prerequisite(s): A minimum grade of "C" in ACCT 4430 and admission to the MAcc program or permission of the director of the School of Accountancy.

ACCT 7431

Auditing Practice: 3-0-3

Practical and theoretical components are considered related to auditing topics including auditing in the computer environment, conducting auditing research, and report writing. Prerequisite(s): ACCT 7430.

ACCT 7530

Seminar in Accounting Information Systems: 3-0-3

Develops an understanding and appreciation for the design, analysis, development and implementation of computer-based accounting information systems with an emphasis on control and management issues of this accounting function. Practical application will be examined through computer projects and systems' cases. Prerequisite(s): A minimum grade of "C" in ACCT 4130 and admission to the MAcc program or permission of the director of the School of Accountancy.

ACCT 7634

Fraudulent Financial Reporting: 3-0-3

While asset theft fraud is well covered in the two fraud examination courses, additional training in financial statement fraud is needed due to the technical nature of accounting and reporting standards. This course demonstrates how financial statement analysis can be used to uncover fraudulent financial reporting. In addition, the most common methods for "cooking the books" will be examined along with strategies for detecting and investigating such schemes. Prerequisite(s): A minimum grade of "C" in ACCT 4133 and admission to the MAcc program or permission of the director of the School of Accountancy.

ACCT 7635

Fraud and Society: 3-0-3

This course examines the numerous legislative, administrative, and other societal remedies that have emerged in response to white-collar crime. Such remedies encompass securities fraud, pension fraud, environmental crimes, anti-trust violations, bribery, money laundering, and corporate governance (e.g. Sarbanes-Oxley Act of 2002). Prerequisite(s): Admission to the MAcc program or permission of the director of the School of Accountancy.

ACCT 7636

Expert Witnessing: 3-0-3

This course examines the role of accountants as either testifying or consulting experts in legal disputes involving professional negligence cases securities fraud, business/partnership disputes, business interruption losses, business valuations, and marital disputes. Topics include how to communicate opinions effectively at deposition, at trial, and in a written report; the law and procedure dealing with experts; ethics; and how to deal with attorneys. Prerequisite(s): Admission to the MAcc program or permission of the director of the School of Accountancy.

ACCT 7637

Forensic Accounting Capstone: 3-0-3

This is an integrative capstone course with potentially many modes of delivery including instruction from multiple professors, use of comprehensive cases, mock trials, and panel and round robin discussions of current issues. Guest speakers may present, or students may report on various projects that they have been conducting either independently or in

groups. Students may be assigned projects designed to assist in their preparation to sit for the Certified Fraud Examiner (CFE) exam. To successfully complete this course, student must demonstrate a growing mastery of the skills required of the forensic accountant. Prerequisite(s): A minimum grade of "C" in ACCT 7634, ACCT 7635, ACCT 7636, and graduate standing.

ACCT 7638**Business Valuation: 3-0-3**

This class focuses on determining the fair values of individual tangible and intangible assets as well as the overall value of a business and includes calculating fair values for financial reporting. The three valuation approaches (Market Approach, Income Approach, and Asset Approach) are covered in depth along with the professional standards, developing the cost of capital, and applying valuation adjustments (discounts and premiums). Prerequisite(s): A minimum grade of "C" in ACCT 4133 and admission to the MAcc program.

ACCT 7680**Professional Problems: 3-0-3**

The course is a comprehensive update of accounting regulations, laws, and standards. Prerequisite(s): Graduate standing.

ACCT 7730**Internship in Accounting: 0-0-3**

A supervised work-study program of specified length in selected business and accounting firms. Prerequisite(s): Admission to the MAcc program or permission of the director of the School of Accountancy.

ACCT 7899/7899S**Directed Study in Accounting: (1-3)-0-(1-3)**

Designed for independent study and research in selected areas of accounting under faculty supervision. Prerequisite(s): Graduate standing and permission of instructor, director, and program advisor.

American Studies (Interdisciplinary)**AMST/GEOG 5130G****Geography of North America: 3-0-3**

Systematic regional treatment of Canada and the United States including the physical, cultural, and economic aspects of various subregions. Special attention will be paid to comparative themes such as resource development, trade, and migration. Graduate students will complete an individual term project or special report.

AMST/ANTH 5131G**Historical Archeology: 3-0-3**

An introduction to the field designed to provide a background in basic research methods in historical archeology and ethnohistory. Emphasis will be placed on regional studies of the southeastern United States. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): ANTH 1102 or permission of instructor.

AMST/HIST 5133/5133G**Revolutionary America: 3-0-3**

An intensive study of themes in Revolutionary American history (from 1763 to approximately 1790), including the growing rift between Britain and its colonies, the roles of women and African-Americans, and the origins of American identity. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

AMST/HIST 5134G**Civil War and Reconstruction: 3-0-3**

An examination of the sectional polarization of the 1850's, the impact of war on the southern and northern home fronts, and the trauma of reconstructing the Union. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

AMST/HIST 5137G**The Antebellum South: 3-0-3**

The social, intellectual, cultural, economic, and political history of the American South to 1861 with an emphasis on Georgia's role. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

AMST/HIST 5138G**The New South: 3-0-3**

The social, intellectual, cultural, economic, and political history of the post-Civil War South with an emphasis on Georgia's role. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

AMST/ENGL 5230G**Colonial American Literature: 3-0-3**

A detailed study of the poetry and prose from 1492-1800 by writers, both in America and Europe, who describe and define a distinct American identity by means of an emerging literature and diverse cultural experience. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): A minimum grade of "C" in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or ENGL 2232 (not taken as a prerequisite).

AMST/ENGL 5233G**American Realism: 3-0-3**

A study of prose works of the American Realist period from 1850-1910, including writers such as Twain, Jewett, Chesnut, Gilman, Dreiser, Wharton, James, Crane, and Norris. Attention will be paid to canonical and non-canonical writers of the period, as well as regional and sentimental fiction. Graduate students will be required to do extra work as determined by the instructor. Prerequisite(s): ENGL 2111 or ENGL 2112.

AMST/ENGL 5234G**Southern Literature: 3-0-3**

A survey of the literary achievements of the South from the Colonial period to the present. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): A minimum grade of "C" in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or ENGL 2232 (not taken as a prerequisite).

AMST/MUSC/AAST 5236G**Jazz History: 3-0-3**

A jazz survey course which emphasizes the historical, musical, and chronological development of jazz music. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

AMST/AAST/SOCI 5333G**Race and Ethnicity: 3-0-3**

A survey of the major concepts and theories in the study of racial and ethnic relations in the United States. The situations and experiences of various racial and ethnic groups are considered. Prerequisite(s): SOCI 1101.

AMST/ANTH 5431G**North American Indians: 3-0-3**

A study of the lifeways of the Native North Americans from the time of European contact through the present. It focuses on understanding the nature and variety of traditional Native American cultures, and on the changes they have undergone. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): ANTH 1102 or permission of instructor.

AMST/ANTH 5432G**Southeastern Indians: 3-0-3**

A study of the lifeways of the native peoples of the Southeastern United States from the late prehistoric period to the present. Their patterns of family

life, economy, politics, religion, and ceremony are examined to understand their cultures, appreciate their accomplishments, and obtain insights into the nature of human cultural behavior. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): ANTH 1102 or permission of instructor.

AMST/ANTH 6131

North American Archeology: 3-0-3

An introductory course on the archeology of North America. Concentrates on the prehistory and protohistory of Native Americans as well as introducing students to the history of North American archeology. Prerequisite(s): ANTH 1102 or permission of instructor.

AMST/ANTH 6132

Southeastern Archeology: 3-0-3

A study of the prehistoric cultures of the Southeastern U.S. including their patterns of subsistence, economy, social and political organization, art, and architecture. The relationship between culture and environment in producing culture change is emphasized. Prerequisite(s): ANTH 1102 or permission of instructor.

Anthropology (CLASS)

ANTH 5091G

Selected Topics in Anthropology: (1-3)-0-(1-3)

Various topics. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): ANTH 1102 or permission of instructor.

ANTH/AMST 5131G

Historical Archeology: 3-0-3

An introduction to the field designed to provide a background in basic research methods in historical archeology and ethnohistory. Emphasis will be placed on regional studies of the southeastern United States. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): ANTH 1102 or permission of instructor.

ANTH 5133G

Georgia Archeology: 3-0-3

A basic background in archeology specifically centered on the state of Georgia. It examines the archeological record from earliest times through the antebellum period in an attempt to place Georgia in the larger archeological setting of the southeastern United States. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): ANTH 1102 or permission of instructor.

ANTH/WGST 5331G

Gender and Anthropology: 3-0-3

An examination of the biocultural and multi-cultural perspectives of gender provided by anthropology. Theories and case examples of gender studies from selected cultures will be examined using insights from physical anthropology, archeology, cultural anthropology, and linguistics. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): ANTH 1102 or permission of instructor.

ANTH 5337G

Ethnographic Methods: 3-0-3

A study of the research methods used by cultural anthropologists to gather and analyze data in order to describe and explain how people live and why they live that way. Emphasizes qualitative techniques such as interviewing and participant observation. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): ANTH 1102 or permission of instructor.

ANTH/AMST 5431G

North American Indians: 3-0-3

A study of the lifeways of the Native North Americans from the time of European contact through the present. It focuses on understanding the nature and variety of traditional Native American cultures, and on the changes they have undergone. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): ANTH 1102 or permission of instructor.

ANTH/AMST 5432G

Southeastern Indians: 3-0-3

A study of the lifeways of the native peoples of the Southeastern United States from the late prehistoric period to the present. Their patterns of family life, economy, politics, religion, and ceremony are examined to understand their cultures, appreciate their accomplishments, and obtain insights into the nature of human cultural behavior. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): ANTH 1102 or permission of instructor.

ANTH/AAST 5437G

Cultures of Africa: 3-0-3

A comparative study of the lifeways of African peoples south of the Sahara. Traditional cultures, contemporary development, and the course of culture change in various regions are examined. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): ANTH 1102 or permission of instructor.

ANTH/INTS/SOCI 5438/5438G

Social Issues of International Development and Change: 3-0-3

The study of social issues of international development and change, particularly in developing countries. Through the use of lectures, discussion, and readings, students will learn about the factors affecting development and underdevelopment around the world, including globalization, health, the environment, food security, non-governmental organizations, conflict and instability, gender issues, human rights, international trade, transnational corporations, debt, demography, urbanization, informal economies, labor issues, democratization, civil society participation, and technology. Prerequisite(s): SOCI 1101, ANTH 1102, or INTS 2130.

ANTH/LING/WRIT 5530G

Sociolinguistics: 3-0-3

The principles and methods used to study language as a sociocultural phenomenon. These are examined both from the linguistic viewpoint and the social scientific viewpoint. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): ANTH 1102 or SOCI 1101.

ANTH 6091

Selected Topics in Anthropology: (1-3)-0-(1-3)

Various topics. Prerequisite(s): ANTH 1102 or permission of instructor.

ANTH 6135

Mesoamerican Archeology: 3-0-3

An examination of the prehistoric cultures of Central America beginning with the Paleoindians and culminating with the Aztec and Maya. Materials covered include the art, iconography, architecture, religion, economy, social, and political organization of the Olmec, Mixtec, Aztec, Toltec, Totanec, Maya and Huastec civilizations. Prerequisite(s): ANTH 1102 or permission of instructor.

ANTH 6231

Methods and Theory in Archeology: 3-0-3

Examination and application of current topics in archeology relating to excavation strategy and interpretation. Analyzes various theoretical approaches as well as field techniques. Prerequisite(s): ANTH 1102 or permission of instructor.

ANTH 6233

Zooarcheology: 3-0-3

An introduction to the analysis of animal remains from archeological sites. Emphasis will be placed on the identification of specimens and the methodologies of interpretation. Prerequisite(s): ANTH 1102 or permission of instructor.

ANTH 6235

Advanced Archeological Analysis: 3-0-3

An advanced course in the analysis of archeological sites and materials. In-depth examination of certain types of archeological materials. Students also learn about the conservation of archeological materials. Prerequisite(s): ANTH 1102 plus a 4000 level archeology course or permission of instructor.

ANTH 6262

Field Session in Archeology: 0-6-6

On-site participation in the excavation of an archeological site including training in the physical and observational techniques of the extractive processes of archeological excavation. Experience in excavation, analysis, recording, and interpretation of archeological materials is provided. Prerequisite(s): ANTH 1102 or permission of instructor. Group size limited.

ANTH 6330

Cultural Anthropology: 3-0-3

Focuses on the nature of human culture and its role in shaping human behavior through the examination of particular culture systems selected from around the world. It examines the components of culture systems and how they develop, function, and change. Prerequisite(s): ANTH 1102 or permission of instructor.

ANTH 6331

Anthropology and Human Problems: 3-0-3

A study of the applications of anthropology in coping with a variety of problems among diverse peoples of the world. Issues include intercultural health care, rural to urban migration, and international development. The history, methods, and ethics of practical or applied anthropology are examined, as well as career opportunities. Prerequisite(s): ANTH 1102 or permission of instructor.

ANTH 6337

Folklife: 3-0-3

A survey of the creation and persistence of tradition in societies and of the process of change as demonstrated in such aspects as narrative, music, song celebration, festival, belief, and material culture. Emphasis will be given to understanding the multi-ethnic nature of the traditions in the U.S.A. Prerequisite(s): ANTH 1102 or permission of instructor.

ANTH 6431

European Cultures: 3-0-3

An examination of the differences and similarities among European peoples and the effects of social, political, and economic changes on their cultures from an anthropological perspective. It also examines the principal anthropological methods and theories used in the study of European culture systems. Prerequisite(s): ANTH 1102 or permission of instructor.

ANTH 6435

Middle Eastern Cultures: 3-0-3

An ethnological examination of the lifeways of the diverse peoples of the Middle East. The focus of the course will be on who the peoples of the Middle East are, how they live, and why they live as they do. Prerequisite(s): ANTH 1102 or permission of instructor.

ANTH 6531

Anthropology of Language and Gender: 3-0-3

This course will examine the cross-cultural use of language as a central aspect in the construction, negotiation and performance of gender, and will provide students with an understanding of the complexities of language and gender from an anthropological perspective. Prerequisite(s): Prior or concurrent enrollment with a minimum grade of "C" in ANTH 7638, SOCI 7638, or POLS 7638.

ANTH 6631

Seminar in Anthropology: 3-0-3

Exploration of selected topics of contemporary relevance in anthropology. Topics will vary with professional interest of students as to their

specialization in the graduate curricula of the University. Prerequisite(s): ANTH 1102 or permission of instructor.

ANTH 6632

Seminar in Archeology: 3-0-3

Exploration of selected topics in archeology of interest to individual or small groups of students which are relevant to their course of specialization in the graduate curricula of the University. Prerequisite(s): ANTH 1102 or permission of instructor.

ANTH 6690

Archeology Field Supervision: 0-(3-9)-(3-9)

This course is designed to give students who have already completed an archeological field experience a supervisory role in field investigations. They will be expected to participate in supervising pre-field preparations, fieldwork and post-field wrap-up.

ANTH 7891

Independent Study in Anthropology: 0-(1-3)-(1-3)

Independent examination of graduate course topics offered in the anthropology curriculum of the Department of Sociology and Anthropology following guidelines of the College of Graduate Studies. Prerequisite(s): Permission of instructor.

ANTH 7999

Thesis: 0-(1-3)-(1-3)

Planned research and writing directed by the student's thesis advisor.

ANTH/POLS/SOCI 7434

Research Design and Methodology: 3-0-3

Study of the role of theory, research design, sampling, measurement and instrumentation, data collection, and ethical issues related to social scientific research.

ANTH/POLS/SOCI 7436

Qualitative Research Methods: 3-0-3

Analysis and practice of qualitative methodology in social science. Topics may include participant observation, ethnographic methods, interviews, case studies, content analysis, archival research and other innovative techniques.

ANTH/POLS/SOCI 7638

Social Theory: 3-0-3

This course examines the role of theory in the scientific endeavor and explores a number of theoretical perspectives, including structural-functionalism, conflict, feminist, exchange, rational choice, symbolic interaction, and the current debates over modernity and postmodernity.

Art History (CLASS)

ART 7151

Design Activism: 2-3-3

Students work together as one unit to investigate current social issues and how to bring about social change through design.

ART 7152

Design & Semiotics: 2-3-3

Theoretical and Philosophical principles of signs, signifiers and what is represented is applied to the study of how meaning is created in graphic design. Investigated through studio projects, students will create work that anchors or relays meaning in visual communication.

ART 7153

Design Explorations: 2-3-3

Theoretical and practical application of design problems.

ART 7154

Design for the User: 2-3-3

Focus is placed on the relationship between the user and the principles of tangible design. Coursework includes research of existing problems in

design, what are the needs of the user, and how design can be restructured to fill those needs to improve user experience.

ART 7190

2D Graduate Studio: 2-3-3

Graduate studio research in the areas of drawing, painting, printmaking, paper and book arts.

ART 7193

3D Graduate Studio: 2-3-3

Graduate studio research in the areas of ceramics, jewelry/metals and sculpture.

ART 7251

Design Communication: 2-3-3

This course explores the problem-solving methods when fusing verbal and visual language into one cohesive body of work. Coursework will emphasize critical readings and analysis of design theories.

ART 7252

Design Systems: 2-3-3

Advanced explorations in branding and brand elements. Students will research critical issues in branding while developing a pliable brand that spans into a variety of collateral.

ART 7253

Design Forms: 2-3-3

Advanced experimentation of visual forms and aesthetics in design and how it impacts user interpretation and meaning.

ART 7254

Design of Information: 2-3-3

Advanced exploration into the theory and practice of information design. Students will research types of information, different information structures and how information can impact meaning and effectiveness.

ART 7351

Design Methods: 2-3-3

Advanced exploration of a variety of methods used to solve visual problems. This can include, but are not limited to, metaphor, rhetoric, deconstructive theory, and narrative.

ART 7352

Design and Typographic Form: 2-3-3

This course will integrate typographic theory in graphic design practice. Using typographic skills students will effectively apply type within various contexts, such as print, web, informational, poetic. This course will emphasize the importance of content, audience and purpose.

ART 7353

Design Ethics: 2-3-3

This course explores ethical issues relating to the current design community, from the graphic designer's relationship to other designers, to the clients of design, and the general public.

ART 7354

Design Issues: 2-3-3

This course explores critical issues within the design profession, and their impact on design and society. Students will become more aware of their priorities and goals as working designers, and develop broader awareness of their place as designers; and design's place in the culture. Issues reviewed in coursework will further graduate students' positions as responsible leaders within the professional community.

ART 7377

Graphic Design Art History: 3-0-3

This course is a survey of the history of graphic communications from prehistory to the present and will evaluate the impact of culture and technology on the development of graphic design in different historical contexts. Content includes the relation of art and graphic design, techniques

of graphic representation, current trends, and the importance of graphic communication in contemporary society.

ART 7435

Aesthetics and Criticism in Art Education: 3-0-3

An introduction to basic issues related to the teaching aesthetics, art criticism, and art history to P-12 students. Students will design, implement, and evaluate developmentally appropriate instruction for teaching these issues.

ART 7437

Arts Administration and Supervision: 3-0-3

An introduction to a variety of organizational structures and managerial strategies in the arts field. Emphasizes the history and philosophy of arts administrators, the status and role of arts administrators, and implementation and assessment strategies in art institutions. Prerequisite(s): Ed. S. in Art Candidacy.

ART 7530

Problems in Studio Pedagogy: 3-0-3

The development of qualitative curricula as it relates to the pedagogy of a studio media for grades P-College. The student will develop a curriculum in a specific 2D or 3D media. Investigation includes planning, implementation, and evaluation of learning in relation to the studio skills, vocabulary, history, aesthetics, and criticism. Prerequisite(s): Graduate course work in at least two courses of one medium to be target of research.

ART 7890

Professional Practices in Art: 3-0-(1-9)

Strategies emerging artists need to know for career success including studio practices, finances, writing and securing grants, pursuing exhibitions and venues to sell artworks, copyright and legal issues for the artist, commission projects, marketing strategies, portfolio design collateral and web presence. Prerequisite(s): Permission of instructor.

ART 7899

Art History Travel Research: 3-0-3

A study of important art works on location at museums, galleries and other sites. Specific topics and locations to be announced. Prerequisite(s): Permission of instructor.

ART 8030

Selected Topics in Art: 3-0-3

Specific themes in the visual arts. Topics vary. Prerequisite(s): Permission of instructor.

ART 8330

Museum Art Education: 3-0-3

Gives a broad overview of museum art education. The history, theory, and practice of museum art education in North America will be investigated. A variety of learning experiences will be provided in order for students to plan, implement, and evaluate instructional art programs in museum settings.

ART 8830

Readings and Research in Art: 3-0-3

Classic and contemporary readings in the field and practice in research and writing standards for theses support paper. Prerequisite(s): Permission of instructor.

ART 8999

Master of Fine Arts Thesis: 0-6-(1-6)

Provides the Master of Fine Arts degree candidate the opportunity of presenting a visual thesis. The candidate will present an exhibition which will be supported by a written defense. A major professor will supervise the creation of the thesis work and the written documentation. Prerequisite(s): Permission of major professor.

Art History (CLASS)**ARTH 7231****Art and Architecture of the Ancient World: 3-0-3**

This course will encompass a study of the visual arts, primarily sculpture, painting, metalwork, and architecture, both secular and religious, of the ancient world from Prehistoric times through circa 350 CE, with an emphasis on the art of Greece and Rome. A historical and cultural background will be provided to lay a contextual groundwork for the more specific information of the works of art and architecture. The material will begin with the examination of the earliest artistic creations by humankind in the Paleolithic era, proceed with the works of the ancient Egyptian, Greek, Etruscan, ancient Roman cultures, and conclude with the conversion of the Roman Empire to Christianity and to the era known as Early Christian. The class will be held in a lecture format with images projected during lecture for a combination of visual and verbal information.

ARTH 7232**Medieval Art History: 3-0-3**

This course will encompass a study of the visual arts in Europe, primarily sculpture, painting, and architecture from the fall of the Roman Empire to the thirteenth century. While some secular works will be covered, primarily the course will address Christian art because of the Church's strong sway in the Medieval world. The class will be held in a lecture format with images projected during lecture for a combination of visual and verbal information.

ARTH 7233**Italian Renaissance Art History: 3-0-3**

This course will encompass a study of the visual arts, primarily sculpture, painting, and architecture, both secular and religious, from the Italian Renaissance. The course will begin by establishing the artistic traditions of the Medieval era and exhibit how the early Renaissance artists both operated within these traditions and made marked innovations to the visual vocabulary, moves which eventually led to the new individualism of the artist and the renowned works of the High Renaissance, with which we will conclude the semester. The class will address differences in style between many of the Italian cities: Florence, Rome, Siena, Mantua, among others. The class will be held in a lecture format with images projected during lecture for a combination of visual and verbal information.

ARTH 7234**Baroque and Rococo Art History: 3-0-3**

This course will address the visual arts of the Baroque and Rococo periods in both Northern and Southern Europe. The class will primarily cover painting, and sculpture, with the inclusion of some architectural works. The course will begin by establishing the artistic traditions of the Late Renaissance era to lay the groundwork for the revised aesthetic and innovations of the Baroque, and go on to examine further shifts in style as we move into the Rococo. The class will be held in a lecture format with images projected during lecture for a combination of visual and verbal information.

ARTH 7235**19th Century Art History: 3-0-3**

This course examines the art, artists and issues in 19th century art through lectures and discussion. Topics for discussion include: Classicism & Romanticism, Representations of other cultures, Issues of gender, Realism, Impressionism & Post-Impressionism, Modernism, Abstraction, and Symbolism. The format of the course is lecture with discussion.

ARTH 7236**20th Century Art History: 3-0-3**

This course surveys European and American art, artists and issues/movements in the 20th century. The purpose of this course is to provide an understanding of not only stylistic principles of the century, but also those human values and cultural events which served as inspiration. Lectures, readings, discussions, and assignments focus on the intentions, creative biographies, and historical circumstances of 20th century artists. The format for this course is lecture with discussion.

ARTH 7237**Contemporary Art History: 3-0-3**

Through lectures and class discussion, this course explores the development of contemporary art from the 1970s to the present day. We will investigate issues pertaining to contemporary art such as place, memory, consumption, spirituality, identity, power, stories, loss and desire, time, humor, ecology and protest. Course content also considers the nature of "mega-exhibitions" and the changing role of art, artists, and curators as cultural activists; art as the product of economic relations between parties with different vested interests in the material object; visual strategies used in the media and advertising; and the impact of technology on contemporary culture in general and art in particular.

ARTH 7238**African Art History: 3-0-3**

This course surveys the major themes, cultural groups, and art traditions of Africa. Focuses on materials, functions, meaning and the distinctive aesthetic values of cultural objects and their ritual significance in African societies.

ARTH 7239**African American Art History: 3-0-3**

The study of African American art and design from the period of pre-colonial Africa to the contemporary United States. Investigates the creativity and cultural identity of African Americans and their contributions to the visual culture in America. Format is lecture and discussion.

ARTH 7330**American Art History: 3-0-3**

This course examines the history of American Art from the Colonial Period through the present. Works of art and other forms of material culture will be explored and discussed within the context of philosophical, historical, social, and cultural developments. Attention will be given to the writings of artists and critics, as well as texts by contemporary art historians, historians, and other scholars which illustrate the variety of methodologies and interpretations that are currently being brought to bear on American art, architecture, and material culture. The format for this course is lecture with discussion.

ARTH 7630**Art History Seminar: 3-0-3**

A seminar-format course on selected topics in art history with emphasis on directed readings and classroom discussion. Prerequisite(s): Permission of instructor.

ARTH 8630**Art Theory and Criticism: 3-0-3**

This course will explore selected themes and issues in contemporary theory and criticism as they impact the ways in which art is produced, viewed, and written about today. This course will provide students with the practical knowledge and skills to comprehend and critically evaluate the vast body of theory and criticisms currently being written on the arts and to critically examine their own experience and perspectives on art education and the practice of art. Topics include formalism, gender and identity, otherness, realism and ideology, semiotics, representation, the gaze, surveillance, and power. The format of the course is lecture with discussion.

ARTH 8831**Art History Research: 0-0-3**

Independent research and study on select topics in art history. Prerequisite(s): Permission of instructor.

Business Education (COE)**BEED 5130G****Cooperative Vocational Education: 3-0-3**

Considers all cooperative curriculum programs in the high school, as well as the philosophy and background for the program. Graduate students will be given an extra assignment determined by the instructor that undergraduates

will not be required to do. Prerequisite(s): Admission to Teacher Education Program or possess a Bachelor of Science in Education (BSED).

BEED 7090

Selected Topics in Business Education: 3-0-(1-3)

Designed to promote specialized training appropriate to the needs of in service teachers. Attention will be given to a range of specific problems as they relate to the secondary school classroom. Prerequisite(s): Approval of the advisor, instructor, and department chair.

Biology (COST)

BIOL 5099G

Selected Topics/Biology: 3-(0 or 3)-(3 or 4)

A course taught on a one-time basis. Lecture only courses will be three credit hours while courses with a laboratory will be four credit hours. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): BIOL 2107, BIOL 2107L, BIOL 2108, and BIOL 2108L.

BIOL 5131G

Cell Biology: 3-0-3

Examines the structure and physiology of cells and subcellular organelles. Topics include the cell membrane and membrane transport, the extracellular matrix of the cell, the cell cytoskeleton, DNA structure and replication, transcription, translation and the regulation of gene expression. Graduate students will be given an extra assignment or an extra section on tests, as determined by the instructor, that undergraduates will not be required to do. Prerequisite(s): BIOL 2107, BIOL 2107L, BIOL 2108, BIOL 2108L, BIOL 3130, and two semesters of chemistry or permission of instructor.

BIOL 5132G

Molecular Genetics: 3-0-3

Examines aspects of inheritance of organisms at the molecular, biochemical, cytological, organismic and population levels. Graduate students will be given an extra assignment or additional section of questions on tests that undergraduates will not be required to complete. Prerequisite(s): BIOL 2107, BIOL 2107L, BIOL 2108, BIOL 2108L, BIOL 3130, and a combination of 20 hours of Biology and Organic Chemistry.

BIOL 5134G

Population/Quantitative Genetics: 3-0-3

Introduction to the dynamics of evolutionary change for qualitative and metric characters. Hardy-Weinberg equilibrium will provide a basis for further analysis of microevolutionary "forces" of selection, drift, gene flow, and mutation. Methods for estimating heritability of metric traits and predicting the course of selection will also be introduced. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): BIOL 2107, BIOL 2107L, BIOL 2108, BIOL 2108L, and BIOL 3130. A statistics course and first calculus recommended.

BIOL 5140G

Bacteriology: 3-3-4

A survey of bacteriology with emphasis on fundamental techniques, microbial physiology, medical applications, and contemporary aspects of applied bacteriology. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): BIOL 2107, BIOL 2107L, BIOL 2108, and BIOL 2108L.

BIOL 5142G

Molecular Biotechniques: 3-3-4

Highlights modern discoveries in molecular genetics and their application in today's world. In addition to the body of facts associated with molecular methodology, the course will introduce students to experimental techniques such as PCR, electrophoresis, restriction enzyme digest analysis, and DNA sequencing. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): BIOL 2107, BIOL 2107L, BIOL 2108, BIOL 2108L, and BIOL 3130.

BIOL 5148G

Human Genetics: 3-3-4

Basic principles of Mendelian inheritance and molecular genetics are applied to a systematic review of human disorders. Included are disorders of blood, connective tissue, muscles, lysosomes, lipoproteins, transport membrane and mechanisms, amino acid metabolism, and the immune system. Special attention is given to diseases caused by chromosomal abnormalities. Sex determination, genetic markers, gene mapping, and population genetics are also covered. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): BIOL 2107, BIOL 2107L, BIOL 2108, BIOL 2108L, BIOL 3130, and CHEM 3341.

BIOL 5210G

Comparative Animal Physiology Laboratory: 0-3-1

Laboratory study of the basic physiological processes of animals, with integrated studies of molecular, cellular, metabolic, and organ-system functions. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): BIOL 2107, BIOL 2107L, BIOL 2108, BIOL 2108L, BIOL 3130, and prior or concurrent enrollment in BIOL 5230 or permission of instructor. Prerequisite(s): BIOL 3130.

BIOL 5230G

Comparative Animal Physiology: 3-0-3

A comparative review of the function and regulation of the major organ systems in animals. Topics include homeostasis, membrane transport, osmoregulation, and energetics. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): BIOL 2107, BIOL 2107L, BIOL 2108, and BIOL 2108L. Prerequisite(s): BIOL 3130.

BIOL 5237G

Physiological Ecology: 3-0-3

Examines how physiological adaptations of animals and plants to abiotic environmental factors (e.g., temperature, salinity, moisture, ultraviolet radiation) contribute to the understanding of local species diversity, biogeographic patterns, and habitat exploitation. Emphasis is placed on how physiological function (e.g., osmoregulation, thermoregulation, gas exchange, energy use) interfaces with ecology and evolutionary biology. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): A minimum grade of "C" in BIOL 2107, BIOL 2107L, BIOL 2108, and BIOL 2108L. Prerequisite(s): BIOL 3130.

BIOL 5239G

Neurobiology: 3-0-3

Introduction to the mechanisms of neural responses, neural integration, neural development, and environmental effects on developing mature nervous systems. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): BIOL 2107, BIOL 2107L, BIOL 2108, BIOL 2108L, and BIOL 5131. CHEM 1146 and PHYS 1112 recommended.

BIOL 5240G

Histology: 3-3-4

Examines the origin, development, structure, and function of vertebrate tissues. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): BIOL 2107, BIOL 2107L, BIOL 2108, and BIOL 2108L.

BIOL 5241G

Comparative Vertebrate Anatomy: 3-3-4

A comparative and functional study of the morphological systems of vertebrates. Laboratory emphasizes dissection of representative vertebrate groups. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): BIOL 2107, BIOL 2107L, BIOL 2108, and BIOL 2108L.

BIOL 5243G

Toxicology: 3-3-4

An introduction to the principles of toxicology with a focus on the toxicology of aquatic organisms. Topics include risk assessment, regulatory toxicology, mutagenesis, teratology, and toxicology of the nervous and reproductive systems. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): BIOL 2107, BIOL 2107L, BIOL 2108, and BIOL 2108L. BIOL 5230, CHEM 1145, and CHEM 1146 recommended.

BIOL 5244G**Insect Physiology: 3-3-4**

An introduction to insect physiology. Topics include ingestion and utilization of food, reproduction, water balance, muscles, sensory systems, and pheromones. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): BIOL 2107, BIOL 2107L, BIOL 2108, and BIOL 2108L.

BIOL 5245G**Ethophysiology of Insects: 3-3-4**

An intensive off-campus examination of insect sensory and motor systems. Topics include insect structure and function, behavior of insects, and measurement and analysis of simple and complex behaviors. Course is held in residence at a field station. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): BIOL 2107, BIOL 2107L, BIOL 2108, and BIOL 2108L.

BIOL 5246G**Human Pathophysiology: 3-3-4**

A selective survey of causes and effects of diseases in humans at the molecular, cellular, and systemic level. Selected topics include cellular malfunctions, altered cell environments, cancer biology, and the pathophysiology of the nervous, endocrine, cardiovascular, pulmonary, and renal organ systems. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): BIOL 2107, BIOL 2107L, BIOL 2108, BIOL 2108L, and BIOL 5230. BIOL 5132 and BIOL 5248 recommended.

BIOL 5247G**Endocrinology: 3-3-4**

A study of endocrine mechanisms, including their evolution and importance at various levels of biological organization. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): BIOL 2107, BIOL 2107L, BIOL 2108, and BIOL 2108L.

BIOL 5248G**Immunology: 3-3-4**

A detailed study of the mammalian immune system emphasizing the experimental basis of current immunological theories. Topics include antigen-antibody interactions, organization and expression of immunoglobulin genes, complement, major histocompatibility complex, antigen processing and presentation, and generation of humoral and cellular immune responses. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): BIOL 2107, BIOL 2107L, BIOL 2108, BIOL 2108L, and CHEM 3341 and CHEM 3342, or permission of instructor.

BIOL 5333G**Emerging Diseases: 3-0-3**

Study of the epidemiology of emerging and re-emerging human diseases throughout the world, but with emphasis on the situation in North America. New and resurging diseases caused by prions, viruses, bacteria, protozoa, fungi, arthropods, and helminths will be discussed, including some vector-borne and tropical diseases. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): BIOL 2107, BIOL 2107L, BIOL 2108, and BIOL 2108L or permission of instructor.

BIOL 5340G**Plant Pathology: 3-3-4**

A broad introduction to representative common plant diseases and disorders with emphasis on diagnoses, causes, epidemiology, and methods of control. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): BIOL 2107, BIOL 2107L, BIOL 2108, and BIOL 2108L.

BIOL 5341G**Parasitology: 3-3-4**

A study of the general principles of parasitism, with emphasis on morphology, classification, identification, and life cycles of parasites of vertebrates. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): BIOL 2107, BIOL 2107L, BIOL 2108, and BIOL 2108L.

BIOL 5343G**Medical-Veterinary Entomology: 3-3-4**

An intensive study of the role of arthropods in the transmission, dissemination and causation of diseases of humans and animals. Topics include identification of vector arthropods and associated diseases, ecology, and control. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): BIOL 2107, BIOL 2107L, BIOL 2108, BIOL 2108L, and one of the following: BIOL 5442, BIOL 5341 or BIOL 3541.

BIOL 5345G**Systematic Biology: 3-3-4**

Introduces the principles and methods of biosystematics. Speciation, nomenclature, hierarchical taxonomic categories, systematic characters, molecular systematics, and phylogenetic analyses are discussed. Laboratories involve use of modern molecular techniques and computational analysis with a variety of software packages. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): BIOL 2107, BIOL 2107L, BIOL 2108, and BIOL 2108L.

BIOL 5430G**Math Models/Population Ecology I: 3-0-3**

An introduction to discrete time models that arise from the study of ecological populations. Difference equation and matrix equation models for populations will be formulated and analyzed both analytically and numerically. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): MATH 1441 or permission of instructor. Biology majors should have completed BIOL 2107, BIOL 2107L, BIOL 2108, BIOL 2108L, and BIOL 3133.

BIOL 5431G**Virology: 3-0-3**

A survey of the biology of viruses, with emphasis on viral diversity, virus-host interactions, viral diseases of humans, animals and plants and uses of viruses in medicine, research and biocontrol. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): BIOL 2107, BIOL 2107L, BIOL 2108, BIOL 2108L, and BIOL 3130.

BIOL 5432G**Deep Sea Environments: 3-0-3**

This course examines the current knowledge about hydrothermal systems in terms of their deep-sea environment and their geological and chemical makeup. Emphasis is placed on studying symbiotic relationships, reproductive biology, larval dispersal, thermal tolerances, sulfide and sensory adaptations by organisms found in non-vent, vent, and cold seep environments. Graduate students will be assigned extra readings from the current and classical peer-reviewed literature pertaining to the deep sea environment. Prerequisite(s): BIOL 2107 and BIOL 2108.

BIOL 5440G**Protozoology: 3-3-4**

A survey of the diversity and basic biology of the protozoa with emphasis on protozoan adaptations that have allowed them to invade a wide range of habitats. Graduate students will be given an extra assignment determined by

the instructor that undergraduates will not be required to do. Prerequisite(s): BIOL 2107, BIOL 2107L, BIOL 2108, and BIOL 2108L.

BIOL 5441G

Mycology: 3-3-4

Broad introduction to various taxonomic groups of Fungi, emphasizing morphology, taxonomy, evolution, physiology, and economic importance. Selected mycotic diseases and symbiotic relationships in nature will be explored. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): BIOL 2107, BIOL 2107L, BIOL 2108, BIOL 2108L, and two courses of chemistry.

BIOL 5442G

Entomology: 3-3-4

Examines the phylogeny, morphology, life history and ecology of insects. Identification of local species will be emphasized. Field trips required. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): BIOL 2107, BIOL 2107L, BIOL 2108, and BIOL 2108L.

BIOL 5443G

Flora of Georgia: 3-3-4

A taxonomic/biosystematic approach to the study of Georgia's plants. Primary emphasis is on vascular plants (ferns and seed plants), including methods of plant analysis, identification, classification, collection and preservation. Students will also learn how to recognize some non-vascular plants in Georgia's ecosystems. Field trips are required with at least some on Saturdays. Graduate students are given extra assignments not required of undergraduates. Prerequisite(s): A minimum grade of "C" in BIOL 3535 or permission of instructor.

BIOL 5444G

Ichthyology: 3-3-4

Emphasizes the systematics, evolution, biology, ecology and behavior of recent and extinct fishes. Laboratory emphasizes the identification, morphology, and natural history of fishes. Field trips required. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): BIOL 2107, BIOL 2107L, BIOL 2108, and BIOL 2108L.

BIOL 5445G

Herpetology: 3-3-4

Examines the phylogeny, morphology, life history and ecology of reptiles and amphibians. Field identification of local species will be emphasized. Field trips required. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): BIOL 2107, BIOL 2107L, BIOL 2108, and BIOL 2108L.

BIOL 5446G

Ornithology: 3-3-4

An introduction to the study of birds, emphasizing field identification, songs and calls, classification, and life histories of Georgia's birds. Anatomical, physiological and behavioral adaptations are reviewed. Field trips required. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): BIOL 2107, BIOL 2107L, BIOL 2108, and BIOL 2108L.

BIOL 5448G

Mammalogy: 3-3-4

Course examines the classification, evolution, distribution and life histories of mammals. The laboratory includes identification and preparation of specimens and development of field techniques. Field trips required. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): BIOL 2107, BIOL 2107L, BIOL 2108, and BIOL 2108L.

BIOL 5449G

Vertebrate Paleobiology: 3-3-4

An investigation of the evolution, relationships and biology of fossil vertebrates, including major radiations, extinction events, and the roles of

plate tectonics and paleoclimate. Current and controversial topics in paleontology will also be discussed. Field trip required. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): BIOL 2107, BIOL 2107L, BIOL 2108, and BIOL 2108L.

BIOL 5530G

Wildlife Management: 3-0-3

Emphasizes the principles, practices and prescriptions used in restoring and managing wildlife and other natural resources on a sustainable basis. All elements of wildlife management are examined in relation to basic land and water uses affecting the landscape. Factors influencing wildlife populations, including behavior, diseases, hazardous substances, predation and harvests are covered in practical perspectives. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): BIOL 2107, BIOL 2107L, BIOL 2108, and BIOL 2108L. BIOL 5540 strongly recommended.

BIOL 5532G

Evolution: 3-0-3

Covers the historical development of evolutionary thought and focuses on current issues in evolution. Emphasis is placed on the perceived importance of natural selection, mechanisms of speciation, the history of life on Earth, and human evolution. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): BIOL 2107, BIOL 2107L, BIOL 2108, BIOL 2108L, and BIOL 3133.

BIOL 5534G

Conservation Biology: 3-0-3

Explores the causes and consequences of the loss of biodiversity, as well as methods for conserving rare species and ecosystems. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): BIOL 2107, BIOL 2107L, BIOL 2108, and BIOL 2108L.

BIOL 5535G

Sex and Evolution: 3-0-3

Focuses on the evolution of sex and the subsequent conflict that arises between sexes. Models for the evolution and maintenance of sexual reproduction are compared. Sex allocation theory is reviewed and special attention is drawn to genetic mechanisms that permit sex ratio of offspring to be manipulated. Sexual selection and mate choice tactics are evaluated with reference to empirical studies in behavioral ecology. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): BIOL 2107, BIOL 2107L, BIOL 2108, BIOL 2108L, and BIOL 3133.

BIOL 5537G

Biogeography: 3-0-3

Examines the distributional patterns of animals and plants from the perspectives of vicariance biogeography and organismal dispersal. One field trip required. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): BIOL 2107, BIOL 2107L, BIOL 2108, and BIOL 2108L.

BIOL 5540G

Ecology: 3-3-4

Reviews basic ecological principles and current hypotheses relevant to biological organisms from the level of the population to ecosystems. Application of mathematic models to biological processes is emphasized. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): BIOL 2107, BIOL 2107L, BIOL 2108, BIOL 2108L, and BIOL 3133.

BIOL 5541G

Tropical Marine Biology: 3-3-4

This is an intensive 2-week field course conducted in the Bahamas. Through daily lectures and field excursions, students are exposed to the natural history and ecology of a variety of marine organisms and ecosystems including mangroves, seagrasses, rocky shores and coral reefs. Additional

fees required. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): BIOL 2107, BIOL 2107L, BIOL 2108, BIOL 2108L, and permission of instructor.

BIOL 5542G**Aquatic Ecology: 3-3-4**

Covers the biological and physiochemical factors that affect common organisms found in local aquatic ecosystems, including streams and rivers, wetlands, estuaries, and lakes. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): BIOL 2107, BIOL 2107L, BIOL 2108, BIOL 2108L, BIOL 3133, CHEM 1145 and CHEM 1146.

BIOL 5543G**Biological Field Experience: 1-9-4**

A field expedition involving biological investigations of a major biome or natural area. Expeditions normally require three to five weeks in the field, depending upon the habitat selected and the type of travel required. In addition to tuition, students must bear all travel expenses while in the field. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): BIOL 2107, BIOL 2107L, BIOL 2108, BIOL 2108L, junior standing, and permission of instructor(s).

BIOL 5544G**Population Biology: 3-3-4**

A review of the genetic consequences of evolutionary forces that impact population structure, cohesion, and persistence. Special attention is given to the behavioral, ecological, and demographic responses of populations to natural selection pressures arising from the social environment and the presence of other species in the community. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): BIOL 2107, BIOL 2107L, BIOL 2108, BIOL 2108L, BIOL 3130, and BIOL 3133.

BIOL 5546G**Plant Evolutionary Ecology: 3-3-4**

Examines the complex nature of plant reproductive biology, with focus on the evolution and maintenance of diverse breeding systems, the dynamics of plant-pollinator relationships, seed and seedling ecology, and coevolution. Students will design and carry out research projects, read the primary literature and present oral seminars. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): BIOL 2107, BIOL 2107L, BIOL 2108, BIOL 2108L, and BIOL 3133.

BIOL 5547G**Marine Ecology: 3-3-4**

Course stresses ecological processes and adaptations that act to structure coastal associations and permit their persistence through time. The course provides a background for students interested in research in the marine sciences. Students will learn to develop good statistical designs and use various techniques to collect data in marine ecology. Several field trips are required. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): BIOL 2107, BIOL 2107L, BIOL 2108, BIOL 2108L, and BIOL 3133 or permission of instructor.

BIOL 5644G**Insect Ecology: 3-3-4**

Examines the basic principles of ecology, as they directly relate to insects. The ecology of insects will be investigated at the level of individuals, populations, communities and ecosystems. Emphasis will be placed on how insects interact with, and have evolved unique adaptations to their abiotic and biotic environment. Graduate students will be given an extra assignment that is not required of undergraduates. Prerequisite(s): A minimum grade of "C" in BIOL 2107, BIOL 2107L, BIOL 2108, BIOL 2108L, and BIOL 3130.

BIOL 5645G**Behavioral Ecology: 3-3-4**

This is a course in behavioral biology couched in a framework of evolutionary and ecological inputs on behavior. Through lectures, discussions on papers from the primary literature, field trips with experiments related to recent topics covered in class, and student presentations on their research, participants will be immersed in the field of behavioral ecology. The laboratory will emphasize techniques used to study behavioral and provide students an opportunity to conduct research and carry out the entire scientific process in a behavioral context. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): BIOL 2107, BIOL 2107L, BIOL 2108, BIOL 2108L, and BIOL 3635 or graduate level status.

BIOL 7090**Selected Topics/Biology: 3-3-4**

A course taught on a one-time basis. Prerequisite(s): BIOL 2131, BIOL 3132, BIOL 3133 or equivalent.

BIOL 7133**Molecular Biology: 3-0-3**

This course provides graduate students with a fundamental knowledge of how organisms operate at the molecular level. Emphasis is on relevant biological theory and techniques in the molecular field. Prerequisite(s): Graduate Status or permission of the Instructor.

BIOL 7135**Cytogenetics: 3-0-3**

Studies from a cytological aspect of eukaryotic chromosomes including chromosome structure, chromosomal aberrations, and chromosome mapping.

BIOL 7233**Applied Biology: 3-0-3**

Modern biological theory and technologies will be used to address applied questions related to conservation, restoration and environmental management. Emphasis will be on examining applicable, underlying theory with contemporary techniques and technologies to better understand and investigate solutions for relevant biological issues. Prerequisite(s): Graduate status or permission of the Instructor.

BIOL 7333**Evolutionary Ecology: 3-0-3**

Evolutionary Ecology is a quantitative examination of population growth, interspecific competition, predator-prey interaction, microevolution, and game theory relevant to sexual selection and sex ratio evolution. Topics are presented via spread sheet simulations of dynamic processes. Students will analyze and simulate models and solve problems based on algebraic theoretical models. Prerequisite(s): Graduate Status or permission of the Instructor.

BIOL 7440**Vector Ecology: 3-3-4**

Examines physiological, evolutionary, and ecological relationships between arthropod vectors, microbial pathogens they transmit and their vertebrate hosts.

BIOL 7531**Research Methods: 1-4-3**

A general introduction to biological research methods, including computer skills, web-based resources, oral and written scientific presentations, proposal writing, and the peer-review process. This course is designed for first-year M.S. students.

BIOL 7530**Biometry: 3-0-3**

Provides students with basic skills in the analysis of biological data. Lectures cover both parametric and nonparametric methods, with an

emphasis on the practical problems posed by biological data. Prerequisite(s): Graduate status.

BIOL 7610

Graduate Seminar: 1-0-1

An intensive study of an advanced biological topic covered by one or more members of the graduate faculty from the Department of Biology. The selected topic will vary from semester to semester. Required for the M.S. degree. Prerequisite(s): Graduate status.

BIOL 7890

Directed Individual Study: 0-0-(1-4)

An independent or directed individual study supervised by a member of the graduate faculty of the Department of Biology. Prerequisite(s): Permission of the instructor and approval by the chair of the Department of Biology.

BIOL 7893

Biological Problems: 0-0-(1-4)

Studies of biological problems in a specialized area of biology under the supervision of a member of the biology faculty. Prerequisite(s): Permission of the instructor and approval by the chair of the Department of Biology.

BIOL 7895

Research: 0-0-(1-3)

Graduate students will pursue, under the direction of their advisory committee, a program of independent research in a particular area of biology. Results of the research will be presented as a thesis in partial fulfillment of the requirements for the Master of Science degree.

BIOL 7999

Thesis: (1-3)-0-(1-3)

Results of individual research will be presented as a thesis in partial fulfillment of the Master of Science degree. The thesis requires defense of design, execution, analysis and interpretation of the research project.

Biostatistics (COPH)

BIOS 6135

Topics of Inference in Biostatistics: 3-0-3

This course provides an introduction to the fundamental knowledge of derivatives and integrals found in biostatistical inference. The course will introduce the theory of probability, expectation and variance of discrete and continuous distributions, moment generating functions, bivariate and multivariate distributions, maximum likelihood estimation, and bias. Emphasis will be placed on the development of critical thinking skills and how concepts in this course are used in public health and biomedical studies.

BIOS 6331

Regression Analysis in Biostatistics: 3-0-3

This course introduces the methods for analyzing biomedical and health related data using linear regression models. The course will introduce the student to matrix algebra as used in linear models. The course will involve model selection, diagnosis and remedial techniques to correct for assumption violations. The students will learn how to apply SAS procedures PROC REG, PROC CORR, and PROC GLM and interpret the results of analysis. Emphasis will also be placed on the development of critical thinking skills. Prerequisite(s): A minimum grade of "B" in PUBH 6541.

BIOS 6332

Experimental Design in Biostatistics: 3-0-3

This course introduces the student to experimental designs commonly used in public health and biomedical settings and the methods for analyzing them. It will introduce the student to the principles of designing an experiment (randomization, blocking and replication), completely randomized designs, factorial design, randomized block designs, nested designs, split-plot designs, crossover designs, Latin squares and analysis of the longitudinal designs, a fixed effect (Model I) single factor and multifactor experiment, a random effect (Model II) single factor and multifactor experiment, a mixed effect (Model III) multifactor experiment,

and covariance model. Students will learn how to apply SAS procedures: PROC GLM, PROC MIXED, PROC GENMOD, PROC VARCOMP, PROC RSREG and PROC MULTTEST to public health and biomedical data and interpret the results of the analysis. Prerequisite(s): A minimum grade of "B" in BIOS 6331.

BIOS 6531

Categorical Data Analysis: 3-0-3

This course introduces statistical methods for analyzing both univariate and multivariate categorical and count data in public health, biomedical research, and other health-related fields. The course will introduce how to distinguish among the different measurement scales in addition to the commonly used statistical probability distribution and inference methods for categorical and count data. Emphasis will be placed on the application of the methodology and computational aspects rather than theory. The students will learn how to apply SAS procedures to data and interpret the results. Prerequisite(s): A minimum grade of "B" in PUBH 6541.

BIOS 7090

Selected Topics in Biostatistics: (1-3)-0-(1-3)

Allows the student the opportunity to receive specialized and/or focused instruction in a biostatistical topic not generally offered by the department. Prerequisite(s): Permission of instructor.

BIOS 7131

Survival Analysis: 3-0-3

This course introduces statistical methods for analyzing data collected on the time to an event, referred to as survival data, in medical research and other health related fields. Emphasis will be placed on the application of the methodology and computational aspects rather than theory. The students will learn how to apply SAS procedures to data and interpret the results. Prerequisite(s): A minimum grade of "B" in BIOS 6331 and BIOS 6531.

BIOS 7231

Clinical Trials Methodology: 3-0-3

Students are introduced to regulatory, scientific, statistical and practical aspects of methods inherent in design, monitoring and analyzing clinical trials. Clinical trials in many areas of drug development are presented, discussed and critiqued. Prerequisite(s): A minimum grade of "B" in PUBH 6541.

BIOS 7331

Multivariate Analysis in Biostatistics: 3-0-3

This course is designed to provide students in biostatistics with an introduction to multivariate methods commonly found in health related fields. The course will emphasize multivariate regression, multivariate analysis of variance (MANOVA) and co-variance (MANCOVA), discriminant analysis and an alternative to logistic regression and cluster analysis. Students will be introduced to appropriate SAS procedures and be required to interpret and report their results in a form that meets both FDA and the International Committee on Harmonization. Prerequisite(s): A minimum grade of "B" in BIOS 6332.

BIOS 7431

Statistical Issues in Drug Development: 3-0-3

Major statistical issues in the federal regulation of drug research and clinical development will be studied. Specifically, summarization, analysis and monitoring of adverse experiences, two treatment crossover designs, active control equivalence studies, optimization in clinical trials and combination drug development, dosing in the elderly, intention to treat in clinical trials, and dual control groups in rodent carcinogenicity studies will be studied. Prerequisite(s): A minimum grade of "B" in BIOS 6331 and BIOS 6332.

BIOS 7433

Biopharmaceutical Statistics in Drug Development: 3-0-3

Statistical aspects of drug research and development, federal regulations, and marketing will be studied. Specifically, statistical methods useful in the areas of pharmaceutical discovery and optimization, assessment of pharmacological activity, pharmaceutical formulation, preclinical and clinical safety assessment, clinical development, bio-availability and bio-equivalence, clinical trials with quantitative and qualitative measurements,

cancer clinical trials, and manufacturing and quality control processes will be studied. Prerequisite(s): A minimum grade of "B" in BIOS 6331 and BIOS 6332.

BIOS 7534

Data Management for Biostatistics: 2-2-3

This course emphasizes data management and software applications using the SAS (Statistical Analysis System) software package. It will introduce the student to SAS codes for: inputting and outputting data, creating temporary and permanent data sets, creating formatted and labeled SAS data sets, merging and connecting SAS data sets, creating output using the TABULATE and REPORT procedures, debugging a SAS program that includes the TABULATE, REPORT and SQL procedures, using character functions in SAS, using a random number generator, probability distributions, arrays, and date and time functions. Students will also write a simple and complex query using the SQL procedure; create, populate and modify a set of tables/views using the SQL procedure; and create a SAS program which includes one or more macros. This course will cover basic relational database design and descriptive statistics in SAS. Particular focus is placed on applications pertaining to public health and biomedical research.

BIOS 7535

Data Analysis with SAS: 3-0-3

The class is designed to provide skill building and practical experience in using SAS to: create analysis data files; analyze data such as that found in typical biostatistical consulting problems; and assess the validity of analysis methodology assumptions. Prerequisite(s): A minimum grade of "B" in BIOS 7534 and PUBH 6541.

BIOS 7890

Directed Individual Study: (1-3)-0-(1-3)

Provides the student with an opportunity to investigate an area of interest under the direction of a faculty mentor. Prerequisite(s): Permission of instructor.

BIOS 9130

Research Seminar in Biostatistics: 3-0-3

This course is designed to provide the student with the current best practices in biostatistical consulting. Topics include: Identifying and constructing appropriate questions to ask clients regarding their consultation request, an overview of appropriate statistical methods and SAS software procedures to use for specific study designs and statistical analysis of collected data, directing a consultation appointment without faculty lead, conducting exploratory data analyses, conducting effective analyses based on appropriate statistical methods and providing oral and written communication of statistical findings.

BIOS 9131

Advanced Statistical Inference for Biostatistics - I: 3-0-3

This course provides an advanced study of theoretical statistics. Topics include: an introduction probability and sample space, conditional probability and Bayes Theorem, probability distribution of a random variable, discrete and continuous random variables, functions of random variables, moments and moment generating functions, order statistics and their distributions, discrete distributions, continuous distributions, bivariate and multivariate normal distribution, modes of convergence, limiting moment generating functions, and the central limit theorems.

BIOS 9133

Advanced Statistical Inference for Biostatistics II: 3-0-3

This course is a continuation of Advanced Statistical Inference for Biostatisticians I. The additional topics in this course consists of: sample moments and their distributions, the theory of point estimation, the Neyman-Pearson Theory of testing hypotheses, likelihood ratio test, chi-square tests, t-test, F-test, (Bayes) and Minimax procedures in hypothesis testing, confidence estimation, the general linear hypothesis, and nonparametric statistical inference. Prerequisite(s): A minimum grade of "B" in BIOS 9131.

BIOS 9231

Bayesian Statistics I: 3-0-3

This course provides the student with an introduction Bayesian Analysis and compares Bayesian methods to that of frequentists. The course includes selection of prior distributions, computing posterior distributions, conjugate models, Beta-Binomial model, Normal-Normal model, and Gamma-Poisson model. Bayesian inference using point and interval estimation, Bayesian hierarchical models, and exchangeability will be explored. Topics including Empirical Bayes versus a fully Bayes approach, Markov Chain Monte Carlo methods and model checking using Bayes factors and sensitivity analyses will be included. Prerequisite(s): A minimum grade of "B" in BIOS 9131.

BIOS 9233

Bayesian Statistics II: 3-0-3

This course is a continuation of Bayesian Statistics I. In this course the student will study data collection and design of Bayesian analyses, including ignorability issues, Normal linear regression under the Bayesian paradigm, Markov Chain Monte Carlo methods, including the Gibbs sampler and Metropolis-Hastings algorithms, model checking and sensitivity analysis for model robustness, and Bayesian generalized linear models. Prerequisite(s): A minimum grade of "B" in BIOS 9231.

BIOS 9333

Applied Longitudinal Data Analysis: 3-0-3

This course provides an introduction to longitudinal and clustered data. Topics include the basic concepts of longitudinal data, linear models for longitudinal data, generalized linear models and salient features, generalized estimating equations, generalized linear mixed effects models, missing data and dropouts, sample size and power, repeated measures, and multilevel linear models.

BIOS 9331

Meta-Analysis: 3-0-3

This course is designed to address research questions in biomedical and other health-related research using meta-analysis techniques. A survey of past and present challenges of such techniques will be addressed, as will a mixture of Frequentist and Bayesian approaches to meta-analysis. Typical research questions found in health-related issues such as prevention, diagnosis, treatment, and policy will be constructed, followed by the methodologies to analyze such health-related questions. The course will focus on modeling and implementation issues in meta-analysis for biostatistical applications. In particular, this course will emphasize such topics as heterogeneous study results, combining studies with different designs, advantages and disadvantages to using meta-analysis over large trials, meta-analysis for 2x2 tables with multiple treatment groups, meta-analysis of clinical trials, addressing biases, meta-analysis of patient survival data, among additional biomedical applications. Prerequisite(s): A minimum grade of "B" in BIOS 9131.

BIOS 9431

Descriptive Biostatistics and Assumption Checking: 3-0-3

This course will provide the student informative ways of presenting raw data, descriptive summaries of data: graphical and tabular, and diagnostic testing of assumptions underlying the validity of biostatistical methods.

BIOS 9432

Randomization and Bootstrap Methods in Health Data: 3-0-3

This course is designed to provide the student with the basics of randomization tests and bootstrap methods. This course will cover the following topics: Randomization tests, the jackknife, the bootstrap and its application to health related data, Monte Carlo tests, considerations when using randomization, jackknife and bootstrap methods, one and two sample tests, analysis of variance, regression analysis, survival data and multivariate data. Prerequisite(s): A minimum grade of "B" in BIOS 9131. Prerequisite(s): BIOS 9231.

BIOS 9433

Analysis with Missing and Mis-specified Data: 3-0-3

This course is designed to provide the student with the basics of methods for analyzing data with missing data and mis-specified data. This course will cover the following topics: missing data in experiments, complete case

analysis, weighted complete case analysis, available case analysis, single imputation methods such as mean, regression, last value varied forward, hot deck imputation, cold deck imputation, Bayes Imputation, Multiple imputation, and nonignorable missing data models. Prerequisite(s): A minimum grade of "B" in BIOS 9131. Prerequisite(s): BIOS 9231.

Business Administration (COBA)

BUSA 7030/7030S

Special Topics in Business: 3-0-3

A standard course developed for a special or newly emerging topic that is in demand by MBA students. Lectures, group work, readings, research, and writing are required as in any other advanced elective course. Prerequisite(s): Cumulative graduate GPA of 3.0 or better, completion of the MBA prerequisites, and permission of the Director and instructor.

BUSA 7130

International Business: 3-0-3

This course presents fundamental considerations for managers of international trade operations, providing students with the experience of simulating the business of exporting. Prerequisite(s): Graduate standing and the completion of the MBA core or permission of the COBA Director of Graduate Studies for non-MBA students.

BUSA 7314

Team Building: 1-0-1

Designed to teach essential skills for teamwork.

BUSA 7530/7530S

Global Business Strategy: 3-0-3

This course focuses on global strategic management and encourages the analysis and development of business strategies within a global environment. Prerequisite(s): ACCT 7230, FINC 7231, MGNT 7430, MKTG 7431, graduate standing, and completion of MBA prerequisites, or permission of the COBA Director of Graduate Studies for non-MBA students.

BUSA 7790

Internship in Business: 0-0-(3-6)

A supervised work/study program in selected organizations throughout the U.S.A. and abroad. Any student enrolled in the internship program will be required to work for one full semester. Prerequisite(s): Cumulative graduate GPA of 3.0 or better, completion of the MBA prerequisites, and permission of the Director.

BUSA 7890/7890S

Individual Research: (0-3)-0-(1-3)

A guided individual research project that provides the student with an opportunity to explore a particular topic in-depth. Normally, the course would culminate in a research report or case study. Prerequisite(s): Graduate standing, completion of the MBA prerequisites, and permission of the Director.

BUSA 9031

Seminar on Scientific Method, Theory, and Philosophy of Science: 3-0-3

Theoretical foundations and frameworks common to business research. Historical and philosophy of science perspectives. Fundamentals of theory building and employing the scientific method as a research process. Prerequisite(s): Acceptance in Ph.D.in Logistics/Supply Chain Management.

BUSA 9331

Business Research Methods: 3-0-3

The course covers research design in business, collection of business data, analysis of experimental or survey data, interpretation of research findings, and presentation of results. Students will analyze real data sets and obtain significant business insights from analytical solutions. Prerequisite(s): A minimum grade of "B" in MGNT 7331 and graduate standing or permission of Director of COBA Graduate Studies.

BUSA 9332

Applied Multivariate Methods for Business Research: 3-0-3

The course teaches the process of multivariate data analysis for business research. The course focuses on the selection of the appropriate modeling technique and interpretation of the results. SPSS will be used in the course for model estimation. Students will analyze real data sets and prepare methodology and results appropriate for business journals. Prerequisite(s): A minimum grade of "B" in BUSA 9331.

BUSA 9333

Advanced Multivariate Methods for Business: 3-0-3

General linear models as applied to multiple regression and analysis of variance for analyzing surveys and experimental designs. One-way and factorial designs, preplanned versus post-hoc contrasts. Random factors and repeated measures. Prerequisite(s): A minimum grade of "B" in BUSA 9331 and BUSA 9332.

BUSA 9334

Qualitative Research Methods in Business: 3-0-3

This course helps students develop their research skills in qualitative methods. It focuses on the application of qualitative methods in business case studies. Students will learn how to design a qualitative research, collect qualitative data, analyze qualitative data, and make valid inference in order to solve practical business problems. Prerequisite(s): A minimum grade of "B" in BUSA 9331, BUSA 9332, and BUSA 9333.

Community Health: Behavior and Education (COPH)

CHBE 9130

Research Methods in Community and Behavioral Health: 3-0-3

This course introduces doctoral students to research methods in health science. Development and presentation of research proposals will be the focus of the course. Additional emphasis will be placed on writing skills in research and grant applications.

CHBE 9132

Ecological Determinants of Public Health: 3-0-3

The course provides students with an examination of the social and behavioral determinants of health at all ecological levels, and their relationships with health equity. It also explores social and behavioral interventions to address community health inequity at multiple ecological levels (individual through policy).

CHBE 9230

Community-Based Public Health Program Planning and Evaluation: 3-0-3

This course introduces students to the theory and application of community-based program planning and evaluation. Concepts in community assessment, organization, and mobilization for the purpose of addressing identified public health concerns will serve as the foundation for the public health planning process. Appropriate techniques of partnership building, planning strategies, data collection, data analysis, and evidence-based decision making will also be introduced.

CHBE 9235

Communication and Advocacy: 3-0-3

This course will provide students with the ability to evaluate the history and current applications of health communication theory and strategies to public health practice and research. Emphasis is placed on use of health communication theory and strategies designed to create change across the ecological spectrum, from individual to policy levels. Students will gain the skills to structure, develop, implement and evaluate social marketing, media advocacy, risk communication and advocacy efforts for policy change. In addition, ability to lead systematic qualitative and mixed method data collection processes involving interviewing skills, participant observation and focus group development will be developed. Emphasis is placed on critical thinking skills to help students analyze and utilize these skills in research and practice in diverse public health settings.

CHBE 9331**Health Disparities and the Rural Underserved: 3-0-3**

This course provides an in-depth look at health disparities, including factors related to the history, politics, socioeconomic, race/ethnicity, and access to and utilization of health care. The extant literature in each of these areas will be examined and discussed.

CHBE 9335**Global Health and Preparedness: 3-0-3**

This course will focus on global public health and preparedness for domestic and global emergencies. Students will explore patterns of health and disease around the world, and compare them to public health issues in the United States. An ecological framework will be employed to illustrate the complex political, social, economic, and environmental determinants of global health inequity. Concepts from the social sciences, epidemiology, health systems, and policymaking will be incorporated. The course will emphasize issues related to humanitarian emergencies and natural disasters both globally and domestically, and the need to build public health infrastructure and preparedness to mitigate them.

CHBE 9630**Doctoral Seminar in Community Health: 3-0-3**

This course will provide students with the opportunity to analyze the history and current applications of social and behavioral science theories, approaches, models and strategies (learned throughout the curriculum) to public health practice and research. This seminar will examine the breadth of epistemologies employed as we develop effective methods to create change across the ecological spectrum, from individual to policy levels. Emphasis will be placed on critical thinking skills to help students engage in dialogue about what will be effective research and practice in diverse public health settings over the next ten years.

Chemistry (COST)**CHEM 5243G****Environmental Chemistry: 3-3-4**

A survey of the current environmental issues and the underlying chemistry associated with them, including stratospheric chemistry, air pollution, global climate change, toxic organic chemicals, natural water systems, soil chemistry, and energy production. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): A minimum grade of "C" in CHEM 2242 and CHEM 3342, or equivalent.

CHEM 5531G**Bioinorganic Chemistry: 3-0-3**

This course explores the function of metal ions in biochemistry, the appropriate physical methods for studying biological metal centers, and the pathways of electron transfer in biomolecules. Topics include metal ion transport and storage, oxygen carriers, and metals in medicine. Graduate students will be given an extra assignment determined by the instructor not required of the undergraduates. Prerequisite(s): Prior or concurrent enrollment with a minimum grade of "C" in CHEM 5541.

CHEM 5541G**Biochemistry I: 3-3-4**

Surveys the fundamental principles of protein structure, enzyme mechanisms, carbohydrate structure, and the major metabolic pathways of carbohydrate metabolism. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): A minimum grade of "C" in CHEM 3342, or equivalent.

CHEM 5542G**Biochemistry II: 3-3-4**

Examines the structure and function of biological membranes, as well as additional metabolic pathways not covered in CHEM 5541, including the degradation and biosynthesis of lipids and amino acids. In addition, the course will examine nucleic acid chemistry, including DNA replication,

transcription, recombinant DNA technology and related topics. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): A minimum grade of "C" in CHEM 5541, or equivalent.

CHEM 7031**Molecular Visualization: 0-3-9**

Focuses on computer skills related to building and presenting molecular information in the High School Science context. All content will be introduced through tutorial exercises provided as handouts. Intended as an elective in Chemistry for graduate students in the M.Ed. and Ed.S. Science Education programs.

CHEM 7042**Chemistry for Secondary Teachers: 2-4-4**

This course will emphasize the skills necessary to create and execute effective physical science demonstrations and laboratory experiments appropriate for secondary students, using common, inexpensive, easily-purchased, and easily-disposed of materials. Lab periods will be used to develop and implement demos and experiments based on the topics covered in lecture. This course is intended as a Chemistry elective for graduate students in the M.Ed. And Ed.S. Science Education Programs. Prerequisite(s): 1 year of college chemistry.

CHEM 7090**Selected Topics/Chemistry: 3-(0-3)-(3-4)**

A course taught on a one time basis. Lecture only courses will be three credit hours while courses with a laboratory will be four credit hours. Prerequisite(s): Permission of instructor.

Child and Family Development (CHHS)**CHFD 6130****Parent Education: 3-0-3**

Application of theory, research and developmental practice to : 1) understand the role of parents, teachers and community leaders in guiding the behavior of children from birth to adolescence; 2) establish mutually satisfying parent-child relationships throughout the life cycle; and 3) explore programs for parents and parental interactions with schools and other institutions. Prerequisite(s): Successful completion of the M.Ed. core curriculum.

CHFD 6131**Assessment of Children's Development: 3-0-3**

This course will prepare the graduate student to evaluate development and learning in the social, affective, physical and cognitive domains. Students will examine classroom and standardized assessment procedures as they relate to developmentally appropriate practices. Students will administer and score tests and then interpret results using a variety of assessment techniques. Prerequisite(s): Early Childhood Education majors masters core courses and ECED 7131; Family and Consumer Sciences majors undergraduate or graduate course in Child Development, undergraduate or graduate course in Assessment or Research Methods; or permission of instructor.

CHFD 7090**Selected Topics in Child and Family Development: (1-3)-0-(1-3)**

Provides the student with an opportunity for in-depth study of selected topics in Child and Family Development. Prerequisite(s): Permission of instructor.

Computer Information Systems (CIT)**CISM 6120****Technology for Executives: 2-0-2**

Examines the role of information technology (IT) in business and how IT is used to solve business problems. Fundamental grounding in key areas of IT (hardware, software, data resources, and networks) is provided, with the emphasis on how IT affects an organization, its employees and its

competitive position. The challenges and opportunities related to networked enterprises and global markets are also explored. A variety of software tools are used to create solutions to traditional business problems, with the focus on the application of problem solving and critical thinking skills, rather than the achievement of computer literacy.

CISM 7030

Special Topics in Information Systems: (0-3)-(0-3)-3

Provides the student with an opportunity for in-depth study of selected topics in Information Systems. Prerequisite(s): Graduate standing and completion of MBA prerequisites or permission of the COBA Director of Graduate Studies for non-MBA students.

CISM 7231

ERP Business Process Analysis Using SAP: 0-0-3

Many business organizations have adopted enterprise resource planning (ERP) systems, such as SAP, to provide a platform for supporting and integrating core business processes such as accounting and finance, procurement, production planning, material management, and sales and distribution. This course focuses on Enterprise Resource Planning (ERP) systems and utilizes SAP to illustrate how ERP systems are employed in business organizations to support business processes. At the end of the course, students will have an overview of ERP characteristics, components and benefits; they will be familiar with the SAP graphical user interface (GUI) and navigation. Prerequisite(s): Graduate standing. CISM 7330 is recommended.

CISM 7235

ERP Customization for SAP: 0-0-3

This course focuses on how and why ERP systems are customized to extend their support business processes and employs SAP customization tools to illustrate key course concepts. The characteristics and benefits of enterprise portals are examined along with the tools and processes used to implement and measure their success. Prerequisite(s): Graduate standing. CISM 7330 is recommended.

CISM 7330

Information Technology Management: 3-0-3

Designed to enable the manager to effectively utilize and manage information technology in the applied business environment. The course focuses on the managerial, not the technical aspects of information management. No prior technical expertise is required. Relevant readings and cases are used to apply the concepts and techniques presented in the course. Prerequisite(s): Graduate standing and the completion of the MBA prerequisites, or permission of the Director of COBA Graduate Studies for non-MBA students.

CISM 7331

Enterprise Systems Analysis: 3-0-3

This course emphasizes the methods, techniques, and tools of analyzing and designing an enterprise information system. Topics include design methodologies, data collection and analysis techniques, and design tools. Students will analyze problems of the current enterprise system, propose alternatives to resolve the problems, and implement their design to change/replace the current system. The implementation will be supported by modern enterprise resource planning tools: such as SAP R/3. Prerequisite(s): Graduate standing and the completion of the MBA prerequisites, or permission of Director of COBA Graduate Studies for non-MBA students.

CISM 7332

Enterprise Data Management: 3-0-3

This course examines the design and use issues underlying relational, object-oriented and multidatabase management systems. Design and implementation methods are examined with the support of modern software tools, such as Oracle. Data management issues are addressed, including modern data storage infrastructure technologies (such as Data Warehousing, and SANs), the role of metadata, and storage of semi-structured data. Prerequisite(s): Prior completion of CISM 7330 and CISM 7331 is recommended.

CISM 7333

Digital Commerce: 3-0-3

This course aims to provide students with an introduction to the issues that surround the management of digital commerce technologies within the business environment. Topics include global issues of E-Commerce, Internet business models, online marketing, mobile and ubiquitous commerce, W3C E-Commerce standards, electronic payments, and online agent technologies. Prerequisite(s): Prior completion of CISM 7330 and CISM 7331 is recommended.

CISM 7334

IT Strategy and Policy: 3-0-3

This course emphasizes competitive advantage as a driver in information systems design and deployment. Among topics examined are: achieving sustainable competitive advantage via IT, how IT can be used to create business value, measuring returns on IT investments, developing an IT strategic plan, alignment of IT with corporate strategy, IT governance and ethics, outsourcing IT, developing IT as an organizational core competency, and improving business processes through the application of IT. Prerequisite(s): Prior completion of CISM 7330 and CISM 7331 is recommended.

CISM 7335

Business Intelligence and Performance Management Systems: 3-0-3

This course focuses on the process of decision making, decision support systems, data warehousing, extraction, transformation and load (ETL) processes, on-line analytical processing (OLAP), enterprise performance management systems, and data mining. A number of software products from SAP are featured in this course, as well as software from other vendors. Prerequisite(s): Graduate standing and the completion of the MBA prerequisites or permission of the IS Department chair for non-MBA students. CISM 7330 is recommended.

CISM 7336

Enterprise Information Systems: 3-0-3

Many organizations use large enterprise information systems, such as SAP, as the core of the financial, human resource, logistics, and manufacturing information systems. This course focuses on Enterprise Resource Planning (ERP) using SAP, along with Enterprise Architecture and other methods to implement an enterprise information solution. Special topics include managing SAP projects successfully. Prerequisite(s): Graduate standing. CISM 7330 is recommended.

CISM 7339

ERP Certification: 3-0-3

This course focuses the integration of business processes within SAP and prepares students for SAP's C_TERP10_60 certification exam. It serves as a capstone course for the ERP Certificate program and components of other graduate programs that include multiple courses that expose students to SAP. Prerequisite(s): Graduate standing. Completion of CISM 7231 recommended.

CISM/MGNT 7431

Project Management: 3-0-3

This course focuses on the principles and processes of project management using a systematic approach to problem solving. The project management body of knowledge areas (PMBOK) is covered, along with project management life cycle in addition to traditional project management (e.g., efficiency of the project, operational performance, planning, meeting time and budget goals). This course will give special emphasis to the management of implementation projects relevant to the students' majors, e.g. Enterprise Resource Planning (ERP) for Information Systems students or Total Quality Management (TQM) for Management students. Students are also taught how to use computer software to facilitate project management, and obtaining project management certification is emphasized. Prerequisite(s): A minimum grade of "B" in CISM 7330, graduate standing, and the completion of the MBA prerequisites or permission of the IS Department chair for non-MBA students. Prior completion of CISM 7331 is recommended.

CISM 9630**Information Systems Theories and Research: 3-0-3**

This course will provide doctoral students with an overview of information systems theory and current research in information systems, which will provide students the foundational knowledge to perform cross-disciplinary research between the fields of IS and other disciplines, such as Logistics/SCM. Prerequisite(s): Doctoral standing and acceptance to Ph.D. program in Logistics/SCM.

CISM 9631**Seminar in Supply Chain Information Systems: 3-0-3**

This course provides an overview of supply chain information systems and the critical role that these systems play in the ability of firms to reduce costs and increase the responsiveness of their supply chain. The value and competitive advantage of integrated supply chain management systems will be stressed along with the importance of enterprise resource planning, supply chain planning, warehouse management, and network modeling systems. SAP's SCM solutions and roadmap will be featured and emerging technologies capable of transforming supply chain operations and management will be explored.

CISM 9632**Enterprise Information Systems Theory and Practice: 3-0-3**

This course will provide doctoral students with an overview of current research in Enterprise Information Systems, with special emphasis on ERP (Enterprise Resource Planning) systems. This course will emphasize the design, implementation, and management aspects of these systems (e.g., EIS project management, architecture). Completion of this course will prepare doctoral students to perform research within the EIS subfield. Prerequisite(s): Doctoral standing and acceptance to Ph.D. program in Logistics/SCM. CISM 9630 recommended.

Community Health Education (COPH)**COHE 6130****Research Methods in Health Science: 3-0-3**

Introduces students to research methods in health science. Development and presentation of practicum and research proposals will be the focus of the course. Additional emphasis will be placed on writing skills in research and grant applications. Prerequisite(s): Undergraduate course in research methods or permission of instructor.

COHE 7090**Selected Topics in Community Health Education: (1-3)-0-(1-3)**

Allows the student the opportunity to receive specialized and/or focused instruction in a community health topic not generally offered by the department. Prerequisite(s): Permission of instructor.

COHE 7232**Health Promotion Planning: 3-0-3**

Introduces the student to the theory and application of planning and evaluation principles. Planning and evaluation skills will be developed that can be utilized in a variety of health-related settings. Familiarizes students with theories and models from the social and behavioral sciences and health education used in behavior change interventions. Emphasizes the planning and implementing of community health interventions at multiple ecological levels.

COHE 7233**Ecologically Focused Program Evaluation: 3-0-3**

This course provides an overview of the principles of program evaluation. It explores the methods associated with systematic evaluation of public health education programs. Students will learn the skills needed to plan, conduct, and critique evaluation research. The content of the course includes: program logic models, formative, process, impact, outcome, and summative evaluation; theory driven evaluation; a review of validity issues as they relate to evaluation; sampling in a complex context; operationalizing variables; assessment of measurement instruments; and analysis of quantitative evaluation designs. In addition, issues that impact evaluation

across the ecological model, specifically the importance of context and equity issues, will be examined. Qualitative methods used in program evaluation and mixed method designs for evaluation will be highlighted. Supporting the needs of all stakeholders in the evaluation will be emphasized. Prerequisite(s): A minimum grade of "B" in COHE 7232.

COHE 7234**Community Health Analysis: 3-0-3**

Advanced concepts in the purpose and methods of community health organization, social action, organizational development, policy influence, capacity building, community diagnosis (needs assessment), social networking and coalition formation to bring about health behavior change and improved quality of life. Special focus on the application of methods presented to develop and enhance community health education intervention efforts. Prerequisite(s): Undergraduate course in health promotion planning and evaluation or permission of instructor.

COHE 7237**Rural Community Health Issues: 3-0-3**

A study of social, economic, political and cultural influences that impact the health of individuals and families in rural communities. Designed for health professionals, this course focuses on improving health status and developing culturally appropriate and effective interventions and services in rural settings.

COHE 7238**Communication for Change: 3-0-3**

This course is designed to familiarize students with the history and current applications of health communication theory and strategies to public health practice and research. This course examines how to structure, develop and evaluate social marketing, media advocacy, risk communication and advocacy skills for change. In addition, systematic qualitative data collection processes such as interviewing skills, participant observation and focus groups will be developed. Emphasis is placed on critical thinking skills to help students analyze and utilize these skills in research and practice.

COHE 7890**Directed Individual Study: (1-3)-0-(1-3)**

Provides the student with an opportunity to investigate an area of interest under the direction of a faculty mentor. Prerequisite(s): Permission of instructor.

Comparative Literature (CLASS)**COML/ENGL 5330G****World Drama to Romanticism: 3-0-3**

A study of representative works of dramatic literature, primarily of the western world, from Aeschylus through Beaumarchais, excluding English drama. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): COML 2531.

COML/ENGL 5536G**Post-Colonial Literature: 3-0-3**

Examines and evaluates the diverse "common-wealth" of post-colonial Anglophone literature written by authors from countries that were formerly part of the British Empire: Africa, Australia, Canada, the Indian sub-continent, Ireland, New Zealand, Southeast Asia, and the West Indies. Highlights the use of a variety of reading and critical strategies to analyze the formal and linguistic complexities and innovations of this literature. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): A minimum grade of "C" in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or ENGL 2232 (not taken as a prerequisite).

COML/ENGL/RELS 5530G**The Bible as Literature: 3-0-3**

A study of the literary dimension of the English Bible. Major emphasis is upon the literary themes, types, personalities, and incidents of the Old and New Testaments. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): A minimum grade of "C" in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or ENGL 2232 (not taken as a prerequisite).

Counseling Education (COE)

COUN 7131

Student Services in Higher Education: 3-0-3

Covers the student services associated with divisions of student affairs in higher education settings. It is designed to trace the development of student services, to understand the philosophy and to explore the issues that face student affairs professionals in higher education settings.

COUN 7132

Contemporary College Student: 3-0-3

Examines trends and changes in the characteristics of college students and institutions they attend (cohort changes), research issues related to college impact research (student change) and emerging theories and methodologies that address the consequences of attending college. It is intended to provide a broad introduction to research on students in a broad range of developmental and sociological areas.

COUN 7133

Administration and Leadership in Higher Education Student Services: 3-0-3

Introduces student to the administrative aspects of student affairs. It will include an overview of organizational structures, organizational change, personnel issues, leadership, program planning and evaluation, selected legal and ethical issues and basic budget information. It also includes strategies related to professional development.

COUN 7134

Ethical and Professional Issues in Student Services: 3-0-3

Designed to inform students in some depth of ethical standards, laws, ordinances and statutes that govern professional behavior. Specific topics and cases explored will include professional practice and ethics involving professional responsibilities, confidentiality and violations. Also addressed will be licensure laws, as well as, parameters of related practice procedures. Prerequisite(s): COUN 7131.

COUN 7231

Foundations of Clinical Mental Health Counseling and Program Management: 3-0-3

Provides an overview of clinical mental health counseling. Includes a survey of theoretical foundations, research and practice, and ethical and legal issues in clinical mental health counseling. Topics covered include the role of the clinical mental health counselor, program development and management, outreach to vulnerable client populations, preventive education, client advocacy, referral practices, consultation and the adaptation of clinical mental health counseling models in community mental health agencies.

COUN 7232

Addiction Counseling: 3-0-3

Surveys aspects of alcohol and drug abuse and assists in understanding the process of addiction and in developing skills for identifying clients with chemical dependencies and/or eating disorders. Addresses the role counselors, teachers and professionals can play in prevention, treatment and recovery process including appropriate resources.

COUN 7233

Family Counseling: 3-0-3

Examines the family as a system. How it affects the client, how the client affects its family system and communication theories will be presented with specific attention to the student's awareness of their own family's system as a base from which they can develop an approach for understanding and

working with families. The utilization of family counseling techniques in a variety of settings will also be examined. Didactic presentations, role playing and work with simulated families will be utilized. Prerequisite(s): COUN 7332.

COUN 7234

Counseling Assessment, Diagnosis and Intervention: 3-0-3

This course is designed to provide students with an opportunity to develop a knowledge base regarding the nomenclature and criteria imperative in the analysis and diagnosis of mental disorders. Additionally students will develop an understanding of the professional identity and role of counselors as it relates to assessment, diagnosis, and intervention. Students will also have an opportunity to develop a knowledge based for treatment planning and treatment documentation. Crises intervention assessment and techniques will also be addressed.

COUN 7235

Short Term Counseling Strategies: Brief Solution Counseling, Rational Emotive Behavioral Therapy and Motivational Interviewing: 3-0-3

This course provides an in-depth look at the theory and practice of brief therapies as applied to alcohol and drug dependency and other individual, family and group concerns. Student will be presented with models of Rationale Emotive Behavior Therapy (REBT), Brief Solution Focused Therapy and Motivational Interviewing. The course will also examine therapeutic strategies, and the process of counseling. Course provides a base from which the student can build an understanding of the practice of REBT, Solution Focus Therapy and Motivational Interviewing in community mental health and school counseling settings. The course will also discuss multicultural and ethical issues in practicing short term counseling strategies in working with addictive populations. Prerequisite(s): A minimum grade of "B" in COUN 7231, COUN 7332, COUN 7333, and proof of liability insurance.

COUN 7236

Human Sexuality and Counseling: 3-0-3

This course is designed for clinical mental health counseling professionals whose work will bring them into contact with clients experiencing problems and concerns with their sexuality. The course will explore the interaction of biological, sociological, cultural and spiritual/ethical issues related to sexuality and counseling. This course also examines the expression of human sexuality and intimacy across the life span, attitudes about sexuality, common problems of sexual functioning and counseling interventions. Students will assess personal values and the process of sexual value development as well as review outcome research on current treatment models. Prerequisite(s): Prior or concurrent enrollment with a minimum grade of "C" in COUN 7737.

COUN 7332

Theories of Counseling: 3-0-3

Study of the nature of counseling, alternative theoretical strategies and the process of counseling. Provides a base from which the student can build a personal theory of counseling.

COUN 7333

Models and Techniques of Counseling: 3-0-3

Systematic, developmental counseling models are presented in which theoretical approaches may be practiced. Role playing and other experimental techniques are utilized to demonstrate effective counselor/client relationships and processes. Pre-practicum activities include analysis of audio and video taped counseling sessions. Prerequisite(s): COUN 7332 and proof of professional liability insurance coverage.

COUN 7334

Group Dynamics: 3-0-3

Designed to provide an understanding of group development, dynamics, counseling theories, group counseling methods and skills and other group work approaches. Prerequisite(s): A minimum grade of "C" in COUN 7332. Prerequisite(s): COUN 7333.

COUN 7335**Individual Analysis: 3-0-3**

Cognitive and affective group and individual test instruments and techniques used for individual analysis in counseling and in educational psychology and for instructional and administrative purposes.

COUN 7336**Career Counseling: 3-0-3**

The career counselor facilitates career development based on knowledge of the strengths and limitations of the career theories, self assessment strategies, knowledge of the world of work and resources. The ability to identify needs/issues and develop intervention which assist diverse populations is also stressed.

COUN 7337**Cross Cultural Counseling: 3-0-3**

Builds cross cultural counseling skills. Will familiarize students with theories, counseling techniques, skill development and a wide range of issues regarding ethical and effective counseling in a world of cultural differences. Emphasis is placed on expanding cultural awareness, knowledge and skill building in order to facilitate an appreciation of cultural, racial, ethnic, age, gender and sexual preference issues. Prerequisite(s): COUN 7333 and proof of professional liability insurance.

COUN 7338**Life Span Development: 3-0-3**

Developmental processes throughout the life span are covered in the physical, cognitive and social/emotional areas. Theoretical and practical instruction are designed for application of developmental research and theory to counseling and related educational settings.

COUN 7437**School Counseling Program Coordination and Curriculum: 3-0-3**

This course examines the organization of comprehensive, developmental school counseling programs in the elementary, middle and high schools, as well as the design and implementation of the school counseling curriculum for grades P-12. The counselor's role as program coordinator focuses upon needs assessments, curriculum planning and implementation, time and resource management, public relations, and program evaluation. Ethical and diversity issues are emphasized in designing curricula and delivery strategies to address the developmental needs of all students. Prerequisite(s): A minimum grade of "C" in COUN 7445.

COUN 7445**Ethics and Foundations of School Counseling: 4-0-4**

The course is designed to introduce students to the ethical standards that govern the school counseling profession. The course is also designed to introduce students to the profession of school counseling and a comprehensive, developmental school counseling program. The history and development of the profession, national associations, and standards for counselor preparation and credentials are examined as well as school counselor roles, functions and responsibilities. Special attention will be given to students' introduction to school systems through field observations, inclusive of the concepts of advocacy and social justice. Prerequisite(s): Prior or concurrent enrollment with a minimum grade of "C" in COUN 7332, COUN 7338, and admission to School Counseling Program.

COUN 7448**Leadership, Consultation and Intervention in the Schools: 4-0-4**

This course provides a general framework for understanding and practicing various theories and models of consultation and potential interventions in P-12 systems. Designed to train school counselors how to intervene with children and adolescents presenting with learning disabilities and behavioral and emotional disorders at school, strategies are explored that counselors, teachers, and parents can use to prevent, recognize, and assist students at risk of developing emotional or behavioral barriers to learning connected to abuse, violence, addictions, childhood depression, suicide, etc. The role of leadership in school reform as it pertains to the issues and barriers which

may affect student development and functioning are explored. This course is designed to be taken concurrently with Internship I as field experience is integral to the course work. Prerequisite(s): A minimum grade of "C" in COUN 7437 and COUN 7445. Prerequisite(s): COUN 7738.

COUN 7449**Family/School/Community Collaboration: 4-0-4**

This course will serve as a culminating experience for the student's work in the school counseling program. Previous topics will be reinforced and integrated, providing the student with a comprehensive knowledge base in professional school counseling that will facilitate his or her transition into the field. A systemic perspective of schools and the counselor's role as a coordinator and change agent will be emphasized. Special attention will be given to the concept of advocacy and the priorities of creating a comprehensive, developmental school counseling program that meets the needs of all students. This course is designed to be taken concurrently with Internship II, as field experience is an integral component of the course work. As a capstone experience, students will present a cumulative portfolio of their work at the conclusion of this course. Prerequisite(s): A minimum grade of "C" in COUN 7448 and COUN 7738. Prerequisite(s): COUN 7739.

COUN 7737**Practicum: 1-3-3**

Areas covered in this course are application and critical evaluation of all counseling skills in practical situations with provision of clinical experiences under supervision for a total of 100 clock hours, 40 of which will be direct service work with clients. Individual and group counseling will be audio and/or video taped, critiques and evaluated. Prerequisite(s): COUN 7332, COUN 7333, COUN 7334, and proof of professional liability insurance coverage.

COUN 7738**Internship I: 1-20-3**

Primary emphasis is on the integration of process, conceptual, professional and personal skills. Internship provides extensive supervised on-the-job experience in a school, community, or college counseling setting closely aligned with the student's professional career goals. The student is required to complete 300 hours of field experience. Prerequisite(s): COUN 7332, COUN 7333, COUN 7334, COUN 7337, three other content courses in counselor education or higher education approved by advisor, and proof of professional liability insurance coverage.

COUN 7739**Internship II: 1-20-3**

Primary emphasis is on the integration of process, conceptual, professional and personal skills. Internship provides extensive supervised on the job experience in a school, community or college counseling setting closely aligned with the student's professional career goals. The student is required to complete 300 hours of field experience. Prerequisite(s): COUN 7738, approved by advisor, and proof of professional liability insurance coverage.

COUN 7798**Internship I in Higher Education: 1-20-3**

Provides 300 hours of supervised field experience for students in higher education student services program. The scope and objectives will be determined on an individual basis by the professor, the student and the field supervisor. COUN 7798 will be completed at the first site. Prerequisite(s): 27 semester hours of course work in the program.

COUN 7799**Internship II in Higher Education: 1-20-3**

Provides 300 hours of supervised field experience for students in higher education student services program. The scope and objectives will be determined on an individual basis by the professor, the student, and the field supervisor. COUN 7799 will be completed at the second site. Prerequisite(s): COUN 7798.

COUN 7890**Directed Individual Study: (1-3)-0-(1-3)**

Permits specialization beyond regular course content through in-depth study of individually selected topics of interest and importance in higher education student services. The study will be directed by the instructor. Prerequisite(s): 12 semester hours of course work in the program.

COUN 8533

Professional Practice and Ethics: 3-0-3

Informs students of ethical standards, laws, ordinances, and statutes that govern professional behavior of counselors in schools and in community/mental health settings. Specific topics explored will include professional practice and ethics involving professional relationships, the impact of values, confidentiality, violations and licensure laws.

COUN 8535

Organization and Administration of Student Services: 3-0-3

Investigation of recent trends and development in the organization and administration of student services in elementary, secondary and post-secondary settings; and evaluation of job performance and programs. A required course for certification as a Director of Pupil Personnel Services. Prerequisite(s): Admission to the Ed.S. program in Counselor Education or School Psychology, or permission of instructor.

COUN 8536

Counseling Advocacy and Systemic Change in a Diverse Society: 3-0-3

Designed to provide students with the knowledge about counseling advocacy and social change necessary for creating effective learning practices and environments. Students will acquire an understanding of the social, economic, and political factors which influence and shape the counselor's role in diverse institutional settings such as schools and community agencies. The course examines the role of the counselor as a change agent in eliminating systemic barriers that impede student and client success. Prerequisite(s): Admission to Ed.S. program or instructor's permission.

COUN 8538

Advanced Group Development and Supervision: 2-1-3

Emphasis is placed on principles of group leadership and group processes at the theoretical and applied levels. Supervised practice in leading and/or co-leading groups in counseling is included. Prerequisite(s): COUN 7334.

COUN 8590

Selected Topics in Counseling: (1-6)-0-(1-6)

Participants examine selected topics in the areas of school, community, and college counseling. Course focuses on the specialized needs of Professional Counselors in public, school, community agency, and post-secondary educational settings.

COUN 8737

Advanced Counseling Practicum and Supervision: 3-0-3

Advanced clinical experience in application of counseling theories, tools and techniques in counseling. Includes monitored experience in the supervision of counseling. Prerequisite(s): Admission to the Ed.S. program in Counselor Education or permission of instructor.

COUN 8839

Action Research: 1-2-3

Each student will implement a research study based on the proposal prepared in the field based Educational Research class. Should be related to a practical problem in professional practice setting. Oral presentation of the study is required. Prerequisite(s): EDUR 8131 and EDUR 8434.

COUN 8890

Directed Individual Study: (1-3)-(0-2)-(1-3)

Used to meet individual needs or interests that students may have in various areas. The needs or interests that students may have in group procedures, career development or vocational evaluation. Library research, empirical research and practice applications are typical aspects of many individual projects. Results are presented in written form and frequently include guides

or manuals for practice in projected work settings. Prerequisite(s): Permission of instructor.

Computer Science (CIT)

CSCI 5090G

Selected Topics in Computer Science: (1-3)-(0-2)-(1-3)

Specialized study in a selected area of Computer Science. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): Permission of instructor.

CSCI 5130G

Data Management for Math and the Sciences: 3-0-3

Topics in data management, including operating systems, word processing, spreadsheets, and database management and their applications to mathematics education. Intended primarily for those majoring in Mathematics and Mathematics Education. For those majoring or minoring in Computer Science, this course may not be used as an upper level Computer Science elective. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): CSCI 1230 or permission of instructor.

CSCI 5230G

Discrete Simulation: 3-0-3

Introduction to discrete simulation models and their implementation on computers. Topics include modeling techniques, experiment design, analysis and validation of results. Students will be exposed to one or more computer simulation languages. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): A minimum grade of "C" in CSCI 3230 and STAT 2231 or permission of instructor.

CSCI 5330G

Algorithm Design and Analysis: 3-0-3

An in-depth study of the design, implementation, testing, and analysis of algorithms. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): A minimum grade of "C" in CSCI 3236 and MATH 2242.

CSCI 5331G

Computer Architecture: 2-2-3

Topics include the study of the Microprocessor Organization and Bus Structures, Complex Instruction Set Computer (CISC) Systems, Reduced Instruction Set, Computer (RISC) Systems, Micro-programmed Control and Controller Design, Concepts and Application of Embedded Systems, Pipeline and Vector processing, Input-Output Organization., Memory Organization, Parallel processor Architecture. Advanced topics related to Hardware-Software Co-design. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): A minimum grade of "C" in CSCI 3231 or permission of instructor.

CSCI 5332G

Data Communications and Networking: 3-0-3

Fundamental concepts of data communications including architecture models, protocol suites, network programming, signal and data transmissions, error detection, and performance analysis. Prerequisite(s): A minimum grade of "C" in CSCI 3232 and STAT 2231.

CSCI 5335G

Object-Oriented Design: 3-0-3

Introduction to concepts, methods, and current practice of object oriented design and analysis. Topics include the study of the Unified Modeling Language (UML), which has become an industry standard notation. UML topics will include use cases, diagramming notation (class, object, sequence) and object state diagrams. Students will use UML to design and implement individual and small group projects. Additional topics include understanding design patterns in building applications. Graduate students will be given an

extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): A minimum grade of "C" in CSCI 3230.

CSCI 5430G

Artificial Intelligence: 3-0-3

Introduction to different paradigms for creating software that can reason, access a knowledge base, handle uncertainty, learn, communicate, perceive and act. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): A minimum grade of "C" in CSCI 3230 and CSCI 5330 or permission of instructor.

CSCI 5431G

Computer Security: 2-2-3

Computer security theory and practice fundamentals including methods of attack, defending against attacks, privacy vs. security, methods of encryption, authentication, writing secure code, web security, and network security. Prerequisite(s): A minimum grade of "C" in CSCI 2120. Prerequisite(s): CSCI 5332.

CSCI 5432G

Database Systems: 3-0-3

The fundamental concepts of database management systems (DBMS) including logical and physical database organization, data models and design issues. Emphasis will be placed upon the relational data model including design and implementation using commercial database systems. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): A minimum grade of "C" in CSCI 3230 or permission of instructor.

CSCI 5436G

Distributed Web Systems Design: 3-0-3

This course involves programming methodologies for the World Wide Web. Topics include: Client-side programming, distributed transactions, remote procedure calls, component objects, server side programming and network load balancing. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): A minimum grade of "C" in CSCI 5432.

CSCI 5437G

Computer Graphics: 3-0-3

Course covers fundamentals of the theory of computer graphics, including raster systems, 3D viewing, illumination, shading and solid modeling. A standard computer graphics language is also introduced in cooperating with the learning of the theory. Prerequisite(s): A minimum grade of "C" in CSCI 3230 and CSCI 3236.

CSCI 5438G

Animation: 3-0-3

Course covers mechanism of computer animation and its implementation in OpenGL, together with advanced graphics features that are essential for full-fledged animation. Prerequisite(s): A minimum grade of "C" in CSCI 5437.

CSCI 5530G

Software Engineering: 3-0-3

This course serves as a major integrative, capstone experience for students and requires teamwork. A study of the development and management of software; strategies and techniques of design, testing, documentation and maintenance. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): A minimum grade of "C" in CSCI 5330, CSCI 5335, and CSCI 5432 or permission of instructor.

CSCI 5531G

Systems Assurance Standards and Processes: 3-0-3

Course explores international and national standards (including ISO 17799) as frameworks in modeling internal security standards, policies and procedures. Lectures and case studies situate course topics in the explicit context of technologically rich environments of modern software and data intensive systems and networks. Lectures are based on systematic use of

standards and assessments of realistic cases from diverse areas. Cases are used in a comprehensive manner covering the most relevant systems assurance issues in situations characterized by complex interdependencies, for example associated with multiple locations, substantial software development, large data center responsibilities and multilayered networks. Technical issues underlining non-electronic security are fully complemented with leadership ones in all areas of security including those for large and medium-sized organizations. Students will be involved in risk assessments, comprehensive assurance planning, improvement of policies and procedures as well as budget preparations, an array of risk assessments and countermeasure planning based on solid understanding of technical issues involved, including relevant calculations in capacity planning, storage virtualization (using RAID for fault tolerance and backups) and similar. Prerequisite(s): A minimum grade of "C" in CSCI 5431 or permission of instructor.

CSCI 5532G

Network Management Systems: 3-0-3

Basic concepts of network management systems, including fundamentals of standards, models, languages, network management systems architectures and protocols. SNMP based protocols that manage TCP/IP networks. Broadband network management systems and Web-based network management systems tools and applications. Prerequisite(s): A minimum grade of "C" in CSCI 5332.

CSCI 5538G

Wireless and Mobile Systems: 3-0-3

This course deals with the basics of cellular concept and mobile communication systems, multiple radio access procedures and channel allocation techniques, the architecture and functioning of satellite systems including global positioning systems, different wireless LAN technologies and personal area networks with an emphasis on Bluetooth networks and mobile application development required for mobile and wireless handheld devices like PDAs and cell phones. Prerequisite(s): A minimum grade of "C" in CSCI 5332 and MATH 1441 or permission of instructor.

CSCI 7090

Selected Topics in Computer Science: (1-3)-(0-2)-(1-3)

Specialized study in a selected area of Computer Science. Prerequisite(s): Permission of instructor.

CSCI 7130

Artificial Intelligence - Theory and Application: 3-0-3

Examines the fundamental theory for research, design, and development of artificial intelligence systems. Emphasizes state space search, computer gaming, logic, and knowledge representation. Topics include expert systems, natural language understanding, planning, machine learning and decision making with a view toward applications. Students develop a working system in a realistic application domain. Prerequisite(s): A minimum grade of "B" in CSCI 3230 and CSCI 3232 or permission of instructor.

CSCI 7132

Database Systems Design-Theory and Application: 3-0-3

Effective design and application of complex Database Systems, involving both traditional relational databases, object-relational databases, advanced rules and constraints, advanced SQL programming, data model validation, ontology based data modeling, contemporary semi-structured data modeling with XML Schema, and advances in SQL, XML, XML Schema, XQuery, and Data Modeling standardization. Review of advances in DB research and DB technology trends. Students will also act as practicing advisors to other students working on DB design projects. Prerequisite(s): A minimum grade of "B" in CSCI 3230 and CSCI 3232 or permission of instructor.

CSCI 7136

Distributed Web Systems Design - Theory and Application: 3-0-3

Client and server side programming, stateless client/server transactions, state maintenance, server side database transactions, Web project design methodologies, database design methodologies for distributed Web projects,

testing methodologies, and Web systems project management concepts. Prerequisite(s): A minimum grade of "B" in CSCI 7132 or permission of instructor.

CSCI 7140

Software Development and Machine Architecture: 4-0-4

Software and hardware topics that include an object oriented language, web page construction, electric circuits, architecture, language translation, operating systems and networks. Primarily intended for those that are beginning a Masters Degree in Technology. Cannot be taken for credit by those earning a Masters in Mathematics. Prerequisite(s): Enrollment in the Master of Science in Applied Engineering degree program or permission of instructor.

CSCI 7230

Advanced Computer Architecture: 3-0-3

Comparing different modern computer systems architecture and investigating their performances. Topics include: parallel computer systems, pipelining techniques, vector processor arrays, multiprocessor systems, data flow machines and fault-tolerant computer systems. Prerequisite(s): CSCI 5331 or permission of instructor.

CSCI 7332

Parallel Algorithms Design and Analysis: 3-0-3

A study of parallel constructs for providing experiences in designing and analyzing parallel algorithms. Prerequisite(s): A minimum grade of "C" in CSCI 5330 or permission of instructor.

CSCI 7334

Unix Network Programming: 3-0-3

A study of UNIX interprocess communication protocols and how they can be used in programs. Prerequisite(s): A minimum grade of "C" in CSCI 3232 or permission of instructor.

CSCI 7336

Broadband Communications: 3-0-3

An in-depth study of the structures and principles of broadband networks. Major concepts and principles are explained along with their mathematical analysis. Prerequisite(s): A minimum grade of "C" in CSCI 5332 and STAT 2231 or permission of instructor.

CSCI 7337

Optical Networks: 3-0-3

An introduction to optical networks, their principles and systems, an understanding of the construction and organization of optical networks along with an in-depth study of the structures and requirements of lightwave-coherent systems. Major concepts and principles are covered along with their mathematical analysis. Prerequisite(s): A minimum grade of "C" in CSCI 5332 and STAT 2231 or permission of instructor.

CSCI 7431

Distributed Database Systems: 3-0-3

A study of distributed database architectures and system design, semantic data control, query processing, transaction management, concurrency control, distributed DBMS reliability, parallel DB systems, distributed object DB management systems, and database interoperability. Prerequisite(s): A minimum grade of "B" in CSCI 7132 and CSCI 7136 or permission of instructor.

CSCI 7432

Algorithm Analysis and Data Structures: 3-0-3

Advanced topics in algorithm design and analysis and data structures for implementing these algorithms. Problems considered from areas of information storage and retrieval, graph theory, cryptography and parallel processing. Prerequisite(s): CSCI 5330 or permission of instructor.

CSCI 7434

Data Mining: 3-0-3

The application of concepts and techniques from information science, statistics, visualization, artificial intelligence, and machine learning for the

purpose of extracting, integrating, and visualizing information and knowledge from large databases. Prerequisite(s): A minimum grade of "B" in CSCI 7130 and CSCI 7132 or permission of instructor.

CSCI 7435

Data Warehousing: 3-0-3

Data warehouse design principles and technical problems inherent in complex industrial implementations using commercial software. Possible topics include: an introduction to data warehousing, multidimensional data modeling, data warehouse architectures, data warehouse design and implementations, development of data cube technology, organizing data warehousing projects, from data warehousing to data mining. Prerequisite(s): A minimum grade of "B" in CSCI 7132 or permission of instructor.

CSCI 7436

Internet Programming: 3-0-3

Advanced design and implementations of large-scale Internet applications through the use of high and low level programming constructs. Possible topics include: client side scripting languages, middle-tier programming languages, middle-tier transaction servers, server-side data access, server-side scripting/programming, integrating applications within a network cluster, internet protocols and socket programming. Prerequisite: A minimum grade of "C" in CSCI 5332 and CSCI 5432 or permission of instructor.

CSCI 7532

Advanced Software Engineering: 3-0-3

The focus is the rigorous specification, modeling and prototyping of critical software systems/components. Topics selected from formal specification using Z and VDL, specifications using UML with OCL for real-time systems. Structure, dynamic and constraint modeling, constraint/performance [rate monotonic] analysis, concurrency, re-configuration and distribution, prototyping, reuse and integration issues, and component implementation using advanced tools with implementation styles such as Generic and Meta-Programming. Prerequisite(s): CSCI 5530.

CSCI 7533

Requirements and Architecture: 3-0-3

Software requirements and architecture evaluation using examples of complex software intensive systems. Product-line approach and use of industry standards. Functional and object oriented approaches in complex domains such as avionics, ground vehicles, medical devices, telecommunication. Students are expected to critically evaluate and develop architecture and requirements for sizable systems, functioning as lead architects and requirements managers. Prerequisite(s): A minimum grade of "C" in CSCI 5530 or permission of instructor.

CSCI 7534

Testing and Measurement: 3-0-3

Testing and quantitative evaluation of software products and processes. Topics include: models, methods, standards and tools for testing, measurement and evaluation, test (defect) catalog and coverage testing of units, components, and subsystems. Integration, system and acceptance testing and evaluation, test suites, regression testing and test automation. Prerequisite(s): A minimum grade of "C" in CSCI 5530 or permission of instructor.

CSCI 7890

Directed Study in Computer Science: (1-3)-(0-2)-(1-3)

Directed study under faculty supervision. Prerequisite(s): Permission of instructor and department chair.

CSCI 7899

Research Project in Computer Science: (1-6)-(0-4)-(1-6)

Research project addressed toward a real world problem. Prerequisite(s): Permission of project advisor and permission of department chair.

CSCI 7999

Thesis: 0-(1-6)-(1-6)

Thesis.

Early Childhood Education (COE)

ECED 5799G

Student Teaching in Early Childhood Education: 0-40-9

Provides a period of guided teaching during which the student, under the direction of a classroom supervising teacher, takes increasing responsibility for leading the school experiences of a given group of learners over a period of fifteen consecutive weeks and engages directly in the activities which constitute the wide range of a teacher's assigned responsibilities. The student teacher will be responsible for assuming the full responsibilities of the teacher for a minimum of fifteen days. Prerequisite(s): Completion of teaching field, professional education courses, and admission to the Student Teaching Program. Prerequisite(s): ESED 4633.

ECED 7132

Effective Curriculum and Instruction in Elementary Schools: 3-0-3

Provides students the opportunity to explore the relationship between curriculum and instruction. How to effectively plan curriculum and instruction for elementary classrooms will be emphasized.

ECED 7230

Advanced Language Arts Methods: 3-0-3

Designed to build on the graduate students' knowledge of materials and methods of teaching language and literacy in the P-5 classroom. Students will examine issues related to language arts instruction and the theoretical background and research base related to these issues. Prerequisite(s): ECED 7132, EDUF 7130, and EDUR 7130, or permission of program.

ECED 7232

Children's Literature: 3-0-3

Designed for the graduate student who has some knowledge of children's literature. Attempts to update the student's knowledge of children's literature in the classroom and media center.

ECED 7233

Teaching Writing in the Elementary School: 3-0-3

This course provides students the opportunity for an in-depth examination of both the process and products of writing in P-5 schools. Students will explore the current trends and issues related to the teaching of writing in the elementary school including curriculum and assessment.

ECED 7330

Advanced Mathematics Methods: 3-0-3

Designed to provide an extension of the knowledge base acquired at the undergraduate level that is necessary to provide a firm foundation for mathematics instruction to the P-5th grade child. Emphasis will be on problem solving, mathematical reasoning and communication, and the use of technology when delivering instruction. Prerequisite(s): ECED 7132, EDUF 7130, and EDUR 7130, or permission of program.

ECED 7430

Advanced Science Methods: 3-0-3

An extension of the undergraduate science methods course emphasizing grades P-5. Students are given the opportunity to reinforce and extend basic science content knowledge and science process skills as well as enhance current teaching strategies. The impact of current issues and trends on science instruction will be emphasized. Prerequisite(s): ECED 7132, EDUF 7130, and EDUR 7130, or permission of program.

ECED 7530

Advanced Social Studies Methods: 3-0-3

An advanced course in social studies instructional methodology and inquiry in the P-5th grade classroom. Components and theoretical foundations of early childhood social studies curriculum will be investigated. Concepts, skills, and attitudes associated with elementary school social studies will be discussed in conjunction with various teaching methods, models, and materials considered developmentally appropriate and effective for children. Strategies for integrating social studies instruction with other areas of

curriculum are investigated through active student participation. Prerequisite(s): ECED 7132, EDUF 7130, and EDUR 7130, or permission of instructor.

ECED 7639

Seminar in P-5: 3-0-3

Designed as a culminating experience for students to integrate educational theory with classroom practice in a P-5 setting. Emphasis is placed on appropriate application of educational theory and content knowledge in a P-5 setting through analysis and evaluation of current classroom practices. Prerequisite(s): Completion of ECE emphasis area.

ECED 8890

Directed Individual Study: (1-3)-0-(1-3)

Provides an opportunity for a student to pursue an area of interest not covered by any existing courses in a guided, independent format. The student is responsible for defining an area of study, course objectives, activities and assessment procedures and identifying a graduate faculty member in the Early Childhood Education department who will supervise the study. Prerequisite(s): Permission of department chair.

Economics (COBA)

ECON 6230

Foundations of Economics: 3-0-3

A study of the fundamental concepts and theories of microeconomics and macroeconomics. Prerequisite(s): Graduate standing.

ECON 7030

Special Topics: 3-0-3

A customized course that allows students to pursue further study in a specific topic. Prerequisite(s): Admissions to the MS in Applied Economics Program or permission of the SEC Director for non-majors.

ECON 7131

Microeconomics: 3-0-3

An introduction to the modern study of microeconomics. Examines the economic behavior of consumer households, firms, and goods and factor markets. The efficiencies offered by competitive markets and the costs imposed by deviation from competition are examined. Prerequisite(s): Admissions to the MS in Applied Economics Program or permission of the SEC Director for non-majors.

ECON 7132

Macroeconomics: 3-0-3

This course is an introduction to advanced macroeconomic theory. The first half studies dynamic models of long-run growth: the Solow model, the neoclassical growth model, overlapping generation models, and endogenous growth models; it also discusses long-run policy issues and the determinants of cross-country differences in per capital income and growth. The second part of the course focuses on real business cycle models and the micro-foundations for macro models. It examines the nature of short-run fluctuations and the evaluation of macroeconomic policies that aim at stabilization, inflation, unemployment and the national debt. Prerequisite(s): Admissions to the MS in Applied Economics Program or permission of the SEC Director for non-majors.

ECON 7133

International Economics: 3-0-3

This course provides an analytical framework for understanding economic interaction between independent nations and examining international trade policies. The classical theory is complemented by a new theoretical view in which economies of scale and imperfect competition play an important role in determining international trade patterns and gains from trade. Prerequisite(s): Admissions to the MS in Applied Economics Program or permission of the SEC Director for non-majors.

ECON 7231

Mathematical Economics: 3-0-3

This course introduces basic mathematical analysis employed in theoretic economic research, in both micro and macro, focusing on economic modeling and research methods. It includes optimal choice models, applied in both consumption and production/cost analysis as well as in intertemporal choice and choice under uncertainty. It also covers basic contract theory and information economics, and dynamic analysis. Prerequisite(s): Admissions to the MS in Applied Economics Program or permission of the SEC Director for non-majors.

ECON 7232

History of Economic Thought: 3-0-3

This course is a comprehensive study of the development of economic doctrine. Scientific discoveries of important economic theorists will be analyzed in detail. Special emphasis will be placed on the development to the theory of value, and how differences among economists on this topic have served to shape various market and non-market economic systems. Prerequisite(s): Admissions to the MS in Applied Economics Program or permission of the SEC Director for non-majors.

ECON 7331

Applied Econometrics: 3-0-3

This course is designed as a first graduate course in applied econometrics. It teaches how to use regression modeling to examine practical economic problems. Students will learn how to build theoretically sound econometric models, estimate regression equations using statistical software, diagnose and correct specification errors, evaluate and correctly interpret regression results, and draw substantiated conclusions that help recommend economic policies and make managerial decisions. Prerequisite(s): Admission to program or permission of SED director.

ECON 7332

Advanced Econometrics: 3-0-3

This course is a graduate course in econometric techniques commonly used in applied microeconomic analysis. Instrumental variable models are discussed as alternatives to the linear regression model along with diagnostics and specification testing. Additional techniques include simultaneous equation models, cross-section and panel estimations, and models of qualitative choice. Prerequisite(s): Admission to the MS in Applied Economics Program or permission of the SED Director for non-majors and MGNT 7339.

ECON 7431

Regional Economic Development: 3-0-3

This course provides students with an in-depth understanding of why economic development is important to business growth. Students will also discover the vital role industry plays in the economic development process. This course exposes students to the importance of economic development through case studies exploration, interaction with business leaders and government officials, and the course provides a hands-on look at economic development activities in the area. Prerequisite(s): Admissions to the MS in Applied Economics Program or permission of the SEC Director for non-majors.

ECON 7432

Financing Economic Development: 3-0-3

This course focuses on financing tools and program models to support local economic development. It includes an overview of private capital markets and financing sources to understand capital market imperfections that constrain economic development; business accounting, financial statements analysis; federal economic development programs, and public finance tools. Prerequisite(s): Admissions to the MS in Applied Economics Program or permission of the SEC Director for non-majors.

ECON 7531

Industrial Organization: 3-0-3

An introduction to the modern study of markets where the monopoly power significantly affects economic performance. Particularly oriented towards the techniques of and results from empirical investigation of markets with these characteristics and the policy lessons that can be drawn from them. Prerequisite(s): Admissions to the MS in Applied Economics Program or permission of the SEC Director for non-majors.

ECON 7532

Regulation and Antitrust: 3-0-3

An introduction to the modern study of government restrictions upon the activities of private firms. Examines the economic arguments for regulation, economic analysis of the effects of regulation on economic performance and empirical assessments of the performance of regulated markets. Covers the legal and regulatory institutions associated with Antitrust enforcement. Prerequisite(s): Admissions to the MS in Applied Economics Program or permission of the SEC Director for non-majors.

ECON 7631

Advanced Financial Economics: 3-0-3

This course is a detailed examination of financial institutions and the impact of institutions on the inter-temporal allocations of resources. The microeconomic aspects of financial institution are emphasized. In addition, investment decisions are analyzed within the context of changing financial institutions. Prerequisite(s): Admissions to the MS in Applied Economics Program or permission of the SEC Director for non-majors.

ECON 7632

Financial Economics and Risk: 3-0-3

This course is a comprehensive study of the economics of risk and the various techniques used to measure and analyze risks are explored. The course begins with an overview of the risk management process. Then different quantitative approaches used in risk management are covered in detail. Prerequisite(s): Admissions to the MS in Applied Economics Program or permission of the SEC Director for non-majors.

ECON 7890

Individual Research: (1-3)-0-(1-3)

A guided individual research project that provides the student with an opportunity to explore a topic in-depth. Prerequisite(s): Permission of the SED Director.

Accomplished Teaching (COE)

EDAT 7131

Enhancing Student Performance: 3-0-3

The course will emphasize strategies for selecting and adapting curriculum, instruction, resources, and assessments in order to maximize learning. The course will provide educators with ways to identify, analyze, and use results from multiple performance assessments to plan instruction aimed at enhancing and demonstrating learning.

EDAT 7132

Framework for Teaching: 3-0-3

A study of teaching and learning strategies associated with effective teaching practices. Emphasis is placed upon the relationships that exist between student development, instructional practices, educational environments, continuous reflection and assessment, learning communities, and dispositions of the profession.

EDAT 7133

Trends, Issues, & Research in Education: 3-0-3

Designed to help practitioners develop critical frameworks for designing and evaluating educational practices and programs within the context of current trends and issues in education. Emphasis is placed on specific research findings and their application to practice, in addition to the development of analytical and communicative skills needed to improve teaching and learning. Candidates will formulate their own professional goals that will culminate with the presentation of a professional portfolio at the end of the program.

Educational Leadership (COE)

EDLD 7090

Selected Topics in Educational Leadership: 3-0-(1-3)

Participants examine selected topics in the areas of P-12 and postsecondary administration and supervision. Focuses on the specialized needs of administrators, supervisors, and teachers.

EDLD 7132**General School Administration: 3-0-3**

Participants are introduced to social and behavioral science theories and their applications in understanding school leadership precepts, governance issues, and organizational/structural requirements. Students experience the various dimensions of school administration from both the “theoretical” and the “practical” perspectives. Prerequisite(s): EDLD 7737.

EDLD 7133**School Law: 3-0-3**

Participants will examine legal principles impacting on public schools, federal and state relationships to public education, authority and liability of school boards, administrators and teachers, negligence and discipline.

EDLD 7234**Instructional Supervision: 3-0-3**

Participants explore the difference and the relationship between supervision and administration, both at the building and district levels. Attention is specifically directed to curriculum, instructional practice, staff development, and staff evaluation.

EDLD 7235**School Business Administration: 3-0-3**

Participants will develop an understanding of all aspects of school business functions, including school budgeting and accounting procedures, auditing, risk management, cash management, pupil transportation, school food services, management information systems, purchasing, and school facilities maintenance and operation.

EDLD 7236**School Personnel Administration: 3-0-3**

Participants will examine the primary functions and processes of personnel administration in public school systems. Skills will be developed in recruiting, selecting, orienting, assigning, developing and evaluating school personnel. Legal constraints, including affirmative action, and employee rights will be included.

EDLD 7337**The Principalship: 3-0-3**

Participants receive direction in developing the knowledge, skills, and dispositions required of instructional leaders within “today’s schools.” Students comprehensively and intensely experience the key dimensions of school administration from both the “theoretical” and the “practical” perspectives as a part of culminating experience in their Program of study. Prerequisite(s): A minimum grade of “C” in EDLD 7132, EDLD 7133, EDLD 7234, and EDLD 7737. Prerequisite(s): EDLD 7738.

EDLD 7430**American Higher Education: 3-0-3**

This course analyzes the evolution and organization of American higher education. Participants examine the dominant historical, philosophical, and social constructs which impacted American higher education. Consideration will be given to the roles and missions of vocational/technical institutes, 2-year and 4-year colleges, and comprehensive universities. Prerequisite(s): Admitted to M.Ed. program or permission of instructor.

EDLD 7431**Higher Education Administration: 3-0-3**

Overview of the evolution and organization of American higher education administration. Examines the dominant leadership and managerial themes shaping the nation’s system of post-secondary education. Considers administrative and management precedents that shaped the structuring and management of vocational/technical institutes, 2-year and 4-year colleges, and comprehensive universities. Prerequisite(s): Admitted to M.Ed. program or permission of instructor.

EDLD 7432**History of American Higher Education: 3-0-3**

This course is an analysis of the historical evolution of American higher education. The course examines the conceptual belief that American higher education is a culmination of historical development which directly influences every aspect of higher education administration. Considers historical precedents that shaped the structuring and management of vocational/technical institutes, 2-year and 4-year colleges, and comprehensive universities. Prerequisite(s): Admitted to M.Ed. program or permission of instructor.

EDLD 7530**The Democracy-Centered School Leader: 3-0-3**

This course will provide an introduction to educational leadership through a comprehensive overview of the field of educational administration. Distributed leadership, as well as democracy-centered school leadership, will be studied as a means of leading schools in the 21st century. A wide variety of topics, such as school reform, district organization, organizational culture, school level processes, diversity and ethics, and pupil personnel services will be introduced from the perspective of democracy-centeredness. A major focus will be on dispositions of educational leaders. This course is aligned to the Georgia Board of Regents Principles, Organizational Culture, Relationship Development, and Performance Management and Process Improvement, and ELCC Standards.

EDLD 7531**Legal and Ethical Issues in School Leadership: 3-0-3**

This course will provide candidates the opportunity to examine legal and ethical principles relating to managing operations and organizational culture of schools. Candidates in the course will study legal and moral liability of school boards, administrators, and teachers. The goal is to provide school leaders awareness and understanding of their ethical and legal obligations in leading schools with a commitment to serving and providing access to schooling for all, including students, teachers, and parents from all walks of life. The school leader will examine issues concerning local, regional, state, and federal laws and guidelines that may impact the educational leader’s efforts to develop a legally sound and ethical educational institution. The Code of Ethics for Georgia Educators provides a core ethical system for democracy-centered school leaders. This course is aligned to the Georgia Board of Regents Principles, Managing Operations, and ELCC Standards.

EDLD 7532**Empowering Human Resources: 3-0-3**

This course will provide an overview of the system of human resources, including recruiting, selecting, maintaining, and developing school personnel in the democracy-centered school. Candidates will explore, demonstrate, and evaluate the relationships between administrators and other school personnel with an emphasis on empowering human resources in educational settings. Human resources processes, procedures and techniques used to facilitate the attainment of state, school district and school educational visions, missions, goals and objectives will be reviewed and analyzed. A focus on cultural, legal, and ethical issues involved in leading productive teams in democracy-centered schools will be articulated and demonstrated in this course. This course is aligned to the Georgia Board of Regents Principles, Organizational Culture, Professional Learning and Development, and Relationship Development and ELCC Standards.

EDLD 7533**Mobilizing Communities: 3-0-3**

This course is designed to provide the beginning administrator with the knowledge, skills, and dispositions essential for democracy-centered school leaders in communicating with various publics. Sensitivity to multicultural needs and an understanding of all communities—both internal and external—provide a foundation for the democracy-center school leader to provide means of access to the school’s systems. Interacting with internal and external publics as a key role in school leadership will be explored and practiced through readings, discussions, seminars, and field-based experiences for the purpose of mobilizing communities in support of teaching and learning. This course is aligned to the Georgia Board of Regents Principles Relationship Development and ELCC Standards.

EDLD 7534**Leading Innovation and Change: 3-0-3**

This course will focus on knowledge and skills of leading innovation and change. Candidates will understand how problem-solving and decision-making may be utilized in support of innovation, change, learning, and teaching. Stages of innovation and change will be explored in the school/district setting. This course is aligned to the Georgia Board of Regents Principles (Leading Change) (Relationship Development) and the ELCC Standards.

EDLD 7535**Using Data in Leadership for Learning: 3-0-3**

This course provides educational leaders with knowledge, skills, and application of data in the school improvement process. The 21st century accountability-driven, educational environment requires that educational leaders make conscious and informed adaptation of their practices to build meaningful educational practices to impact student outcomes. Among key competencies that educational leaders need to successfully harness, manage and implement educational change efforts leading to student outcomes is through the use of educational data. This course builds such competencies by equipping candidates with the knowledge, skills and dispositions needed to identify, navigate, discuss, explain, analyze, interpret, and communicate school, district, state, and national educational databases appropriate in school development and improvement processes. Major topics to be covered, among others, include: accountability and leadership dilemmas in using data in leadership for learning; skills and strategies for building school and classroom data to engage and lead data analysis team; using data to identify trends in educational outcomes of students from disadvantaged background; integrating local, state and national data in school improvement process; and summarizing, reporting and communicating educational data with major partners and stakeholders. This course is aligned to the Georgia Board of Regents Principles, Assessment and Data Analysis, and ELCC Standards. Prerequisite(s): A minimum grade of "C" in EDUR 7130 and EDUR 8131.

EDLD 7737**Internship I: 0-7-3**

Candidates will complete a 100-hour practicum in building level administration under the direction of a practicing administrator and supervising faculty member. This course is part of the six (6) hour introductory block for the masters in educational leadership that includes experiences in the daily operations of schools.

EDLD 7738**Internship II: 0-7-3**

Candidates will complete a 100-hour practicum in building level administration under the direction of a practicing administrator and supervising faculty member. This course is part of the six (6) hour culminating block for the masters in educational leadership that includes experiences in the daily operations of schools.

EDLD 8130**Educational Evaluation: 3-0-3**

Participants will consider educational evaluation from a theoretical and practical perspective. Emphasis is placed upon the application of evaluation theories, designs, models and techniques for use at the classroom, school center, and school district levels.

EDLD 8135**Educational Planning: 3-0-3**

This course examines concepts and theories relating to various forms and approaches of planning at the school district and postsecondary educational levels. Emphasis is placed on specific skills to perform educational forecasting and management techniques to plan for future events.

EDLD 8136**Educational Facilities: 3-0-3**

This course examines the concepts, procedures, and importance of facilities planning for schools, colleges, and universities. Participants will learn the practical skills of facility inventory, needs assessment, and evaluation. The course covers major aspects of institutional facilities planning at the elementary, secondary, and postsecondary levels.

EDLD 8230**The Curriculum Leader: 3-0-3**

Participants will acquire the knowledge and skills necessary to make appropriate decisions regarding the development of curriculum at the school and district levels. They will also consider ways in which the school's curriculum is shaped by, and in some cases influences, current social issues.

EDLD 8430**School Finance: 3-0-3**

Participants examine major principles of educational finance, particularly as they relate to the funding of American public education. State and national models of educational finance are introduced and discussed. An effort is made to develop skill as an interpreter of fiscal policy. Participants will study tax structures in Georgia and elsewhere. Alternative sources of school funding are also reviewed.

EDLD 8431**Higher Education Law: 3-0-3**

Explores basic legal precepts and their application to institutions of higher education, primarily using the case study method and discussion. Covers such topics as constitutional mandates of due process and equal protection, non-discrimination in employment and educational programs, privacy and openness, contractual relationships with students, tenure and academic freedom, and faculty governance.

EDLD 8432**Higher Education Finance: 3-0-3**

Fiscal management and budgeting practices applicable to higher education institutions are the focus of this course. It is intended for persons seeking a working knowledge of budget development, financial management, and fiduciary control in vocational/technical schools, two- and four-year colleges, and universities.

EDLD 8433**Higher Education Governance: 3-0-3**

Examines the organizational dynamics of higher education institutions as well as traditional and emerging managerial patterns. The use of organizational models and paradigms enables participants to analyze a variety of contemporary issues and situations in higher education settings.

EDLD 8434**The Community College: 3-0-3**

Examines the educational mission of the two-year postsecondary institution (vocational/technical institutes and community college). Particular emphasis is given to the philosophical, pedagogical and organizational underpinnings of two-year institutions with concentration on their historical development, student clientele, and educational mission. Prerequisite(s): Admission to Tier I doctoral study in Educational Administration.

EDLD 8435**Higher Education Policy: 3-0-3**

Examines policy-formation processes in higher education institutions. The skills of policy analysis and policy development, the identification of policy issues appropriate for study at these institutions, and the relationship of policy to all other areas of administration are considered.

EDLD 8436**Grant Development/Administration: 3-0-3**

Students will learn the methods and processes of project development, funding source development, and proposal writing. All grants and proposals developed during the course will be submitted to various foundations and/or government agencies for possible funding.

EDLD 8438**Organizational Leadership: 3-0-3**

This course deals with the major conceptual frameworks for understanding human behavior within complex educational organizations, the competencies required for effective educational leadership and the major functions of organizational theory and management applied to education. Prerequisite(s): Admitted to M.Ed. program or permission of instructor.

EDLD 8439**Politics of Higher Education: 3-0-3**

This course explores the myth that politics and American higher education exist in separate worlds. Participants will examine the current “press” for institutional change and its political implications for two-year colleges, four-year colleges, and comprehensive universities. Manifestations of political influence systems at the federal and state levels will also be considered.

EDLD 8531**School Public Relations: 3-0-3**

Participants will learn how to conduct good school public relations with both internal and external publics. Topics include school publications and press releases, working with the media, speaking and listening skills, the community school and volunteers and key communicators. The practitioner oriented course emphasizes hands on activities, simulations, etc. and should be beneficial to all school personnel, especially those in teacher leadership, administrative, or supervisory roles.

EDLD 8532**Policy Studies in Schools: 3-0-3**

Participants will examine policy development, implementation and evaluation at the federal, state and school district levels. Includes the skills of policy analysis and policy development, the identification of issues appropriate for policy review at the school-site and school-district levels. Considers the policy-related roles of the school administrator.

EDLD 8533**Politics of Public Education: 3-0-3**

The myth that politics and education exist in separate worlds is examined in this course. Participants will review the recent waves of educational reform in terms of their political implications for educational decision makers. Manifestations of overt political behavior and the “press” of politics at the federal, state and local levels will also be reported.

EDLD 8534**The Superintendency: 3-0-3**

Participants will acquire an understanding of the knowledge and skills required to function in today's highly complex and dynamic superintendency. Major consideration will be given in the areas of leadership, visioning, planning, goal setting, operations management, risk management and interpersonal relationships.

EDLD 8630**Planning for Change: 3-0-3**

This course will serve as the introductory course to the EdS Program in Educational Leadership. The course will focus on issues that democracy-centered leaders may face relative to high expectations and school/community relations as part of planning for change. While the focal point will be on how the democracy-centered leader plans for meaningful change in education, the change will be in context with human dynamics and relationships. Participants will examine cultural, ethical and interpersonal issues that affect school climate and resistance to significant change in a democracy-centered school culture. The course is designed to be 1/3 knowledge-based, 1/3 lab-based, and 1/3 performance-based at the district or school level. This course is aligned to the Georgia Board of Regents Principles (7) Performance Management, (9) Leading Change, and (10) Relationship Development and ELCC Standards 1-6. Prerequisite(s): EDLD 8631.

EDLD 8631**Implementing Change: 3-0-3**

This course will focus on leading change by having the participants apply change theory in initiating a change effort in the educational setting. After a review of structural and post-structural perspectives, candidates will identify a need with special attention given to the relationship of the change effort to the organizational vision. Candidates will be coached on tools and processes used in implementing change to address the need, as well as coached on how to monitor progress of the change initiative. Skills of leading change will be demonstrated through simulations and lab activities. The course is designed to be 1/3 knowledge-based, 1/3 lab-based, and 1/3 performance-based at the district/school level. This course is aligned to the Georgia Board

of Regents Principles (7) Performance Management and (9) Leading Change and ELCC Standards 1-5. Prerequisite(s): EDLD 8630.

EDLD 8632**Organizational Culture: 3-0-3**

This course will focus primarily on components of organizational culture, including curriculum and instruction, the technical “core” of the school/district and leadership. Distributed leadership within the culture of high academic expectations will be examined, as well as school/district climate issues associated with “fluid leadership.” A major emphasis will be on conflict management and motivational strategies for students, faculty/staff. The course is designed to be 1/3 knowledge-based, 1/3 lab-based, and 1/3 performance based at the district or school level. This course is aligned to the Georgia Board of Regents Principles (5) Organizational Culture and ELCC Standards. Prerequisite(s): A minimum grade of “C” in EDLD 8630 and EDLD 8631. Prerequisite(s): EDLD 8737.

EDLD 8633**Curriculum and Instructional Leadership: 3-0-3**

This course is designed for the beginning principal/district level administrator to demonstrate best practices in leading curriculum and instruction in the democracy-centered educational setting. The candidates in the course will implement strategies to facilitate curriculum wisdom. Candidates will also identify research-based best practices and strategies in effective schools. Candidates will be immersed in instructional supervision of teaching and learning, including assessment for learning. The course is designed to be 1/3 knowledge-based, 1/3 lab-based, and 1/3 performance based at the district or school level. This course is aligned to the Georgia Board of Regents Principles (1) Curriculum (2) Instruction and ELCC Standards 1,2,3, and 5. Prerequisite(s): A minimum grade of “C” in EDLD 8630, EDLD 8631, and EDLD 8632; a minimum grade of “S” in EDLD 8737. Prerequisite(s): EDLD 8634 and EDLD 8738.

EDLD 8634**Managing Operations and Processes: 3-0-3**

This course will provide candidates with an in-depth look at the essential day-to-day operational management of the school/system, as well as features of day-to-day processes that impact teaching and learning, such as attendance, parent volunteer programs, professional learning programs, the hiring process, staff scheduling, etc. Fiscal policies and procedures will be analyzed from the perspective of aligning resources with instructional priorities. The physical site, including grounds and buildings, will be analyzed from the perspective of state, system, and local school rules, policies, and procedures, as well as aligning the use of facilities with instructional priorities. The course will provide an overview of the safe, orderly and engaging learning environment, as it relates to day-to-day operations. Working conditions will be examined from a best practices perspective. The beginning principal/district office administrator will understand, practice, and implement strategies to facilitate professional learning in a high performing school, where teaching and learning needs define facilities and resource needs. Candidates will identify barriers and interventions to professional learning and development, especially as professional learning relates to operational procedures. The course will emphasize current problems in the management of the learning organization, including, but not limited to, diversity, ethical leadership, politics, and policy in today's global society. The course is designed to be 1/3 knowledge-based, 1/3 lab-based, and 1/3 performance-based at the district or school level. This course is primarily aligned to Georgia Board of Regents Principles (8) Managing Operations and Processes and ELCC Standards 2, 3, 5. Prerequisite(s): A minimum grade of “C” in EDLD 8630, EDLD 8631, and EDLD 8632. Prerequisite(s): EDLD 8633 and EDLD 8738.

EDLD 8635**Leading School Renewal: 3-0-3**

This course allows candidates to develop the knowledge, skills and disposition needed to implement successful school improvement and allow them to lead such process in their own school or school district. Successful school improvement under state and federal mandates requires major and dramatic change in a limited timeframe. Major topics to be covered, among others, include elements of successful school improvement process; benchmarking and correlates of successful schools; building the capacity

for change through effective and focused program of staff development; leading the school improvement effort by engaging teachers, faculty, parents, and community members; dealing with barriers against the school improvement process; utilizing technology in school improvement process to improve student outcomes; assessing the school improvement process to identify progress and gaps in student learning; building appropriate school culture for sustainable and lasting school improvement process. The course is designed to be 1/3 knowledge-based, 1/3 lab-based, and 1/3 performance based at the district or school level. This course is primarily aligned to the Georgia Board of Regents Principles (1) curriculum (2) instruction (3) assessment and (4) data analysis and ELCC Standards 1,2,5,6. Prerequisite(s): A minimum grade of "C" in EDLD 8630, EDLD 8631, EDLD 8632, EDLD 8633, and EDLD 8634; a minimum grade of "S" in EDLD 8737 and EDLD 8738. Prerequisite(s): EDLD 8739 and EDUR 8434.

EDLD 8735

Higher Education Practicum: 3-0-3

Participants complete a supervised field experience under the direction of a practicing higher education administrator or supervisor.

EDLD 8737

Residency I: (1-3)-0-(1-3)

This Residency is required of all candidates seeking L-6 certification and/or the EdS Degree in Educational Leadership. The candidate will enroll in a nine-hour residency which will span spring, summer, and fall semesters. The Residency is designed to be a performance-based field-experience at the school or district level. Each candidate is required to complete a self-assessment of his/her leadership skills and a review of the real work in his/her educational setting to determine a minimum of four performance-based projects aimed at deep development of the school leader during the three-semester Residency. The self-assessment and review of the real work in the educational setting will be utilized to design the Residency Plan, which will guide the performance-based residency experience. The Residency Plan will also include refinement and continuing work completed on the eight performance-based activities derived from course work in the Program. The candidate will develop his/her Residency Plan, which will be presented to the Beginning Leader Support Team (BLST). The candidate and the BLST will collaborate to develop and approve the Residency Plan and the timeline, along with candidate goals for the Residency. The Residency will be guided by the members of the BLST with coaching to assist the candidate in development of leadership skills and dispositions. The candidate will generate an electronic portfolio to document the performances identified in the Residency Plan. This course is aligned to the Georgia Board of Regents Principles and ELCC Standards. Prerequisite(s): A minimum grade of "C" in EDLD 8630 and EDLD 8631. Prerequisite(s): EDLD 8632.

EDLD 8738

Residency II: (1-3)-0-(1-3)

This Residency is required of all candidates seeking L-6 certification and/or the EdS Degree in Educational Leadership. The candidate will enroll in a nine-hour residency which will span spring, summer, and fall semesters. The Residency is designed to be a performance-based field-experience at the school or district level. Each candidate is required to complete a self-assessment of his/her leadership skills and a review of the real work in his/her educational setting to determine a minimum of four performance-based projects aimed at deep development of the school leader during the three-semester Residency. The self-assessment and review of the real work in the educational setting will be utilized to design the Residency Plan, which will guide the performance-based residency experience. The Residency Plan will also include refinement and continuing work completed on the eight performance-based activities derived from course work in the Program. The candidate will develop his/her Residency Plan, which will be presented to the Beginning Leader Support Team (BLST). The candidate and the BLST will collaborate to develop and approve the Residency Plan and the timeline, along with candidate goals for the Residency. The Residency will be guided by the members of the BLST with coaching to assist the candidate in development of leadership skills and dispositions. The candidate will generate an electronic portfolio to document the performances identified in the Residency Plan. This course is aligned to the Georgia Board of Regents Principles and ELCC Standards. Prerequisite(s):

A minimum grade of "C" in EDLD 8630, EDLD 8631, and EDLD 8632; a minimum grade of "S" in EDLD 8737. Prerequisite(s): EDLD 8633 and EDLD 8634.

EDLD 8739

Residency III: (1-3)-0-(1-3)

This Residency is required of all candidates seeking L-6 certification and/or the EdS Degree in Educational Leadership. The candidate will enroll in a nine-hour residency which will span spring, summer, and fall semesters. The Residency is designed to be a performance-based field-experience at the school or district level. Each candidate is required to complete a self-assessment of his/her leadership skills and a review of the real work in his/her educational setting to determine a minimum of four performance-based projects aimed at deep development of the school leader during the three-semester Residency. The self-assessment and review of the real work in the educational setting will be utilized to design the Residency Plan, which will guide the performance-based residency experience. The Residency Plan will also include refinement and continuing work completed on the eight performance-based activities derived from course work in the Program. The candidate will develop his/her Residency Plan, which will be presented to the Beginning Leader Support Team (BLST). The candidate and the BLST will collaborate to develop and approve the Residency Plan and the timeline, along with candidate goals for the Residency. The Residency will be guided by the members of the BLST with coaching to assist the candidate in development of leadership skills and dispositions. The candidate will generate an electronic portfolio to document the performances identified in the Residency Plan. This course is aligned to the Georgia Board of Regents Principles and ELCC Standards. Prerequisite(s): A minimum grade of "C" in EDLD 8630, EDLD 8631, EDLD 8632, EDLD 8633, and EDLD 8634; a minimum grade of "S" in EDLD 8737 and EDLD 8738. Prerequisite(s): EDLD 8635.

EDLD 8830

Directed Study in Educational Leadership: 3-0-3

Participants propose and carry out an independent research project. Projects may be in the areas of P-12 or higher education administration and/or supervision. The approved project will address the specialized preservice/in-service needs of the participant. Prerequisite(s): Instructor permission.

EDLD 8839

Directed Research in Educational Leadership: 3-0-3

Participants complete a fully formulated study in the area of educational administration or supervision, and orally defend a written report descriptive of that study. Prerequisite(s): A minimum grade of "C" in EDUR 7130, EDUR 8131, and EDUR 8434 or equivalents.

EDLD 9231

Administrative Theory: 3-0-3

Examines the nature of social science theory and its relation to the study of administrative practice in educational organizations. Theories are applied discretely and in combination, complex bodies of theoretical knowledge are assimilated and appropriate applications of theory in field research are considered. Participants directly apply theories in the conduct of research reviews of problem areas that integrate theoretic and practical knowledge in applicable ways. Prerequisite(s): Admission to Tier II doctoral study in Educational Administration.

EDLD 9232

Decision Making/Problem Solving: 3-0-3

Participants will be introduced to the dominant philosophical, organizational and managerial themes that support advanced study in the analysis of problems and theory concerning decision making, as well as, practical applications. The focus of this course is on a theoretical and research-based approach to the examination of decision making and problem solving in complex educational organizations. Prerequisite(s): Admission to Tier II doctoral study in Educational Administration.

EDLD 9233

Leadership Theory: 3-0-3

The integration of knowledge from previous seminars is the primary focus of this course. Students will apply multiple strategies and frames for understanding and interpreting individual and organizational behaviors of leaders. Connections between administrative theory, problem solving and decision making will be analyzed to explain leadership styles, traits and behaviors. Strategies and processes educational leaders use in developing and maintaining a current awareness of the status of their respective organizations are carefully considered. Prerequisite(s): Admission to Tier II doctoral study in Educational Administration and successful completion of EDLD 9231 and EDLD 9232.

EDLD 9234**Doctoral Seminar: 3-0-3**

This course explores the rationale for pursuing a doctorate in educational administration within the context of personal preferences, professional competencies and organizational politics. Students are provided an orientation to the doctoral program in educational administration in anticipation of the tremendous demand for performance. Students enhance group participation skills, professional writing competences, analytical ability within a structured collegial environment. The primary context for the course is the history of educational administration. Prerequisite(s): Admission to Advanced Doctoral Study.

EDLD 9235**Contemporary Issues in Educational Administration: 3-0-3**

This course examines the two extremes of doctoral study. At one end the student must analyze and synthesize the historical precedents that have provided direction to educational administration, particularly in their research area. At the other end the student must hypothesize and conceptualize the current issues that are impacting administrators in complex educational institutions. Such a synthesis will provide guidance in a research agenda and ultimately in dissertation development. Prerequisite(s): Admission to Advanced Doctoral Study (Tier II).

EDLD 9236**Diversity and Ethics for Educational Leaders: 3-0-3**

Focuses on issues that educational leaders may face relative to diversity and ethics. Examination of issues concerning race, sex, gender, class, and other special needs that may impact the educational leader's efforts to develop an ethical educational institution.

EDLD 9631**Research Seminar I: 3-0-3**

Assists the doctoral student in identifying the major topic leading to the doctoral dissertation. This identification includes the approval of a dissertation topic and a conceptualization of the research design to be utilized in completing the dissertation. Prerequisite(s): Admission to Tier II doctoral study in Educational Administration.

EDLD 9632**Research Seminar II: 3-0-3**

Assists the doctoral student in developing the major topic leading to the doctoral dissertation. Guidance is provided in developing and writing plan for the dissertation. Prerequisite(s): Admission to Tier II doctoral study in Educational Administration and successful completion of other core classes.

EDLD 9999**Dissertation: (1-3)-0-(1-3)**

Students are provided support and direction in completing the doctoral dissertation. The course provides guidance from both the dissertation supervising chair and the dissertation committee. Prerequisite(s): Admission to Tier III doctoral degree candidacy.

Education Math Science (COE)**EDMS 6131****Becoming an Advanced Teacher: 3-0-3**

This course is designed to assist teachers in developing and connecting the advanced-level of competencies in all domains of the Georgia Framework for Teaching into their teaching practices. Emphasis is placed on exploring

and applying the knowledge, skills, and dispositions of teaching within each domain.

Education Science (COST)**EDSC 5131G****Earth Science I: 6-0-4**

Earth Science I is a survey of the natural processes at work on the Earth, including processes and history of the atmosphere, lithosphere, hydrosphere, and biosphere of the Earth. Materials comprising the Earth's crust (minerals and rocks) will be examined. This course is designed to fulfill the requirement for a one-semester, science lecture and laboratory course.

EDSC 5132G**Earth Science II: 6-0-4**

Earth Science II is a survey of the natural processes at work on the Earth, including those associated with its oceans, weather and climate. The history of climate change is also covered. This course is designed to fulfill the requirement for a one-semester, science lecture and laboratory course. Prerequisite(s): EDSC 5131/5131G.

EDSC 5151G**Physics for Teachers: Mechanics and Thermodynamics: 6-0-4**

A study of mechanics and thermodynamics to provide a framework for teachers to introduce or enhance a performance-based physical science curriculum in K-12 education. Students will develop an understanding of Newton's laws and many of the conservation laws. Topics include one and two dimensional motion, forces and Newton's laws, circular motion, rotational motion, momentum, energy, work, thermal properties of matter, and fluid mechanics.

EDSC 5152G**Physics for Teachers: Waves, Electricity and Magnetism: 6-0-4**

A study of waves, electricity, and magnetism to provide a framework for teachers to introduce or enhance a performance-based physical science curriculum in K-12 education. Students will develop an understanding of sound, light, electricity and magnetism. Topics include oscillations, traveling and standing waves, sound, wave and ray optics, electric forces and fields, electric potential and electric potential energy, circuits, magnetic fields and forces, electromagnetic induction and electromagnetic waves.

EDSC 5162G**Space Science for Teachers: Stars, Galaxies and the Nature of the Universe: 6-0-4**

A study of stars, galaxies and the nature of the Universe to provide a framework for teachers to introduce or enhance a performance-based space science in K-12 education. Students will also develop an understanding of the history, methods and physics used to construct the modern view of the Universe. Topics include the Sun, the Sun-Earth connection, the Milky Way, special relativity, gravity and black holes, stars and stellar evolution, galaxies and the formation of modern cosmology, dark matter, dark energy and the creation and evolution of the Universe, and the formation of the chemical elements.

EDSC 5161G**Space Science for Teachers: Our Earth and Solar System: 6-0-4**

A study of our Earth and Solar System to provide a framework for teachers to introduce or enhance a performance-based space science curriculum in K-12 education. Students will also develop an understanding of the history, methods and physics of solar system astronomy. Topics include motions of the sky, seasons, planetary geology and atmospheres, moons, asteroids and comets.

Curriculum (COE)**EDUC 7130****Curriculum, Theories and Design: 3-0-3**

A comprehensive overview of the field of curriculum designed to develop the theoretical knowledge competencies and strategies needed by teachers and other curriculum developers at all levels of education to participate in the curriculum change process.

EDUC 8130**Curriculum for Effective Schooling: 3-0-3**

Explores the relationship between policy and curriculum with particular attention to how school reform and restructuring efforts affect the curriculum. Special emphasis is given to an analysis of the impact of recent effective schools research, school restructuring and/or the national standards movement upon the formulation and delivery of public school curriculum in the United States. Prerequisite(s): EDUC 7130.

EDUC 8230**Curriculum Design and Evaluation: 3-0-3**

Examines multiple theoretical bases and practical processes by which curriculum planning, design and evaluation decisions can be made. Students will have an opportunity to devise and critique their own plans for developing curriculum projects using one or more of these planning perspectives and processes. Prerequisite(s): Ed.D. admission, Ed.S. admission, or permission of advisor and instructor.

EDUC 9130**Contemporary Curriculum Theorists: 3-0-3**

An advanced course in contemporary curriculum theorists in which students will explore the histories and the works of contemporary leaders in the field of curriculum studies. Students will be introduced to the leading edge of curriculum scholarship. Prerequisite(s): Instructor permission required.

EDUC 9132**Critical Reading in Curriculum: 3-0-3**

An advanced seminar for doctoral students offering an in-depth study of a specific topic in Curriculum Studies. Prerequisite(s): Admission into the Ed.D. program in Curriculum Studies and permission of advisor and instructor.

EDUC 9230**Power and Schooling: 3-0-3**

Explores competing analyses of power and the relationships of these analyses to schooling. Topics include structural, poststructural, Marxist, neo-Weberian, feminist, conflict, and/or critical analyses of power and the process of schooling. Students will read both original writings and interpretive works addressing three or four major theoretical positions of the topic of power.

EDUC 9232**Forms of Curriculum Inquiry: 3-0-3**

An examination of major research within the field of curriculum studies, along with an analysis of the varied forms of inquiry used in this research, including philosophical, practical, historical, empirical, theoretical, critical, deliberative and action inquiry, among others. Prerequisite(s): EDUC 9631 and EDUF 9133.

EDUC 9631**Advanced Seminar in Curriculum Theory: 3-0-3**

Examination of major curriculum theories, their adequacy and merit. These theories will be studied in their originator's own words from the writings of the theorists themselves. Prerequisite(s): EDUF 9133.

EDUC 9632**Advanced Seminar in Qualitative Dissertation Writing: 3-0-3**

This course provides both practical and theoretical implications for qualitative research. Building upon the broad survey research methods studied in EDUR 9231, students will engage in in-depth analysis of various forms of qualitative research, as well as develop and articulate their own research agenda. Prerequisite(s): EDUR 9231.

EDUC 9633**Research Seminar in Curriculum Studies: 3-0-3**

Explorations and independent research for students in the area of Curriculum Studies for students pursuing the Ed.D. in Curriculum Studies. Prerequisite(s): Admission into the Ed.D. program in Curriculum Studies and permission of advisor and instructor.

EDUC 9999**Dissertation: (1-3)-0-(1-3)**

Readings and research under the direction of a member of the education faculty whose interests coincide with those of the student. Repeatable for credit. Prerequisite(s): Admission to Ed.D. Candidacy.

Educational Foundations (COE)**EDUF 7090****Selected Topics in Educational Foundations: (1-3)-0-(1-3)**

Readings and research under the direction of a member of the educational research faculty whose interests coincide with those of the student. Prerequisite(s): Permission of the instructor.

EDUF 7130**Learning Theories and Applications: 3-0-3**

Examines the principles and theories of learning that serve as the basis for educational models and practices. Special emphasis is given to recent empirical findings and to practical applications and theory to educational settings.

EDUF 7140**Learning, Cognition, and Curriculum: 3-0-3**

This three-hour course examines principles and theories of human cognitive processes on education and determines how this knowledge can be best applied to the development of skills for instruction and assessment of students. Individuals will explore political, social, economic, and cultural contexts of monitoring and evaluating the implementation of a standards-based curriculum and develop an understanding of transformative curriculum leadership that empowers teachers and helps them to accomplish emancipatory teaching and learning.

EDUF 7233**School and Society: 3-0-3**

Examines the contributions of the social sciences to debates about the interrelated nature of school and society. Focuses particularly on a theoretical examination of the purposes of education and schooling in a democratic society.

EDUF 7235**Multicultural Education: 3-0-3**

Using an interdisciplinary approach, this seminar investigates underlying theoretical concepts and social assumptions that both inform and impede efforts in multicultural education.

EDUF 8131**Theories of Adolescence: 3-0-3**

The rapidly changing world of today's adolescents and the ever-changing nature of the field of adolescence will be examined from three perspectives: theory, research and contemporary social forces. This course will be eclectic in its orientation. Rather than adopting one theoretical position, various views will be discussed. Similarities and differences among theories will be examined, in addition to an analysis of strengths, weaknesses, and contributions of each, as well as the implications for educating, guiding and working with adolescents.

EDUF 8133**Interaction and Learning: 3-0-3**

Examine views of learning which emphasize the importance of interaction, authenticity and the social construction of knowledge. Students will also explore instructional practices and assessment issues consistent with these perspectives. Relevant theories, research, and practical implications will be examined for each perspective addressed. Perspectives and practices which will be explored may include, but are not limited to, constructivism, situated

cognition, the social formation of mind, cooperative learning, and authentic assessment.

EDUF 8134

Models of Motivation: 3-0-3

Critically examines how contemporary models of motivation are utilized to improve the delivery of instruction. Special emphasis is placed on the theoretical principles, empirical research and educational strategies involved in the design and implementation of motivational models.

EDUF 8135

Thinking and Problem Solving: 3-0-3

Examines current conceptions and models of critical thinking and creative problem solving as they relate to learning and instruction. Emphasis will be given to how instructional practices can positively affect students' thinking skills and dispositions for learning and to methods designed to increase students' awareness and control of their thinking processes. In addition, the course will evaluate the effectiveness of current programs designed to teach critical thinking and problem solving strategies across the curriculum and within specific content areas. Prerequisite(s): EDUF 7130.

EDUF 8136

Theories of Human Development: 3-0-3

Examines theories of human development, with a focus on infancy to adolescence. Major theoretical perspectives pertaining to several aspects of development, such as cognitive, social, moral, emotional and personality development, will be considered. In addition, students will gain an understanding of the value of theories in general, as well as, the particular characteristics of a good theory, in order to critically evaluate these theories in light of empirical research evidence.

EDUF 8231

Global Education: 3-0-3

This course focuses on the analysis of theories and practices of transformative educational reforms and changes in various countries in the era of globalization, cultural interrelatedness, and interdependence of the world. Prerequisite(s): A minimum grade of "C" in EDUF 7235.

EDUF 8236/8236S

International Study of Educational Practices: 3-0-3

This course offers students the opportunity to examine educational practices of another country through travel abroad, involvement in international initiatives, and/or use of technology. Students will be asked to reflect on the American educational system -- theoretical perspectives, curriculum, instructional methodologies, and comparative issues and trends -- to compare and contrast it with another country's educational system. Topics will be investigated through selected readings, observations, participation, and discussions. Prerequisite(s): Permission of instructor.

EDUF 8831

Philosophies of Education: 3-0-3

In this course, students study the major philosophical schools of thought which inform all educational activities. Particular attention is given both to current and historical writings, and the relationship of philosophical assumptions to current practices in the process of schooling.

EDUF 8890

Directed Individual Study in Educational Foundations: (1-3)-0-(1-3)

Readings and research under the direction of a member of the educational research faculty whose interests coincide with those of the student. Prerequisite(s): EDUF 8831 or permission of instructor.

EDUF 9131

Ethical Dimensions of Education: 3-0-3

Develops an understanding of ethical obligations and considerations within the field of education through case studies immediately applicable to their professional lives. Students will explore traditional ethical systems, such as Consequentialism and Situationalism, as well as, more contemporary

perspectives including those of equity and technology. Prerequisite(s): EDUF 8831.

EDUF 9132

History of American Curriculum: 3-0-3

An advanced course in curriculum studies designed to provide an in-depth analysis of the major historical curriculum documents, trends and reform movements that have given form and shape to the American public school curriculum. Special emphasis will be given to the interpretation and critique of the competing curriculum discourses, especially as they appear in primary source historical curriculum documents, state/local curriculum guidelines and textbooks. Prerequisite(s): Ed.D. admission.

EDUF 9133

Theories of Educational Inquiry: 3-0-3

An advanced seminar in the field of curriculum investigating the major paradigms within which the competing methodologies of empirical educational inquiry are grounded and the epistemological and ethical issues involved in conducting research within each paradigm. Prerequisite(s): Ed.D. admission.

EDUF 9234

History of American Education: 3-0-3

Focuses on the social, political, economic and ideological forces that have shaped the growth and development of the American public school system from colonial times to the present. A special emphasis will be an analysis and critique of the purpose, structure, function and results of the various school reform movements in American history.

EDUF 9631

Seminar in Cultural Studies: 3-0-3

This advanced seminar investigates contemporary questions and movements in the field of cultural studies. Prerequisite(s): EDUF 7235.

EDUF 9632

Regional Issues In Multicultural Education: 3-0-3

This field based course will involve doctoral students in researching the local multicultural educational needs, issues and problems and developing strategies for constructing a pluralistic and culture-tolerant environment in the schools and/or communities of the region. Prerequisite(s): A minimum grade of "B" in EDUF 7235.

Educational Research (COE)

EDUR 7090

Selected Topics in Educational Research: (1-3)-0-(1-3)

Readings and research under the direction of a member of the educational research faculty whose interests coincide with those of the student. Prerequisite(s): Permission of the instructor.

EDUR 7130

Educational Research: 3-0-3

A comprehensive overview of topics related to research as it is applied to educational settings. Emphasis is placed upon methods of quantitative and qualitative research, especially in regard to applied and basic research in education.

EDUR 8131

Educational Statistics I: 3-0-3

Topics covered in this course include central tendency, variability, distributions, correlation, significance testing, t-tests, linear regression and chi-square analysis. Emphasis is placed on application of statistics in educational research situations. Prerequisite(s): EDUR 7130 or equivalent or permission of instructor.

EDUR 8132

Educational Statistics II: 3-0-3

This is an advanced statistics in education course that extends knowledge of educational research situations and statistical procedures beyond EDUR 8131. Emphasis is placed on more complex analysis of variance procedures

(e.g., repeated measures, analysis of covariance), multiple regression analysis and multiple dependent variable techniques (e.g., canonical correlation) as applicable to current educational research problems. Prerequisite(s): EDUR 8131 or equivalent.

EDUR 8330

Experimental Design in Education: 3-0-3

Provides coverage of true and quasi experimental designs that are typically used in educational settings. Also presented are factors that affect the internal and external validity of such designs with special attention directed to those threats that are common to educational research. Statistical methods for analysis of data drawn from educational experiments (such as factorial ANOVA, ANCOVA, repeated measures ANOVA, group comparison procedures, and effect sizes) are emphasized. Prerequisite(s): EDUR 8132.

EDUR 8434

Field-Based Educational Research: 3-0-3

Designed primarily to assist Ed. S. level students in developing a sound research proposal for the conduct of an independent research project required as part of their Ed.S. program. Prerequisite(s): EDUR 8131 or equivalent.

EDUR 8890

Directed Individual Study: (1-3)-0-(1-3)

Readings and research under the direction of a member of the educational research faculty whose interests coincide with those of the student. Prerequisite(s): Permission of instructor.

EDUR 9131

Doctoral Research Methods: 3-0-3

The purpose of this course is for doctoral-level students to gain a firm foundation in educational research prior to enrollment in the more specialized courses in quantitative methods. Students engage in an applied research project that updates their understanding of research procedures (hypothesis generation, sampling theory, instrument construction, measurement concepts and descriptive and inferential statistics). Emphasis is on the "hands-on" application of advanced inquiry skills. Prerequisite(s): EDUR 7130 and EDUR 8131 or equivalent courses.

EDUR 9231

Qualitative Research in Education: 3-0-3

Examines a broad survey of major styles of qualitative/descriptive research, as well as, attention to the major field work techniques and problems associated with conducting qualitative research. Prerequisite(s): EDUR 7130.

EDUR 9232

Advanced Qualitative Research: 3-0-3

An advanced graduate level course in qualitative data analysis for educational research which includes an in-depth treatment of the analytical approaches for each of the major traditions in qualitative research as well as the technologies used to assist in analysis. Prerequisite(s): A minimum grade of "B" in EDUR 9231.

Electrical Engineering (COST)

EENG 5090G

Selected Topics in Electrical Engineering: (1-3)-(0-3)-(1-4)

Students in this course will have the opportunity to study selected topics in Electrical Engineering not currently offered by the program. Graduate students will complete an independent research project which involves a written and oral presentation not required at the undergraduate level. Prerequisite(s): As determined by the instructor.

EENG 5132G

Industrial Electronics: 2-2-3

A coverage of the concepts of power electronics and converters including the use of thyristors, triacs, timers, logic control circuits, optical devices, and sensors. The course also includes laboratory activities in support of instruction. Graduate students will complete an independent research

project which involves a written and oral presentation not required at the undergraduate level. Prerequisite(s): A minimum grade of "C" in EENG 3141 or permission of instructor.

EENG 5242G

Electrical Distribution Systems: 3-2-4

Introduction to conventional power systems is covered including generation, transmission, and distribution with emphasis on power flow and parameters affecting the transfer of energy over the transmission lines. The course also includes laboratory activities in support of instruction. Graduate students will complete an independent research project which involves a written and oral presentation not required at the undergraduate level. Prerequisite(s): A minimum grade of "C" in EENG 3241 or permission of instructor.

EENG 5341G

Robotic Systems Design: 3-2-4

The basic elements of robotics are introduced with emphasis on mobile robots and applications. Topics include coordinate transformations, sensors, path planning, kinematics, effectors, and control. Students will work in teams to design and build increasingly complex robotic systems. The course also includes laboratory activities in support of instruction. Graduate students will complete an independent research project which involves a written and oral presentation not required at the undergraduate level. Prerequisite(s): A minimum grade of "C" in EENG 3141, EENG 3340, and EENG 5431 or EENG 5431G or permission of instructor.

EENG 5342G

Computer Systems Design: 3-2-4

Digital computers with emphasis on design and simulation are covered including instruction set design, processor implementation, pipelining, cache design, memory hierarchy, and input/output. The course also includes laboratory activities in support of instruction. Graduate students will complete an independent research project which involves a written and oral presentation not required at the undergraduate level. Prerequisite(s): A minimum grade of "C" in EENG 3340 or permission of instructor.

EENG 5431G

Control Systems: 2-3-3

Introduction to classical control theory and applications is presented with emphasis on feedback and its properties including the concept of stability, stability margins, and the different tools that can be used to analyze the system properties. Students will develop a working knowledge of the basic elements of linear control techniques. The course also includes laboratory activities in support of instruction. Graduate students will complete an independent research project which involves a written and oral presentation not required at the undergraduate level. Prerequisite(s): A minimum grade of "C" in EENG 3430 or permission of instructor.

EENG 5432G

Programmable Logic Controllers: 2-2-3

Topics covered include sequential programmable logic controllers (PLC's) with emphasis on ladder diagrams, input/output devices, networking, and programming design through advanced functions. The course also includes laboratory activities in support of instruction. Graduate students will complete an independent research project which involves a written and oral presentation not required at the undergraduate level. Prerequisite(s): A minimum grade of "C" in ENGR 2334 or permission of instructor.

EENG 5532G

Wireless Communications: 3-0-3

The concepts and techniques of wireless communication systems are covered in this course including propagation channels, communication link analysis, transceivers, signal processing, and multiple access schemes. Graduate students will complete an independent research project which involves a written and oral presentation not required at the undergraduate level. Prerequisite(s): A minimum grade of "C" in EENG 2230 and EENG 5540 or EENG 5540G or permission of instructor.

EENG 5540G

Communication Systems: 3-2-4

The theory and principles of communication systems are presented in this course. Topics covered include AM and FM modulations, transmission and reception, noise and random processes, pulse modulation, and digital transmission techniques. Laboratory emphasizes modeling and simulation using MATLAB programming. Graduate students will complete an independent research project which involves a written and oral presentation not required at the undergraduate level. Prerequisite(s): A minimum grade of "C" in EENG 3140, ENGR 2341, and MATH 3337 or permission of instructor.

EENG 5541G

Digital Communications: 3-2-4

Theory and applications of digital communications systems are covered. Topics include ASK, FSK, DPSK, QAM, signaling over AWGN, band-limited and fading channels, inter-symbol interference, and error-correction codes. The course also includes laboratory activities in support of instruction. Graduate students will complete an independent research project which involves a written and oral presentation not required at the undergraduate level. Prerequisite(s): A minimum grade of "C" in EENG 5540 or EENG 5540G or permission of instructor.

EENG 5891G

Special Problems in Electrical Engineering: (1-3)-(0-2)-(1-3)

This course provides for specialized study in the area of Electrical Engineering not currently offered by the program. Graduate students will complete an independent research project which involves a written and oral presentation not required at the undergraduate level. Prerequisite(s): As determined by the instructor.

Executive MBA Consortium (COBA)

EMBA 7030

Information Technology Management: 0-0-3

Designed to enable the manager to effectively utilize and manage information technology in the applied business environment. The course focuses on the managerial, not the technical aspects of information management. No prior technical expertise is required. Relevant readings and cases are used to apply the concepts and techniques presented in the course. Prerequisite(s): Admission into the Executive MBA Program and completion of EMBA prerequisites or Director approval.

EMBA 7120

Negotiations: 0-0-2

Negotiations explores formal and informal ways that managers negotiate differences. Treats negotiation with peers, supervisors, subordinates, suppliers, customers, outside agencies, and others as a core managerial process. Examines research and concepts developed in a number of academic fields, and looks closely at personal skills and experiences. Requires intense involvement in negotiation simulation exercises, and thoughtful application of theory and research. Prerequisite(s): Admission into the Executive MBA Program and completion of EMBA prerequisites or Director approval.

EMBA 7130

Financial Reporting and Analysis: 0-0-3

This course focuses on the interpretation of financial statement information for decision making. Topics include understanding the importance of industry context and the firm's own strategic choices in evaluating the financial statement; assessing the quality of financial statement information and recognizing situations where more stringent forensic accounting measures might be appropriate; evaluating profitability and risk; associating subsets of the available analytical tools with the kinds of decisions for which they are most appropriate; and recognizing the effects of GAAP on the input variables of various firm valuation models. Prerequisite(s): Admission into the Executive MBA Program and completion of EMBA prerequisites or Director approval.

EMBA 7132

Legal and Ethical Issues in Business: 0-0-3

A survey of the legal and ethical rules which govern the managerial decision making process, particularly focusing on constitutional "Commerce Clause"

interpretation, contract and agency principles, administrative agency regulations, and evolving ethical issues which influence the application of the law. The course is set in domestic law, but includes operational legal aspects of the international market place. Prerequisite(s): Admission into the Executive MBA Program and completion of EMBA prerequisites or Director approval.

EMBA 7230

Managerial Decision Analysis: 0-0-3

The course will provide a conceptual paradigm for decision makers to construct models and analyze decisions in today's business environment. Quantitative methods will be used to construct models with emphasis placed on representing real world problems and gaining insight and understanding of the decision making process. Specific models developed may include, but are not limited to, statistical fundamentals and probability for decision making, multiple regression and forecasting models. The course will be spreadsheet based. Prerequisite(s): Admission into the Executive MBA Program and completion of EMBA prerequisites or Director approval.

EMBA 7231

Managerial Finance: 0-0-3

A study of financial risk and return, capital budgeting, valuation, capital structure, working capital management and current topics in financial management. Prerequisite(s): Admission into the Executive MBA Program and completion of EMBA prerequisites or Director approval.

EMBA 7232

Management of Operations for Competitive Advantage: 0-0-3

The objectives of this course are to familiarize students with the problems and issues confronting operations managers and to examine the key tools and techniques that have proven applicable to deal with these issues – their objectives, their principles and the requirements for their successful implementation. It examines how distinct business strategies require distinct operational processes and how distinct operational capabilities can enable diverse strategies to achieve competitive advantage. The course focuses on key management attitudes and tools to direct the process of continuous improvement and transformation. Prerequisite(s): Admission into the Executive MBA Program and completion of EMBA prerequisites or Director approval.

EMBA 7233

Financial Modeling: 0-0-3

The focus of this course is on developing spreadsheet models for a wide variety of financial concepts including, but not limited to portfolio optimization, derivatives pricing, financial engineering methods, asset allocation, value at risk, asset prices, etc. Students will gain familiarity with the financial instruments through the construction of the models, and will gain greater insights by analyzing and solving the models. Simulation and optimization may be used to analyze the models. Prerequisite(s): Admission into the Executive MBA Program and completion of EMBA prerequisites or Director approval.

EMBA 7330

Managerial Economics: 0-0-3

Introduces the basic tools of microeconomics and macroeconomics to analyze management decisions and competitive strategies of firms in a market economy. Microeconomic concepts of supply and demand, production, cost, and market structure are combined with macroeconomic issues related to fiscal and monetary policy to form a solid understanding of the relationship between the structure and performance of the business firm and the economic environment in which it operates. Prerequisite(s): Admission into the Executive MBA Program and completion of EMBA prerequisites or Director approval.

EMBA 7420

Leadership, Motivation and Organizational Change: 0-0-2

A study of leadership, motivation and organizational change. Using readings, cases, discussion, and guest speakers, the course explains the importance of leadership, motivation, power, and influence in organizational life. Special emphasis is placed on leadership for change. Also, provides an

overview of the field of organization development (OD) and the management of change in today's organizations. Prerequisite(s): Admission into the Executive MBA Program and completion of EMBA prerequisites or Director approval.

EMBA 7430

Strategic Marketing Management: 0-0-3

A strategy planning approach to marketing management from conception and application perspectives. Focus is on the strategic decision-making process supported by self-analysis and external analysis. Legal, ethical, and international aspects are also considered. Prerequisite(s): Admission into the Executive MBA Program and completion of EMBA prerequisites or Director approval.

EMBA 7431

Corporate Entrepreneurship: 0-0-3

Designed for entrepreneurs, managers, and consultants interested in stimulating and preserving creativity and innovation in established organizations. Topics include the forces affecting the nature and rate of innovation, the advantages and disadvantages of existing organizations in pursuing innovation objectives, and the choices made by managers at different levels in the organization that promote or hinder creativity and its successful exploitation. Prerequisite(s): Admission into the Executive MBA Program and completion of EMBA prerequisites or Director approval.

EMBA 7432

Social Issues in Business: 0-0-3

Overview of the social issues on managerial decision making. Examines the role of the businessperson in modern society. Considers business and society responsibility, pollution, consumerism, micro-lending, and the social responsibilities of multinational corporations. Prerequisite(s): Admission into the Executive MBA Program and completion of EMBA prerequisites or Director approval.

EMBA 7433

Global Business Strategy: 0-0-3

This course focuses on global strategic management and encourages the analysis and development of business strategies within a global environment. Prerequisite(s): Admission into the Executive MBA Program and completion of EMBA prerequisites or Director approval.

EMBA 7630

Introduction to Entrepreneurial Leadership: 0-0-3

First residency interdisciplinary course. Course covers fundamentals of team building and presents the students with various leadership tools and assessments. An introduction to Entrepreneurship is also covered. Prerequisite(s): Admission into the Executive MBA Program and completion of EMBA prerequisites or Director approval.

EMBA 7730

Domestic Business Practicum: 0-0-3

The course is designed to be the capstone for the Executive MBA program. Students will participate in a domestic field study that involves providing consultancy services to local area business. Emphasis will be placed on the creation and development of business plans and due diligence projects. Prerequisite(s): Admission into the Executive MBA Program and completion of EMBA prerequisites or Director approval.

EMBA 7731

International Experience: 0-0-3

The course is designed to be the capstone for the Executive MBA program. Students will participate in a study abroad experience which will investigate how business is conducted outside of the United States, with specific focus on how culture impacts the way people do business. Students will participate in academic lectures, business visits/plant tours and experience culturally significant landmarks in the destination country. Prerequisite(s): Admission into the Executive MBA Program and completion of EMBA prerequisites or Director approval.

English (CLASS)

ENGL 5090G

Selected Topics: 3-0-3

Selected topics in English. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): A minimum grade of "C" in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or ENGL 2232 (not taken as a prerequisite).

ENGL 5131G

British Romantics: 3-0-3

A study of English Romantic poetry and prose, including major works of Blake, Wordsworth, Coleridge, Byron, the Shelleys, Keats, and many recently rediscovered authors of the period. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): A minimum grade of "C" in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or ENGL 2232 (not taken as a prerequisite).

ENGL 5134G

The Age of Exuberance: British Literature 1660-1790: 3-0-3

A study of verse and prose from the Restoration to the Romantic period. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): A minimum grade of "C" in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or ENGL 2232 (not taken as a prerequisite).

ENGL 5135G

Teaching Literature to Middle and Secondary School Students: 3-0-3

A course designed to introduce classroom approaches to literature to middle grades and high school teachers. It will include work with a variety of literary genres and multicultural texts. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): A minimum grade of "C" in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or ENGL 2232 (not taken as a prerequisite).

ENGL 5136G

Medieval British Literature: 700-1450: 3-0-3

This course explores the rich and varied literature of medieval Britain, the region of Europe with the earliest vernacular literary tradition. From the Old English period, students will read heroic and elegaic poetry, as well as the religious poetry and prose written after the Christian conversion of the pagan Germanic tribes. From the Middle English period after the Norman Conquest, students will read some of the earliest dramatic works in English, the powerful writings of female religious mystics, as well as a sampling of romances concerning King Arthur. All works will be read in modernized English. Prerequisite(s): A minimum grade of "C" in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or ENGL 2232 (not taken as a prerequisite).

ENGL 5138G

Poetry and Prose of the English Renaissance: 3-0-3

A study centering on the analysis and interpretation of Renaissance poetry with some involvement in its larger historical context, especially in its relationship with controversy. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): A minimum grade of "C" in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or ENGL 2232 (not taken as a prerequisite).

ENGL 5139G

Victorian Prose and Poetry: 3-0-3

A study of the Victorian Period in England with emphasis on the prose and poetry of major authors. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): A minimum grade of "C" in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or ENGL 2232 (not taken as a prerequisite).

ENGL/AMST 5230G

Colonial American Literature: 3-0-3

A detailed study of the poetry and prose from 1492-1800 by writers, both in America and Europe, who describe and define a distinct American identity by means of an emerging literature and diverse cultural experience. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): A minimum grade of "C" in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or ENGL 2232 (not taken as a prerequisite).

ENGL/AMST 5231G

American Romanticism: 3-0-3

A study of representative authors of the Romantic Period in American literature (1820-1865). This course focuses on the complex social, cultural, and political forces at work in these writings and in the Romantic Movement in general, and especially the influences of the earlier Romantic Period in English literature (1798-1832). This course traces the development of the major literary styles and patterns in American Romanticism, such as the archetype of the American Adam and the myth of the American Dream; the importance of American innovation in literary language and form, especially in the use of frontier dialect; and the contributions to world literature of American literary theorists, such as Poe. Graduate students will be required to do additional work as determined by the instructor. Prerequisite(s): A minimum grade of "C" in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or ENGL 2232 (not taken as a prerequisite).

ENGL/AMST 5233G

American Realism: 3-0-3

A study of prose works of the American Realist period from 1850-1910, including writers such as Twain, Jewett, Chesnut, Gilman, Dreiser, Wharton, James, Crane, and Norris. Attention will be paid to canonical and non-canonical writers of the period, as well as regional and sentimental fiction. Graduate students will be required to do extra work as determined by the instructor. Prerequisite(s): A minimum grade of "C" in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or ENGL 2232 (not taken as a prerequisite).

ENGL/AMST 5234G

Southern Literature: 3-0-3

A survey of the literary achievements of the South from the Colonial period to the present. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): A minimum grade of "C" in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or ENGL 2232 (not taken as a prerequisite).

ENGL/IRSH 5235G

Irish Literature to 1850: 3-0-3

The course examines Irish literature from its beginnings in the Gaelic oral tradition to the Great Famine of the 1840s. Students gain clear understanding of how Ireland's colorful and complex history has yielded exceptional prose, poetry, and drama. Matters considered include Ireland's four mythological cycles; its pseudo-historical invasion narratives; and its hagiographies (accounts of saints' lives). Students also study writings that reflect the four major stages of British colonization: Cambro-Norse, Tudor, Jacobean (or Scots-Irish), and Cromwellian. In addition, they explore literary genres specific to Ireland: *dinnseanchas* (place-lore literature); the *aísling* (nationalist vision literature); the *caoineadh* (bardic lament literature); and the Big House novel, which often has Gothic overtones. The

course exposes participants to other important phenomena, too: the so-called stage Irishman; the peasant archetype; literature of resistance and revolution; and travel writings in the sublime tradition. All texts studied are in English or English translation. Prerequisite(s): A minimum grade of "C" in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or ENGL 2232 (not taken as a prerequisite).

ENGL/IRSH 5236G

Irish Literature since 1850: 3-0-3

Irish Literature since 1850 examines novels, short stories, plays, and poems produced in Ireland since the country's Great Famine. The course explores the Irish Cultural Revival that began in 1884 and lasted until the 1920s. It also considers literature about the revolutionary activity that precipitated the founding of the Irish Free State and Northern Ireland. The course ends by studying literary works that reflect changes in culture and identity caused by Ireland's unprecedented economic boom, which began in the mid-1990s. Students gain knowledge about a range of authors, including James Joyce, William Butler Yeats, Lady Augusta Gregory, George Bernard Shaw, Samuel Beckett, Seamus Heaney, Evan Boland, and others. Prerequisite(s): A minimum grade of "C" in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or ENGL 2232 (not taken as a prerequisite).

ENGL/COML 5330G

World Drama to Romanticism: 3-0-3

A study of representative works of dramatic literature, primarily of the western world, from Aeschylus through Beaumarchais, excluding English drama. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): A minimum grade of "C" in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or ENGL 2232 (not taken as a prerequisite).

ENGL 5331G

British Drama to 1642: 3-0-3

A study of British drama from the Middle Ages through the Renaissance, focusing on historical and cultural contexts of the drama. Students will learn about medieval guilds and the mystery plays they produced, morality plays such as *Everyman*, and interludes and other dramas performed in courtly settings. Much of the course will focus on the vibrant professional theater that developed in sixteenth- and seventeenth-century London. Students will learn about some of Shakespeare's talented contemporaries, not only Marlowe and Jonson but also Webster, Middleton, Ford, and other playwrights whose vigorous and sometimes shocking plays offer a fascinating look at early modern English theater and life. Prerequisite(s): A minimum grade of "C" in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or ENGL 2232 (not taken as a prerequisite).

ENGL 5332G

British Drama since 1660: 3-0-3

A study of British drama from the reopening of the theatres in 1660 to modern times. Students will study important plays from the English Restoration and Neo-Classical period (e.g., Congreve, Dryden, Goldsmith, Sheridan), the Romantic period (e.g., Shelley), the Victorian period (e.g., Wilde, Synge, Shaw), as well as plays from the 20th Century (e.g., Pinter, Beckett, Stoppard). Plays will be studied in their historical and critical contexts. Prerequisite(s): A minimum grade of "C" in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or ENGL 2232 (not taken as a prerequisite).

ENGL 5430G

Contemporary Poetry: 3-0-3

A study of English language poetry written since World War II with an emphasis on major figures and literary movements. Significant attention will be paid to the diversity and multinational character of contemporary English language verse. Graduate students will be given an extra assignment

determined by the instructor that undergraduates will not be required to do. Prerequisite(s): A minimum grade of "C" in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or ENGL 2232 (not taken as a prerequisite).

ENGL 5432G

Twentieth Century British Literature: 3-0-3

A study of major British and Commonwealth poets, novelists, and dramatists against the background of the major social and cultural changes of the twentieth century. Graduate students will be required to do extra work as determined by the instructor. Prerequisite(s): A minimum grade of "C" in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or ENGL 2232 (not taken as a prerequisite).

ENGL 5434G

Milton: 3-0-3

A study of one of the greatest and most exciting of all English poets, based on close study of his work and exploration of the religious and historical circumstances of its time. We will read all of "Paradise Lost", a wide selection of Milton's other poetry, and some of the most important of his prose works. May be used to fulfill the single author requirement. Prerequisite(s): A minimum grade of "C" in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or ENGL 2232 (not taken as a prerequisite).

ENGL 5438G

Modern Poetry to 1945: 3-0-3

A study of British, Irish, and American poets and poetry since 1900, emphasis being placed on the more influential, such as Yeats, Pound, Frost, Eliot, and Stevens. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): A minimum grade of "C" in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or ENGL 2232 (not taken as a prerequisite).

ENGL/COML/RELS 5530G

The Bible as Literature: 3-0-3

A study of the literary dimension of the English Bible. Major emphasis is upon the literary themes, types, personalities, and incidents of the Old and New Testaments. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): A minimum grade of "C" in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or ENGL 2232 (not taken as a prerequisite).

ENGL 5534G

Literature for Adolescents: 3-0-3

A study of literature, primarily (but not exclusively) narrative, on the subject of adolescence, with emphasis on analyzing and evaluating contemporary literature written especially for or about adolescents. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): A minimum grade of "C" in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or ENGL 2232 (not taken as a prerequisite).

ENGL 5535G

Children's Literature: 3-0-3

A study of literature written for or read by children with a focus on British and American classics. Students will read and write critical analyses of these works with special attention to the history of childhood. Authors studied may include the Brothers Grimm, Lewis Carroll, Louisa May Alcott, Mark Twain, Kenneth Grahame, Frances Hodgson Burnett, and others. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): A minimum grade of "C" in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or

ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or ENGL 2232 (not taken as a prerequisite).

ENGL/COML 5536G

Post-Colonial Literature: 3-0-3

Examines and evaluates the diverse "common-wealth" of post-colonial Anglophone literature written by authors from countries that were formerly part of the British Empire: Africa, Australia, Canada, the Indian sub-continent, Ireland, New Zealand, Southeast Asia, and the West Indies. Highlights the use of a variety of reading and critical strategies to analyze the formal and linguistic complexities and innovations of this literature. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): A minimum grade of "C" in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or ENGL 2232 (not taken as a prerequisite).

ENGL 5538G

World Fiction since 1900: 3-0-3

A study of some of the major works of fiction written by American, British, and World authors since 1900. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): A minimum grade of "C" in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or ENGL 2232 (not taken as a prerequisite).

ENGL/AAST/WGST 5539G

Literature by Women: 3-0-3

A study of classic, contemporary, and experimental writing by women in all genres, with special emphasis on the polemical and theoretical bases of and critical approaches to such texts. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): A minimum grade of "C" in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or ENGL 2232 (not taken as a prerequisite).

ENGL 6232

Seminar in African-American Literature: 3-0-3

A study of images, issues, and themes in African-American literature through an examination of works by such writers as Douglass, Washington, Chestnut, Hughes, Wright, Baldwin, and Morrison.

ENGL 6630

Seminar in Medieval Literature: 3-0-3

A study of the major authors, genres and literary influences of the English Middle Ages with an emphasis on Chaucer and the fourteenth century.

ENGL 6631

Shakespeare Seminar: 3-0-3

A close examination of several of Shakespeare's "problem" plays.

ENGL 6632

Seminar in Literature of the English Renaissance: 3-0-3

A study in the major writers of the English Renaissance, including such figures as Sidney, Spenser, Herbert, Donne, and Browne. Lesser authors may be incorporated for their historical significance in the development of modern English prose and poetry.

ENGL 6633

Seminar in Restoration and Eighteen Century British Literature: 3-0-3

An in-depth study of major works and documents from the period. Specific topics and texts may vary.

ENGL 6634/6634S

Seminar in Major Authors: 3-0-3

An intensive study of the life (lives) and works of one to three major authors.

ENGL/WGST 6635**Women's and Gender Issues: 3-0-3**

A study of women's and gender issues and concerns in the context of important works of literature.

ENGL 6637**Criticism and Theory: 3-0-3**

A study of the great tradition of literary critics, from Plato to the present, and the contemporary critical approaches and theory they shape today.

ENGL 7111**Seminar in College English: 1-0-1**

A study of strategies and techniques for developing rhetorical skills in College English. Required of graduate assistants in English and open to other graduate students in English.

ENGL 7121**Methods of Research: 2-0-2**

The seminar provides an in-depth understanding of the bibliographic, research, and critical skills required to do advanced scholarship in literary studies.

ENGL 7630**Seminar in World and Comparative Literature: 3-0-3**

Research and discussion of a topic in a specific period of world literature or comparative literature.

ENGL 7631**Seminar in the British Novel: 3-0-3**

A study of important developments or themes of the British Novel.

ENGL 7632**Seminar in the American Novel: 3-0-3**

A survey of the novel in America from the eighteenth to the twentieth centuries.

ENGL 7633/7633S**Seminar in Nineteenth Century British Literature: 3-0-3**

A study of prose and poetry of the nineteenth century, focusing on either Victorian or Romantic authors.

ENGL 7634**Seminar in Twentieth-Century British Literature: 3-0-3**

A study of British prose, poetry, or drama of the twentieth century, with emphasis and works to be chosen by the instructor.

ENGL 7635**Seminar in Nineteenth Century American Literature: 3-0-3**

A study of major authors and documents of the nineteenth century, focusing on either Romantic or Realist authors.

ENGL 7637**Seminar in Twentieth Century American Literature: 3-0-3**

A study of American prose, poetry or drama of the twentieth century, with emphasis chosen by the instructor.

ENGL 7638**Seminar in Twentieth Century Poetry: 3-0-3**

A study of British and American poets of the twentieth century, with emphasis on major authors of either the Modern or Contemporary periods.

ENGL 7639**Seminar in Selected Topics: 3-0-3**

Selected topics in English.

ENGL 7999**Thesis: (1-9)-0-(1-9)****Environmental Health Sciences (COPH)****ENVH 7090****Selected Topics in Environmental Health Sciences: (1-3)-0-(1-3)**

Allows the student the opportunity to receive specialized and/or focused instruction in an environmental health topic not generally offered by the department. Prerequisite(s): Permission of instructor.

ENVH 7231**Air Quality: 3-0-3**

Introduces students to chemical, physical, and biological principles of air quality, as well as potential sources of contamination and the resulting effects. The course will also introduce environmental policies pertinent to air issues along with current remediation strategies to ameliorate pollution.

ENVH 7232**Water Quality: 3-0-3**

Introduces students to chemical, physical, and biological principles of water quality, as well as potential sources of contamination and the resulting effects. The course will also introduce environmental policies pertinent to water issues along with current treatment and remediation strategies to ameliorate pollution.

ENVH 7233**Environmental Exposure and Impact Assessment: 3-0-3**

This course introduces students to appropriate design, implementation, and analysis of primary environmental exposures. Specific topics covered include designing risk profiles, analyzing field exposures of toxins, development of impact assessments, and evaluating dose-response relationships.

ENVH 7234**Environmental Toxicology: 3-0-3**

Introduces students to concepts associated with the lethal and sub-lethal effects of environmental and occupational stressors on humans and other living organisms.

ENVH 7235**Field Methods in Environmental Health: 3-0-3**

This course introduces students to an overview of current and accepted standards of environmental and occupational exposure monitoring. Also examines the field methodology related to sample collection for water and air quality monitoring.

ENVH 7236**Spatial Analysis for Environmental Health Sciences: 3-0-3**

Introduces students to concepts and methods of spatial analysis related to environmental health problems and public health planning. Students will also employ basic concepts of mapping through the use of applicable Geographic Information Systems software.

ENVH 7237**Risk Assessment and Communication: 3-0-3**

Introduces students to the qualitative and quantitative skills necessary to evaluate the probability of injury, disease, or death in the general population from exposure to environmental contaminants. Hazard identification, exposure assessment, dose-response evaluation, and risk characterization are highlighted. Risk communication includes developing practical skills in assessing health concerns and explaining potential health risks or risk management to the general public.

ENVH 7238**Environment, Ethics and Equity: 3-0-3**

Introduces students to theory, concepts and methods of ethics and equity related to one's location. Topics to be addressed include environmental

justice, public health ethics, impacts on equity and disparities. Students will also employ basic concepts of spatial analysis through the use of applicable Geographic Information Systems (GIS) software.

ENVH 7890

Directed Individual Study: (1-3)-0-(1-3)

Provides the student with an opportunity to investigate an area of interest under the direction of a faculty mentor. Prerequisite(s): Permission of instructor.

Epidemiology (COPH)

EPID 7090

Selected Topics in Epidemiology: (1-3)-0-(1-3)

Allows the student the opportunity to receive specialized and/or focused instruction in an epidemiology topic not generally offered by the department. Prerequisite(s): Permission of instructor.

EPID 7131

Epidemiology of Chronic Disease: 3-0-3

This course is designed to introduce the student to the ever-expanding area of chronic disease epidemiology. Students will be introduced to the current status of chronic disease and control programs, methods used in chronic disease surveillance, intervention methods, and modifiable risk factors. Some of the major chronic diseases such as cancer, cardiovascular disease, chronic lung disease, diabetes and arthritis will be discussed in detail. Prerequisite(s): A minimum grade of "B" in PUBH 6533 or permission of instructor.

EPID 7133

Epidemiologic Research Methods I: 3-0-3

This course will focus on epidemiologic methods - primarily methods used in observational studies using existing data, cohort studies, case-control studies and randomized controlled trials. With respect to cohort studies, topics covered include cohort identification, ascertainment of exposure status, follow-up of cohort members, measuring outcomes, sources of bias and interpretational issues. Case-control topics include issues around defining cases and controls, control of confounding, and sources of bias/systematic error. Topics around randomized trials include randomization procedures, defining and assembling treatment/intervention arms, selecting study subjects and approaches to data collection. Other topics covered in this course include surveillance and ecologic studies. Pros and cons of all study designs will be discussed, in part through readings of published papers. Fundamentals of data analysis will also be addressed, but a detailed discussion of that material will be covered in EPID 7134. Prerequisite(s): A minimum grade of "B" in PUBH 6541.

EPID 7134

Epidemiologic Research Methods II: 3-0-3

This course provides instruction and hands-on experience in the analysis and interpretation of data from epidemiologic studies. Topics to be covered include epidemiology research questions that can be addressed by case-control and cohort studies, the rationale underlying the major techniques used to analyze data from case-control and cohort studies, the conditions under which these methods are appropriate and their relative advantages and disadvantages. Attention will be given to how interactions, confounders and nonlinear relationships among variables can be addressed along with interpretation of statistical software output from epidemiologic studies employing these designs and analytical methods. Prerequisite(s): A minimum grade of "B" in EPID 7133 or permission of instructor.

EPID 7135

Epidemiology of Infectious Disease: 3-0-3

This course is designed to provide students with an overview of the principles and practices of infectious diseases epidemiology with focus on how the presence and control of communicable diseases effects public health locally, nationally and internationally. Topics to be covered include: 1) general principles of infectious diseases epidemiology, including outbreak investigation, surveillance, analysis of infectious diseases data, and laboratory testing of specimens; 2) major modes of infectious disease transmission, including airborne, food and water, zoonotic, insect vector,

blood, and sexual transmission; 3) different control strategies for infectious diseases, including infection control, antimicrobial management, immunization, risk factor modification, and screening; 4) the practical application of epidemiologic tools for the understanding and control of infectious diseases. Prerequisite(s): A minimum grade of "B" in PUBH 6541 and PUBH 6533 or permission of instructor.

EPID 7230

Social Epidemiology and Health Equity: 3-0-3

This course will focus on understanding the social determinants of health. The course will provide an analysis of major social variables that affect population health: poverty, social class, gender, race, family, community, work, behavioral risks, and coping resources. Readings and discussion center on understanding the theories, measurement and empirical evidence related to specific social conditions and experiences such as socioeconomic position, discrimination, social networks and support, work conditions, ecological level neighborhood and community social conditions, and social and economic policies. Biological and psychological mechanisms by which social conditions influence health will be discussed. Methods are introduced to operationalize each construct for the purposes of empirical application in epidemiologic research. Prerequisite(s): A minimum grade of "B" in PUBH 6533 or permission of instructor.

EPID 7233

Public Health Surveillance: 3-0-3

This course will provide students with a strong foundation in public health surveillance of both health conditions and risk factors. The course will teach the theory and practice of surveillance supported by many examples of surveillance systems from the developed and developing world. The class will build on and reinforce basic epidemiologic concepts. Students will be given the opportunity to design and evaluate a surveillance system. Prerequisite(s): A minimum grade of "B" in PUBH 6533 or permission of instructor.

EPID 7890

Directed Individual Study: (1-3)-0-(1-3)

Provides the student with an opportunity to investigate an area of interest under the direction of a faculty mentor. Prerequisite(s): Permission of instructor.

Early Childhood Middle Grades-Secondary Education (COE)

ESED 5233G

Applied Linguistics: ESOL: 3-0-3

An in-depth study of the major theories of first and second language acquisition and their implications for instruction. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

ESED 5234G

Cultural Issues: ESOL: 3-0-3

The principles of culture and its link to second language learning, as well as, problems of teaching in a multicultural classroom. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

ESED 5235G

Methods for ESOL: 3-1-3

An introduction to current second language acquisition theory and its application to curriculum development and instructional strategies. Participants in this course will design curriculum and learning activities that facilitate the use of English as a Second Language in listening, speaking, reading, and writing. In addition, participants will learn how to develop strategies for integrating school, neighborhood, and home resources to further the education ESOL students. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): A minimum grade of "C" in ESED 5233G, ESED 5234G, and admission to Teacher Education Program or hold a valid teaching certification.

ESED 5799G**Student Teaching in P-12 Education: 0-40-9**

Student Teaching is a period of guided teaching during which the student, under the direction of a cooperating teacher, takes increasing responsibility for leading the school experiences of a given group of learners over a period of consecutive weeks and engages more or less directly in many of the activities which constitute the wide range of a teacher's assigned responsibilities. Prerequisite(s): Completion of teaching field, professional education courses, and admission to the Student Teaching Program.

ESED 6799**Supervised Internship: 0-40-9**

A fifteen-week supervised teaching experience in the specific teaching field and grade levels for which one is being certified. Candidates seeking initial certification in middle grades or in one of the secondary or P-12 teaching fields will complete the supervised internship for initial certification. Emphasis is placed on instructional planning, methodology, classroom management, and assessment of student learning. Prerequisite(s): Completion of teaching field and professional education courses, a supervised practicum in one's teaching field, and admission to the Supervised Internship.

ESED 7090**Special Topics: 3-0-3**

Promotes specialized training appropriate to the needs of inservice teachers. Attention will be given to a range of specific problems as they relate to the P-12 teaching fields. Prerequisite(s): Permission of the advisor, instructor, and department chair.

ESED 7131**Enhancing Student Performance: 3-0-3**

The course will emphasize strategies for selecting and adapting curriculum, instruction, resources, and assessments in order to maximize learning. The course will provide educators with ways to identify, analyze, and use results from multiple performance assessments to plan instruction aimed at enhancing and demonstrating learning. Prerequisite(s): Candidates in the MAT Middle Grades and Secondary Education must have completed SCED 6131 or MGED 6131 with a minimum grade of "C".

ESED 7132**Framework for Teaching: 3-0-3**

A study of teaching and learning strategies associated with effective teaching practices. Emphasis is placed upon the relationships that exist between student development, instructional practices, educational environments, continuous reflection and assessment, learning communities, and dispositions of the profession.

ESED 7133**Trends, Issues, and Research in Education: 3-0-3**

Designed to help practitioners develop critical frameworks for designing and evaluating educational practices and programs within the context of current trends and issues in education. Emphasis is placed on specific research findings and their application to practice, in addition to the development of analytical and communicative skills needed to improve teaching and learning. Candidates will formulate their own professional goals that will culminate with the presentation of a professional portfolio at the end of the program.

ESED 7231**Foreign Language Curriculum: 3-0-3**

A study of the various trends and issues in foreign language curriculum development. Emphasis will be placed on the goals and philosophies of foreign language education, the implementation of these goals through the use of appropriate materials and activities and the evaluation of student progress toward those goals using a variety of evaluative instruments. Prerequisite(s): Admission to Teacher Education Program or hold a valid teaching certificate.

ESED 7232**Foreign Language Methods: 3-1-3**

A study of the historical, theoretical and practical dimensions of materials and methodology in second language education. The overall objective of this course is to help each student develop a repertoire of effective teaching techniques and materials as well as acquire the necessary theoretical foundation on which to expand that repertoire. A field-based component is included. Prerequisite(s): Admission to Teacher Education Program or hold a valid teaching certificate.

ESED 8130**Research on Current Trends and Issues: 3-0-3**

This course provides candidates the opportunity for in-depth exploration and reflection of current trends, issues and research of effective teaching and learning. Emphasis is placed on the topics of reform/renewal and the moral dimensions of teaching and learning. Candidates will identify researchable topics, examine and synthesize quantitative and qualitative research related to such topics and write a first draft of a literature review. Prerequisite(s): Admission into the Ed. S. Program.

ESED 8131**Teacher Leadership: 3-0-3**

This course is an action-oriented experience that explores the multiple aspects of the teacher as a leader. Teachers will discover their own leadership potential as they delve into the characteristics of leadership, adult development, the school culture, interpersonal and technical skills, and tasks and functions of leadership. Examination and application of processes, systems, strategies, and leadership to achieve results in classroom, building, and larger educational arenas. A goal is to develop a working knowledge of characteristics of successful organizational systems, core values, and educational concepts that ensure continual improvement of teaching and leadership methods. Prerequisite(s): Prior or concurrent enrollment with a minimum grade of "C" in ESED 8130.

ESED 8132**Curriculum and Instruction: 3-0-3**

This course is designed to provide the experienced teacher and graduate candidate with an opportunity to examine and explore current trends and issues in curriculum and instruction and the impact of these trends and issues on student learning outcomes. A focus is on the critical evaluation of traditional and non-traditional curriculums, the influence of professional standards on curriculum across content areas, and the development of effective instructional practices to enhance academic achievement for all students. Prerequisite(s): Prior or concurrent enrollment with a minimum grade of "C" in ESED 8130.

ESED 8537**Trends: Math/Science/Computer Education: 3-0-3**

Current trends and issues in teaching mathematics, science, and computing technology in the schools. Emphasis is placed on research findings, recommendations of professional organizations and effective practices that connect the teaching of mathematics and science, supported by computing technology.

ESED 8538**Applications: Math/Science Education: 3-0-3**

Addresses the integration of mathematics and science in the classroom and serves to correlate knowledge from science and mathematics courses with practical applications in local industries. Topics focus on applications of mathematics in science contexts, while emphasizing the relevance of mathematics and science to every day life.

ESED 8539**Computer Technology in Math/Science Education: 3-0-3**

Applications of computing technologies such as graphics calculators, computers and the Internet in the classroom. Emphasis is placed on integrating these technologies into the teaching of school mathematics and science.

ESED 8839**Seminar and Field Study: 2-1-3**

Students will initiate, complete and present an acceptable field-based research study, developed and approved in EDUR 8434. This course will

focus on collecting, organizing and analyzing data, as well as composing a formal research paper based on the research study. The course culminates with an oral presentation of the study. Seminars will be held that focus on current trends, issues, and research in one's teaching field and certification level. Prerequisite(s): EDUR 8131, EDUR 8434, ESED 8130, ESED 8132, and ITEC 8231.

ESED 8890

Directed Individual Study: 0-(1-3)-(1-3)

The candidate, under the direction of the instructor, will identify and study a topic applicable to one's teaching field. Prerequisite(s): Approval of advisor, instructor and department chair.

ESED 9131

Inquiry and Development of Educational Practice: 3-0-3

This course is designed to provide the doctoral candidates with a critical understanding of the diversity of roles of professionals in education. This course will focus on exploring the dimensions of inquiry as it supports, enhances, and strengthens the development of educational practice in a variety of settings. Doctoral candidates will develop the skills and competencies in the research and design of grant and presentation proposals, as well as in the reflective analysis of teaching and professional growth. Course will include a field component. Prerequisite(s): Ed.D. admission.

ESED 9132

Critical Analysis of Schools and Educational Practices: 3-0-3

Doctoral candidates will engage in critical examination of a variety of current schooling issues, reform efforts, and educational practices and analyze the implications for research and practice in teaching and learning. From this examination and analysis candidates will develop strategies for planning, implementing, and sustaining school change related to a specific schooling issue or practice. A field component is included. Prerequisite(s): Ed.D. admission.

ESED 9231

The Teacher Educator: 3-0-3

This course is designed for the doctoral candidate who aspires to be a teacher educator at a college or university. A main focus is the role of the teacher educator and expectations for teaching, scholarship, and service. Candidates will apply knowledge and skill from the course in developing a syllabus and course materials for a teacher preparation course and they will develop a professional portfolio. Prerequisite(s): Ed.D. admission.

ESED 9232

Supervision of Teachers: 3-0-3

This course is a combination of theory and practice and is designed to prepare students who have prior teaching experiences to use principles of supervision to help improve classroom performance and to create better learning communities. Participants will examine supervisory theories, research, and practice to develop knowledge, skills, and supervisory styles. An integration of related literature regarding conferencing and evaluation, curriculum development, lesson planning, effective teaching, effective schools, collaborating, program expectations, and adult learners will be included. This course is paired with the Internship in Teacher Education course. Doctoral candidates will work with at least one or more supervisees concurrently and contribute their supervisory experiences in ongoing class discussions and reflections in the semester. Prerequisite(s): Ed.D. admission. Prerequisite(s): ESED 9799.

ESED 9233

The Scholarship of Teaching and Learning: 3-0-3

This course helps candidates to reconceptualize teaching as a form of inquiry. It challenges candidates to bring to teaching and learning contexts the kinds of inquiry and engagement that are traditionally reserved for scholarship. Thus, candidates engage in questioning, designing, investigating, and analyzing issues related to teaching and learning while being responsive to changing demographics, content, technologies, national priorities, and global connections. Prerequisite(s): Ed.D. admission.

ESED 9631

Advanced Seminar in Teaching and Learning: 3-0-3

This seminar explores enduring and contemporary topics in the field of education through analytical and critical lenses. Such lenses enable candidates to unravel the philosophical, ethical, and political assumptions that undergird educational practices and facilitate reflection and action (praxis) on the part of candidates. Prerequisite(s): Ed.D. admission.

ESED 9799

Internship in Teacher Education: 3-0-3

The internship is a supervised teaching experience in a face-to-face or online higher education classroom. Supervision of student teachers and/or methods students may be included. Emphasis is placed on pedagogy for adult learners, modeling of best practices, and systematic student evaluation. Prerequisite(s): Ed.D. admission. Prerequisite(s): ESED 9232.

School Psychology (COE)

ESPY 7090

Selected Topics in School Psychology: (1-6)-0-(1-6)

Participants are introduced to topics in school psychology that will be useful in their practice as school psychologists. This course is designed to meet the special needs of pre-service or in-service school psychologists. Some topics might include assessment, intervention, consultation or evaluation/research in school psychology. Prerequisite(s): Permission of instructor.

ESPY 7130

Professional School Psychology: 3-0-3

A study will be made of the development of school psychology and its present status and trends. The professional responsibilities of the school psychologist will be explored in the context of social, legal and ethical issues that affect practice. Prerequisite(s): Admission to School Psychology program or permission of instructor.

ESPY 7131

Behavioral Interventions: 3-4-3

Prepares school psychologists, counselors and classroom consultants to manage children with moderate to severe conduct problems so that they can profit from classroom instruction. Includes symptoms, diagnosis, treatment and management of children with conduct disorders that hamper learning. Prerequisite(s): Admission to School Psychology program or permission of instructor.

ESPY 7132

Classroom-based Performance and Psychometrics: 3-0-3

This course is designed to develop a basic understanding of comprehensive psychoeducational assessment procedures for children with learning or behavioral problems. The focus is basic multi-factor assessment design and psychometrics. Training in multi-factored assessment skills, particularly as they relate to classroom performance, observation, interviewing skills, oral language tests, and achievement tests. Prerequisite(s): Admission to the School Psychology program.

ESPY 7133

Implications of Child Psychopathology in Schools: 3-0-3

This course is designed to provide graduate students with knowledge of childhood psychopathology and its implications in educational settings. Students will become aware of various mental health disorders in childhood and learn about a range of behaviors that differ from accepted social standards within our cultural institutions. Discussion will focus on the diagnostic criteria of various childhood mental health disorders and implications of childhood psychopathology for schools.

ESPY 7230

Developmental Diagnosis in Early Childhood: 3-0-3

This course prepares school psychologists, counselors, social workers, special education personnel, and classroom teachers and consultants to develop awareness of theoretical foundations, research and practice relevant to the development of children birth through twenty-one. Developmental diagnosis in early childhood is the focus, incorporating physical, cognitive, language, social-emotional, and adaptive development areas. Also included is discussion of symptoms, diagnosis, early intervention and treatment,

IDEIA disability categories and eligibility, and management of children at-risk. Prerequisite(s): EDUF 8136, PSYC 7331, COUN 7338 or equivalent background.

ESPY 8130

Curriculum-based Assessment and Response-to-Intervention: 3-0-3

This course is designed to provide knowledge and skills in Curriculum Based Assessment (CBA), specific Curriculum Based Measures (CBM), problem-solving assessment, and response to intervention (RTI), as it relates to academic achievement. Specifically, the course will enable candidates to engage in early identification, determining the magnitude of deficits when they are present, develop academic goals and intervention plans, and monitor student progress toward academic goals. Prerequisite(s): A minimum grade of "B" in EDUC 7132 and admission to the School Psychology program.

ESPY 8131

Individual Intellectual Assessment: 3-0-3

This course is designed for students majoring in School Psychology. It provides intensive experience in the administration, scoring, and score-based interpretation of individual psychological tests for educational purposes. Prerequisite(s): A minimum grade of "B" in ESPY 7132 and admission to the School Psychology program.

ESPY 8132

Addressing Diversity in School-based Conceptualization: 3-0-3

This course builds on knowledge and skills in intellectual assessment that school psychology students gained in ESPY 8131. It provides experience in integrating all assessment data, interpreting test data, conceptualizing, and report writing. The focus of the course is to provide graduate students with a foundation of knowledge, awareness, and skills in multicultural issues related to school-based conceptualization. The course will cover theories, research, and practices associated with school-based conceptualization utilizing multicultural competence with emphases on within-group differences and the intersections of race, ethnicity, gender, religion, sexuality, social class, and disability/exceptionality. Prerequisite(s): A minimum grade of "B" in ESPY 8131 and admission to the School Psychology program.

ESPY 8133

Personality and Behavioral Assessment in the Schools: 3-0-3

This course provides school psychology students with extensive experience in administering, scoring, and interpreting personality and behavioral assessment measures. School psychology students will also learn to conduct a clinical interview and integrate information from various assessment sources to write an integrated report. Prerequisite(s): A minimum grade of "B" in ESPY 7132.

ESPY 8135

Crisis Intervention and Prevention: 3-0-3

The course investigates exemplary crisis intervention and prevention programs that promote the mental health and physical well-being of ALL individuals (schools and communities). This course also examines the history and development of crisis intervention. A focus will be developing skills and knowledge required to effectively intervene and assist children, adults, and families (including teachers and administrators in schools) during periods of crisis. The course will highlight the importance of prevention in decreasing the number and severity of crisis situations. Criteria for determining empirically validated programs are discussed. Prerequisite(s): A minimum grade of "B" in COUN 7332 or PSYC 7333.

ESPY 8230

Consulting in Educational Settings: 3-4-3

Presents theories and develops skills needed to assist adults working with children at risk and with special needs in both rural and urban educational settings. Intervention during crises affecting children in schools will be

presented. Prerequisite(s): Admission to Ed.S. in School Psychology program or permission of instructor.

ESPY 8631

Seminar in School Psychology: 3-0-3

Provides a review of professional competency issues, legal/ethical issues, practice guidelines and practice applications for students entering the School Psychology Internship. Prerequisite(s): Permission of instructor. Repeatable for credit up to 6 hours.

ESPY 8737

Practicum in School Psychology: 3-8-3

Experience with school children having learning problems will be provided. Complete child studies will be made and students will develop competence in working with children, teachers, educational specialists and parents under supervision. Prerequisite(s): Prior or concurrent enrollment with a minimum grade of "B" in ESPY 8133 or permission of instructor and proof of professional liability insurance.

ESPY 8738

School Psychology Internship I: 0-40-3

Supervised field experience to provide the comprehensive range of experiences in the professional role of school psychologists. Experiences will be individually planned to include assessment, direct interventions, indirect interventions and evaluation/research. Prerequisite(s): ESPY 8737, admission to Ed.S. in School Psychology, and proof of professional liability insurance.

ESPY 8739

School Psychology Internship II: 0-40-3

Supervised field experience to provide the comprehensive range of experiences in the professional role of school psychologists. Experiences will be individually planned to include assessment, direct interventions, indirect interventions and evaluation/research. Prerequisite(s): ESPY 8738, admission to Ed.S. in School Psychology, and proof of professional liability insurance.

ESPY 8839

Action Research in School Psychology: 0-3-3

Students will apply their knowledge of research skills by preparing and completing a research project related to a practical problem in school psychology or student services. Ethical and legal guidelines as appropriate for the project are to be followed. Format decisions will be made in consultation with appropriate faculty member. Prerequisite(s): EDUR 8434. Repeatable for credit up to 9 hours.

ESPY 8890

Directed Individual Study: (1-6)-0-(1-6)

This course permits specialization beyond regular course content through in-depth study of individually selected topics of interest and importance in school psychology or student services. The study will be directed by the instructor. Prerequisite(s): Permission of advisor.

Finance (COBA)

FINC 6230

Fundamentals of Corporate Finance: 3-0-3

A study of the fundamental concepts, theories, tools of analysis and current problems of managerial finance in business. Prerequisite(s): ACCT 6130 and graduate standing, or permission of the COBA Director of Graduate Studies for non-MBA students.

FINC 7231

Financial Problems: 3-0-3

A study of financial risk and return, capital budgeting, valuation, capital structure, working capital management and current topics in financial management. Prerequisite(s): Graduate standing and completion of MBA prerequisites, or permission of the COBA Director of Graduate Studies for non-MBA students.

FINC 7232**Global Finance: 3-0-3**

A study of the financial markets and institutions that make international trade and capital flows possible. The course provides a framework within which the key financial decisions of the multinational firm can be analyzed. Prerequisite(s): Graduate standing and the completion of the MBA prerequisites, or permission of the COBA Director of Graduate Studies for non-MBA students.

FINC 7233**Investment Management: 3-0-3**

A survey of domestic financial markets. Topics covered include interest rates, stocks, bonds, derivative securities, retirement issues, and mutual funds. Prerequisite(s): Graduate standing and the completion of the MBA prerequisites, or permission of the COBA Director of Graduate Studies for non-MBA students.

FINC 7334**Corporate Financial Theory: 3-0-3**

This course is an intensive review of modern financial theory as it applies to corporate finance, to include capital structure, dividend policy, mergers and acquisitions, taxation, cash flow, financial distress, and financial risk management. The course will introduce students to both the classical theories and the current trends in corporate finance.

Foreign Languages (CLASS)**FORL 6431****Foreign Language Methods P-5: 3-0-3**

Includes the study of the historical, theoretical, and practical dimensions of materials and methodology in foreign language education. Through lectures, discussions, and class activities, students will become familiar with the theory and practice of teaching foreign languages at the P-5 level. These activities include the reading and discussion of text materials, development of lesson plans, evaluation of materials, in-class demonstrations of teaching techniques, and appropriate field experiences. Prerequisite(s): Successful completion of the Praxis II and acceptance into MAT program.

FORL 6432**Foreign Languages Methods 6-12: 3-0-3**

Includes the study of the historical, theoretical, and practical dimensions of materials and methodology in foreign language education. Through lectures, discussions, and class activities, students will become familiar with the theory and practice of teaching foreign languages at the 6-12 level. These activities include the reading and discussion of text materials, development of lesson plans, evaluation of materials, in-class demonstrations of teaching techniques, and appropriate field experiences. Prerequisite(s): Successful completion of the Praxis II and acceptance into MAT program.

FORL 6433**Practicum in Foreign Languages: 3-0-3**

Provides field experience opportunities for students pursuing the MAT, with content areas in a foreign language to relate principles and theories to actual practice in diverse educational settings. Prerequisite(s): Successful completion of the Praxis II and acceptance into MAT program.

Curriculum Theory (COE)**FRCT 7130****Curriculum Theory and Design: 3-0-3**

A comprehensive overview of the field of curriculum designed to develop the theoretical knowledge competencies and strategies needed by teachers and other curriculum developers at all levels of education to participate in the curriculum change process.

Early Childhood (COE)**FREC 7232****Children's Literature: 3-0-3**

Designed for the graduate student who has some knowledge of children's literature. Attempts to update the student's knowledge of children's literature in the classroom and media center.

French (CLASS)**FREN 7030****Selected Topics in French: 3-0-3**

A study of a topic in French literature, culture, society, thought, or language not included in regular offerings. Conducted in French.

FREN 7091**Seminar in French: 3-0-3**

Topics to be selected by the instructor. Conducted in French.

FREN 7130**Second Language Acquisition in French: 3-0-3**

A study of problems of second language acquisition in French from the standpoint of a program centered on the teaching of communicative skills for use in authentic contexts. Theoretical and historical background as well as hands-on activities. Conducted in French.

FREN 7131**French Phonetics: 3-0-3**

Contrastive analysis of the French and English sound systems and extensive practice to help students refine their pronunciation; familiarization with various French accents. Conducted in French.

FREN 7132**Advanced Grammar: 3-0-3**

Intensive review and in-depth study of the major grammatical structures of the French language with a special emphasis on their nuances. Extensive oral and written practice, translation from French into English and English into French, and compositions. Conducted in French.

FREN 7230**Survey of French Literature: 3-0-3**

Introduction to masterpieces of French literature from the Middle Ages to the present. Continued development of all five language competencies (listening, speaking, reading, writing, and culture), with special emphasis on French literary texts and their context. Conducted in French.

FREN 7231**Development of Theatre: 3-0-3**

A study of French theatre from the late Middle Ages to the present. Course texts include plays representing various periods and movements. Conducted in French.

FREN 7232**Development of the Novel: 3-0-3**

A study of the French novel from the late Middle Ages to the present. Course texts include novels representing various periods and movements. Conducted in French.

FREN 7233**French Poetry: 3-0-3**

A study of French poetry by major movements, from the late Middle Ages to the present, with an emphasis on reading strategies and poetic techniques and interpretation. Oral reports and discussions. Written analyses (explication de texte). Conducted in French.

FREN 7234**Short Prose Fiction: 3-0-3**

An in-depth study of the genre of the short story focusing on its roots in the oral tradition, its rise in nineteenth-century France, and its contemporary practice in France and francophone countries. Conducted in French.

FREN 7330**Contemporary France: 3-0-3**

An in-depth study of present-day France, including its institutions, daily life, current events, and its place in Europe and on the international scene. Extensive use of authentic materials (newspapers, magazines, TV and radio materials, and the Internet). Conducted in French.

FREN 7530**French for Business: 3-0-3**

Preparation for the use of French in business including detailed units on banking, advertising, marketing and economics. Course reflects the requirements for the Paris Chamber of Commerce and Industry Certificate in Business French. Conducted in French.

FREN 7890**Directed Study in French: (1-3)-0-(1-3)**

Independent study under faculty supervision.

Educational Research (COE)**FRER 7130****Educational Research: 3-0-3**

A comprehensive overview of topics related to research as it is applied to educational settings. Emphasis is placed upon methods of quantitative and qualitative research, especially in regard to applied and basic research in education.

Instructional Technology (COE)**FRIT 7090****Selected Topics in Instructional Technology: (1-3)-0-(1-3)**

Promotes specialized training in new and/or emerging instructional technologies/methodologies or topics appropriate to the needs of in-service personnel. Attention will be given to a range of specific needs as they reach special significance in local school systems.

FRIT 7132**Administration of the School Library Media Program: 3-0-3**

An introduction to the functions of the school library media center and the roles of the school library media specialist. Candidates will develop skills that will enable them to direct a school library media center, design a school library media center facility, manage personnel and budgets, develop policies and procedures, and evaluate the school library media program.

FRIT 7134**Collection Development and Organization: 3-0-3**

An overview of the processes and procedures associated with developing, organizing, maintaining and evaluating the school library media collection. Emphasis is placed on intellectual freedom, evaluating existing collections, principles of selecting materials in all formats, applying standard methods of cataloging to organize the collection, and utilization of technology to access physical and virtual collections.

FRIT 7136**Reference and Information Sources: 3-0-3**

Provides a working knowledge of standard reference resources in all formats. Emphasis is placed on the concept of information literacy and teacher-media specialist collaboration to integrate information literacy skills across the P-12 curriculum.

FRIT 7230**Selection and Development of Instructional Technologies: 3-0-3**

Provides competence in the selection, production, utilization and evaluation of various formats of instructional technologies. Basic techniques are provided through direct laboratory experiences in the design and production of instructional technologies.

FRIT 7330**The Internet in Schools: 3-0-3**

This course provides learners with a focused look at issues surrounding the implementation and use of emerging applications of the internet in schools.

FRIT 7335**Web Design and Development: 3-0-3**

Focuses on the front-end aspects of web design: authoring, graphics production, and media development.

FRIT 7430**Instructional Design: 3-0-3**

An introduction to systems theory as applied to the design of instruction. Examines principles of systems theory in the context of the design, development, selection and utilization of curriculum, instruction and instructional materials.

FRIT 7737**Practicum in School Library Media Centers: 3-0-3**

A culminating activity in the Instructional Technology program. Students are assigned specific experiences that implement content from the school library media certification program. Prerequisite(s): Permission of advisor and completion of Transition Point #2.

FRIT 7738**Practicum in Instructional Technology: 3-0-3**

Practicum in Instructional Technology will allow the student to utilize technology to support instruction, manage technology resources and evaluate the effectiveness of technology resources for learning. Prerequisite(s): Permission of advisor and completion of Transition Point #2.

FRIT 8132**Administration of Technology Resources: 3-0-3**

This course is intended to provide students with the knowledge and skills required to plan, design, evaluate, and manage technology resources in various instructional and institutional environments.

FRIT 8435**Program Evaluation: 3-0-3**

Program Evaluation covers the theory and practice of systematic investigation of instructional programs, projects, products, and processes. The course is designed to teach practitioners how to assess the effectiveness of endeavors such as quality improvement, enhancing organizational performance, or improving school curricula.

FRIT 8530**Applications of Instructional Technology: 3-0-3**

This course focuses in the effective utilization of technology in the instructional process and on systematic processes for using new technology to enhance learning. Meets the Special Georgia Technology Requirements for Teacher Certification.

FRIT 8532**Multimedia Tools and Applications: 3-0-3**

Covers issues in the design and development of interactive multimedia instructional lessons. Covers the tools required for the creation of interactive multimedia and is organized around individual student projects.

Educational Foundations (COE)**FRLT 7130****Learning Theories and Applications: 3-0-3**

Examines the principles and theories of learning that serve as the basis for educational models and practices. Special emphasis is given to recent empirical findings and to practical applications and theory to educational settings.

Middle and Secondary Education (COE)

FRMS 7331

Early Adolescent Literature: 3-0-3

A study of pedagogical theory and practices for integrating contemporary early adolescent/young adult literature into the middle and secondary school curriculum. Course content will focus on making text selections, workshop approaches, literary circles, and reader response theory.

Graphic Communications Management (CLASS)

GCM 5090G

Selected Topics in Graphic Communications: (1-3)-(2-6)-(1-3)

This course is scheduled on an infrequent basis to explore special areas in technology and will carry a subtitle. Credit is variable from 1 to 3 semester hours. This special topics course is in keeping with established policies for offering a structured course on an infrequent basis. It will allow faculty to offer a course on a trial basis for possible approval at a later date. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to complete.

GCM 5234G

Color Reproduction: 3-0-3

An exploration of professional color reproduction concepts and procedures related to the graphic communications and information technology industries. Topics include color theory, copy evaluation, color separation methods, color reproduction variables, color separation hardware and software, and color management systems. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to complete. Prerequisite(s): A minimum grade of "C" in GCM 3745 (required for Graphic Communications Management majors only, IT second discipline students and GCM minor students should consult with the assigned GCM program advisor). Prerequisite(s): GCM 5314 or GCM 5314G.

GCM 5314G

Color Reproduction Laboratory: 0-2-1

This is a hands on laboratory course. The laboratory activities include the following: test for abnormal color vision, color measurement and evaluation, color standards, color proofing, color scanning, color reproduction methods, color management systems, color reproduction techniques using Photoshop and other software. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to complete. Prerequisite(s): A minimum grade of "C" in GCM 3745 (required for Graphic Communications Management majors only, IT second discipline students and GCM minor students should consult with the assigned GCM program advisor). Prerequisite(s): GCM 5234 or GCM 5234G.

GCM 5331G

Flexography: 2-2-3

Introduction to the flexographic printing industry. Discussions will include the design, techniques, processes, and manufacture of flexographic printed products. Activities will include setup and operation of a flexographic press. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to complete. Prerequisite(s): A minimum grade of "C" in GCM 3231 (required for Graphic Communications Management majors only, IT second discipline students and GCM minor students should consult with the assigned Graphic Communications Management advisor).

GCM 5332G

Multimedia Presentations: 2-3-3

Multimedia Presentations is the study of digital imaging applications for presentations. The course covers the creation of digital components for multimedia presentations, including sound, graphics, animation, and video technique, and their use in multimedia presentations for video, CD ROM, and the Internet. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to complete. Prerequisite(s): A minimum grade of "C" in GCM 1631 (required

for Graphic Communications Management majors only, IT second discipline students should consult with the assigned Graphic Communications Management advisor).

GCM 5334G

Imaging Systems: 2-2-3

Imaging Systems is an in-depth course of how to effectively use, organize, and link imaging workstations, peripherals, systems, and files for information imaging. Current trends and issues of the industry are also covered. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to complete. Prerequisite(s): A minimum grade of "C" in GCM 3745 (required for Graphic Communications Management majors only, IT second discipline students and GCM minor students should consult with the assigned GCM program advisor).

GCM 5335G

Graphic Communications Management Topics: 3-0-3

Course topics focus specifically on managerial decisions as they uniquely apply to graphic communications, such as: facilities planning and production flow, trade customs, contracts, and quality control and testing. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to complete. Prerequisite(s): A minimum grade of "C" in GCM 3745.

GCM 5434G

Lithographic Reproduction: 2-3-3

Designed to introduce the student to image assembly for presswork. Topics include imposition layouts, image assembly, platemaking, proofing systems, press operation and safety. Graduate students will do a research project related to course content and present their finding to the class. Prerequisite(s): A minimum grade of "C" in GCM 3231 (required for Graphic Communications Management majors only, IT second discipline students and GCM minor students should consult with the assigned GCM program advisor).

GCM 5534G

Digital Output Applications: 2-2-3

Covers the utilization of electronic imaging technologies for output applications for information imaging. Specific topics include internet development and management, and print-on-demand development and management. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to complete. Prerequisite(s): A minimum grade of "C" in GCM 3231 (required for Graphic Communications Management majors only, IT second discipline students and GCM minor students should consult with the assigned GCM program advisor).

GCM 5535G

Estimating for Print Production: 3-0-3

Acquaints the student with various types of estimating practices found in the printing industry. The student will learn how to measure cost centers, calculate materials used and conceptualize the production process. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to complete. Prerequisite(s): A minimum grade of "C" in GCM 3745 required for undergraduate course only.

GCM 7231

Digital Image Preparation: 2-2-3

An exploration of the tools, processes and planning procedures used to capture, edit, and assemble images. The different image constraints required for various output or display methods are reviewed and demonstrated. Layout and design for various output and display methods are reviewed and implemented into course projects.

GCM 7232

Multimedia for Business and Industry: 2-2-3

This course will cover the creation of digital components for multimedia presentations, including: sound, graphics, animation, and video techniques.

The use of multimedia presentations for video, CD ROM, and the Internet, and the application of these technologies for the business and industrial setting will be explored and practiced. Prerequisite(s): Successful completion of a college level computer course or GCM 7231.

Geography (COST)

GEOG 5090G

Selected Topics: (3-4)-(0-2)-(3-4)

Offered with or without a lab on an experimental basis. Graduate students will complete an individual term project or special report.

GEOG/AMST 5130G

Geography of North America: 3-0-3

Systematic regional treatment of Canada and the United States including the physical, cultural, and economic aspects of various subregions. Special attention will be paid to comparative themes such as resource development, trade, and migration. Graduate students will complete an individual term project or special report.

GEOG 5230G

Urban Geography: 3-0-3

An analysis of site, situation, base, principal functions, distribution, supporting areas and internal structure of urban settlements. Graduate students will complete an individual term project or special report.

GEOG 5330G

Population Geography: 3-0-3

This course explores issues and themes related to the patterns, processes, and consequences of the spatial distribution of the world's population. The course is organized around the fundamental components of population change, fertility, mortality, and migration. Current events related to population change and distribution in multiple geographical contexts will constitute a primary focus of the course. Graduate students will be required to complete more detailed, sophisticated assignments and complete longer, more in depth term papers.

GEOG 5430G

Political Geography: 3-0-3

This course will cover the geography of political behavior from the local to the global scale by examining the relationship of geography and politics. Students will investigate the rapidly changing geopolitics of the era in which they live, with special emphasis on international relations, sovereignty, war, and terrorism. Additionally, the course will focus on redistricting, the Electoral College, and other geographic elements of our American democratic system. Graduate students will learn how to undertake an independent, supervised research project in the field of political geography.

GEOG 5890G

Directed Study: (1-3)-(0-2)-(1-4)

Independent study for advanced students. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): Approval of department chair.

Geology (COST)

GEOL 5090G

Selected Topics: (0-3)-(3-6)-(1-9)

This course provides a means by which new courses can be offered for experimental purposes. Graduate students will complete an individual term project or special report. Prerequisite(s): Permission of instructor.

GEOL 5130G

Geochemistry: 3-0-3

The application of chemical concepts to geological problems. Graduate students will complete an individual term project or special report. Prerequisite(s): GEOL 1121, GEOL 1122, GEOL 3541, GEOL 3542, two terms of introductory chemistry, or permission of instructor.

GEOL 5131G

Economic Mineralogy: 2-3-3

An introduction to the origins of industrial and metallic mineral resources, and the exploration, discovery and use of such resources. Laboratory work includes identification and evaluation of mineral resources and visits to mines. Graduate students must complete a paper on an assigned topic. Prerequisite(s): GEOL 1121, GEOL 1122, and GEOL 3541 or permission of instructor.

GEOL 5132G

Regional Field Geology: 3-0-3

A field expedition involving geological investigation of a major geologic region of North America. Students will be expected to make geological observations through such techniques as mapping, measuring sections, collecting scientific samples, or other standard techniques, then to analyze and interpret their observations or measurements. A scientific journal or notebook will be used by each student to record data and observations. A final report will be required. Students usually will bear tuition, travel, and living expenses in the field. Graduate students will complete an individual term project or special report.

GEOL 5140G

Vertebrate Paleontology: 3-2-4

A study of the morphology, classification and geologic significance of vertebrate fossils. Graduate students will complete an individual term project or special report. Prerequisite(s): GEOL 1121 and GEOL 1122 or introductory biology or permission of instructor.

GEOL 5141G

Paleontology: 3-3-4

This course covers the applications of paleontological methods to geologic problems. Major topics include: 1) the formation of fossils, 2) biostratigraphy, 3) fossil identification and classification, 4) biogeography, and 5) paleoclimatology. Labs utilize a diverse collection of fossils and a computer lab with paleontology software. Graduate students will complete an individual term project or special report. Prerequisite(s): GEOL 1121 and GEOL 1122, introductory biology or approval of instructor.

GEOL 5142G

Stratigraphy and Sedimentation: 3-2-4

Introduction to the principles and application of stratigraphy and biostratigraphy, and principles of sedimentation. Emphasis is placed on concepts of time, time-rock, rock units, sedimentary facies, guide fossils and fossil range and description of rocks in time and space, their correlation and interpretation. Petrologic interpretation and basic laboratory techniques are also demonstrated. The origin and distribution of sedimentary rocks is examined from initial weathering through erosion and transportation, to environments and mechanisms of deposition. Graduate students will complete an individual term project or special report. Prerequisite(s): GEOL 1122.

GEOL 5230G

Earth Science: 2-3-3

A systematic study of the earth as a planet, including aspects of its atmosphere, oceans, lithosphere, soils and physiography. Laboratory will emphasize the location and utilization of local, as well as regional materials for earth science teaching and learning. Graduate students will complete an individual term project or special report. Prerequisite(s): Permission of instructor.

GEOL 5431G

Coastal Geology: 3-0-3

Coastal Geology will comprise an introduction to a variety of coastal environments and landforms as well as the physical and geological processes that shape them. Coastal hazards and issues related to the ecology and management of the coast will also be discussed. The course will include two required weekend fieldtrips to coastal areas in the southeastern United States. Graduate students will complete an individual term project or a special report. Prerequisite(s): GEOL 1121 or GEOL 1330; or permission of instructor.

GEOL 5440G**Structural Geology: 3-3-4**

A study of geologic structures resulting from rock formation and deformation. Attention will be given to recognition and solution of structural problems. Graduate students will complete an individual term project or special report. Prerequisite(s): GEOL 1121 and MATH 1113.

GEOL 5530G**Geomorphology: 2-3-3**

A systematic study of landforms and the processes which create and modify them. Graduate students will complete an individual term project or special report. Prerequisite(s): GEOL 1121 or GEOG 1111.

GEOL 5540G**General Oceanography: 3-2-4**

An integrated approach to the study of oceans with special emphasis on biology, chemistry and geology of ocean basins. Studies will include the ecological, physical, and geological features of ocean basins, as well as chemical composition of ocean water and oceanic circulation processes. Graduate students must complete an additional term project. Prerequisite(s): At least one term of introductory biology and two terms of chemistry or permission of instructor.

GEOL 5541G**Hydrogeology: 3-2-4**

A survey of hydrogeology that includes the occurrence, distribution, movement and chemistry of subsurface waters. Emphasizes subsurface hydrology (hydrogeology), but will also include related aspects of surface systems. Major topics covered will include: 1) relationships between precipitation, runoff, and infiltration; 2) porosity and permeability of various earth materials; 3) subsurface movement of water through earth materials; 4) basic chemical characteristics of natural waters; and 5) current water resource issues such as supply, quality, contamination, and remediation. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): GEOL 1121 or permission of instructor.

GEOL 5542G**Advanced Hydrogeology: 3-2-4**

In-depth study of hydrogeologic and geochemical principles with emphasis on quantitative techniques. Various laboratory and field techniques will be covered, including the use of numerical models and aquifer testing. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): GEOL 5541.

GEOL 5740G**Sea Turtle Natural History: 3-3-4**

Designed primarily for in-service teachers, will allow students to earn 4 hours credit for research monitoring sea turtle nesting on St. Catherine's Island, Ga. Students will attend two distance learning training sessions, reside on the island for seven days to observe sea turtle nesting evidence, participate in sea turtle conservation activities, study barrier island natural history with lectures by leading scientists, and collect natural history specimens for their classrooms, and attend a follow-up meeting. Graduate students will complete a resource notebook or term project.

GEOL 5741G**Sea Turtle Conservation: 3-8-4**

Designed primarily for pre-service and in-service teachers, will introduce students to conservation through the study of Georgia's sea turtles, content and process skills of science through conservation, and the integration of teaching resources and electronic technologies into their classrooms. May meet by distance learning with laboratory content delivered by Internet, distance learning, fax, or e-mail or by self-contained web-based video streaming (SREC). Will average 3 hours of lecture alternate weeks via distance learning and 4-8 credit hours of laboratory on alternate weekends via Internet, e-mail, and hands-on exercises. Permission of instructor required. Graduate students will complete an endangered species teaching unit or paper.

GEOL 5890G**Directed Study: (0-3)-(0-9)-(1-3)**

Well prepared geology majors may be permitted to carry on independent study upon the recommendation of one of the geology/geography faculty. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): Permission of instructor.

History (CLASS)**HIST 5130G****American Indian History: 3-0-3**

A survey of the history of American Indians from pre-contact to the present, supplemented by case studies from a number of regions.

HIST/AMST 5133G**Revolutionary America: 3-0-3**

An intensive study of themes in Revolutionary American history (from 1763 to approximately 1790), including the growing rift between Britain and its colonies, the roles of women and African-Americans, and the origins of American identity. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

HIST/AMST 5134G**Civil War and Reconstruction: 3-0-3**

An examination of the sectional polarization of the 1850's, the impact of war on the southern and northern home fronts, and the trauma of reconstructing the Union. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

HIST 5136G**Recent America: U.S. Since 1945: 3-0-3**

Surveys the history of the United States from World War II to the present, including social, political, and economic developments. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

HIST/AMST 5137G**The Antebellum South: 3-0-3**

The social, intellectual, cultural, economic, and political history of the American South to 1861 with an emphasis on Georgia's role. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

HIST/AMST 5138G**The New South: 3-0-3**

The social, intellectual, cultural, economic, and political history of the post-Civil War South with an emphasis on Georgia's role. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

HIST 5230G**Advertising and Culture: 3-0-3**

Surveys the business of selling consumer goods from the nineteenth century to the present with analysis of how advertising became a cornerstone of the consumer culture and how ads historically have communicated images of the American dream. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

HIST 5231G**Legal History of U.S.: 3-0-3**

Examines United States legal history from colonization to modern times, looking at such issues as the role of the law in the economy, society, and growth of the modern legal order. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

HIST 5232G**Working Class History in the United States: 3-0-3**

An examination of the social, cultural and political history of the working class in the United States since industrialization. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

HIST/AAST 5233G**The American City: 3-0-3**

An examination of American urban development from the colonial period to the present with particular attention paid to migration, architecture, technology, politics, transportation, and urban culture in the late nineteenth and twentieth centuries. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

HIST 5331G**The Age of Chivalry: 3-0-3**

Examines the society and culture of Europe during the High Middle Ages. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

HIST/RELS 5332G**The Reformation: 3-0-3**

Focuses on the breakup of western Christian unity in the sixteenth century, particularly on the formation of Lutheran and Calvinist denominations and the social, political, and economic consequences for all European through the seventeenth century. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

HIST 5335G**World War II: 3-0-3**

The Second World War from its origins to its consequences. The military campaigns are covered, but there is also emphasis on the personalities, the technology, the national policies, and the effect of the war on the home fronts. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

HIST 5336G**Revolutionary France: 3-0-3**

An examination of the causes, course, and consequences of the French Revolutionary and Napoleonic Eras. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

HIST 5339G**Modern Britain: 3-0-3**

A detailed study of British history from the Reform Act of 1867 to the present. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

HIST 5430G**Modern France: 3-0-3**

An examination of the history of France from the fall of Napoleon Bonaparte in 1815 to the present. It will examine the political, diplomatic, cultural, economic, social, intellectual, and artistic developments which have shaped France in the modern era. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

HIST 5530G**20th Century Russia: 3-0-3**

A survey of the history of Russia in the 20th century. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

HIST/INTS 5531G**Modern Japan: 3-0-3**

Japan through the Tokugawa period to its nineteenth century emergence from isolation and its growth as a world power with emphasis on traditional culture, industrialization, and post-WW II society. Graduate students will be

given an extra assignment determined by the instructor that undergraduates will not be required to do.

HIST/INTS 5532G**Modern China: 3-0-3**

Cultural change and continuities of China from 1600 to its response to the West, the rise of the People's Republic, and the Post-Mao present.

HIST/INTS 5533G**Economic Rivals: U.S.-EC-Japan: 3-0-3**

Contrasts the historical development of business in the U.S., European Community, and Japan from preindustrial times to the present, emphasizing how culture, economics, and politics have shaped business growth and international trade, creating rival capitalists. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

HIST 7630**The Historian's Craft: 3-0-3**

This seminar introduces graduate students to professional aspects of teaching and pursuing research in history, including historiography, preparing a curriculum vitae, fundamentals of classroom teaching, and tutoring.

HIST 7631/7631S**Readings in American History: 3-0-3**

A reading colloquium in which topics will vary with individual professor.

HIST 7633**Readings in European History: 3-0-3**

A reading colloquium in which topics will vary with individual professor.

HIST 7635**Readings in Non-Western History: 3-0-3**

A reading colloquium in which topics will vary with individual professor.

HIST 7638/7638S**Research Seminar: 3-0-3**

Topics vary with individual professor.

HIST 7639**Studies in Georgia History: 3-0-3**

Engages a variety of selected topics in Georgia History.

HIST 7791**Graduate Internship in History: 0-(1-6)-(1-6)**

Designed to give graduate students in History applied history experiences in museums, historical societies, historical sites, or other venues approved by the History Department chair. May be taken only by History graduate students. Maximum of 3 credit hours may apply toward the M.A. degree for students pursuing the thesis option; maximum of 6 credit hours may apply toward the M.A. degree for students pursuing the non-thesis option. Will not substitute for thesis credit or non-thesis project credit required for the M.A. degree. Prerequisite(s): 18 credit hours graduate courses in History, with a minimum overall GPA of 3.0 and minimum GPA in History courses of 3.0; approval of department chair and supervisor at internship site.

HIST 7830**Historical Writing: 3-0-3**

Techniques of writing and editing manuscripts based on original historical research.

HIST 7831**Independent Study in History: 3-0-3**

Topics vary with professor.

HIST 7990**Non-Thesis Project in History: (1-6)-0-(1-6)**

Planned research and writing directed by student's advisor. Intended only for graduate students pursuing the non-thesis option in the M.A. program in History. This course cannot count as an elective.

HIST 7999

Thesis: (0-6)-0-(1-6)

Planned research and writing directed by student's thesis advisor.

Health (CHHS)

HLTH/KINS/NTFS 6195S

International Studies Abroad in Health and Kinesiology: (3-9)-0-(3-9)

This course offers students the opportunity to examine health, nutrition and food science, or kinesiology practices in a foreign country through travel abroad. Classroom instruction will be combined with on-site experiences to provide a realistic learning experience.

HLTH 7099

Selected Topics in Health Science: (1-3)-0-(1-3)

Provides the student with the opportunity to conduct an in-depth study of selected topics in health science. Particular attention will be given to the critical evaluation and presentation of research. Prerequisite(s): Permission of instructor.

HLTH 7130

Issues and Trends in School Health: 3-0-3

This course will address the processes and issues associated with planning, implementing, evaluating, and organizing a coordinated school health program in accordance with national and state guidelines.

HLTH 7760

Practicum in Community Health Education: 0-36-6

Permits the student to receive practical experience in a selected health related setting. Prerequisite(s): Permission of Graduate Program Director.

HLTH 7899

Directed Individual Study: (1-3)-0-(1-3)

Provides the student with an opportunity to investigate an area of interest under the direction of a faculty mentor. Prerequisite(s): Permission of instructor.

HLTH 8430

Educational Strategies for Chemical Dependency: 3-0-3

Emphasizes educational strategies and techniques of teaching material related to chemical dependency. Techniques of presenting instruction will be related to precursors of abuse, physiological and psychological effects and rehabilitation methods and costs to society. Prerequisite(s): Undergraduate course in drug use and abuse or permission of instructor.

HLTH 8431

Health and Human Sexuality for Educators: 3-0-3

Prepares current and future sexuality educators for implementing sexuality education programs in various settings, including schools, colleges and universities and community programs. Prerequisite(s): Undergraduate course in sexuality or permission of instructor.

Health Services Policy Management (COPH)

HSPM 6030

Healthcare Economics and Policy: 3-0-3

This course examines the market for medical services, with the view that the special nature of the market demands careful economic analysis. Topics include the demand for health and the derived demand for health/medical care and insurance, the supply of medical services, the roles of uncertainty and information, and the problems of pricing production and distribution of health and medical services. An introduction to federal and state legislative, administrative, and budget systems as they affect health services. The course focuses on the study of selected health policies, considering them in

their historical perspective, present status, and future direction within their social economic and political contexts.

HSPM 6136

Health Services Management, Human Resources, and Governance: 3-0-3

Emphasis on clarifying concepts of human resources management, identifying the importance of human resources problems in health organizations. Students will be exposed to the management of Equal Employment Opportunity (EEO) Affirmative Act Plans, union activity, Occupational Safety and Health Act (OSHA), compliance procedures, training and development of employees and the importance of human resources as it relates to organizational government.

HSPM 7030

Healthcare Marketing and Strategic Planning: 3-0-3

The course offers an introduction to strategic planning and management in health services organizations. Processes and formats employed in strategic planning and marketing are presented and applied in case studies and a final project. Elements of market assessment, environmental analysis and strategy development are presented and applied to course practices.

HSPM 7090

Selected Topics in Health Services Policy Management: (1-3)-0-(1-3)

Allows the student the opportunity to receive specialized and/or focused instruction in a health services policy and management health topic not generally offered by the department. Prerequisite(s): Permission of instructor.

HSPM 7131

Health Organization Theory, Behavior and Management: 3-0-3

Integrating theory and concepts from organizational theory and behavior literature, this course provides applications to improve the management of health services organizations.

HSPM 7133

Public Health Policy and Ethics: 3-0-3

Prepare students to make critical decisions in regards to health care policy and biomedical ethics. Includes exploration of basic economic, political and social determinants of health policy. Substantive legal topics covered include the balance between individual rights and public health initiatives, confidentiality, medical malpractice and informed consent, medical directives and living wills, legal rights of access to health care and health care reform. Methods of implementing change through policy making and the legislative process will be presented.

HSPM 7135

Public Health Policy Development and Evaluation: 3-0-3

This course introduces students to policy analysis and management by examining issues in the health sector. It fosters an appreciation of the complexity of policy problems and provides the basic tools used in public health policy design, implementation and evaluation. Prerequisite(s): A minimum grade of "B" in HSPM 7133.

HSPM 7137

Health Care Financing and Payment Systems: 3-0-3

Provides the student with an understanding of payment systems for hospitals, long-term care organizations, integrated delivery systems, ambulatory care and other health care providers. Specific health care financing topics include: third party payment reimbursement system for private and public insurers, capitation, legislated cost containment strategies (DRGs and PPSs), medical payment incentives, risk assessment and health reform initiatives. Prerequisite(s): Undergraduate course in finance or permission of instructor.

HSPM 7230

Health Leadership and Strategic Planning: 3-0-3

This course deals with the application of leadership theory and strategic management and planning principles to a variety of "real world" management issues in health service organizations.

HSPM 7232

Public Health Finance: 3-0-3

This course examines the structure and functioning of the finance components of the public health system. Public health organizations will be discussed within the context of the financial environment that includes financial management, managerial accounting, revenue cycle management, and funding and financial management of grants/contracts. The course also examines key financial tools and analyses for financially related decision making within the principles of strategic management applied to public health organizations amid a dynamic changing environment.

HSPM 7233

Information Management and Decision Making in Health Services: 3-0-3

Focuses on the fundamental concepts and applications of managing information as a health services corporate asset, emphasizing converting data into information for decision support.

HSPM 7235

Health Law: 3-0-3

The purpose of this course is to introduce students to legal issues in public health and healthcare. Basic legal principles underlying the legal system, governmental regulation, development of legal rules and how to interact effectively with the legal system as a public health practitioner will be explored. This course has two main purposes: first, to examine the legal context of the relationship between the individual and the community; and second, to understand public health regulations in the context of a market-driven system.

HSPM 7236

Health Informatics: 3-0-3

This course presents the knowledge, infrastructure, functions, and tools of health informatics. It explores technology, planning and management and applications in public health and health care. The emphasis is on conceptual frameworks as well as a deeper level of engagement on system applications. It focuses on the application of health technology, with a particular emphasis on the private/public sector of health management. It is designed to familiarize students with core concepts and issues confronting managers in the health sector associated with planning, implementation and evaluation of information systems. The course provides an overview of the theory, processes and applications of information systems and how they relate to health policy and management. It also provides a basic understanding of data standards and requirements, and the critical concepts and practice in mapping and interpreting health information.

HSPM 7330

Strategies for Managed Care: 3-0-3

Prepares students to function and make sound managerial decisions in a health care system that is shaped by managed care. The role of health care administrators in the application of economic principles in implementation of competitive managed health care programs is discussed. Critical issues pertinent to managed care that will be covered include: monitoring and analyzing medical practice patterns, installation of rigorous utilization management components, designation of Primary Care Physicians' (PCPs'), catastrophic case managers, establishment of quality assurance programs and patient channeling. Managed care case studies are examined in light of benchmarks for corporate policy, assessments of program options, strategies for communication and guidelines for evaluation. Prerequisite(s): Graduate level course in Economics.

HSPM 7331

Long Term Care Administration: 3-0-3

Prepares students in the fundamentals of long term care administration. Organization and administration of long term delivery system with emphasis on nursing home administration, home health programs and hospice management will be discussed. Other topics to be covered include organization and management of interagency organizations, personnel and

residential care facilities and institutions for other populations needing long term specialty treatment. Emphasis is placed upon personal and professional skills necessary to provide a range of services and quality care in these environments.

HSPM 7769

Managerial Residency in Health Services Administration: 0-36-6

Permits the student to receive practical experience in selected health related settings. Prerequisite(s): Permission of the Graduate Program Director.

HSPM 7890

Directed Individual Study: (1-3)-0-(1-3)

Provides the student with an opportunity to investigate an area of interest under the direction of a faculty mentor. Prerequisite(s): Permission of instructor.

International Studies (Interdisciplinary)

INTS/SOCI/ANTH 5438G

Social Issues of International Development and Change: 3-0-3

The study of social issues of international development and change, particularly in developing countries. Through the use of lectures, discussion, and readings, students will learn about the factors affecting development and underdevelopment around the world, including globalization, health, the environment, food security, non-governmental organizations, conflict and instability, gender issues, human rights, international trade, transnational corporations, debt, demography, urbanization, informal economies, labor issues, democratization, civil society participation, and technology. Prerequisite(s): SOCI 1101, ANTH 1102, or INTS 2130.

INTS/HIST 5531G

Modern Japan: 3-0-3

Japan through the Tokugawa period to its nineteenth century emergence from isolation and its growth as a world power with emphasis on traditional culture, industrialization, and post-WW II society. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

INTS/HIST 5532G

Modern China: 3-0-3

Cultural change and continuities of China from 1600 to its response to the West, the rise of the People's Republic, and the Post-Mao present.

INTS/HIST 5533G

Economic Rivals: U.S.-EC-Japan: 3-0-3

Contrasts the historical development of business in the U.S., European Community, and Japan from preindustrial times to the present, emphasizing how culture, economics, and politics have shaped business growth and international trade, creating rival capitalists. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

INTS/POLS 5633G

Seminar in International Politics: 3-0-3

Designed to familiarize students with the theories which guide the conduct and analysis of international relations. These theories are examined in both their classical and contemporary context and used to evaluate and assess international relations' phenomena. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): POLS 1101, POLS 2101, and undergraduate coursework in International Politics or permission of instructor.

INTS/POLS 5634G

Seminar in Comparative Politics: 3-0-3

Provides a systematic review of the empirical and theoretical literature concerning the structure, function, and problems of contemporary governments in industrializing and industrialized countries. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): POLS 1101,

POLS 2101, and undergraduate coursework in Comparative Politics or permission of instructor.

INTS/POLS 5635G

Seminar in International Organizations: 3-0-3

An analytical study of the organization, powers, and problems of global and regional international agencies with particular emphasis upon the European Union. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): POLS 1101, POLS 2101, and undergraduate coursework in International Relations or permission of instructor.

Irish Studies (Interdisciplinary)

IRSH/ENGL 5235G

Irish Literature to 1850: 3-0-3

The course examines Irish literature from its beginnings in the Gaelic oral tradition to the Great Famine of the 1840s. Students gain clear understanding of how Ireland's colorful and complex history has yielded exceptional prose, poetry, and drama. Matters considered include Ireland's four mythological cycles; its pseudo-historical invasion narratives; and its hagiographies (accounts of saints' lives). Students also study writings that reflect the four major stages of British colonization: Cambro-Norse, Tudor, Jacobean (or Scots-Irish), and Cromwellian. In addition, they explore literary genres specific to Ireland: dinnseanchas (place-lore literature); the aisling (nationalist vision literature); the caoineadh (bardic lament literature); and the Big House novel, which often has Gothic overtones. The course exposes participants to other important phenomena, too: the so-called stage Irishman; the peasant archetype; literature of resistance and revolution; and travel writings in the sublime tradition. All texts studied are in English or English translation. Prerequisite(s): ENGL 2111 or ENGL 2112.

IRSH/ENGL 5236G

Irish Literature since 1850: 3-0-3

Irish Literature since 1850 examines novels, short stories, plays, and poems produced in Ireland since the country's Great Famine. The course explores the Irish Cultural Revival that began in 1884 and lasted until the 1920s. It also considers literature about the revolutionary activity that precipitated the founding of the Irish Free State and Northern Ireland. The course ends by studying literary works that reflect changes in culture and identity caused by Ireland's unprecedented economic boom, which began in the mid-1990s. Students gain knowledge about a range of authors, including James Joyce, William Butler Yeats, Lady Augusta Gregory, George Bernard Shaw, Samuel Beckett, Seamus Heaney, Evan Boland, and others. Prerequisite(s): ENGL 2111 or ENGL 2112.

Information Technology (CIT)

IT 5090G

Selected Topics in Information Technology: 3-0-3

Provides an opportunity for in-depth study of selected topics or emerging area in information technology. Prerequisite(s): Permission of instructor.

IT 6130

Theoretical Foundations for Network Analysis: 3-0-3

This course will provide a detailed review of fundamentals relevant to the study of telecommunications, and data communications. Topics covered will include Shannon's Theorem, elements of Graph theory, Queuing Theory, Probability, Number Systems, Matrices and more. Students will complete several exercises using MATLAB and Microsoft Excel to reinforce topics covered in lecture by solving network related problems. Discrete event simulations software (OPNET) will also be used to observe and analyze concepts and behaviors in communications networks.

Instructional Technology (COE)

ITEC 7090

Selected Topics in Instructional Technology: (1-3)-0-(1-3)

Promotes specialized training in new and/or emerging instructional technologies/methodologies or topics appropriate to the needs of in-service

personnel. Attention will be given to a range of specific needs as they reach special significance in local school systems.

ITEC 7132

Administration of the School Library Media Program: 3-0-3

An introduction to the functions of the school library media center and the roles of the school library media specialist. Candidates will develop skills that will enable them to direct a school library media center, design a school library media center facility, manage personnel and budgets, develop policies and procedures, and evaluate the school library media program.

ITEC 7134

Collection Development and Organization: 3-0-3

An overview of the processes and procedures associated with developing, organizing, maintaining and evaluating the school library media collection. Emphasis is placed on intellectual freedom, evaluating existing collections, principles of selecting materials in all formats, applying standard methods of cataloging to organize the collection, and utilization of technology to access physical and virtual collections.

ITEC 7136

Reference and Information Sources: 3-0-3

Provides a working knowledge of standard reference resources in all formats. Emphasis is placed on the concept of information literacy and teacher-media specialist collaboration to integrate information literacy skills across the P-12 curriculum.

ITEC 7230

Selection and Development of Instructional Technologies: 3-0-3

Provides competence in the selection, production, utilization and evaluation of various formats of instructional technologies. Basic techniques are provided through direct laboratory experiences in the design and production of instructional technologies.

ITEC 7330

The Internet in Schools: 3-0-3

This course provides learners with a focused look at issues surrounding the implementation and use of emerging applications of the internet in schools.

ITEC 7335

Web Design and Development: 3-0-3

Focuses on the front-end aspects of web design: authoring, graphics production, and media development.

ITEC 7430

Instructional Design: 3-0-3

An introduction to systems theory as applied to the design of instruction. Examines principles of systems theory in the context of the design, development, selection and utilization of curriculum, instruction and instructional materials.

ITEC 7530

Instructional Technology Foundations: 3-0-3

An introduction to the use of the computer in the instructional process. The course focuses on the uses of the computer as a medium of instruction. Meets the Special Georgia Technology Requirement for Teacher Certification.

ITEC 7535

Advanced Hardware and Software: 3-0-3

Investigates hardware and software issues that arise in the development and delivery of instruction. Topics include hardware and software troubleshooting, security, networks, and distance education and communication systems.

ITEC 7538

Instructional Technology for School Leaders: 3-0-3

The course is designed to enhance the skills of school administrators in the area of technology leadership and meets the special Georgia Technology

requirement for Certified Leadership. Included is an overview of the utilization of technology to enhance decision-making, institute long-term planning, and regulate the infusion of technology in the school curriculum.

ITEC 7737**Practicum in School Library Media Centers: 3-0-3**

A culminating activity in the Instructional Technology program. Students are assigned specific experiences that implement content from the school library media certification program. Prerequisite(s): Permission of advisor and completion of Transition Point #2.

ITEC 7738**Practicum in Instructional Technology: 0-(1-10)-3**

Allows the student to utilize technology to support instruction, manage technology resources and evaluate the effectiveness of technology resources for learning. Prerequisite(s): Permission of advisor and completion of Transition Point #2.

ITEC 8130**Advanced Media Management and Supervision: 3-0-3**

This course examines the management of school library programs with an emphasis on the collaborative role of the school librarian as an educational leader and school library center administrator.

ITEC 8132**Administration of Technology Resources: 3-0-3**

This course is intended to provide students with the knowledge and skills required to plan, design, evaluate, and manage technology resources in various instructional and institutional environments.

ITEC 8133**Current Trends and Issues in Instructional Technology: 3-0-3**

This course will introduce students of Instructional Technology to the history and types of research in the field. Current trends and issues in research in the field will be emphasized.

ITEC 8134**Theories and Models of Instructional Design: 3-0-3**

Students will examine how systematic instructional design processes are used to develop instruction in the context of specific learning theories, instructional theories, and philosophical orientations. The primary focus of the course is technology-based learning materials.

ITEC 8135**Pedagogy of Online Learning: 3-0-3**

This course will provide advanced candidates in Instructional Technology the opportunity to develop an online-learning course. Candidates will research current best practices of online learning pedagogy and explore emerging technologies to integrate into the development of the online-learning course. The course is offered in a 100% online format. Prerequisite(s): ITEC 8134.

ITEC 8231**Transforming Learning with Technology: 3-0-3**

Critical examination of the role of technology and instructional design in the teaching/learning process. Review of quantitative and qualitative research relevant to student's area of interest and the impact of technology on student learning. Examination of the use of electronic portfolios to demonstrate student learning.

ITEC 8435**Program Evaluation: 3-0-3**

Program Evaluation covers the theory and practice of systematic investigation of instructional programs, projects, products, and processes. The course is designed to teach practitioners how to assess the effectiveness of endeavors such as quality improvement, enhancing organizational performance, or improving school curricula.

ITEC 8530**Applications of Instructional Technology: 3-0-3**

Focuses on the effective utilization of technology in the instructional process and on systematic processes for using new technologies to enhance learning. Meets the Special Georgia Technology Requirement for Teacher Certification.

ITEC 8532**Multimedia Tools and Applications: 3-0-3**

Covers issues in the design and development of interactive multimedia instructional lessons. Covers the tools required for the creation of interactive multimedia and is organized around individual student projects.

ITEC 8630**Advanced Seminar in Instructional Technology: 3-0-3**

Advanced study of theory and research related to technology mediated instruction, including technology integration for meaningful learning, systemic change with technology, legal and ethical issues, and online pedagogy.

ITEC 8636**Technology, Leadership, and Change: 3-0-3**

Provides advanced students in Instructional Technology with opportunities to review research and current trends related to the integration of technology into teaching and learning. Application of concepts and ideas is achieved through design, development and delivery of a project to close a technology gap in an educational setting. The course is offered in a 100% online format.

ITEC 8839**Field-Based Research in Instructional Technology: (1-3)-0-3**

In this course the student will carry out a formal research study in Instructional Technology and prepare a written and oral report. Prerequisite(s): EDUR 8434.

ITEC 8890**Directed Individual Study: (1-3)-0-(1-3)**

The student will propose and carry out an applied or theoretical project in instructional technology. Prerequisite(s): Permission of advisor.

Kinesiology (CHHS)**KINS 6130****Research Design in Kinesiology: 3-0-3**

Provides the student with the opportunity to develop skill in designing, evaluating and producing research, with a focus on critical thinking and problem solving. Prerequisite(s): Undergraduate course in research methods or permission of instructor.

KINS 6131**Data Analysis in Kinesiology: 3-0-3**

Provides the student with an advanced understanding of data analysis in kinesiology. The goal of the course is for the student to obtain advanced knowledge and skills to analyze and understand research data within the field of human movement. Prerequisite(s): Undergraduate course in statistics, KINS 6130, or permission of instructor.

HLTH/KINS/NTFS 6195S**International Studies Abroad in Health and Kinesiology: (3-9)-0-(3-9)**

This course offers students the opportunity to examine health, nutrition and food science, or kinesiology practices in a foreign country through travel abroad. Classroom instruction will be combined with on-site experiences to provide a realistic learning experience.

KINS 7099**Selected Topics in Kinesiology: (1-3)-0-(1-3)**

Provides the student with an opportunity for in-depth study of selected topics in kinesiology. Prerequisite(s): Permission of instructor.

KINS 7110**Multicultural Issues in Physical Education: 1-0-1**

This course focuses on the critical analysis of multicultural issues and other ecological variables in physical activity settings including equity, accessibility, social responsibility, and cultural influences.

KINS 7111**Action Research in Physical Education: 1-0-1**

The purpose of this course is to develop skills and knowledge necessary to effectively conduct research in P-12 Physical Education. Students will complete a field-based research project in physical education under the direction of a faculty mentor. Prerequisite(s): A minimum grade of "C" in KINS 6130 and KINS 6131.

KINS 7230**Advanced Exercise Physiology: 3-0-3**

This course focuses on the advanced study of the acute and chronic effects of exercise on the physiological systems of the human body. Prerequisite(s): Undergraduate course in exercise physiology.

KINS 7231**Laboratory Techniques in Exercise Physiology: 2-3-3**

Acquaints the student with the use of typical laboratory equipment used in exercise physiology. Prerequisite(s): KINS 7230 or permission of instructor.

KINS 7232**Health Appraisal and Fitness Testing: 3-0-3**

Examines advanced fitness assessments and exercise prescription. Students will learn assessment techniques for a wide variety of client categories and will be responsible for demonstrating application of measurement skill in a format similar to national certification exams. Prerequisite(s): KINS 7230 or permission of instructor.

KINS 7233**Fitness Program Administration: 3-0-3**

Focuses on the administrative aspects involved in conducting safe and effective fitness programs. Students will learn exercise leadership, patient counseling, emergency procedures, and administrative principles as they apply to clinical exercise settings.

KINS 7234**Clinical Applications of Biomechanics: 3-0-3**

Provides the student with the biomechanical knowledge essential to conduct systematic quantitative and qualitative analysis of human movement in clinical settings. Prerequisite(s): Undergraduate courses in biomechanics, physics and functional anatomy or permission of instructor.

KINS 7235**Instrumentation and Techniques in Biochemics: 2-3-3**

Provides students with theoretical knowledge and skills for the biomechanical analysis of movement. Prerequisite(s): A minimum grade of "C" in an undergraduate class in biomechanics, algebra, trigonometry, or permission of instructor.

KINS 7236**Cardiopulmonary Pathophysiology and ECG Interpretation: 3-0-3**

Focuses on the pathophysiology, epidemiology and rehabilitation from the effects of cardiovascular and respiratory disease. Students will learn electrocardiograph interpretation and become familiar with exercise prescriptions for persons with cardiovascular and respiratory disease. Prerequisite(s): KINS 7230, KINS 7232, or permission of instructor.

KINS 7237**Exercise and Special Populations: 3-0-3**

Examines the various physiological processes as they are affected by pregnancy, maturation and aging, and how these changes alter a person's response to, and ability to participate in, exercise. Prerequisite(s): KINS 7230 or permission of instructor.

KINS 7238**Human Performance and Nutrition: 3-0-3**

Examines the interaction between nutrition and physical activity, including exercise and athletic performance. Topics will include the latest research on nutrients and ergogenic aids. Prerequisite(s): Undergraduate course in exercise physiology or permission of instructor.

KINS 7239**Clinical Exercise Physiology: 3-0-3**

Prepares the student to supervise and direct exercise for the management and rehabilitation of clinical cardiovascular, pulmonary, renal, and metabolic disease. Prerequisite(s): A minimum grade of "C" in an undergraduate course in exercise physiology or permission of instructor.

KINS 7310**Introduction to Clinical Instruction: 1-0-1**

This course introduces the newly certified athletic trainer to the clinical instructor role in an athletic training clinical setting. Content includes; learning and instruction styles, educational competencies, legal and ethical behaviors, instructional skills of mentoring, supervision, administration, evaluation and assessment of the undergraduate athletic training student in the clinical setting .

KINS 7330**Clinical Teaching Skills in Athletic Training: 3-0-3**

Exposes the student to knowledge and skills of teaching clinical education programs in athletic training. Students will be exposed to the teaching theories and schema as they relate to clinical education in athletic training. Prerequisite(s): Permission of instructor.

KINS 7333**Advanced Evaluation Skills in Athletic Training: 3-0-3**

Focuses on the advancement of entry level knowledge and skills related to the evaluation of musculoskeletal related injury. Students will be exposed to both theoretical framework and psychomotor aspects of evaluation skills. Prerequisite(s): Permission of instructor.

KINS 7334**Advanced Rehabilitation Skills in Athletic Training: 3-0-3**

Focuses on the advancement of entry level knowledge and skills related to the rehabilitation of musculoskeletal related injury. Students will be exposed to both theoretical framework and psychomotor aspects of rehabilitation skills. Prerequisite(s): Permission of instructor.

KINS 7335**Medical Aspects in Athletic Training: 3-0-3**

This course is designed to enhance the student's knowledge of pathophysiology, clinical presentation, and diagnostic tests of common general medical conditions observed in physically active individuals. Content of the course will cover the following categories/systems: cardiovascular, hematological, pulmonary, ENT, renal, gastrointestinal, hepatology and immunology.

KINS 7336**Current Issues in Athletic Training: 3-0-3**

An advanced course that focuses on current issues and/or special topics of interest to athletic clinicians. Prerequisite(s): Permission of instructor.

KINS 7337**Macronutrient Metabolism in Sports Nutrition: 3-0-3**

This course considers macronutrient metabolism in sports nutrition at an advanced level with respect to the metabolism, function, and requirements of macronutrients for physical activity. Prerequisite(s): A minimum grade of "C" in KINS 7238.

KINS 7338**Micronutrient Metabolism in Sports Nutrition: 3-0-3**

This course considers micronutrient metabolism in sports nutrition at an advanced level with respect to the metabolism, function, and requirements

of micronutrients for physical activity. Prerequisite(s): A minimum grade of "C" in KINS 7238.

KINS 7339

Energy Balance for Weight Management: 3-0-3

This course analyzes the importance of energy balance in weight management as well as investigates genetic, metabolic, environmental factors that contribute to overweight and obesity. Physiological and psychological consequences of overweight and obesity as well as the roles of diet, behavior, and exercise in its prevention and treatment will be discussed. Special emphasis will be placed on the application of weight management theory to the development, presentation, and analysis of weight loss and weight maintenance protocols. Prerequisite(s): A minimum grade of "C" in KINS 7238.

KINS 7430

Administrative Issues in Coaching: 3-0-3

Provides the student with the opportunity to study philosophy, principles and procedures in administering an athletic team or program.

KINS 7431

Applied Sport Physiology: 3-0-3

Focuses on the study of exercise physiology principles applied to developing training and conditioning programs for enhancing health-related fitness and performance. Prerequisite(s): Undergraduate course in exercise physiology or permission of instructor.

KINS 7432

Applied Sport Biomechanics: 3-0-3

Provides the student with an in-depth study of the internal and external forces acting on the human body and the effects produced by these forces. Prerequisite(s): Undergraduate courses in biomechanics, algebra and trigonometry or permission of instructor.

KINS 7433

Prevention, Recognition and Care of Athletic Injuries: 3-0-3

Focuses on the study of advanced knowledge in the concepts, practices, and procedures in the prevention, recognition and care of athletic injury and illness. Prerequisite(s): Undergraduate courses in anatomy, physiology and exercise physiology or permission of instructor.

KINS 7434

Current Issues in Coaching: 3-0-3

Provides the student with an overview of the skills, techniques and knowledge involved in becoming a coach, focusing on current issues affecting the coaching profession.

KINS 7437

Analysis of Teaching Physical Education: 3-0-3

Examines practices of effective teaching techniques and their relationship to learning. Provides the student with an understanding of opportunities to practice effective teaching strategies and skills.

KINS 7438

Motor Behavior: 3-0-3

Presents the major theoretical frameworks for acquisition of motor skill. Emphasis is given to the understanding of concepts of motor development, motor control, motor learning and the implications for pedagogy. Prerequisite(s): Undergraduate course in motor behavior or permission of instructor.

KINS 7530

Psychology of Peak Performance: 3-0-3

Examines the psychological factors that may lead to peak performances in exercise and sport. Students will be introduced to the physical, mental and emotional variables related to the readiness states of this ideal performance condition. Research and interventions associated with the common qualities of peak performance will be discussed. Prerequisite(s): Undergraduate course in sport psychology or permission of instructor.

KINS 7531

Team Dynamics: 3-0-3

Provides the student with an understanding of the influence of teams/groups within exercise and sport upon the individual performer, as well as, the influence of individuals upon teams/groups. Based upon the science/practice model, thus theory, research and application within team/group dynamics. The assignments are structured to give students experience with working in teams/groups. Prerequisite(s): Undergraduate course in sport psychology or permission of instructor.

KINS 7533

Sport Psychology Interventions: 3-0-3

Provides an introduction to the application of exercise and sport psychology intervention strategies to enhance performance. Students will participate in various individual-focused performance enhancement training procedures and produce a personalized performance enhancement manual. Prerequisite(s): KINS 7530 or permission of instructor.

KINS 7534

Current Issues in Sport Psychology: 3-0-3

Provides student with an in-depth examination of special areas, current topics, and relevant issues in the field of sport psychology. Prerequisite(s): Undergraduate course in sport psychology or permission of instructor.

KINS 7535

Fitness and Wellness Education: 3-0-3

The purpose of this course is to provide the teacher with current theories and knowledge regarding fitness and wellness education in P-12 Physical Education. The course will additionally provide the teacher opportunities to design and evaluate fitness and wellness education programs.

KINS 7536

Assessment and Technology in Physical Education: 3-0-3

The purpose of this course is to develop skills and knowledge necessary to effectively assess student learning in P-12 Physical Education. The course will additionally provide an overview of the various types of technology that can be utilized in teaching and assessing physical education. The course includes personal computer use in creating materials to enhance instruction and aid in assessment. Also included are other technologies, such as personal digital assistants (PDA), digital cameras/camcorders, various physical education software and Internet options.

KINS 7537

Evaluation and Rehabilitation of the Lumbar Spine: 3-0-3

This course provides the student an opportunity for advanced study of lumbar pathology, assessment, and rehabilitation. Students will be exposed to both theoretical framework as well as psychomotor aspects of assessment and rehabilitation of the lumbar spine.

KINS 7538

Clinical Gait Analysis: 3-0-3

This course provides the student with an advanced understanding of the principles of Gait Analysis. Students will learn the determinants of normal and pathological gait and additional locomotor processes. Additionally, this course provides students laboratory experience in the acquisition, interpretation, and analysis of biomechanical data commonly assessed in the analysis of human gait. Prerequisite(s): A minimum grade of "B" in KINS 7234.

KINS 7630

Seminar in Kinesiology: 3-0-3

Provides the student with an in-depth literature review and discussion of contemporary topics in kinesiology. Prerequisite(s): KINS 6130, KINS 6131, or permission of instructor.

KINS 7730

Practicum in Coaching: 0-9-3

Provides the student with coaching experiences in planning, teaching skills, conducting practice sessions, organizing game situations and analysis,

scouting and structuring off-season programming. Prerequisite(s): Permission of instructor.

KINS 7731

Clinical Practicum for Teaching Athletic Training Skills: 0-9-3

Provides the student with an opportunity to practice knowledge and skills of teaching clinical skills in athletic training. Students will be placed in clinical environments and will assist in the teaching of clinical athletic training skills. Prerequisite(s): KINS 7330 or permission of instructor.

KINS 7732

Clinical Practicum for Evaluating Athletic Training Skills: 0-9-3

Allows the student to practice knowledge and skills of evaluating clinical skills in athletic training. Students will be placed in clinical environments and will assist with the supervision and evaluation of the application of athletic training skills. Prerequisite(s): KINS 7333, KINS 7731, or permission of instructor.

KINS 7733

Practicum in Sport Psychology: 0-9-3

Provides the student with the opportunity to practice knowledge and skills of sport psychology interventions. Students will be involved in supervised, applied environments that allow them to work with a team or individual. Prerequisite(s): KINS 7531, KINS 7533, or permission of instructor.

KINS 7799

Internship in Kinesiology: 9-0-9

Provides the student with an opportunity to receive practical experiences in a selected movement related setting. Prerequisite(s): Permission of Graduate Program Director.

KINS 7899

Directed Individual Study: (1-3)-0-(1-3)

Provides the student with an opportunity to investigate an area of interest under the direction of a faculty mentor. Prerequisite(s): Permission of instructor.

KINS 7999

Thesis: (1-6)-0-(1-6)

Provides the student with an opportunity to complete an independent research project. A written and oral defense of the project is required. Prerequisite(s): Permission of Graduate Program Director.

KINS 8430

Supervision of Instruction in Physical Education: 3-0-3

Assists the professional educator with acquiring the knowledge and skills essential to improving instruction and instructional programs in physical education. Supervision of novice and experienced physical education teachers will be discussed. Prerequisite(s): EDLD 7137.

KINS 8431

Curriculum Issues and Trends in Physical Education: 3-0-3

Identifies theoretical frameworks of curriculum development in relationship to current issues and trends.

KINS 8432

Advanced Teaching Techniques in Health and Physical Education: 3-0-3

Purpose of this course is to develop and apply skills and knowledge to effectively implement various instructional models in health and physical education. Prerequisite(s): A minimum grade of "B" in KINS 7437 and KINS 8431.

Latin American Studies (Interdisciplinary)

LAST/SPAN 5232G

Studies in Hispanic Societies: 3-0-3

Practice of Superior-level Spanish-proficiency skills through the examination of the societies of the Spanish-speaking world, with particular focus on the various minority groups. Graduate students must produce an extra paper/project, give an extra conference-length presentation, and conduct extra research that is not required of the undergraduate students. Course repeatable for credit with advisor approval. Prerequisite(s): A minimum grade of "C" in one 4000-level Spanish course or permission of instructor.

Linguistics (Interdisciplinary)

LING/WRIT 5130G

Modern English Grammar: 3-0-3

A study of the system of rules of word formation and sentence construction that we unconsciously employ in our daily use of the English language. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Undergraduate Prerequisite(s): A minimum grade of "C" in ENGL 1102 or ENGL 1160. Graduate Prerequisite(s): Admission to graduate standing.

LING/WRIT 5330G

History of English Language: 3-0-3

A study of the English language from linguistic, social, and historical perspectives. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Undergraduate Prerequisite(s): A minimum grade of "C" in ENGL 1102 or ENGL 1160. Graduate Prerequisite(s): Admission to graduate standing.

LING/ANTH/WRIT 5530G

Sociolinguistics: 3-0-3

The principles and methods used to study language as a sociocultural phenomenon. These are examined both from the linguistic viewpoint and the social scientific viewpoint. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): ANTH 1102 or SOCI 1101.

Logistics (COBA)

LOGT 7432

Logistics Fundamentals and Strategy: 3-0-3

Develops an understanding of logistics systems. The class will apply a managerial focus approach to integrating the numerous logistical activities in the supply chain including materials management, physical distribution, third party logistics, transportation, and other topics. The class will stress practical applications through a case approach and a logistics simulation. Prerequisite(s): Graduate standing and the completion of the MBA prerequisites or permission of the COBA Director of Graduate Studies for non-MBA students.

LOGT 9030

Special Topics in Logistics: 3-0-3

Addresses important Logistics topics not covered to any significant extent in other courses. The topic(s) to be covered will be announced each time the course is offered. Prerequisite(s): Acceptance in Ph.D. program.

LOGT 9131

Introduction to Logistics and Transportation: 3-0-3

Survey of the concepts, best practices and current research in the field of Logistics and Transportation. The subject will be studied from multiple perspectives including the design and interaction of various portions of the supply chain: logistics costs, transportation options, transaction cost economics, operations, supply chain relationships and other relevant topics. The class will provide a foundation for future materials at a doctoral level.

LOGT 9632

Logistics and Transportation Modeling: 3-0-3

Techniques and methodology for logistics, transportation and supply chain system design, customer service, and policy formulation. Methodological focus on simulation and analytical techniques to develop empirical results documenting current and anticipated system performance.

LOGT 9633**Logistics Literature and Research Criticism: 3-0-3**

Survey of the past, current and possible future concepts of the Logistics and Transportation literature. The material will be discussed in a survey setting and will evaluate various research methodologies and highlight opportunities for future research. The course will help the doctoral student identify gaps in the literature, prepare research plans to address the gaps and apply the academic research process.

LOGT 9634**Current Supply Chain Management Thought: 3-0-3**

Survey of concepts of inter-organizational systems. Supply chains will be examined to include the operational, customer service and financial implications to logistics and transportation academics and professionals. The class will prepare the logistics and transportation major to effectively integrate other business disciplines into a successful supply chain relationship.

LOGT 9797**Logistics and Transportation Teaching Practicum: 0-(1-3)-(1-3)**

A practicum of applied teaching at the undergraduate level for doctoral students. Ensures that students have the basic pedagogical foundations and classroom experience to succeed at the university level. Required for the Ph.D. in Logistics/Supply Chain Management.

LOGT 9999**Dissertation: 0-0-3**

A directed research project to develop the student's dissertation. This course will also serve as dissertation hours upon completion of the first three (3) hours. An additional 15 hours of LOGT 9999 is required at a minimum for the student to produce an acceptable dissertation.

Legal Studies (COBA)**LSTD 6130****Legal Environment of Business: 3-0-3**

Business operates in a domestic and global environment shaped by social and economic forces, made to operate on managers through government regulation and incentives. This course presents an introduction to those factors in the environment of business that shape and affirm American capitalism. Prerequisite(s): Graduate standing.

LSTD 7130**Legal and Ethical Issues in Business: 3-0-3**

A survey of the legal and ethical rules which govern the managerial decision making process, particularly focusing on constitutional "Commerce Clause" interpretation, contract and agency principles, administrative agency regulations, and evolving ethical issues which influence the application of the law. The course is set in domestic law, but includes operational legal aspects of the international market place. Prerequisite(s): Graduate standing and the completion of the MBA core or permission of the COBA Director of Graduate Studies for non-MBA students.

LSTD 7230**Law and Ethics for Accountants: 3-0-3**

An introduction to legal and ethical issues involving the Uniform Commercial Code and administrative agency regulations. Emphasis is on recognition of these issues to enhance professionalism for business administration. Prerequisite(s): A minimum grade of "C" in LSTD 2106 or LSTD 6130 and admission to the MAcc program or permission of the director of the School of Accountancy.

Mathematics (COST)**MATH 5090G****Selected Topics in Mathematics: (1-3)-(0-2)-(1-3)**

Specialized study in a selected area of Mathematics. Graduate students will be given an extra assignment determined by the instructor that

undergraduates will not be required to do. Prerequisite(s): Permission of instructor.

MATH 5130G**Statistics and Probability for K-8 Teachers: 3-0-3**

An in-depth study of topics in statistics, such as sampling and data analysis, and probability, such as counting methods, odds, and expected value. For Early Childhood and Middle Grade majors only. Prerequisite(s): A minimum grade of "C" in MATH 3032.

MATH 5135G**Algebraic Connections for K-8 Teachers: 3-0-3**

The evolution of algebraic concepts through the curriculum will be followed by how algebra is related to other areas of mathematics and real-world applications. For Early Childhood and Middle Grade majors only. Prerequisite(s): A minimum grade of "C" in MATH 3032.

MATH 5136G**History of Mathematics: 3-0-3**

A survey of the historical development of mathematics. The emphasis will be on mathematical concepts, problem solving, and pedagogy from a historical perspective. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): A minimum grade of "C" in MATH 2242 or permission of instructor.

MATH 5137G**Geometry for K-8 Teachers: 3-0-3**

A continuation of the study of geometry from MATH 3032. Focus will be on two and three dimensional geometry. Motion geometry and tessellations will also be covered. For Early Childhood and Middle Grade majors only. Prerequisite(s): A minimum grade of "C" in MATH 3032.

MATH 5230G**Advanced Geometry: 3-0-3**

Selected topics from Euclidean and Non-Euclidean Geometry. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): A minimum grade of "C" in MATH 3130 or one year of teaching high school mathematics.

MATH 5232G**Mathematical Applications Using Technology: 3-0-3**

Selected mathematical topics used in research, problem solving, and demonstrations will be investigated with the use of current technologies. Intended for mathematics education majors. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): A minimum grade of "C" in MATH 2243 and 3 hours of mathematics at the junior level or above.

MATH 5234G**Number Theory: 3-0-3**

Introduction to the principal ideas of elementary number theory: Divisibility, congruencies, linear Diophantine Equations, Fermat's Theorem, Euler's Theorem, Pythagorean triples and the distribution of primes. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): A minimum grade of "C" in MATH 2332.

MATH 5236G**Patterns of Problem Solving: 3-0-3**

A study of patterns involved in solving problems. Particular attention is paid to Polya's heuristics and his characterization of the problem solving process. The student will also solve many problems. The application of these techniques by mathematics teachers will be stressed. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): A minimum grade of "C" in MATH 1441 or permission of instructor.

MATH 5330G**Operations Research: 3-0-3**

Introduction to basic deterministic and probabilistic operations research models of decision problems. Mathematical methods of optimization for these models will be analyzed both analytically and numerically. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): A minimum grade of "C" in MATH 2331 and MATH 3337 or permission of instructor.

MATH 5331G

Analysis I: 3-0-3

Provides a transition from calculus to real analysis. Emphasis will be placed on understanding and constructing mathematical proofs. Rigorous development of fundamental concepts in analysis, including topics such as relations, functions, limits of functions, cardinality, topology of the reals, completeness axiom, compact sets, sequences, subsequence, continuity and differentiability. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): A minimum grade of "C" in MATH 2243 and MATH 2332.

MATH 5332G

Analysis II: 3-0-3

A continuation of Analysis I, including topics such as Riemann integration, infinite series, sequences and series of functions, metric spaces, and normed spaces. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): A minimum grade of "C" in MATH 5331 or MATH 5331G.

MATH 5333G

Modern Algebra I: 3-0-3

This course is an introduction to the fundamental algebraic structures: groups, rings and fields. Topics covered include: binary operations, groups (permutation groups, subgroups, cyclic groups, group homomorphisms, factor groups), rings (integral domains, ring homomorphisms) and fields. The historical and mathematical connections to the secondary mathematics curriculum will be incorporated as appropriate. Graduate students will be given an extra assignment not required of undergraduate students. Prerequisite(s): A minimum grade of "C" in MATH 2332.

MATH 5334G

Modern Algebra II: 3-0-3

A continuation of the study of the fundamental algebraic structures. Topics to be covered include: isomorphism of groups, rings, fields, a deeper study of quotient structures and the isomorphism theorems, field of quotients, factorization of polynomials over a field, arithmetic properties of rings of polynomials over fields, extension fields, algebraic extensions, geometric constructions and the classic problems. Graduate students will be given an extra assignment not required of undergraduate students. Prerequisite(s): A minimum grade of "C" in MATH 5333 or MATH 5333G.

MATH 5335G

Intermediate Linear Algebra: 3-0-3

General vector spaces and bases, linear operators, least squares problems, eigenvalue problems, and applications of these concepts. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): A minimum grade of "C" in MATH 2331 and MATH 2332.

MATH 5336G

Applied Numerical Methods: 3-0-3

Introduction to scientific computation. Solutions of linear and nonlinear equations, polynomial interpolation, numerical differentiation and integration, data fitting, and other numerical methods. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): A minimum grade of "C" in MATH 2331 and knowledge of a programming language.

MATH 5337G

Difference Equations: 3-0-3

This course is an introduction to the theory and applications of difference equations. Topics include the difference calculus, first order linear difference equations, results and solutions of linear equations, applications, equations with variable coefficients and nonlinear equations that can be

linearized. Graduate students will be given an extra assignment not required of undergraduate students. Prerequisite(s): A minimum grade of "C" in MATH 2242 and MATH 2331.

MATH 5338G

Methods of Applied Mathematics: 3-0-3

Methods of applied mathematics concentrating on techniques for the analysis of differential and integral equations. Topics include: Integral equations, differential operators, Fredholm alternative, distribution theory and Green's function methods. Graduate students will be given an extra assignment not required of undergraduate students. Prerequisite(s): A minimum grade of "C" in MATH 2331 and MATH 3230.

MATH 5339G

Partial Differential Equations: 3-0-3

The study of differential equations involving functions of more than one variable. Topics include: Laplace, heat and wave equations, boundary value problems, methods of separation of variables and eigenfunction expansions, Fourier series, Green's functions, maximum principle and computational methods. Graduate students will be given an extra assignment not required of undergraduate students. Prerequisite(s): A minimum grade of "C" in MATH 2243 and MATH 3230.

MATH 5430G

Introduction to Mathematical Biology: 3-0-3

An introduction to applications of mathematics to various biological, ecological, physiological, and medical problems, which will be analyzed both analytically and numerically. Graduate students will be given additional assignments that will not be completed by undergraduate students. Prerequisite(s): A minimum grade of "C" in MATH 3230 or permission of instructor.

MATH 5431G

Combinatorics and Graph Theory: 3-0-3

The course covers basic theory and applications of combinatorics and graph theory. Combinatorics is a study of different enumeration techniques of finite but large sets. Topics that will be studied include principle of inclusion and exclusion, generating functions and methods to solve difference equations. Graph theory is a study of graphs, trees and networks. Topics that will be discussed include Euler formula, Hamilton paths, planar graphs and coloring problem; the use of trees in sorting and prefix codes; and useful algorithms on networks such as shortest path algorithm, minimal spanning tree algorithm and min-flow max-cut algorithm. Graduate students will be given extra assignments determined by the instructor that undergraduates will not be required to do. Prerequisite(s): A minimum grade of "C" in MATH 2332 and MATH 3337.

MATH 5433G

Differential Geometry of Curves and Surfaces: 3-0-3

Differential geometry uses tools from calculus and linear algebra to study the geometric properties of smooth curves and surfaces in Euclidean spaces. Topics include: arc length surface area, geodesics, curvature, first and second fundamental forms, Gauss-Bonnet formula. Graduate students will be assigned additional assignments and/or project. Prerequisite(s): A minimum grade of "C" in MATH 2243 and MATH 2320.

MATH 5434G

Functions of a Complex Variable: 3-0-3

Topics in complex variables including functions, limits, derivatives, integrals, the Cauchy-Riemann conditions, series representation of functions, Cauchy Integral formula, and elementary conformal mappings. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): A minimum grade of "C" in MATH 2332.

MATH 5435G

Introduction to Topology: 3-0-3

An introduction to metric spaces, topological spaces, connectedness and compactness of topological spaces, and continuous functions on topological spaces. Graduate students enrolled in this course will complete one or more

assignments that the undergraduate students will not be required to complete. A minimum grade of "C" in MATH 2332.

MATH 5436G**Introduction to Fractals: 3-0-3**

Fractals as nonlinear systems involving feedback and iteration. Classical fractals, limits and self-similarity. Fractal dimensions. Encoding of fractals. Decoding of fractals. Iterated function systems. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): A minimum grade of "C" in MATH 2243, MATH 2332, and MATH 5335.

MATH 5437G**Mathematics of Computer-Aided Design: 3-0-3**

The study of the theory and techniques used for the computer generation of curves and surfaces. Topics include Bernstein/Bezier and B-spline curves and surfaces, transformations and projections, affine spaces and maps, geometric continuity, curvature, subdivision and interpolation. This course is recommended for students in mathematics, engineering and computer science. Graduate students will be given an extra assignment not required of undergraduate students. Prerequisite(s): A minimum grade of "C" in MATH 2242.

MATH 5530G**Mathematics for Scientists and Engineers: 3-0-3**

A survey of mathematical topics useful in the study of areas of applied sciences such as physics, engineering and computer science. Topics include: linear algebra and matrices, ordinary differential equations, partial differential equations, Fourier series, vector calculus, complex variables, numerical methods, probability and graph theory. For non-math majors only. Graduate students will be given an extra assignment not required of undergraduate students. Prerequisite(s): A minimum grade of "C" in MATH 2242.

MATH 5539G**Mathematical Models: 3-0-3**

This course introduces students to a variety of mathematical tools used for solving real world problems, with the focus on identifying the problem, constructing an appropriate model, and finding the best available method to solve it. Graduate students will be given an extra assignment not required of undergraduate students. Prerequisite(s): A minimum grade of "C" in MATH 2331 and MATH 3230.

MATH 6130**Fundamental Concepts of Arithmetic and Geometry: 3-0-3**

Emphasizes the mathematical content indicated, but time is also spent in exploring concepts in basic statistics and probability. There is also a field component for this course that teachers will complete by implementing course activities in their classrooms. This course is intended for teachers seeking a P-5 Mathematics Endorsement on their teaching certificate. Prerequisite(s): Admission to P-5 Endorsement Program.

MATH 6131**Applications in Arithmetic and Algebra for K-5 Teachers: 0-3-3**

This is an online course intended for current K-5 teachers seeking a mathematics endorsement on their teaching certificate. The course will cover models for numbers and operations, patterns as a bridge from arithmetic to algebra, and applications of these topics to the K-5 classroom. This course cannot be taken for credit for students enrolled in a degree program outside the College of Education. Prerequisite(s): Current Georgia Teacher Certification.

MATH 6132**Applications in Statistics for K-5 Teachers: 0-3-3**

This is an online course intended for current K-5 teachers seeking a mathematics endorsement on their teaching certificate. The course will cover graphical methods for categorical and numerical data, measures of descriptive statistics, probability, Venn diagrams, and applications of these topics to the K-5 classroom. This course cannot be taken for credit for

students enrolled in a degree program outside the College of Education. Prerequisite(s): Current Georgia Teacher Certification.

MATH 6133**Applications in Geometry for K-5 Teachers: 0-3-3**

This is an online course intended for current K-5 teachers seeking a mathematics endorsement on their teaching certificate. The course will cover two and three dimensional shapes and their properties, perimeter, area, volume, and measurement, and applications of these topics to the K-5 classroom. This course cannot be taken for credit for students enrolled in a degree program outside the College of Education. Prerequisite(s): Current Georgia Teacher Certification.

MATH 6230**Fundamental Ideas of Calculus: 3-0-3**

A review of the principal ideas of calculus, with emphases on concepts. Intended for Mathematics Education majors. Prerequisite(s): A minimum grade of "C" in MATH 1441 and permission of instructor.

MATH 7090**Selected Topics in Applied Mathematics: (1-3)-(0-2)-(1-3)**

Specialized study in a selected area of Applied Mathematics. Prerequisite(s): Permission of instructor.

MATH 7130**Mathematical Optimization Theory: 3-0-3**

Necessity and sufficiency conditions for constrained optimization problems are derived. The derived conditions are used to help answer questions concerning whether a given optimization problem has a solution, whether a solution is unique and how a solution can be found. Prerequisite(s): A minimum grade of "C" in MATH 3331.

MATH 7132**Methods of Optimization: 3-0-3**

Selected methods for unconstrained and constrained optimization problems with applications. Prerequisite(s): A minimum grade of "C" in MATH 5330 or MATH 5330G or permission of instructor.

MATH 7231**Advanced Numerical Analysis I: 3-0-3**

An in-depth study of computer arithmetic, the solution of non-linear equations, the solution of systems of linear equations, eigenvalue problems and interpolation. Algorithms and methods are developed and then implemented on a computer. Prerequisite(s): A minimum grade of "C" in MATH 5336.

MATH 7232**Advanced Numerical Analysis II: 3-0-3**

An in-depth study of orthogonal polynomials, numerical integration, and numerical solutions of ordinary and partial differential equations. Development and computer implementation of algorithms and methods. Prerequisite(s): A minimum grade of "C" in MATH 7231.

MATH 7234**Advanced Linear Algebra: 3-0-3**

The study of linear maps on finite dimensional vector spaces. Topics include: diagonalization (direct sums, invariant subspaces and Cayley-Hamilton theorem for linear operators), inner product spaces (self-adjoint, orthogonal operators, orthogonal projections and the spectral theorem, bilinear and quadratic forms), canonical forms (Jordan and rational forms, minimal polynomials), special matrices (non-negative matrices), and the exponential of a linear operator. Prerequisite(s): A minimum grade of "C" in MATH 5335.

MATH 7235**Analytic Number Theory: 3-0-3**

A study of topics from the classical analytic theory of numbers. Topics will be chosen from arithmetic functions, the distribution of primes, congruences, the Riemann-zeta functions, the prime number theorem, Eisenstein series, quadratic residues, Dirichlet series, Euler products, the

Dedekind eta function, the Jacobi theta functions, integer partitions, and modular forms. Prerequisites: A minimum grade of "C" in MATH 5234 and MATH 5434.

MATH 7236

Advanced Ordinary Differential Equations: 3-0-3

The theory of ordinary differential equations and dynamical systems. Topics include: Sturm-Liouville boundary value problems, eigenfunction expansions, Lyapunov stability, limit cycles, Poincare Bendixson theorem, Floquet's theory and Invariance theorems. Prerequisite(s): A minimum grade of "C" in MATH 3230.

MATH/TMAE 7237

Mathematical Control Theory: 3-0-3

State-space techniques from modern control system theory. Topics include realization theory for MIMO systems, state-space techniques for feedback control, closed loop observer design, and state-space techniques in optimal control. Prerequisite(s): A minimum grade of "C" in MATH 3230 and MATH 5336G, or permission of the instructor.

MATH 7330

Functional Analysis: 3-0-3

The study of normed linear spaces and linear operators. Topics include: Hilbert spaces (projection theorem, Riesz representation, Parseval relation); Banach spaces (convexity, duality, bounded and compact operators, theorems of Hahn-Banach, Banach-Steinhaus, open mapping, closed graph, Fredholm alternative); Stone-Weierstrass and Banach fixed point theorems. Prerequisite(s): A minimum grade of "C" in MATH 5332 and MATH 5335.

MATH 7331

Real Analysis: 3-0-3

Theory of Lebesgue measure and integration, monotone convergence, the dominated convergence theorem, Fubini's Theorem, Radon-Nikodym theorem, Riesz representation theorem, L_p and l_p spaces, functions of finite variation, Stieltjes integral, absolute continuity. Prerequisite(s): A minimum grade of "C" in MATH 5332 or MATH 5332G.

MATH 7332

Advanced Partial Differential Equations: 3-0-3

The theory of linear and nonlinear partial differential equations. Topics include: Classical theory of elliptic, parabolic and hyperbolic partial differential equations and their solutions, potential theory, maximum principle, existence of weak solutions, regularity of solutions, Duhamel's principle and Cauchy's problem. Prerequisite(s): A minimum grade of "C" in MATH 5339 or MATH 5339G or permission of instructor.

MATH 7333

Complex Analysis: 3-0-3

An in-depth study of functions of one complex variable. Topics include: properties of holomorphic, harmonic, meromorphic and entire functions (open mapping, maximum modulus, mean value, Poisson's, Rouché's, Liouville's, Picard's and Mittag-Leffler's theorems), residue theory (residue theorem, argument principle and applications), conformal mappings (Möbius and Christoffel-Schwarz canonical transformations, Riemann mapping theorem), analytic continuation (monodromy theorem, Schwarz reflection principle, Riemann surfaces and multi-valued functions). Prerequisite(s): A minimum grade of "C" in MATH 5331 and MATH 5434.

MATH 7334

Approximation Theory: 3-0-3

The study of the approximation of functions in normed linear spaces. The course emphasizes the theory of interpolation and approximation by polynomials, rational functions and spline functions. Main topics include: best approximation, order of approximation, interpolation, existence and uniqueness of best approximants, theorems by Weierstrass, Haar, Chebyshev, Bernstein, Markov, Korovkin, Schoenberg, and applications. Prerequisite(s): A minimum grade of "C" in MATH 5331 and MATH 5335.

MATH 7430

Abstract Algebra I: 3-0-3

This course provides a comprehensive study of group theory. The course begins with basic concepts of group theory (binary structures, subgroups, homomorphisms) and continues with the study of normal subgroups, quotient groups and the isomorphism theorems. Further topics to be studied include group actions, Sylow's theorem and the structure of finitely generated abelian groups. Prerequisite(s): A minimum grade of "C" in MATH 5333 or MATH 5333G or permission of instructor.

MATH 7431

Abstract Algebra II: 3-0-3

The course provides a comprehensive study of rings and fields. The course begins with the basic concepts (rings, subrings, ideals, quotient rings, homomorphisms), continues with the arithmetic of rings, applications to rings of polynomials and field theory, and concludes with a chapter on Galois theory that links field theory and group theory. Prerequisite(s): A minimum grade of "C" in MATH 7430 or permission of instructor.

MATH 7432

Differential Geometry of Manifolds: 3-0-3

The study and applications of calculus on manifolds. Topics include: atlases, tangent spaces, differentiable maps; immersions and submanifolds, submersions and quotient manifolds; matrix groups and their Lie algebras; vector fields and flows; differential forms, exterior derivative, and Lie derivative. Prerequisite(s): A minimum grade of "C" in MATH 3230 and MATH 5335.

MATH 7435

Elements of Algebraic Topology: 3-0-3

The study of the topology of geometric objects from the algebraic viewpoint, in particular using homotopy and homology groups. Main topics: Topological manifolds, homotopy, fundamental group, free groups, covering spaces, and homology. Prerequisite(s): A minimum grade of "C" in MATH 5435 and MATH 3333.

MATH 7610

Graduate Seminar: 1-0-1

Under supervision of one or more faculty members, each student will choose topics related to his or her concentration, or topics of interest to the class, read and research on them, then make presentations in front of the class or a larger audience. Students will also attend presentations of internal and external speakers on mathematical sciences. Prerequisite(s): A minimum grade of "C" in any two of the following: MATH 5332, MATH 5335, MATH 7231, STAT 5531.

MATH 7890

Directed Study in Applied Mathematics: (1-3)-(0-2)-(1-3)

Directed study under faculty supervision. Prerequisite(s): Permission of instructor and department chair.

MATH 7895

Research: 0-(1-3)-(1-3)

Graduate students will conduct a program of independent research under the direction of a thesis advisor or an advisory committee on a topic in Mathematical Sciences. Results of the research will be presented as a thesis in partial fulfillment of the requirement of the Master of Science degree.

MATH 7999

Thesis: 0-(1-3)-(1-3)

Results of independent research conducted under the direction of a thesis advisor will be presented as a thesis in partial fulfillment of the Master of Science degree. The thesis will be defended before an advisory committee.

Mechanical Engineering (COST)

MENG 5090G

Selected Topics in Mechanical Engineering: (1-3)-(1-6)-(1-3)

This course provides for study of Mechanical Engineering course topics not generally offered by the program. Graduate students will be required to complete a case study or other individualized advanced activity that undergraduate students will not be required to complete. Prerequisite(s): Graduate standing or permission of instructor.

MENG 5135G

Vibration and Preventive Maintenance: 2-2-3

Free and Forced Vibration of one and multi-degree of freedom systems will be covered. Applications of vibration analysis for preventive maintenance of mechanical systems will be introduced. Laboratories include basic vibration analysis and its applications. Graduate students will be required to complete a case study or other individualized advanced activity that undergraduate students will not be required to complete. Prerequisite(s): MATH 3230, MENG 2521, and MENG 3130 or permission of instructor.

MENG 5136G

Introduction to Finite Element Analysis: 1-4-3

This course will introduce students to the fundamentals of Finite Element Analysis. The students will develop a working knowledge of a commercial FEA software package and will model and analyze mechanical and thermal engineering systems using that software. The students will additionally develop an ability and competence in interpretation and analysis of FEA results. Graduate students will be required to complete a case study or other individualized advanced activity that undergraduate students will not be required to complete. Prerequisite(s): MENG 3122 and MENG 3135 or permission of instructor.

MENG 5137G

Mechanical System Design: 0-6-3

This is a senior design course requiring that students call upon all of their academic preparations in developing the solution of mechanical system problems. Graduate students will be required to complete a case study or other individualized advanced activity that undergraduate students will not be required to complete. Prerequisite(s): Graduate standing or permission of instructor.

MENG 5231G

Tribology and Reliability: 2-2-3

This is an introduction to the fundamentals and engineering applications of tribology, and of applied reliability of mechanical components and systems. Students will learn the relationships between friction, wear and lubrication, material surface and environment, and their effects on functionality of components. Students will be able to analyze and assess the effects of material properties, surface features and lubrication solutions on the friction and wear of engineering material contacts. Students will also learn fundamentals of applied reliability, and will be able to understand and model the effects of individual components and subsystems in overall reliability of engineering systems. Graduate students will be required to complete a case study or other individualized advanced activity that undergraduate students will not be required to complete. Prerequisite(s): MENG 3135, MENG 3341, and MENG 3430 or permission of instructor.

MENG 5232G

Intermediate Thermodynamics: 3-0-3

This is the second course in thermodynamics that expands upon first and second law analysis techniques developed in the introductory Thermodynamics course. This more advanced course includes an in-depth analysis of power and refrigeration cycles and an introduction to chemical reactions and combustion processes. Graduate students will be required to complete a case study or other individualized advanced activity that undergraduate students will not be required to complete. Prerequisite(s): ENGR 3235 and ENGR 3431 or permission of instructor.

MENG 5234G

Heating, Ventilating, and Air Conditioning: 2-2-3

This is an introductory course in Heating, Ventilating, and Air Conditioning (HVAC) systems. In this course HVAC processes are analyzed and load calculations are performed in accordance with American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE) practices. Graduate students will be required to complete a case study or other

individualized advanced activity that undergraduate students will not be required to complete. Prerequisite(s): MENG 3233 and MENG 5232 or MENG 5232G or permission of instructor.

MENG 5235G

Combustion: 2-2-3

This course is an introduction to the fundamentals of combustion processes, thermochemistry, chemical kinetics, simple chemical reactors, premixed and nonpremixed combustion, turbulent combustion and its practical applications including pollutant emissions. Graduate students will be required to complete a case study or other individualized advanced activity that undergraduate students will not be required to complete. Prerequisite(s): MENG 5232 or MENG 5232G or permission of instructor.

MENG 5331G

Automation and Computer Integrated Manufacturing Systems: 2-2-3

This course will cover the fundamental concepts in manufacturing, automation, and various topics in production and control systems. These include numerical control, industrial robots, computer integrated manufacturing systems, flexible manufacturing system, and process monitoring and control. Graduate students will be required to complete a case study or other individualized advanced activity that undergraduate students will not be required to complete. Graduate students will be required to complete a case study or other individualized advanced activity that undergraduate students will not be required to complete. Prerequisite(s): ENGR 1133, ENGR 1731, and MENG 3333 or permission of instructor.

MENG 5536G

Mechanical Controls: 2-3-3

An understanding of the elements of classical control theory will be developed. Students will be introduced to the concept of feedback and its properties; the concept of stability and stability margins; and the different tools that can be used to analyze these properties. Students will also develop a working knowledge of the basics of linear control techniques. Graduate students will be required to complete a case study or other individualized advanced activity that undergraduate students will not be required to complete. Prerequisite(s): MENG 3130 and MENG 3521 or permission of instructor.

MENG 5891G

Special Problems in Mechanical Engineering: (1-3)-(0-2)-(1-3)

Individual and specialized study in the areas of mechanical engineering not otherwise covered in the students' curriculum. Graduate students will be required to complete a case study or other individualized advanced activity that undergraduate students will not be required to complete. Prerequisite(s): Graduate standing, identification of a problem or study area, and permission of instructor.

Middle Grades Education (COE)

MGED 5799G

Student Teaching in Middle Grades Education: 0-40-9

A period of guided teaching during which the student, under the direction of a cooperating teacher, takes increasing responsibility for leading the school experiences of a given group of learners over a period of consecutive weeks and engages more or less directly in many of the activities which constitute the wide range of a teacher's assigned responsibilities. Prerequisite(s): Completion of the teaching field and professional education courses and admission to the Student Teaching Program.

MGED 6131

Curriculum for the Middle Grades: 3-0-3

An introduction to the middle school concept that emphasizes the developmental needs of early adolescents in the context of patterns of school organization and curriculum that are responsive to the intellectual, social, emotional and physical needs of adolescents. Topics will include historical development, school organization, assessments, materials to enhance student learning, and special programs for early adolescent learners. Emphasis will

be placed on lessons and units appropriate for adolescents. Candidates will design an instructional unit that demonstrates effective instructional strategies, appropriate content, multiple assessments of student learning, and a range of learning resources, including technology. Prerequisite(s): ITEC 7530 or equivalent.

MGED 6738

Supervised Practicum in the Middle Grades: 0-0-3

A supervised teaching experience in grades 4-8. Candidates will plan and teach in one's specific teaching field(s) and grade levels for which they are being certified. Emphasis is placed on instructional planning, effective instruction, classroom management, and student evaluation. Prerequisite(s): A minimum grade of "C" in MSED 6130 and admission to Teacher Education Program. Prerequisite(s): MGED 6131.

MGED 6739

M.A.T. Internship I: Middle Grades: 0-0-3

This supervised practicum course is designed for M.A.T. candidates who are employed full time in an approved teaching position. It provides a supervised teaching experience in an appropriate grade level and school setting for the candidate's teaching field. Candidates will plan and teach in the specific teaching field(s) and grade levels for which one is being certified. Emphasis is placed on instructional planning, classroom management, and student evaluation. Prerequisite(s): A minimum grade of "C" in MSED 6130 and admission to Teacher Education Program. Prerequisite(s): MGED 6131 and candidates must hold a valid non-renewable teaching certificate and be currently employed in grades 4-8 and teaching in the teaching field(s) for which one is being certified.

MGED 6799

Supervised Internship: Middle Grades: 0-0-(1 to 12)

A fifteen-week supervised teaching experience in the specific teaching field(s) and grade levels for which one is being certified. Candidates seeking initial certification in middle grades will complete the internship in order to be eligible for initial certification. Prerequisite(s): A minimum grade of "C" in MGED 6131 and Candidates must hold a valid non-renewable teaching certificate and currently employed in grades 4-8 and teaching in the teaching field(s) for which one is being certified.

MGED 8131

Integrated Curriculum for the Middle Grades: 3-0-3

A study of middle level curriculum issues and trends that focus on a variety of strategies that integrate the curriculum. Emphasis will be placed on various models for integrating the curriculum in order to be responsive to the transitional needs of the early adolescent. Prerequisite(s): MAT Middle Grades candidates must have completed MGED 6131 with a minimum grade of "C".

MGED 8132

Effective Middle Schools: 3-0-3

A study of student development concepts, school structures and practices, and important teaching and learning strategies associated with effective middle level schools. Emphasis is placed upon the relationships that exist between student development, school organization and practice and strategies for supporting effective learning and interaction among diverse learners. The course includes field-based action research, participation in learning teams, and development of significant portfolio evidence of successful interaction with the course content and other learning team members. Some components will typically be network based. Prerequisite(s): MAT Middle Grades candidates must have completed MGED 6131 with a minimum grade of "C".

MGED 8633

Seminar in Middle Grades Education: 3-0-3

A capstone course for the M.Ed. Middle Grades program. Examines the current status and future directions in middle level education. Current research in young adolescent development, curriculum, school organization and pedagogy will serve as the focus of the course. Contains a major reading writing experience that emphasizes the relationship between theory and practice. Attention will also be given to teacher leadership roles. A field based project is included. Prerequisite(s): A minimum grade of "C" in

MGED 8131 and MGED 8132. MAT Middle Grades candidates must also have completed MGED 6131 with a minimum grade of "C".

Management (COBA)

MGNT 6330

Business Statistics using Spreadsheet Analysis: 3-0-3

Coverage of statistical techniques and concepts commonly applied by managers. Topics covered include descriptive and graphical analysis, probability, sampling, statistical inference, and regression analysis. Spreadsheet and database analysis will be included in the coverage. Provides the foundation for understanding the concepts and applications that will be studied in MGNT 7331. Prerequisite(s): Graduate standing.

MGNT 6331

Foundations of Management and Marketing: 3-0-3

This course is an integrated course encompassing the principles of management, organizational behavior, and human resources management and marketing. This course will show students how to place management activities within the context of a global operating environment, with consideration given to ethical, legal, and corporate social responsibility issues; plan for the future of the organization using proven planning strategies; and structure an organization effectively, given its environment and strategy. This course also provides a firm foundation for an understanding of the challenges that face the marketing environment, ethics and other current developments in marketing. Prerequisite(s): Graduate Standing.

MGNT 7330

Leadership and Motivation: 3-0-3

A study of leadership and motivation. This course provides an overview of existing theories and models of leadership and motivation. Using readings, cases, discussion, and guest speakers, the course explains the importance of leadership, motivation, power, and influence in organizational life. Special emphasis is placed on leadership for change. Prerequisite(s): Graduate standing and completion of MBA prerequisites, or permission of Director of COBA Graduate Studies for non-MBA students.

MGNT 7331

Managerial Decision Analysis: 3-0-3

The course will provide a conceptual paradigm for decision makers to construct models and analyze decisions in today's business environment. Quantitative methods will be used to construct models with emphasis placed on representing real world problems and gaining insight and understanding of the decision making process. Specific models developed may include, but are not limited to, statistical fundamentals and probability for decision making, linear programming applications, multiple regression and forecasting models, and statistical quality control. The course will be spreadsheet based. Prerequisite(s): Graduate standing and completion of MBA prerequisites, or permission of Director of COBA Graduate Studies for non-MBA students.

MGNT 7332

Management for Non-profit Organizations: 3-0-3

A study of the unique aspects of managing nonprofit organizations. Their role in society is considered. Special emphasis is placed on HRM functions of the nonprofit, as well as analysis of planning, organizing, directing, and controlling. Boundary spanning activities with governments and private sector will be studied. Prerequisite(s): Graduate standing and completion of MBA prerequisites, or permission of Director of COBA Graduate Studies for non-MBA students.

MGNT 7333

Social Issues in Business: 3-0-3

Overview of the impact of social issues on managerial decision making. Examines the role of the businessperson in modern society. Considers business and society responsibility, pollution, employment discrimination, affirmative action, sexual harassment, consumerism, business and professional ethics, and the social responsibilities of multinational corporations. Prerequisite(s): Graduate standing and completion of MBA

prerequisites, or permission of Director of COBA Graduate Studies for non-MBA students.

MGNT 7334/7334S

Global Management: 3-0-3

Provides the student with an understanding of the global manager's role in the global organization. Provides graduate level skills in the management functions of global planning, international organizing, leading expatriates and diverse cultures, and controlling the global organization. Prerequisite(s): Graduate standing and completion of MBA prerequisites, or permission of Director of COBA Graduate Studies for non-MBA students.

MGNT 7335

Entrepreneurship: 3-0-3

A study of the business formation process that focuses on the creativity, risk-taking, and planning associated with new ventures. Provides information on the entrepreneurial process starting with idea generation, idea development, feasibility analysis, resource identification, and concludes with the development of a coherent business plan. Prerequisite(s): Graduate standing and completion of MBA prerequisites, or permission of Director of COBA Graduate Studies for non-MBA students.

MGNT 7336

Readings in Total Quality Management: 3-0-3

Managerial issues that are important in understanding and implementing an organization-wide "Total Quality Management" process, to include organizational-level strategic quality decisions plus tactical-type decisions related to the total quality management of the organization. Prerequisite(s): Graduate standing and completion of MBA prerequisites, or permission of Director of COBA Graduate Studies for non-MBA students.

MGNT 7337

Managing Organizational Change and Development: 3-0-3

Provides an overview of the field of organization development (OD) and the management of change in today's organizations. Prerequisite(s): Graduate standing and completion of MBA prerequisites, or permission of Director of COBA Graduate Studies for non-MBA students.

MGNT 7338

The Human Resource Process: 3-0-3

Provides a comprehensive in-depth study of the field of Human Resource Management and the interplay with other business functions and the environment. Prerequisite(s): Graduate standing and completion of MBA prerequisites, or permission of Director of COBA Graduate Studies for non-MBA students.

MGNT 7339

Applied Regression Analysis and Forecasting for Business: 3-0-3

The course teaches the student how to diagnose practical problems in various business disciplines, decide upon the appropriate model formulation for a given situation, and interpret the statistical results in a managerial context. The course focuses on fitting regression and time series models to real business problems. Students will use Excel and SPSS. When possible students will analyze real data sets. Prerequisite(s): A minimum grade of "B" in BUSA 3131 or a minimum grade of "C" in MGNT 6330.

MGNT 7430

Management of Operations for Competitive Advantage: 3-0-3

Provides an understanding of the production/operations function within an organization. It will focus on the type of decisions to be made at various organizational levels, and, where appropriate, on particular models and quantitative techniques that can be useful in making those decisions. Emphasis will be placed on how those decisions are interrelated and on their strategic implications for the firm. Finally, it will consider how the operations function fits with the other functional areas of the firm. Prerequisite(s): Graduate Standing and Completion of MBA prerequisite or permission of Director of COBA Graduate Studies for non-MBA students.

MGNT/CISM 7431

Project Management: 3-0-3

This course focuses on the principles and processes of project management using a systematic approach to problem solving. The project management body of knowledge areas (PMBOK) is covered, along with project management life cycle in addition to traditional project management (e.g., efficiency of the project, operational performance, planning, meeting time and budget goals). This course will give special emphasis to the management of implementation projects relevant to the students' majors, e.g. Enterprise Resource Planning (ERP) for Information Systems students or Total Quality Management (TQM) for Management students. Students are also taught how to use computer software to facilitate project management, and obtaining project management certification is emphasized. Prerequisite(s): Graduate standing and the completion of the MBA prerequisites or permission of the IS Department chair for non-MBA students. Prior completion of MGNT 7430 is recommended.

MGNT 9030

Special Topics in Management: 3-0-3

Addresses important Management topics not covered to any significant extent in other courses. The topic(s) to be covered will be announced each time the course is offered. Prerequisite(s): Acceptance in Ph.D. program.

MGNT 9631

Operations, Procurement and Sourcing Strategies: 3-0-3

This course provides a comprehensive perspective of operations management connections to sourcing and procurement in supply chain management (SCM) through theoretical models, industry practices and analysis of current scholarly operations, sourcing, procurement and SCM research. Perspective and knowledge gained from this course provide a strategic operations, sourcing and procurement framework to guide scholarly research and teaching in SCM.

MGNT 9661

Readings in Total Quality Management: 3-0-3

Surveys current research addressing issues that are important in understanding and implementing organization-wide quality management and business process improvements. Literature reviewed focuses on both strategic issues and tactical decisions. Prerequisite(s): Acceptance in Ph.D. in Logistics/Supply Chain Management.

MGNT 9662

Production Planning: 3-0-3

Reviews the processes of planning and allocating resources in order to produce and maintain goods and services needed to meet customer needs. Includes research into decisions that address the quantity and timing of resource allocation to efficiently meet customer demand. Prerequisite(s): Acceptance in Ph.D. in Logistics/Supply Chain Management.

MGNT 9663

Inventory Control Systems: 3-0-3

Reviews systems used to ensure sufficient availability of materials to meet production and customer needs. Includes research into decisions that address the timing and quantity of material inventories in multi-echelon inventory systems in order to achieve target levels of customer service, operating costs, inventory investment, and, ultimately, competitive advantage. Prerequisite(s): Acceptance in Ph.D. in Logistics/Supply Chain Management.

Marketing (COBA)

MKTG 7431

Strategic Marketing Management: 3-0-3

A strategy planning approach to marketing management from conception and application perspectives. Focus is on the strategic decision-making process supported by self-analysis and external analysis. Legal, ethical, and international aspects are also considered. Prerequisite(s): Graduate standing and completion of MBA prerequisites, or permission of Director of COBA Graduate Studies for non-MBA students.

MKTG 7435/7435S**Global Marketing: 3-0-3**

Provides the student with a thorough examination of the mechanics of international marketing with particular focus on the influence of culture on the development of marketing strategy. Coverage of marketing topics is comprehensive with a particular focus on current events and their relationship to trade. Discussion of ethics and global responsibility are infused throughout the course. Prerequisite(s): Graduate standing and completion of MBA prerequisites, or permission of Director of COBA Graduate Studies for non-MBA students.

MKTG 7830**Special Topics in Marketing: 3-0-3**

A standard course developed for a special or newly emerging topic in marketing. Lectures, group work, readings, research, and writing are required as in any other advanced elective course. Prerequisite(s): Cumulative GPA of 3.0 or better, completion of the MBA prerequisites, and permission of the director.

MKTG 9631**Seminar in Marketing Theory: 3-0-3**

This course provides a comprehensive overview of the history, nature, scope, and evolution of marketing thought. Students taking this course will examine how the philosophy of science relates to the development of marketing theory, explore the history of marketing and the impact of paradigm shifts on the definition and role of marketing over time, learn how to critically assess research and theory within the discipline of marketing, and begin to define the role and responsibility of the marketing scholar.

MKTG 9671**Promotion Seminar: 3-0-3**

An examination of current issues and trends in the field of promotions. Particular emphasis will be placed on Integrated Marketing Communications and the role of marketing communications in establishing and building brand equity. Prerequisite(s): Acceptance in Ph.D.in Logistics/Supply Chain Management.

MKTG 9672**Marketing Strategy Seminar: 3-0-3**

An examination of current issues and trends in the field of product development, brand management, and pricing. Emphasis will be placed on the new product development process, managing products over the product life cycle, and the analysis of the firm's product mix to enhance the firm's profitability. Various pricing theories and models will be examined and the role of pricing strategy within the firm's overall competitive strategy model. Prerequisite(s): Acceptance in Ph.D.in Logistics/Supply Chain Management.

MKTG 9673**Buyer Behavior: 3-0-3**

An examination of techniques used to determine and evaluate markets. Consumer and business buying behaviors utilizing the behavioral sciences will be discussed. Advanced computer modeling techniques for determining markets will be introduced. Various techniques for researching markets, determining market potential, and forecasting will be discussed. Prerequisite(s): Acceptance in Ph.D.in Logistics/Supply Chain Management.

MKTG 9674**Global Marketing Theory and Application: 3-0-3**

An examination of the origins and application of global marketing strategy. Students will learn the mechanics of international trade in general and international marketing in particular, and special emphasis will be placed on examination of the influence of culture and current events on the development and implementation of marketing strategies in the global economy.

MKTG 9675**Professional Sales and Sales Management: 3-0-3**

A survey course taking an in-depth examination of current issues and trends in the fields of professional sales and sales management.

Middle Grades and Secondary Education (COE)**MSED 5333G****Literature and Writing for the Middle and Secondary Schools: 3-0-3**

An intensive study of instructional strategies appropriate for integrating literature and writing instruction. Special attention will be given to identifying and accommodating reading and writing needs of diverse adolescent learners, as well as evaluating the effectiveness of instruction. Students will learn to develop cross-curricular instruction, diagnose reading problems, provide individualization feedback, as well as employ appropriate intervention and assessment methods. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): Admission to Teacher Education Program (initial certification candidates only).

MSED 5530G**Using Calculators and Manipulatives to Teach Mathematics: 3-0-3**

An in-depth study of integrating calculators and manipulatives in the middle grades and secondary mathematics curriculum. Emphasis is placed on current research findings, planning and assessing calculator and manipulatives use in the classroom. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

MSED 5531G**Integrating Computer Technology and Mathematics: 3-0-3**

Introduction to teaching middle grades and secondary mathematics using computer-based technology. Emphasis is placed on planning and assessing computer-based classroom instruction. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

MSED 6130**Introduction to the Middle and Secondary School: 3-3-3**

This course examines the curriculum, instruction, and organization of middle and secondary schools. It provides substantial knowledge of the nature and needs of adolescent learners as well as curriculum planning and instruction. The course also includes a 50-hour field component.

MSED 6132**Curriculum and Instruction: 3-3-3**

This course examines instructional design for middle and secondary schools. It examines classroom practice and provides substantial knowledge of unit and lesson design. The course also includes a 70-hour field component. Prerequisite(s): MSED 6130.

MSED 6237**Science Methods: 3-0-3**

This course is designed to assist students in understanding the purpose of science in the middle and secondary school curricula and becoming familiar with the trends in science instruction. Skills are developed in using classroom laboratory and field trip experiences in planning and evaluating science instruction. Major emphasis is placed on planning and presentation skills and on developing strategies to facilitate working with the diverse student populations present in the public schools. Prerequisite(s): A minimum grade of "C" in MSED 6130 and admission to Teacher Education Program.

MSED 6337**Language Arts Methods: 3-0-3**

A study of methods and materials appropriate in teaching composition, literature, and oral expression in the middle and secondary school language arts/English program. Emphasis will be placed on the writing process, teaching grammar through writing, and literature for grades 4-12. Prerequisite(s): A minimum grade of "C" in MSED 6130 and admission to Teacher Education Program.

MSED 6437**Social Science Methods: 3-0-3**

A study of the social sciences in the middle and secondary schools. Emphasis is placed on instructional planning for diverse classrooms; assessment of student learning; the use of multiple resources, including technology; and an application of the NCSS standards in the middle and secondary social science curriculum. Prerequisite(s): A minimum grade of "C" in MSED 6130 and admission to Teacher Education Program.

MSED 6537**Mathematics Methods: 3-0-3**

A study of teaching methods and materials, curriculum content, assessment and trends in middle and secondary school mathematics. Emphasis is placed on instructional planning for diverse classrooms; assessment of student learning; the use of multiple resources, including technology; and application of NCTM standards in the middle and secondary mathematics curriculum. Prerequisite(s): A minimum grade of "C" in MSED 6130 and admission to Teacher Education Program.

MSED 6637**Business Education Methods: 3-0-3**

A study of teaching methods and materials, curriculum content, and trends in teaching Business Education in the middle and secondary schools. The course also includes a study of vocational education programs. Emphasis is placed on instructional planning for diverse classrooms; assessment of student learning; the use of multiple resources, including technology; and an application of the national business education standards. Prerequisite(s): A minimum grade of "C" in MSED 6130 and admission to Teacher Education Program.

MSED 6737**Family and Consumer Sciences Methods: 3-0-3**

This course assists students in understanding the purpose of family and consumer sciences programs in the secondary school curriculum and in becoming familiar with the trends in family and consumer sciences instruction. Students will develop skills in planning and evaluating family and consumer sciences instruction using the classroom as a laboratory. Major emphasis is placed on planning and presentation skills and on developing strategies to facilitate learning of diverse student populations in the public schools. Prerequisite(s): Admission to Teacher Education Program.

MSED 7130**Middle and Secondary School Colloquium: 3-0-3**

In the M.A.T. colloquium course, students will analyze issues related to diverse school populations, classroom and behavior management, technology integration, school governance and teacher leadership, professional performance assessments, educational law, and ethics and professionalism in teaching. Prerequisite(s): Admission to student teaching or supervised internship. Prerequisite(s): SCED 5799G, MGED 5799G, or ESED 6799.

MSED 7132**Assessment of Student Learning: 3-0-3**

This course will emphasize a study of formal and informal assessments in order to maximize student learning. Emphasis is placed on strategies for collecting, analyzing, and using student performance data to modify instruction and increase student learning for all students. Prerequisite(s): A minimum grade of "C" in MGED 6131 or SCED 6131.

MSED 7231**Hands-On Science for the Middle and Secondary Schools: 3-0-3**

Designed to introduce and promote the use of curricula, resources, and activities which emphasize the use of hands-on/inquiry science appropriate for middle and secondary schools. The course focuses on: the development of hands-on and interdisciplinary science curricula; research relative to the use of inquiry-based science; classroom implementation of science programs; and the development of process and inquiry skills. Emphasis will be placed on addressing local needs and resources in the area of science instruction.

MSED 7232**Teaching the Great Ideas in Science: 3-0-3**

This course is designed to enhance students' understanding of the "Great Scientific Premises" that undergird and integrate the science disciplines. Emphasis is placed on hands-on interaction with scientific principles and materials that will enhance the capacity of teachers to support their students' construction of scientific understanding. The course uses the ideas and experiences of both classical and/or contemporary scientists to engage teachers in a reflective opportunity to gain an appreciation of the rich extent of the history and nature of the scientific enterprise and to prepare them to help their students "make sense" of the science they are expected to learn. It is also designed in a way to engage teachers with the National Science Standards as they explore the science that is necessary to be a scientifically literate citizen of the United States.

MSED 7331**Early Adolescent Literature: 3-0-3**

A study of pedagogical theory and practices for integrating contemporary early adolescent/young adult literature into the middle and secondary school curriculum. Course content will focus on making text selections, workshop approaches, literary circles, and reader response theory.

MSED 7333**Writing Instruction for the Middle and Secondary Schools: 3-0-3**

Examines current research in the teaching of writing. Emphasis will be placed on a study of instructional strategies for prewriting, composing, revising, and editing. The course also examines models for integrating writing across subject areas in the middle and secondary schools.

MSED 7431**Teaching Geography in the Middle and Secondary Schools: 3-0-3**

This course is designed to assist social studies teachers implement the National Geographic Standards. These standards identify what every public school student should learn. The course will emphasize the benchmarks that have been adopted in order to assist teachers and curriculum specialists develop guidelines for their own classrooms and school systems.

MSED 7432**Teaching Social Studies in the Middle and Secondary Schools: 3-0-3**

A study of the place of social education in middle and secondary schools. In a seminar setting, students will analyze problems challenging middle and secondary school social studies educators including the knowledge base of social science education, teaching for active and responsible citizenship, making curricular choices, selecting appropriate instructional techniques, and assessing current trends in middle and secondary school social studies education. A field-based project will be included.

MSED 7535**Teaching Middle Grades and Secondary Mathematics: 3-0-3**

An in-depth study of current content standards, methods and assessments strategies for teaching middle grades and secondary mathematics.

MSED 8231**Trends in Middle and Secondary Science: 3-0-3**

Designed to provide an in-depth study of current issues, reforms, and trends in middle grades and secondary science.

MSED 8331**Trends in Middle and Secondary Language Arts: 3-0-3**

Students will examine current trends, reform initiatives, and problematic issues related to English language arts curriculum and instruction in middle and secondary schools. Emphasis will be placed on state and national standards, assessment, technology integration, struggling readers and writers, and responding to the needs of diverse learners. The course contains a field-based research component.

MSED 8333**Research in Language Arts: 3-0-3**

Explores current research in middle grades and secondary school language arts. Particular emphasis is placed on examining the theoretical and philosophical frameworks of language arts curriculum and instruction. A field-based project is included.

MSED 8434**Trends in Middle and Secondary Social Studies: 3-0-3**

A study of current trends and issues in social studies curriculum and instruction. An emphasis is placed on an analysis of problems challenging social studies teachers in the middle and secondary schools.

MSED 8530**Foundations of Teaching Grades 4-12 Mathematics: 3-0-3**

An in-depth analysis of the content and pedagogy of middle grades and secondary mathematics. Emphasis will be placed on a study of the research in middle grades and secondary mathematics curriculum and instruction, as well as the historical development of current mathematics content requirements. Prerequisite(s): A minimum grade of "B" in MSED 7535.

Applied Music (CLASS)**MUSA****Applied Music**

Admission to an applied studio is by approval of the Music faculty. Instruction in various instruments and voice is offered. Undergraduate instruction is offered at preparatory, first, second, and third and fourth year levels. Graduate instruction is also offered. Credit hours available vary from 1-3 hours.

Music (CLASS)**MUSC 5030G****Selected Topics Music Literature: 3-0-3**

Specialized study of a specifically announced area in music literature. Graduate students must complete an extra project for this course.

MUSC 5031G**Selected Topics in Music: 3-0-3**

Topics vary with individual professor. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

MUSC 5231G**Music in the Classic Period: 3-0-3**

A survey of major historical trends, aesthetic and stylistic developments, significant figures, and selected repertory from the Classic period. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

MUSC 5232G**Music in the Romantic Period: 3-0-3**

A survey of major historical trends, aesthetic and stylistic developments, significant figures, and selected repertory from the Romantic period. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

MUSC 5233G**Music in the Contemporary Period: 3-0-3**

A survey for major historical trends, aesthetic and stylistic developments, significant figures, and selected repertory from the Contemporary period.

MUSC 5234G**History of Opera: 3-0-3**

A survey of major historical trends, aesthetic and stylistic developments, significant figures, and selected repertory in opera history. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

MUSC/AAST/AMST 5236G**Jazz History: 3-0-3**

A jazz survey course which emphasizes the historical, musical, and chronological development of jazz music. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

MUSC 5237G**Symphonic Literature: 3-0-3**

A survey of major historical trends, aesthetic and stylistic developments, significant figures, and selected repertory in symphonic literature. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

MUSC 5332G**Jazz Styles and Analysis: 3-0-3**

The study of most of the major jazz styles which have been documented in recordings. Emphasis in post-1940's styles of big bands and combos, and in the musical analysis of those jazz styles. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): MUSC 3132 and MUSC 5236.

MUSC 5411G**Jazz Pedagogy: 1-0-1**

Emphasizes the materials and methods available for the teaching of jazz music at all levels from middle school through university. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

MUSC 5430G**Advanced Choral Arranging: 3-0-3**

Practical experience in arranging for various vocal combinations, score analysis, score reading, and manuscript preparation for publishers. Graduate students must complete an extra project for the course. Prerequisite(s): A minimum grade of "C" in MUSC 2334.

MUSC 5431G**Advanced Instrumental Arranging: 3-0-3**

Study of issues and techniques in composing arrangements for various types of instrumental ensembles with practical experience. Prerequisite(s): A minimum grade of "C" in MUSC 2334.

MUSC 5432G**Advanced Jazz Arranging: 3-0-3**

Study of issues and techniques in composing arrangements for various types of jazz ensembles with practical experience.

MUSC 5530G**Digital Audio Montage: 2-2-3**

Explores digital audio theory and practice, sound recording techniques, sound and music representation, sound transformation, and compositional methods of morphological montage through the creation and performance of musical works in the electronic medium. Prerequisite(s): Experience using computers, a firm background in music theory, computer science, or visual art, basic math skills, and be familiar with elementary aspects of music technology (mixers, cables, and other studio basics).

MUSC 5531G**Advanced MIDI Sequencing: 2-2-3**

Explores the core concepts of acoustics and psychoacoustics, the MIDI protocol, music composition and performance using MIDI, hardware-based sound synthesis, hardware-based effects, and audio sampling through the creation and performance of musical works in the electronic medium. Prerequisite(s): Experience using computers, a firm background in music theory, computer science, or visual art, basic math skills, and be familiar with elementary aspects of music technology (mixers, cables, and other studio basics).

MUSC 5630G**Music, Technology and Contemporary Culture: 3-0-3**

Examines the development of sound technology, the impact of music technology on listeners, performers, and composers, the diversification and globalization of musical styles, and the changing sociological roles of music in contemporary culture from both historical and ethnographic points of view. Students will also explore specific topics of their own interest in a seminar setting. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

MUSC 6131**Music Reference Tools and Resources: 3-0-3**

A survey of basic and advanced reference sources and tools relating to music, both printed and on-line; methods for locating, evaluating, and citing manuscript and printed musical sources, including critical editions; resources for finding music-related materials on the Internet; and tools for dealing with music reference materials in foreign languages.

MUSC 7092**Selected Topics in Music: 3-3-3**

Topics vary with individual professor.

MUSC 7231**History and Philosophy of Music Education: 3-0-3**

A study of historical and philosophical currents which have shaped current music education practices.

MUSC 7232**Current Trends in Music Education: 3-0-3**

Survey of current trends in music education, including philosophy and practical application, based on recent research.

MUSC 7330**Chamber Music Analysis and Literature: 3-0-3**

Examination, discussion, and analysis of selected chamber music literature from the Baroque to the present.

MUSC 7331**Advanced Analytical Techniques: 3-0-3**

Techniques for analyzing form and other stylistic elements of music, emphasizing larger and more complex works; overview of major analytical methodologies; issues in interpreting published analytical research; combining analytical and historical research.

MUSC 7432**Choral Literature: 3-0-3**

Designed to provide students with in-depth knowledge of choral literature. Students will study the major genres from the Pre-Renaissance to the present with emphasis on the mass, motet, requiem, and oratorio.

MUSC 7434**Band Literature: 3-0-3**

Provides a survey of the historical development of wind band literature and ensembles from the Renaissance to the present, with respect to composers, composition, performers, instrumentation, and events.

MUSC 7533**Sound Design and Processing: 2-2-3**

Examines sound design and processing through the use of the Supercollider 3 programming language for musical digital signal processing. Students will explore fundamentals of object-oriented computer programming and musical digital signal processing through the creation and performance of musical works in the electronic medium and the creation of their own audio synthesis and transformation software. Prerequisite(s): Experience using computers, a firm background in music theory and/or computer science, basic math skills, familiarity with elementary aspects of music technology (mixers, cables, etc.) . A background in computer programming is helpful but not required.

MUSC 7534**Interactive Media: 2-2-3**

Examines the use of interactivity in multimedia. Students will learn high-level programming concepts, algorithmic design, and cross-modal aesthetic principles using Max/MSP/Jitter. Prerequisite(s): Experience using computers, a firm background in music theory, computer science, or visual art, basic math skills, and be familiar with elementary aspects of music technology (mixers, cables, and other studio basics). A background in computer programming is helpful but not required.

MUSC 7630**Seminar in Advanced Conducting: 3-0-3**

Refinement of conducting and rehearsal techniques including issues related to preparation, gesture, blend and balance, intonation and diction, error detection, pedagogy, and rehearsal strategies. Includes supervised rehearsal and performance practicum. May be repeated for credit toward the degree. Prerequisite(s): Permission of the Instructor. Students must either be available to work with an assigned ensemble at the University or receive approval to work with their own ensemble (such as a secondary school band or choir).

MUSC 7631**Advanced Score Reading Techniques: 3-0-3**

A capstone course to review concepts of music theory and examine current systems and materials used in teaching music theory.

MUSC 7633**Advanced Score Reading Techniques: 3-0-3**

Score study techniques and discussion of issues in preparation for conducting across all areas of band, choral, orchestral, and mixed ensembles.

MUSC 7891/7891S**Special Problems in Music: (1-9)-0-(1-9)**

Topics vary with individual professor.

MUSC 7931**Music Education Final Project: 0-0-3**

Planned project, written or practical, directed by the student's project advisor. Prerequisite(s): Permission of the student's project advisor and the graduate coordinator.

MUSC 7932**Music Technology Final Project: 0-3-3**

Planned project directed by the student's project advisor. Prerequisite(s): Permission of the student's project advisor and graduate coordinator.

Music Ensemble (CLASS)**MUSE****Ensembles**

Ensembles of various types are available to all students (some through audition), at both undergraduate and graduate levels. Ensembles carry 1 hour credit.

Nutrition and Food Science (CHHS)**NTFS/HLTH/KINS 6195S****International Studies Abroad in Health and Kinesiology: (3-9)-0-(3-9)**

This course offers students the opportunity to examine health, nutrition and food science, or kinesiology practices in a foreign country through travel abroad. Classroom instruction will be combined with on-site experiences to provide a realistic learning experience.

Nursing (CHHS)**NURS 5210G****Lifespan Advanced Health Assessment Clinical: 0-1-1**

Group discussions provide the opportunity for learning synthesis. 90 clinical hours are required in settings which provide experience for health,

developmental and diagnostic assessments; and histories and physical examinations of adults, pregnant women, children and newborns. On-campus seminar and laboratory practice and off-campus experiences in ambulatory settings with laboratory facilities serving diverse populations is required. Students taking course for graduate credit will complete additional assignments. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): NURS 5230 or NURS 5230G.

NURS 5230G

Lifespan Advanced Health Assessment for APN: 3-0-3

This health assessment course builds on basic assessment to evaluate persons across the life span within a transcultural context. Principles and techniques necessary to complete a total health history, developmental assessment, nutritional evaluation, physical examination and documentation of findings to form a data base on the individual, pregnant female and newborn are included. Recognition of pathological signs and symptoms associated with illness and assessment of health promotion needs are emphasized. Selected diagnostic procedures are covered. Students taking course for graduate credit will complete additional assignments. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): NURS 5210 or NURS 5210G.

NURS 6131

Professional Roles and Issues: 3-0-3

Explores concepts that prescribe the framework of advanced practice nursing with application to APN roles. Professional, ethical, and cultural issues that impact health care will be discussed. The graduate nursing student will begin to build and shape strategies for dealing with role assimilation, positive and negative role influences, and important health care issues.

NURS 6133

Health Care Organizations and Policy for Advanced Practice Nursing: 3-0-3

Characteristics of health care organizations from rural and urban perspectives important to advanced practice nursing are examined. The American health care system, financing, health policy, national, state, and local legislative issues which impact the delivery of health care by advanced practice nurses are emphasized. Students analyze information systems and use information technologies to investigate current legislative and advanced practice nursing issues.

NURS 6134

Differential Diagnosis and Pathophysiology: 3-0-3

Explores advanced concepts of pathophysiology that alter and/or disrupt body system functioning in adults and children. Knowledge of pathophysiology concepts provide the foundation for determining differential diagnosis(es) related to presenting patient problems.

NURS 6135

Pharmacotherapeutics for Advanced Practice Nursing: 3-0-3

Builds upon the pharmacological knowledge base of the student in an advanced practice nursing major. Pharmacology and pharmacotherapeutics for selected drug classifications and prototype drugs used in primary care settings are explored. Selected primary care disorders are discussed related to appropriate pharmacological management.

NURS 6136

Family Health Promotion for Advanced Practice Nursing: 3-0-3

Family theoretical frameworks are used to explore the influence of psychological, cultural, and social aspects of rural/urban life on health. Health care problems and issues of concern to advanced practice nursing providing care to rural and urban families will be compared and contrasted. Techniques for screening at-risk families to facilitate early case finding and strategies for health maintenance and health promotion are included.

NURS 6140

Applied Theory and Research for Advanced Practice Nursing: 4-0-4

Course synthesizes the application of theory and research to utilize evidence-based practice in the APN role. Evolution of nursing theory and nursing science; critical analysis, synthesis and critique of nursing theory and research; quantitative and qualitative methodologies; and theory to practice linkages are emphasized. Theory-driven research focusing on the evaluation of outcomes applicable to nursing practice, and critical review of literature on evidence-based practice are included. Course is designed to prepare informed consumers of health care research and beginning nurse scientists. The importance of the advancement of nursing science and of the ethical conduct of nursing research are incorporated throughout the course. Prerequisite(s): A minimum grade of "C" in undergraduate statistics.

NURS 6211

Epidemiology and Transcultural Issues Clinical for APN: 0-1-1

Course requires the application of the principles of epidemiology and transcultural healthcare to patient populations served by advanced practice nurses (APN). A total of 90 hours will provide experiences in assessing and planning interventions for selected vulnerable populations to achieve higher levels of wellness within their cultural and environmental contexts. Prerequisite(s): NURS 6220.

NURS 6220

Epidemiology and Transcultural Cultural Issues for APN: 2-0-2

Course provides introduction to the principles of epidemiology and transcultural healthcare competence as applied to patient populations served by advanced practice nurses (APN). Emphasis is placed on preparing APNs to utilize the principles of epidemiology to assist vulnerable populations in achieving a higher level of wellness within their cultural and environmental contexts. Prerequisite(s): NURS 6211.

NURS 6811

Research Practicum I: 1-0-1

Course provides an opportunity for graduate nursing student to participate in a research project applicable to advanced nursing practice. Completion of the research project will occur in NURS 6812. Prerequisite(s): A minimum grade of "C" in NURS 6140.

NURS 6812

Research Practicum II: 1-0-1

Course provides an opportunity for graduate nursing student to complete the research investigation of an area of interest begun in NURS 6811. Prerequisite(s): A minimum grade of "C" in NURS 6811.

NURS 7090/7090S

Selected Topics Nursing: (1-3)-0-(1-3)

Provides a mechanism for offering courses on selected topics in nursing.

NURS 7224

Primary Care Clinical I: Women's Health: 0-2-2

This course requires the application of theoretical concepts relative to the provision of health care to the female client within the scope of practice of the family nurse practitioner. Group discussions will provide the opportunity for student learning synthesis while incorporating transcultural strategies for the client, family, and community. A total of 180 hours of clinical experience in a primary care obstetrical/gynecological setting providing care to women experiencing reproductive or lifestyle concerns and pregnancy or gynecological conditions is required. Prerequisite(s): NURS 5230G, NURS 5210G, and NURS 6134. Prerequisite(s): NURS 7231.

NURS 7225

Primary Care Clinical II: Pediatric Health: 0-2-2

This course requires the application of theoretical concepts relative to the provision of health care to the pediatric client within the scope of practice of the nurse practitioner. Group discussions will provide the opportunity for student learning synthesis while incorporating transcultural strategies for the

client, family, and community. A total of 180 hours of clinical experience in pediatric ambulatory primary care setting providing care to the pediatric population is required. Prerequisite(s): A minimum grade of "B" in NURS 5230G, NURS 5210G, NURS 6134, and NURS 6135. Prerequisite(s): NURS 7233.

NURS 7231

Primary Care I: Women: 3-0-3

This course explores the role of the nurse practitioner in the provision of primary health care to women in rural/urban ambulatory care settings presenting for gynecological care. Emphasis is placed on health maintenance/promotion and the management of women's health concerns within the transcultural context of family/community. Prerequisite(s): A minimum grade of "C" in NURS 5230G, NURS 5210G, and NURS 6134. Prerequisite(s): NURS 7224.

NURS 7233

Primary Care II: Pediatrics: 3-0-3

This course explores the role of the family nurse practitioner in the provision of primary health care to the pediatric client in rural/urban ambulatory care settings. Emphasis is placed on health maintenance/promotion and the management of pediatric health within a transcultural context of the family/community. Prerequisite(s): NURS 5230G, NURS 5210G, NURS 6134, and NURS 6135. Prerequisite(s): NURS 7225.

NURS 7234

Primary Care Clinical III: Adult Health: 1-2-3

This course requires the application of theoretical concepts relative to the provision of health care to the adult and older client within the scope of practice of the nurse practitioner. Group discussions will provide the opportunity for student learning synthesis while incorporating transcultural strategies for the client, family, and community. A total of 180 hours of clinical experience in a rural/urban ambulatory primary care setting providing care to the adult and older population is required. Prerequisite(s): A minimum grade of "B" in NURS 5230G, NURS 5210G, NURS 6134, and NURS 6135. Prerequisite(s): NURS 7234.

NURS 7243

Primary Care III: Adult: 3-0-3

This course explores the role of the family nurse practitioner in the provision of primary health care to the adult client in a rural/urban ambulatory care setting. Emphasis is placed on health maintenance/promotion and management of adult health within the transcultural context of family/community. Prerequisite(s): NURS 5230G, NURS 5210G, NURS 6134, and NURS 6135. Prerequisite(s): NURS 7224.

NURS 7511

Community Health Clinical I: 0-1-1

Course requires 90 hours of experience with a preceptor to apply theory, evidence-based practice and clinical knowledge in the development of culturally competent, effective care to improve the health of a selected population within a community. Population assessment; health care issues identification; and the development, implementation and evaluation of intervention strategies will be addressed. Prerequisite(s): NURS 5230G, NURS 5210G, NURS 6134, and NURS 6135. Prerequisite(s): NURS 7520.

NURS 7520

Community Health I: 2-0-2

Course emphasizes application of theory, evidenced-based practice and clinical knowledge in the assessment, design, and evaluation of culturally competent, effective health care provided within systems to meet the needs of individuals, families, groups, and communities within a health promotion framework. Prerequisite(s): NURS 5230G, NURS 5210G, NURS 6134, and NURS 6135. Prerequisite(s): NURS 7511.

NURS 7521

Community Health Clinical II: 0-2-2

Course requires 180 hours of experience with preceptor to develop leadership skills within the context of community. Experiences will include program planning and evaluation; resource management to include budgeting, funding, and grant writing; strategic planning and decision

making; and the CNS role as advocate and change agent. Prerequisite(s): NURS 5230G, NURS 5210G, NURS 6134, and NURS 6135. Prerequisite(s): NURS 7530.

NURS 7530

Community Health II: 3-0-3

Course emphasizes application of theory and research applicable to the development of leadership skills within the context of community. Course includes program planning and evaluation; resource management to include budgeting, funding, and grant writing; strategic planning and decision making; and the CNS role as advocate, change agent and consultant. Prerequisite(s): NURS 5230G, NURS 5210G, NURS 6134, and NURS 6135. Prerequisite(s): NURS 7521.

NURS 7730

Primary Care Capstone: FNP: 2-1-3

This FNP capstone course provides 90 hours of clinical experiences in a variety of rural/urban ambulatory health care settings to allow synthesis and application of theoretical, evidenced-based research and clinical knowledge gained in required courses. Emphasis is placed on the provision of care by APN to persons across the life span within a transcultural and health promotion framework. Group discussions will provide an opportunity for capstone learning synthesis of the FNP role. All courses must be completed with the exception of an elected thesis. Prerequisite(s): All courses except Thesis.

NURS 7731

CNS Capstone: Community Health: 1-2-3

CHCNS capstone course provides 180 hours of experience in a setting that supports synthesis and applications of theory and evidenced-based practice knowledge gained in required courses. Emphasis is placed on the development and evaluation of systems which provide care to a community within a transcultural and health promotion framework. Group discussions will provide an opportunity for capstone learning synthesis of the community health CNS role. All courses must be completed with the exception of an elected thesis. Prerequisite(s): All course work for major except Thesis.

NURS 7890

Independent Study Nursing: (1-3)-0-(1-3)

Allows the graduate student the opportunity to investigate an area of interest under the direction of a faculty member. Prerequisite(s): Permission of instructor.

NURS 7999

Thesis Nursing: (0-3)-(0-3)-(1-3)

Thesis hours are elective to the graduate nursing program of study. A thesis provides the opportunity to pursue research in an area of interest within the major under faculty direction. The student is required to demonstrate evidence of critical thinking in the development of the research design and analysis of the findings. The thesis requires a defense of design, conduct, analysis and interpretation of the findings. The thesis is completed utilizing a standard format prescribed by the College of Graduate Studies. Prerequisite(s): NURS 6140 and permission of instructor.

NURS 8231

Theoretical Perspectives of Teaching and Learning in Nursing Education: 3-0-3

This course explores the theoretical underpinnings that provide the foundation for teaching and learning in nursing education. A broad base of theoretical perspectives in developmental psychology and education as applied to the needs of learners are covered. A variety of strategies to meet the teaching needs of diverse learners in diverse learning environments are explored and evaluated. Professional standards to inform the practice of instructional designers and strategies to assess learning experiences from the standpoint of learner and instructor are investigated.

NURS 8232

Instructional Design and Assessment in Nursing Education: 3-0-3

This course explores the processes of instructional design, curriculum development and assessment of learner outcomes in nursing education. The elements of the philosophical and contextual foundation of a curriculum, the application of professional standards and implementation and evaluation of both a curriculum and an educational program are explored. Course content focuses on the examination of a range of assessment methods, techniques, devices, and strategies and ways to determine appropriate assessments for measuring student learning and curricular goals.

NURS 8233

Learner-Centered Teaching: Creative Classroom and Clinical Education in Nursing: 3-0-3

This course explores a broad array of creative classroom and clinical learner-centered teaching strategies, particularly those that promote critical thinking and facilitate active student learning. Frameworks, tools, and experiences to select, evaluate, and use teaching strategies appropriate to a variety of learning environments in nursing education are explored. An assessment of learning experiences from the standpoints of self, learner and instructor as well as appropriate assessment strategies to address teaching and learning issues and situations are addressed. Course content will include a focus on the use of technology in classroom and clinical nursing education.

NURS 9121

DNP Role Transition: 2-0-2

This course explores the theoretical underpinnings that provide the foundation for the Doctor of Nursing Practice role. Nurses in this role will conceptualize solutions to the access and equity issues of twenty-first century health care.

NURS 9126

Biomedical Ethics in Practice and Leadership: 2-0-2

Course prepares the Advanced Practice Nurse (APN) to guide patients, families, communities, and organizations through the complex maze of legal and ethical dilemmas. Through the philosophical study of morality as applied to biomedical ethics in current health care dilemmas, culturally sensitive and appropriate solutions will be derived.

NURS 9131

Biometrics for Advanced Practice Nursing: 3-0-3

Course provides foundation for the application of statistical analysis to investigate underlying relationships in health care data relevant to advanced practice nursing. Students will gain an understanding of when and why to use biostatistical techniques as well as how to apply them with confidence and interpret their output, using statistical computer software.

NURS 9132

Leadership and Management in Practice Transition: 3-0-3

This course provides an opportunity for the student to develop leadership skills important to the practice environment of the advanced practice nurse and to affect health care outcomes. Content includes leadership theory, power as a leadership asset, personnel management, change theory, conflict management, marketing, communication, group dynamics, and strategic planning. The dynamic interactions of health care organizations and regulatory/funding organizations will be analyzed. Attention will be given to the legal, ethical, and cultural aspects of leadership.

NURS 9133

Applied Evidence-Based Practice: 3-0-3

Course synthesizes concepts from nursing science, and other related sciences to prepare the student for the highest level of evidence-based practice. Concepts of critical appraisal, generation, analysis, and synthesis of evidence are included. Students are prepared to disseminate findings from evidence-based research to improve health care outcomes for individuals and populations.

NURS 9134

Health Care Financing and Policy Development: 3-0-3

This course explores the relationship of macro and micro economics to health care financing and policy development from regional, state, national, and global perspectives. Quantitative decision making models are examined,

compared and contrasted with intangible aspects of decision making and policy development. Emphasis is given to financial management skills including project analysis, budgeting, variance reporting, revenue estimation, and financial risk management. Ethical inquiry addresses access to health care and utilization and dispersion of scarce resources.

NURS 9135

Outcomes Management Strategies for Improved Health Care: 3-0-3

Course provides the foundation to conduct comprehensive outcomes management initiatives to improve health care. Theoretical models, analytic methods, and evaluation strategies will be explored and critiqued as they relate to outcomes management. Connections between nursing-sensitive outcomes, outcomes management strategies, and patient population characteristics in health care systems will be emphasized.

NURS 9136

Population Focused Collaborative Initiative: 2-6-3

Course prepares the APN to investigate a vulnerable population in collaboration with health care partner in a clinical context. The student will develop the ability to assume a consultant role in procuring fiscal resources to improve health care outcomes for diverse populations.

NURS 9730

DNP Capstone Practicum: 1-12-3

This capstone clinical experience course provides an opportunity to integrate the role of the DNP in a comprehensive real-world contextual practicum that includes utilization of leadership, consultation, advocacy, and collaboration. Individual experiences will be developed under the guidance of a faculty advisor.

NURS 9921

DNP Clinical Immersion Project 1 : Development: 1-6-2

In this course DNP students will design, a clinical scholarship project within their interest and expertise aimed at improving health care outcomes. The clinical project will actualize the DNP competencies inherent to the advance practice nursing role. Oversight of this clinical project will be provided by a faculty committee.

NURS 9922

DNP Clinical Immersion Project 2 : Implementation: 1-6-2

In this course students will complete the implementation and data collection for the clinical scholarship project begun in DNP Clinical Immersion Project 1: Development. Prerequisite(s): A minimum grade of "B" in NURS 9921.

NURS 9923

DNP Clinical Immersion Project 3 : Outcomes Analysis and Dissemination: 1-6-2

In this course students will evaluate the outcomes of a clinical scholarship project implemented in DNP Clinical Immersion Project 2: Implementation. Findings will be disseminated in a professional format. Prerequisite(s): A minimum grade of "B" in NURS 9922.

Public Administration (CLASS)

PBAD 7030

Selected Topics in Public Management: 3-0-3

Intensive studies of specific topics in public management not covered by other courses. May be repeated once as topics change.

PBAD 7031

Selected Communication Skills in Public Management: 3-0-3

Development of specific skills needed by public managers. This course will cover skills needed to make effective oral presentations in public settings and to conduct effective meetings. Teaches the student the formats, styles and techniques for effective writing in a public sector organization. Attention is given to memoranda, reports, speech writing, press releases,

evaluations and recommendations, form letters, and individualized letters of response to citizen requests and complaints.

PBAD/POLS 7130

Ethics in Government: 3-0-3

Focuses on experiences, approaches, and strategies for confronting and solving problems. An emphasis is placed on accountability and responsibility of public officials for appropriate behavior and ethical decision-making.

PBAD 7133

Public Law and Administration: 3-0-3

Examines the legal framework in which public managers must operate in the 21st century. Particular attention is given to understanding the implications of constitutional law on administrative behavior and decisions and on administrative laws designed to ensure due process and equal treatment for all citizens. The interrelationship of law and ethics for public managers is also examined.

PBAD 7134

Public and Nonprofit Sector Management: 3-0-3

This course provides insights and skills necessary to manage and lead agency operations. It focuses on management processes such as setting strategic direction, communications, crisis management, the management of partnerships with the private and non-profit sectors, and the management of information technology.

PBAD 7230

Budgeting in the Public Sector: 3-0-3

Examines both politics and techniques used in formulating and implementing budgets by local, state, and federal governments in the United States.

PBAD 7232

Public Sector Financial Management: 3-0-3

An exploration of the management of revenue-raising and expenditure activities. Topics include understanding grants and contracts, recording of outlays, expenditures monitoring, procurement and purchasing, and financial audits of public agencies.

PBAD 7233

Information Technology for Public Management: 3-0-3

Study and demonstration of the uses of Geographical Information Systems to address public administration issues and problems, tied in with some practical experience with common tools such as spreadsheets, word processors, database management systems, presentation programs, etc.

PBAD 7235

Leadership of Public Organizations: 3-0-3

This seminar examines the extensive literature on successful leadership in public agencies and nonprofit organizations. Particular attention is given to identifying good leadership practices and distilling principles of exemplary leadership.

PBAD/POLS 7330

Intergovernmental Relations: 3-0-3

Examines the interaction between the federal, state, and local levels of government in the United States. Special attention is given to the constitutional and fiscal relationships between these levels of government and the historical evolution of the nature of the relationships.

PBAD/POLS 7331

Managing Small Cities: 3-0-3

A systematic study of the political and administrative processes of cities, counties, and other units of local government in the United States. Special attention is given to the role of effective governance exercised by elected officials and the professional responsibilities of the city manager who often executes decisions of elected bodies.

PBAD/POLS 7332

State Government: 3-0-3

A systematic study of the growing role of the states in the development and administration of domestic social policy in the United States. Special attention is given to the capacity building in state government and the devolution of power to the states. Specific policy areas in state government including education, crime control, and economic development are examined in-depth.

PBAD 7333

Diversity Issues in Public Management: 3-0-3

Examines the ways in which human differences affect the work of public managers with respect to their employees, their colleagues, their supervisors, and the public which they serve.

PBAD 7334

Rural Development Management: 3-0-3

Examines the administrative problems and salient public policy issues which persist in rural settings. Rural development theories and practices will be analyzed to enhance the student's understanding of rural development problems, types of rural communities, and the role of administrators in formulating, implementing, and evaluating policy in rural settings.

PBAD 7335

Urban Management: 3-0-3

An examination of the problems confronting public managers in large cities and of the structure and responsibilities of urban governments in the United States. Specific policy areas such as transportation, housing, social welfare, public health, and public safety will be studied in an urban context with a focus on approaches managers have taken in addressing these issues.

PBAD/POLS 7336

Comparative Public Management: 3-0-3

Examines public administrative structures and processes in different parts of the world cognizant of cultural and contextual variables and how they affect the administrative process.

PBAD/POLS 7337

Environmental Management and Policy: 3-0-3

An overview of environmental and natural resource management in the United States. Particular attention will be paid to issues of regional importance, including water quality and availability, regulation and monitoring compliance, sustainable growth, and management within overlapping jurisdictions.

PBAD 7338

Managing Economic Development: 3-0-3

Examines the strategies, tools, and techniques used by local, state, and national governments to generate economic growth and revitalization of economically depressed areas. The role played by public managers in effectively managing public/private partnerships aimed at improving the economic well-being of neighborhoods and individuals will be a particular focus.

PBAD 7339

Community Organization and Development: 3-0-3

This course examines the history and theory behind the practice of community organizing and the concept of community development in the United States. Additional focus on specific problems faced in the students' local communities will be included as will consideration of specific organizing and development strategies and techniques that might address those problems. Will also discuss how to locate grant opportunities and how to structure effective grant proposals.

PBAD 7430

Public Human Resource Management: 3-0-3

The functions of public human resource management and the challenges it faces in the American society and government.

PBAD 7431**Organization Behavior in the Public Sector: 3-0-3**

A study of human behavior in organizations with special attention to the unique characteristics of the interface between behavior and organizational structures in the public sector.

PBAD 7432**Non-Profit Administration: 3-0-3**

This course is designed to examine the operation of nonprofit organizations in the United States, and the processes that help to define and shape these organizations within the contexts in which these entities operate. We will critically examine major concepts and issues such as staffing, computerizing, planning, financing, and evaluating nonprofit organization.

PBAD/POLS 7530**Research Methods For Public Administration: 3-0-3**

An examination of quantitative techniques for public administration. Emphasis will be placed on understanding and using techniques appropriate to categorical analysis and the simple linear model. Students will also be exposed to research design, measurement, and the use of computer program packages appropriate to the public and nonprofit sectors. Prerequisite(s): A placement examination or completion of a program-approved statistics course with a minimum grade of "C".

PBAD/POLS 7531**Public Program Evaluation: 3-0-3**

A thorough study of the design and implementation of policy and program evaluation in public and non-profit agencies. Special attention is given to monitoring agency operations through performance measurement. The mechanics of cost benefit analysis and qualitative assessment techniques are examined. Prerequisite(s): Graduate research methods or permission of instructor.

PBAD/POLS 7532**Public Policy: 3-0-3**

A systematic study of how public policy is developed, implemented, and evaluated. Attention is given to the skills of policy analysis, as well as, the social problems and cultural interpretations that lead to public policy. Illustrations from domestic policy in the United States are supplemented with insights from other nations.

PBAD 7533**Public Sector Planning: 3-0-3**

Examines the scope, theories, resources, and politics of urban, regional, state, and national planning.

PBAD/POLS 7630**Seminar in American Government: 3-0-3**

A graduate introduction to the basic structures, processes, and patterns of behavior of American national government, emphasizing the interfacing of politics, economics, and public policy.

PBAD 7631**Foundations of Public Administration: 3-0-3**

Provides an overview of the tasks confronted by public managers in the American system of government at all levels: national, state, and local. The political and legal constraints on managers and the differences between problems faced by public managers when compared to private sector managers are emphasized.

PBAD 7632**Public Safety Management: 3-0-3**

Provides the basic principles for important systems in the field of public safety management: law enforcement, jail administration, fire safety, emergency services, and hazard and disaster response.

PBAD 7633**Correctional Management: 3-0-3**

Examines the correctional system, the correctional process, and the management of penal institutions. Provides an in-depth examination of

prison management and the interface of the institutions with the court and the community. Studies management of community programs and special challenges.

PBAD 7634**Juvenile Justice Management: 3-0-3**

Examines the context of the administration of a Juvenile Justice system through history, philosophy, and law. Encompasses the systematic process from diversion programs to incarceration.

PBAD 7635**Police Organization and Management: 3-0-3**

Examines the managerial and leadership tasks of the police agency's chief executive officers. Particular emphasis will be on assessment and creation of policies, procedures, and budgets. Other topics will include organizational structure and design, planning, decision making, communication, and change.

PBAD 7636**Administration of Justice: 3-0-3**

Examines the legal structure which supports the criminal system. Current and future problems of law enforcement will be discussed including judicial process, community relations, and civil liberties.

PBAD/POLS 7637**Social Welfare Management: 3-0-3**

Examines the issues involved in administering social welfare programs at the local, state, and federal levels of government. Particular attention is paid to problems faced by social welfare service delivery organizations and the question of welfare reform strategy in the United States.

PBAD 7638**Capstone Seminar: 3-0-3**

Students will analyze various issues related to challenges and problems they are encountering in their work sites and internship assignments in terms of the concepts and theories of public management that they have learned.

PBAD 7730**Internship in Public Administration: 3-0-3**

Students will work 30-40 hours per week in a professional capacity with either a governmental organization, a nonprofit organization, or possibly a private sector organization which has been contracted to perform a government function. The internship will apply skills being learned in various public administration course work.

PBAD 7890**Directed Reading: (1-3)-0-(1-3)**

A structured set of readings and assignments mutually designed by the student and the instructor on a specific area of public management.

Philosophy (CLASS)**PHIL 5030G****Selected Topics in Philosophy: 3-0-3**

Selected Topics in Philosophy. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

Public Health Leadership (COPH)**PHLD 9130****Public Health Research Methods: 3-0-3**

This course provides theoretical and applied concepts, techniques, procedures, and technologies used in scientific inquiry and reporting for applied health services delivery, systems, health administrative and managerial research.

PHLD 9131**Leadership Foundations and Strategies for Health Organizations: 3-0-3**

This course will examine the role of leaders in improving health organizations and the relationship between situational leadership strategy, organizational culture, communication, and performance. Theoretical foundations, strategies and processes of leadership are explored and synthesized through critical thinking, self and group assessment.

PHLD 9133**Health Organization Communication: 3-0-3**

This course examines the delivery and exchange of messages within health organizations. Contexts will include conflict, negotiating, networks, channel selection, knowledge management, risk communication and public relations.

PHLD 9231**Health Informatics and Decision Making: 3-0-3**

This course focuses on the fundamental concepts of managing information as an asset in public health and healthcare delivery contexts. Emphasis will be placed on converting data into information and converting information into decision support models.

PHLD 9233**Enterprise Human and Supply Chain Resource Planning and Management in the Health Enterprise: 3-0-3**

This course provides understanding, knowledge and evaluation models to manage an organization's enterprise resource planning and management system. Healthcare human resources and supply chain management are evaluated from a financial and operations management perspective.

PHLD 9331**Health Policy, Regulation and Ethics: 3-0-3**

This course explores the policy, legal and ethical issues found in the healthcare system, and investigates the healthcare professional as decision-maker, leader and moral agent. Prerequisite(s): A minimum grade of "B" in PUBH 8134.

PHLD 9333**Health Organization Strategic and Contingency Planning: 3-0-3**

This course will examine the concepts, processes, and integration of management information systems, financial, human resource, and marketing plans into an organizational strategic planning system with emphasis on contingency planning as a major context and application.

PHLD 9334**Financial Management of Public Health Organizations and Programs: 3-0-3**

This course examines the structure and functioning of the finance components of the Public Health System using Federal Basis Generally Accepted Accounting Principles (FGAAP). It will provide Dr.P.H. students with the theory, concepts, and tools necessary to make better decisions regarding the acquisition and deployment of resources, and promoting the financial well being of public health organizations. The course will discuss the following topics: financial goals; time value analysis; financial risk and return, debt and equity financing; capital decisions; cost of capital; capital investment decisions; business valuation; and leasing decisions. Students will apply the material learned in real world (case) settings and, in the process, gain an appreciation of the value of spreadsheets in financial decisions.

Physics (COST)**PHYS 5151G****Classical Mechanics: 5-0-5**

Provides physics majors and student of applied mathematics and engineering with the fundamentals of analytical mechanics. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): Prior or

concurrent enrollment in MATH 3230, and a minimum grade of "C" in PHYS 2211 or PHYS 2212 or permission of instructor.

PHYS 5152G**Classical E and M Theory: 5-0-5**

Provides physics majors and students of applied mathematics and engineering with the fundamentals of electromagnetic field theory. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): PHYS 5151.

PHYS 5490G**Directed Independent Study: (1-5)-0-(1-5)**

Selected Topics in Physics. Students may be allowed to do special projects in Physics or Astronomy upon the recommendation of the Physics faculty member. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): Permission of instructor.

PHYS 5530G**Thermal Physics: 3-0-3**

A course in classical thermodynamics and kinetic theory. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): MATH 2243 and a minimum grade of "C" in PHYS 2211 or PHYS 2212.

PHYS 5536G**Studies in Physics for Secondary Teachers: 3-0-3**

Designed to acquaint the student with some of the problems encountered in high school physics presentations. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): MATH 1113.

PHYS 5557G**Quantum Mechanics: 5-0-5**

A study of the basic postulates of quantum mechanics with solutions to Schrodinger's wave equation for simple applications: the techniques of calculating position, energy and momentum with operators and the elements of perturbation theory with application to atomic spectra. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): PHYS 3536, PHYS 3537, and prior or concurrent enrollment in MATH 3230.

Political Science (CLASS)**POLS 5630G****Seminar in American Politics: 3-0-3**

A systematic focus on major themes and issues in American public policy and their roots in American politics. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): Undergraduate course work in American politics or permission of instructor.

POLS 5631G**Seminar in Political Theory: 3-0-3**

A seminar focusing on selected theoretical topics. Emphasis will be placed on normative theory and the history of political thought. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): Undergraduate coursework in Political Theory or permission of instructor.

POLS 5632G**Seminar in Urban Politics: 3-0-3**

Focuses on the political development of urban areas in the United States from colonial to modern times, including the growth of cities, urban political machines, post-war suburbanization, the structure of urban governments, and the challenges of urban development today. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

POLS/INTS 5633G**Seminar in International Politics: 3-0-3**

Designed to familiarize students with the theories which guide the conduct and analysis of international relations. These theories are examined in both their classical and contemporary context and used to evaluate and assess international relations' phenomena. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): POLS 1101, POLS 2101, and undergraduate coursework in International Politics or permission of instructor.

POLS/INTS 5634G**Seminar in Comparative Politics: 3-0-3**

Provides a systematic review of the empirical and theoretical literature concerning the structure, function, and problems of contemporary governments in industrializing and industrialized countries. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): POLS 1101, POLS 2101, and undergraduate coursework in Comparative Politics or permission of instructor.

POLS/INTS 5635G**Seminar in International Organizations: 3-0-3**

An analytical study of the organization, powers, and problems of global and regional international agencies with particular emphasis upon the European Union. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): POLS 1101, POLS 2101, and undergraduate coursework in International Relations or permission of instructor.

POLS 7030**Selected Topics in Political Science: 3-0-3**

An opportunity for instructors to teach special topics within the discipline.

POLS/PBAD 7130**Ethics in Government: 3-0-3**

Focuses on experiences, approaches, and strategies for confronting and solving problems, accountability and responsibility of public officials for appropriate behavior, and ethical decision-making.

POLS/PBAD 7133**Public Law and Administration: 3-0-3**

Examines the legal framework in which public managers must operate in the 21st century. Particular attention is given to understanding the implication of constitutional law on administrative behavior and decisions and on administrative laws designed to ensure due process and equal treatment for all citizens. The interrelationship of law and ethics for public managers is also examined.

POLS 7231**U.S. Foreign Policy: 3-0-3**

Designed to familiarize students with the principles underlying and the process undertaken in the formulation and execution of United States foreign policy. Special attention is given to the role of the United States in the post-World War II period.

POLS 7232**Comparative Foreign Policy: 3-0-3**

An in-depth comparative study of the foreign policy of the United States, the European Union, Russia, the People's Republic of China, Japan, and other significant actors in global politics, emphasizing comparative methodology and theoretical framework.

POLS 7234**International Political Economy: 3-0-3**

Examines the politics of international economic relations. Systemic and domestic explanations of international economic policy will be applied in various issue areas such as international wealth acquisition and transfer, strategies and the politics of development, trade, investment, exchange rates, debt, aid and relief assistance. The dynamics that give rise to asymmetric wealth distributions and hegemonic transmutations will be given emphasis.

POLS/PBAD 7330**Intergovernmental Relations: 3-0-3**

Examines the interaction between the federal, state, and local levels of government in the United States. Special attention is given to the constitutional and fiscal relationships between these levels of government and the historical evolution of the nature of the relationships.

POLS/PBAD 7331**Local Government: 3-0-3**

A systematic study of the political and administrative processes of cities, counties, and other units of local government in the United States. Special attention is given to the role of effective governance exercised by elected officials and the professional responsibilities of the city manager who often executes decisions of elected bodies.

POLS/PBAD 7332**State Government: 3-0-3**

A systematic study of the growing role of the states in the development and administration of domestic social policy in the United States. Special attention is given to the capacity building in state government and the devolution of power to the states. Specific policy areas in state government including education, crime control, and economic development are examined in-depth.

POLS/PBAD 7336**Comparative Public Management: 3-0-3**

Examines public administrative structures and processes in different parts of the world cognizant of cultural and contextual variables and how they affect the administrative process.

POLS/PBAD 7337**Environmental Management and Policy: 3-0-3**

An overview of environmental and natural resource management in the United States. Particular attention will be paid to issues of regional importance, including water quality and availability, regulation and monitoring compliance, sustainable growth, and management within overlapping jurisdictions.

POLS/ANTH/SOCI 7434**Research Design and Methodology: 3-0-3**

Study of the role of theory, research design, sampling, measurement and instrumentation, data collection, and ethical issues related to social scientific research.

POLS/ANTH/SOCI 7436**Qualitative Research Methods: 3-0-3**

Analysis and practice of qualitative methodology in social science. Topics may include participant observation, ethnographic methods, interviews, case studies, content analysis, archival research and other innovative techniques.

POLS/SOCI 7437**Quantitative Analysis: 3-0-3**

Study of the techniques and statistics necessary to design and interpret quantitative social scientific research.

POLS/PBAD 7530**Research Methods for Public Administration: 3-0-3**

An examination of quantitative techniques for public administration. Emphasis will be placed on understanding and using techniques appropriate to categorical analysis and the simple linear model. Students will also be exposed to research design, measurement, and the use of computer program packages appropriate to the public sector. Prerequisite(s): A placement examination or completion of a program-approved statistics course with a minimum grade of "C".

POLS/PBAD 7531**Public Program Evaluation: 3-0-3**

A thorough study of the design and implementation of policy and program evaluation in public and non-profit agencies. Special attention is given to monitoring agency operations through performance measurement. The

mechanics of cost benefit analysis and qualitative assessment techniques are examined. Prerequisite(s): Graduate research methods or permission of instructor.

POLS/PBAD 7532

Public Policy: 3-0-3

A systematic study of how public policy is developed, implemented, and evaluated. Attention is given to the skills of policy analysis, as well as, the social problems and cultural interpretations that lead to public policy. Illustrations from domestic policy in the United States are supplemented with insights from other nations.

POLS 7533

Qualitative Research Methods: 3-3-3

Explores the techniques useful in political science research involving case studies, ethnographic data, content analysis, elite surveys, and problems encountered when crossing disciplinary boundaries. Issues of research design, execution, the role of theory, sampling, measurement, instrumentation, data collection, and ethical quandaries will be addressed in the course.

POLS/PBAD 7630

Seminar in American Government: 3-0-3

A graduate introduction to the basic structures, processes, and patterns of behavior of American national government, emphasizing the interfacing of politics, economics, and public policy.

POLS 7631

Empirical Political Theory: 3-0-3

A survey of the prominent theoretical approaches used in empirical political inquiry. The philosophies of the social sciences and the construction of political explanation provide the foundation for embarking on original research necessary for the thesis stages of the program.

POLS 7632

Comparative Politics: 3-0-3

A systematic review of the empirical and theoretical literature concerning the structure, function, and problems of contemporary governments in developed and developing countries. Prerequisite(s): POLS 1101 or lower Comparative Politics course recommended.

POLS 7633

International Politics: 3-0-3

Provides graduate students with in-depth coverage of particular themes in international relations. Topics may include issues pertaining to international politics and theory, including international political economy, security studies, foreign policy decision making, international law and organization, international environmental issues, and a wide variety of regional issues.

POLS 7636

Seminar in International Law and Diplomacy: 3-0-3

Examines the body of literature, concepts, and historical perspectives of international law and diplomacy as related to the critical problems of the Post-Cold War era. The focus of the course will be on the legal, moral, and strategic dimensions of several past, present, and proposed means of conflict resolution.

POLS/PBAD 7637

Social Welfare Management: 3-0-3

Examines the issues involved in administering social welfare programs at the local, state, and federal levels of government. Particular attention is paid to problems faced by social welfare service delivery organizations and the question of welfare reform strategy in the United States.

POLS/ANTH/SOCI 7638

Social Theory: 3-0-3

This course examines the role of theory in the scientific endeavor and explores a number of theoretical perspectives, including structural-functionalism, conflict, feminist, exchange, rational choice, symbolic interaction, and the current debates over modernity and postmodernity.

POLS 7860

Internship in Political Science: 6-0-6

The internship allows students pursuing their M.A. degree to work in a professional setting relating to their chosen concentration in Political Science. Students will be required to complete a final paper detailing the experiences of their internship and defend their paper and experiences before a faculty committee.

POLS 7890

Directed Reading: 3-0-(1-3)

A structured, individualized research focus to be mutually designed by instructor and student.

POLS 7999

Thesis: 3-0-(1-6)

A major research project structured jointly by the student and instructor.

Psychology (CLASS)

PSYC 5030G

Selected Topics: 3-0-3

Scheduled on an irregular basis to explore special areas in psychology not offered in the regular curriculum and will carry a subtitle. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): PSYC 1101.

PSYC 5232G

Psychology and Law: 3-0-3

An introduction to the interdisciplinary study of psycholegal research and scholarship. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): PSYC 1101.

PSYC 5431G

Evolutionary Psychology: 3-0-3

A survey of the methods and theories of the new field of evolutionary psychology emphasizing how human behavior and cognition develop from an interaction of life experiences with inherited interests, tendencies, and abilities that have been shaped by natural selection. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): PSYC 1101.

PSYC 7030

Selected Topics: 3-0-3

Scheduled on an irregular basis to explore several areas in psychology not offered in the regular curriculum and will carry a subtitle.

PSYC 7111

Supervision: 0-1-1

Students will receive feedback and consultation designed to encourage maturation of psychotherapy skills and competencies, including therapist-client transactions, self-reflective skills, and report writing. Prerequisite(s): Admission to the Psy.D. program or permission of the instructor. Prerequisite(s): Must be enrolled in PSYC 7730, PSYC 7731, PSYC 7732, PSYC 9731, or PSYC 9735.

PSYC 7130

Statistics for Psychology: 3-0-3

Covers the logic of statistical inference, fundamental principles of analysis of variance, complex analysis of variance designs, selected non-parametric procedures, and a brief introduction to multivariate procedures with emphasis upon the application of these methods in psychological research. Prerequisite(s): An introductory course in statistics.

PSYC 7131

Research Design: 3-0-3

An examination of research techniques for dealing with specific problems in psychology. Prerequisite(s): PSYC 7130.

PSYC 7132**Advanced Learning: 3-0-3**

An examination of behavior theory and the types of learning that help account for similarity and diversity in the behavior of human and nonhuman animals. Course focuses on the learning processes of habituation, classical conditioning, and operant conditioning.

PSYC 7133**Advanced Cognitive Psychology: 3-0-3**

Provides an overview of contemporary cognitive psychology research and theory. Classic and recent theoretical approaches will be covered.

PSYC 7134**Physiological Psychology: 3-0-3**

This course is a graduate level survey of the nervous system with emphases on functional relationships between the nervous system and behavior and on the techniques and methods used to examine the physiological bases for human and nonhuman animal behavior. Prerequisite(s): Admission to the Psy.D. program or permission of the instructor.

PSYC 7135**Health Psychology: 3-0-3**

This course will serve as an examination of the psychological factors affecting health and wellness, including emotional, cognitive, social, and behavioral aspects. Students will analyze the role of psychology in preventing illness and promoting wellness, learn about the interaction of physical health and mental health, compare various health psychology theories, gain an understanding of the health challenges facing people across the life span, and learn about the integration of psychology in medical settings. Prerequisite(s): Admission to the Psy.D. program or permission of the instructor.

PSYC 7136**Geropsychology: 3-0-3**

This course will cover psychological aspects of aging in relation to both theory and practice. Students will become familiar with aging related changes in mental and physical functioning, common disorders, public policy regarding age-related issues, and successful aging. Prerequisite(s): Admission to the Psy.D. program or permission of the instructor.

PSYC 7230**Research for Applied Psychology: 3-0-3**

Exposes students to the terminology, methodology, and ethical considerations of quantitative and qualitative research with an emphasis on developing the skills necessary to critically read and evaluate research.

PSYC 7231**Assessment I: Psychometric Theory: 3-0-3**

This course is the first in a series and provides theoretical grounding for psychological assessment. Topics to be covered include statistical properties of tests; test development, construction, and analysis; types of tests; and legal issues in testing. Prerequisite(s): Admission to the Psy.D. program or permission of the instructor.

PSYC 7232**Foundations of Psychotherapy I: 3-0-3**

An advanced examination of several of the major therapy systems, comparing them, contrasting them, and looking for the bases of meaningful integration. Systems examined include: Psychoanalysis, Jungian analysis, and Adlerian individual psychology. Also examined will be research in psychotherapy. Prerequisite(s): Admission to the Psy.D. program or permission of the instructor.

PSYC 7233**Ethics and Professional Issues: 3-0-3**

Designed to provide the clinician in training with a clear understanding of the legal and ethical responsibilities incurred when working with clients in a clinical capacity. Lectures and class discussions will cover specific legal and ethical principles and the application of those principles in clinical settings.

Topics related to professionalism will also be covered. Prerequisite(s): Admission to the Psy.D. program or permission of the instructor.

PSYC 7234**Assessment II: Intellectual Assessment: 3-0-3**

This course is the second of the assessment series and provides an introduction and the beginning of skill development in assessing persons' intellectual abilities, academic achievement, and cognitive strengths and weaknesses. Prerequisite(s): A minimum grade of "B" in PSYC 7231.

PSYC 7235**Group Psychotherapy: 3-0-3**

Provides the clinician in training with an overview of the concepts and various theories of group psychotherapy. Emphasis is placed on the process model of group psychotherapy, but other models are considered. Prerequisite(s): A minimum grade of "B" in PSYC 7433. Prerequisite(s): PSYC 7633.

PSYC 7236**Neuropsychology and Neuropsychological Assessment: 3-0-3**

This course serves as an introduction to the anatomical, empirical, and clinical aspects of neuropsychology, with an emphasis on clinical assessment. Prerequisite(s): Admission to the Psy.D. program or permission of the instructor.

PSYC 7237**Psychotherapy Skills I: 3-0-3**

Practice and practical application of the theories covered in PSYC 7232. Prerequisite(s): Admission to the Psy.D. program or permission of the instructor.

PSYC 7238**Child Psychotherapy: 3-0-3**

The general goal of this course is to provide graduate students, who are therapists in training, with a comprehensive overview of the theories and concepts of child psychotherapy. Prerequisite(s): Admission to the Psy.D. program or permission of the instructor.

PSYC 7239**Psychopathology: 3-0-3**

Focuses on descriptions, hypothesized etiologies, and treatment modalities of major classes of mental disorders as classified by the Diagnostic and Statistical Manual of the American Psychiatric Association. Prerequisite(s): Admission to the Psy.D. program or permission of the instructor.

PSYC 7331**Advanced Developmental Psychology: 3-0-3**

An examination of the major themes, theories, and research in developmental psychology.

PSYC 7332**Advanced Social Psychology: 3-0-3**

Examines theory and research on selected topics in social psychology.

PSYC 7333**Psychotherapy Skills II: 3-0-3**

Practice and practical application of the theories covered in PSYC 7433. Prerequisite(s): A minimum grade of "B" in PSYC 7232. Prerequisite(s): PSYC 7433.

PSYC 7334**Couples and Family Psychotherapy: 3-0-3**

Students will learn the theory and practice associated with couple and family psychotherapy, including basic principles of systems therapy, common factors and effective practice strategies in couple and family therapy, unique features of interrupting dysfunctional patterns of close relationships, and characteristics of healthy couples and families. Prerequisite(s): Admission to the Psy.D. program or permission of the instructor.

PSYC 7335**Assessment III: Personality Assessment: 3-0-3**

This is the third course in the assessment series and focuses on measurement of personality constructs, attributes, and unique characteristics that organize and define an individual. Prerequisite(s): A minimum grade of "B" in PSYC 7234.

PSYC 7336**Child Psychopathology and Assessment: 3-0-3**

This course is oriented to teaching students the range of children's psychological problems, which are understood in the context of human development. A primary goal of the course will be to bridge the gap between research and practice. The course will teach application of a wide range of assessment procedures available to the generalist psychologist. Prerequisite(s): Admission to the Psy.D. program or permission of the instructor.

PSYC 7337**Clinical Health Psychology: 3-0-3**

Students will learn practical information and guidance on how to apply clinical health psychology research and techniques to make decisions and modify patients' behavior. Students will learn about the interaction of physical health with the individual's cognitive, emotional, behavioral, and social functions. Students will learn specific skills related to clinical health psychology. Prerequisite(s): Admission to the Psy.D. program or permission of the instructor.

PSYC 7390**Development of Original Research: 0-0-(1-6)**

Provides students with the opportunity to develop an original research idea and implement it.

PSYC 7433**Foundations of Psychotherapy II: 3-0-3**

The focus of this course is to continue to study the major therapy systems, comparing them, contrasting them and looking for the bases of meaningful integration. Prerequisite(s): A minimum grade of "B" in PSYC 7232.

PSYC 7490**Foundations of Psychotherapy II: 3-0-3**

A directed study at the graduate level providing an examination and analysis of current literature pertaining to selected content areas in psychology.

PSYC 7531**Advanced Personality Psychology: 3-0-3**

This course provides an overview of classic personality perspectives, with in-depth investigation of current personality theories and research. Prerequisite(s): Admission to the Psy.D. program or permission of the instructor.

PSYC 7610**Research Seminar: 1-0-1**

An overview of ongoing research in the Department of Psychology designed to prepare students for the research requirements of the M.S. degree program.

PSYC 7621**Seminar in Teaching Psychology: 2-0-2**

Seminar in Teaching Psychology involves lecture, discussion, activities and homework designed to explore how to effectively teach psychology classes at the university level. Using readings from books and journals, along with personal experience, the class will discuss and apply issues such as how to plan effective lectures, test writing and grading, demonstrations, leading discussions, handling controversial issues, dealing with disruptive students, seeking out opportunities for experiential learning, and so on.

PSYC 7630**Clinical Seminar: 3-0-3**

Seminar provides the opportunity to research a clinical topic of current interest to the class and to present scholarly work before peers. Emphasis is

on the development of skills in researching the literature, development of ideas through critical thinking, and oral and written presentation. May be repeated with different topics. Prerequisite(s): Permission of instructor.

PSYC 7633**Psychotherapy Skills III: Child and Family Interventions: 3-0-3**

This course focuses on the development of therapy skills and practices associated exclusively with children and families. Prerequisite(s): A minimum grade of "B" in PSYC 7238.

PSYC 7730**Practicum I: 3-0-3**

The general goal of Practicum I, II, and III is to provide graduate students, who are therapist in training, with additional support and "practice wisdom" while they are engaged in field work at various mental health settings. (These settings may include both on-campus and off-campus programs such as the GSU Psychology Clinic, GSU Counseling Center, Regents Center for Learning Disorders, outpatient community mental health centers, inpatient psychiatric/correctional/or residential treatment facilities). Prerequisite(s): Admission to the Psy.D. program or permissions of the instructor.

PSYC 7731**Practicum II: 3-0-3**

Continuation of Practicum I. Prerequisite(s): A minimum grade of "B" in PSYC 7730.

PSYC 7732**Practicum III: 0-0-3**

This course is a continuation of PSYC 7731. Prerequisite(s): A minimum grade of "B" in PSYC 7731.

PSYC 7733**Combined Group Practicum: 3-0-3**

This course will bring students in their first and second year of practicum into a peer supervision group focused on clinical practice, case management, and deepening of psychotherapeutic skills and techniques. Students will be engaged in field work at community mental health agencies during this course. Prerequisite(s): A minimum grade of "B" in PSYC 7731 or PSYC 9731 or permission of the instructor.

PSYC 7810**Research Experience: 0-0-(1-6)**

Student works with a faculty member on a research project in progress, obtaining experience and skills to enhance the student's understanding of the research process.

PSYC 7999**Thesis: 0-0-(1-6)**

Thesis.

PSYC 9235**History and Systems of Psychology: 3-0-3**

This course examines the development of experimental and clinical psychology with an emphasis on relating the development of current issues in psychology. Prerequisite(s): Admission to the Psy.D. Program or permission of the instructor.

PSYC 9331**Psychopharmacology: 3-0-3**

Designed to give the clinician in training a foundation in the use of drugs to treat mental disorders. Prerequisite(s): A minimum grade of "B" in PSYC 7236 and PSYC 7239.

PSYC 9731**Rural Practicum: 0-0-3**

This course provides supervised experience in psychological assessment and psychotherapy in rural settings. Students will be placed in rural clinical sites. May be repeated for a maximum of 12 hours. Prerequisite(s): Completion of at least 9 hours of practicum with grades of "B" or above.

PSYC 9735**Practicum in Supervision: 0-0-3**

Provides supervised experience in the supervision of pre-master's degree graduate students in their psychological assessment and psychotherapy work. May be repeated for a maximum of 9 hours. Prerequisite(s): Completion of at least 18 hours of practicum with grades of "B" or above.

PSYC 9999**Dissertation: 0-0-(1-6)**

Students are provided support and direction in completing the doctoral dissertation. The course provides guidance from both the dissertation supervising chair and the dissertation committee. The dissertation may consist of an empirical investigation, an in-depth clinical case study, or a theoretical work suitable for publication. Prerequisite(s): Admission to doctoral candidacy.

Public Health (COPH)**PUBH 5520G****Introduction to Public Health: 2-0-2**

This course is designed to give students a foundation in the core functions of the population-based public health (assessment, policy development and assurance). In addition, this course will examine the 10 essential services of public health within these core functions. Defining effective public health practice and providing knowledge about the technical, social, and political parameters related to public health research and practice are goals for this class. Students will gain an understanding of public health as a broad area of work that applies the benefits of current biomedical, environmental, social, and behavioral knowledge in ways that maximize the health status of all populations.

PUBH 6532**Environmental Health: 3-0-3**

This course is a survey of specific environmental conditions and factors that contribute to the development of health problems in communities. Health effects, policy issues, intervention strategies and control programs for community environmental health protection are discussed.

PUBH 6533**Epidemiology: 3-0-3**

This course provides an introduction to many important topics in epidemiology for public health practice, including but not limited to the evolution of the discipline, causal concepts in the natural history of disease, critical features of infectious and chronic diseases, elements of public health screening, basic measures used in epidemiology, design of epidemiologic investigations, consideration of random error and systematic bias, calculation and interpretation of confidence intervals and p values, discussion of confounding and interaction, criteria for evaluation of cause and effect relationships and the implications for ethical public health practice. Students are expected to gain a foundation for the application of epidemiologic methods for exploration of the causes and conditions that influence the origin, propagation, mitigation, and prevention of diseases in population health.

PUBH 6534**Health Policy and Management: 3-0-3**

The course provides a comprehensive introduction and overview to public health management and administration. The course context is based on managerial decision making and the practical knowledge, tools, processes and strategies required by organizational management. This course overviews the basics of administration, including public health law, human resources management, budgeting and financing, health information management, performance measurement and improvement, ethics, leadership, communication, media relations, and legislative relations in public health; introduced as processes are strategic planning, program development and evaluation, budget preparation, and constituency building for collaboration. Emerging areas of public health policy and management are also discussed as contexts to apply practical knowledge, tools and strategies.

PUBH 6535**Social and Behavioral Sciences and Public Health: 3-0-3**

This course is designed to familiarize students with the history and current applications of social and behavioral sciences as they are applied to public health practice and research. It explores social and behavioral science models, theories, and approaches that inform public health, and their philosophical roots. The course also examines social and behavioral determinants of health equity across the ecological spectrum. Emphasis is placed on critical thinking skills to help students synthesize and utilize information in research and practice. An important contribution of this course is the emphasis on recognizing the contributions of social and behavioral science research and practice to enhanced public health.

PUBH 6541**Biostatistics: 3-2-4**

This course examines statistics in public health and related health sciences, including sampling, probability, basic discrete and continuous distributions, descriptive statistics, hypotheses testing, confidence intervals, categorical data analysis, regression, and correlation. Emphasis will be on the development of critical thinking skills and health data analysis applications with computer software.

PUBH 7090**Selected Topics in Public Health: (1-3)-0-(1-3)**

Allows the student the opportunity to receive specialized and/or focused instruction in a public health topic not generally offered by the department. Prerequisite(s): Permission of instructor.

PUBH 7790**Practicum in Public Health: 0-(7-20)-(1-4)**

Permits the student to receive practical experience in a selected public health-related setting. Prerequisite(s): Permission of instructor.

PUBH 7890**Directed Individual Study: (1-3)-0-(1-3)**

Provides the student with an opportunity to investigate an area of interest under the direction of a faculty mentor. Prerequisite(s): Permission of instructor.

PUBH 7991**Public Health Capstone Research Project: 0-(1-3)-(1-3)**

Requires the completion of an independent research project in the preferred field requiring the defense of the design, methods, analysis, and interpretation of the data. MPH students may register for more than 3 credits of PUBH 7991 while working on their Capstone Research Project, but only 3 credits of PUBH 7991 may be applied toward the degree requirements. Excess PUBH 7991 credits can not be used for electives or required coursework. Extra (greater than 3) credits of PUBH 7991 will simply increase the number of credits the student earns to more than 45. Prerequisite(s): Permission of instructor.

PUBH 7999**Thesis: 0-(3-18)-(1-6)**

Requires the completion of an independent research project in the preferred field requiring the defense of the design, methods, analysis and interpretation of the data. Prerequisite(s): Permission of Graduate Program Director.

PUBH 8130**Advanced Topics in Biostatistics: 3-0-3**

This course provides an overview of advanced biostatistical descriptive and inferential methods including multiple regression, logistic regression, longitudinal data, survival analysis, and repeated measures with applications to public health and biomedical studies. Emphasis will be placed on developing statistical reasoning and critical thinking skills in addition to programming skills using statistical software (SAS) to analyze public health and biomedical data.

PUBH 8132**Environmental and Occupational Health: 3-0-3**

This course is designed to reinforce basic concepts of environmental and occupational health. Students will be exposed to the current impact of potential environmental and occupational health and safety hazards. Students will also be exposed to current concepts associated with environmental and occupational regulatory standards, assessment protocols, sampling and monitoring techniques, and remediation strategies.

PUBH 8133**Epidemiologic Methods: 3-0-3**

An advanced epidemiology class designed to reinforce epidemiological concepts, as well as build a foundation for epidemiologic research in public health practice. Specific course content includes observational and experimental epidemiologic research methods. Emphasis will also be placed on appropriate analytic techniques necessary for biostatistical inference.

PUBH 8134**Health Economics, Policy and the Political Process: 3-0-3**

Foundational economic and specific health economic theory, trends, market issues, and applications are presented to include health insurance and payment theory, processes, and applications. Comparison between rational and irrational theory is explored. Evolution of health policy, considering past, current and future major legislation and executive directives, are explored within the political process.

PUBH 8136**Theoretical Perspectives of the Social and Behavioral Sciences in Public Health: 3-0-3**

This course will explore social and behavioral science theories, models, and approaches that inform public health research and practice, as well as their philosophical foundations. With emphasis on an ecological perspective, students will apply relevant theories to understanding community health issues and to developing interventions. The course also examines social and behavioral determinants of health equity across the ecological spectrum. In this course students will gain an enhanced understanding of the contributions of the social and behavioral sciences to Public Health.

PUBH 9130**Professional Seminar in Biostatistics: 3-0-3**

This course focuses on study design and sampling methods as well as data analysis of small and large, national and local health surveys and vital statistics in order to gain experience describing data using effective graphical and numerical methods. Students will use statistical software (SAS) to analyze data originating from various survey designs, including data from experimental designs such as parallel, longitudinal studies that involve several treatment or intervention groups. Students will work in groups on data analysis projects and case studies in order to be exposed to others' expertise in different areas of public health and to learn effective collaboration. Readings from the literature in public health and biomedical studies will be analyzed and critiqued so that students will gain experience in distinguishing effective data analysis techniques. Emphasis will be placed on the development of critical thinking skills, statistical reasoning, and collaboration. Prerequisite(s): A minimum grade of "B" in PUBH 8130.

PUBH 9132**Community-Based Research in Public Health: 3-0-3**

This course will familiarize students with concepts, issues, and skills needed to conduct community-based Public Health research. Emphasis will be placed on utilizing qualitative, quantitative, and mixed methods within an ecological theoretical framework. Students will gain an understanding of the Community-Based Participatory Research (CBPR) approach, amongst others. Power-based issues in research relationships and the ethics of community-based research will be discussed. Students will learn advocacy skills to catalyze community-level intervention and structural change based on research findings.

PUBH 9135**Public Health, Funding and Grantsmanship: 3-0-3**

This course will review the major sources of funding for public health programs, including public and private sources, and the components of successful funding proposals. Students will gain experience in writing

funding proposals and creating program budgets. Students will learn appropriate techniques to planning and writing research grants for large-scale and small-scale community projects. As a part of this process, students will learn effective means of locating and soliciting funding agencies responsible for financing public health activity.

PUBH 9790**Doctoral Preceptorship in Public Health: 0-(1-6)-(1-6)**

The doctoral preceptorship/field experience consists of 250 hours of field experience under the joint direction of a public health faculty member and a qualified specialist working in selected areas of public health. A written report specifying activities, products, and outcomes of the experience is required upon completion of the preceptorship. Prerequisite(s): Doctoral student standing and permission of instructor.

PUBH 9999**Dissertation: 0-(1-9)-(1-9)**

The doctoral dissertation is a culminating experience that requires the student to synthesize and integrate knowledge and apply theory and principles learned to an area of public health practice within the area of concentration. A written product must be submitted and must take the form of a manuscript that is suitable for publication in a national-level public health journal, a grant proposal, a technical report, a case analysis, or other similar document. The dissertation must also be presented and successfully defended before the faculty. Prerequisite(s): Permission of the Advisor.

Reading (COE)**READ 7090****Selected Topics in Reading: (1-3)-0-(1-3)**

Topics in Reading is designed to serve dual purposes: 1) it allows the department to respond to specific needs of area schools, and 2) it allows the department to respond to current issues and trends in reading education with topical courses. Prerequisite(s): Permission of instructor.

READ 7131**Approaches to Reading Instruction: 3-0-3**

Provides an overview of the basic program of reading instruction. Includes activities that foster the development of strategic readers, familiarity with current reading resources, integration of technology into literacy education, and familiarity with approaches to and models of instruction. Considers the stages of an individual's reading development, as well as effective teaching strategies, assessment techniques, and organization for instruction.

READ 7132**Literacy Assessment and Correction: 3-0-3**

A study of the diagnosis and remediation of literacy difficulties in P-12 contexts. Provides experiences in the use of diagnostic techniques and remedial procedures involving students with literacy difficulties. Prerequisite(s): READ 7131.

READ 7230**Issues and Trends in Reading: 3-0-3**

Designed to investigate the current issues and trends in reading instruction across levels P-12. Emphasis will be on the critical analysis of research literature that is related to the current practices and trends in the teaching of reading. Prerequisite(s): READ 7131, READ 7132, and READ 7330.

READ 7234**The Role of the Literacy Coach in Today's Schools: 3-0-3**

This course describes the role of the literacy coach in today's schools from pre-K to high school. This course is designed to assist coaches in providing leadership for a school's entire reading/literacy program by providing professional development for teachers and acting as a liaison between instructional personnel and administrators. Prerequisite(s): A minimum grade of "C" in READ 7131.

READ 7330**Reading in Content Areas: 3-0-3**

Addresses the development of reading skills needed by students in grades P-12. Instructional strategies are presented and designed to help students transfer literacy skills into content areas.

READ 7431**Digital Literacies in the 21st Century: 3-0-3**

This course provides an overview of the intersections between new technology-based literacies and school-based literacies. We will also examine how recent innovations in technology education have affected our definitions of literacy, both in and outside of school, and discuss both the positive and negative effects of digital literacies on educational contexts. Students will be expected to actively participate in this learning community and create technology-based lessons that they can use as professional literacy educators. Prerequisite(s): A minimum grade of "C" in READ 7131.

READ 7432**Teaching Literacy with English Language Learners: 3-0-3**

This course examines the language, reading, and writing instructional needs of English language learners. This includes exploring second language acquisition, the historical contexts surrounding the education of language minority students, and the ways in which mainstream classroom teachers can actively engage English learners in academic literacy activities. The course is grounded in sociocultural theory and builds upon K-12 students' first language as a resource. Field experience required. Prerequisite(s): A minimum grade of "C" in READ 7131.

READ 8130**Literacy Assessment and Correction II: 3-0-3**

Involves a continued in-depth study of the administration and interpretation of literacy and literacy-related diagnostic strategies and of corrective and remedial strategies appropriate to the needs determined through diagnosis. Focus is on individuals experiencing substantial literacy difficulties in P-12 settings. Prerequisite(s): READ 7132.

READ 8230**Organization and Supervision of Reading Programs: 3-0-3**

A study is made of a balanced reading program and the relationship of the reading program to the total curriculum. Prerequisite(s): READ 7131.

READ 8839**Field Project in Reading: 1-2-3**

Designed to enable students to design, organize, and report an instructional improvement research project implemented in reading. Prerequisite(s): EDUR 8434.

READ 8890**Directed Individual Study: (1-3)-0-(1-3)**

The Directed Individual Study provides an opportunity for a student to pursue an area of interest not covered by any existing courses in a guided, independent format. The student is responsible for defining an area of study, course objectives, activities and assessment procedures and identifying a graduate faculty member in the Reading Program who will supervise the study. Prerequisite(s): Permission of instructor.

Recreation (CHHS)**RECR 6030****Selected Topics in Recreation and Sport: 3-0-3**

Provides the student with the opportunity to study contemporary topics and issues relevant to recreation and sport administration.

RECR 6230**Computer Applications in Recreation and Sport Management: 3-0-3**

Provides students with the ability and opportunity to apply intermediate and advanced computer skills using contemporary software applications.

RECR 7230**Research Methods and Statistical Applications in Recreation and Sport Management: 3-0-3**

An operational understanding of research, evaluation methods, and statistical applications. The goal of this course is to produce intelligent consumers of research based information and to give students the opportunity to prepare for advanced graduate study.

RECR 7235**Issues and Trends in Recreation: 3-0-3**

A critical understanding of the current and anticipated problems and trends in the field of recreation with particular emphasis on solutions, established and predicted, to address these problems and trends.

RECR 7236**History and Philosophy of Leisure and Sport: 3-0-3**

A critical inquiry into the history and philosophies of leisure and sport to gain an understanding of the concepts surrounding, and operation of, the modern leisure and sport industries.

RECR 7237**Recreation Management: 3-0-3**

An overview of recreation management with a focus on organizational behavior, personnel management, public relations, marketing, public finance, and politics and power structures in recreation and leisure service settings.

RECR 7790**Internship: 0-0-9**

Provides an opportunity for a full time, 40 hour week, 15 week professional experience. Students will work in a supervised organizational setting within the Parks and Recreation, or related, profession. Prerequisite(s): Completion of all graduate course work.

RECR 7830**Directed Individual Study: 0-0-3**

Students have an opportunity to pursue an independent recreation research project or to work with a faculty member as part of a research team.

RECR 7999**Thesis: (1-6)-0-(1-6)**

Opportunity to conduct an independent research project in the preferred field of recreation, requiring the development of a thesis proposal, the execution of appropriate research, the analysis of results, and the development of a written product.

Religious Studies (Interdisciplinary)**RELS/SOCI 5133G****Sociology of Religion: 3-0-3**

Focuses on the human (especially social) aspects of religious belief and practice. Various religious groups will be examined to identify how they organize their collective religious expressions. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): SOCI 1101.

RELS/HIST 5332G**The Reformation: 3-0-3**

Focuses on the breakup of western Christian unity in the sixteenth century, particularly on the formation of Lutheran and Calvinist denominations and the social, political, and economic consequences for all European through the seventeenth century. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

RELS/COML/ENGL 5530G**The Bible as Literature: 3-0-3**

A study of the literary dimension of the English Bible. Major emphasis is upon the literary themes, types, personalities, and incidents of the Old and

New Testaments. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): A minimum grade of "C" in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or ENGL 2232 (not taken as a prerequisite).

Secondary Education (COE)

SCED 5799G

Student Teaching in Secondary Education: 0-40-9

A period of guided teaching during which the student, under the direction of a cooperating teacher, takes increasing responsibility for leading the school experiences of a given group of learners over a period of consecutive weeks and engages more or less directly in many of the activities which constitute the wide range of a teacher's assigned responsibilities. Prerequisite(s): Completion of the teaching field and professional education courses and admission to the Student Teaching Program.

SCED 6131

Curriculum for Secondary Education: 3-0-3

This course is designed to assist teacher candidates in understanding curriculum design, instructional planning and teaching practices in the secondary school and in reflecting on best practices in secondary instruction. Emphasis is placed on planning, presentation, and assessment skills, as well as developing strategies for working with the diverse student populations present in schools. Candidates will design an instructional unit focusing on the selection of appropriate learning objectives related to specific knowledge, skills, and dispositions in one's teaching field; selection of interactive learning activities and resources -including multiple technologies-; and the use of appropriate assessments of student learning. Prerequisite(s): ITEC 7530 or equivalent.

SCED 6738

Supervised Practicum in Secondary Education: 0-0-3

A supervised teaching experience in grades 6-12. Candidates will plan and teach in one's specific teaching field(s) and grade levels for which they are being certified. Emphasis is placed on instructional planning, effective instruction, classroom management, and student evaluation. Prerequisite(s): A minimum grade of "C" in MSED 6130 and admission to Teacher Education Program. Prerequisite(s): SCED 6131.

SCED 6739

M.A.T. Internship I: Secondary: 0-0-3

This supervised practicum course is designed for M.A.T. candidates who are employed full time in an approved teaching position. It provides a supervised teaching experience in an appropriate grade level and school setting for the candidate's teaching field. Candidates will plan and teach in the specific teaching field(s) and grade levels for which one is being certified. Emphasis is placed on instructional planning, classroom management, and student evaluation. Prerequisite(s): A minimum grade of "C" in MSED 6130 and admission to Teacher Education Program. Prerequisite(s): SCED 6131. Candidates must hold a valid non-renewable teaching certificate and be currently employed in grades 6-12 and teaching in the teaching field(s) for which one is being certified.

SCED 6799

Supervised Internship: Secondary: 0-0-(3 to 12)

A fifteen-week supervised teaching experience in the specific teaching field and grade levels for which one is being certified. Candidates seeking initial certification in one of the secondary education teaching fields will complete the internship in order to be eligible for initial certification. Prerequisite(s): A minimum grade of "C" in SCED 6131 and Candidates must hold a valid non-renewable teaching certificate and be currently employed in grades 6-12 and teaching in the teaching field(s) for which one is being certified.

SCED 8633

Seminar in Secondary Education: 3-0-3

A capstone course for the M.Ed. in each of the secondary education programs. Emphasis is placed on a study of the historical and contemporary research, instruction, and recommended practices for effective secondary

schools. Current trends and issues in secondary education will be examined. A field-based study is included in the course. Prerequisite(s): MAT Secondary Education candidates must have completed SCED 6131 with a minimum grade of "C".

Sport Management (CHHS)

SMGT 6030

Selected Topics in Sport Management: 3-0-3

Provides students with the opportunity to study contemporary topics and issues relevant to the sport management profession.

SMGT 6131

Management of Personnel in Sport: 3-0-3

This course is a study of people at work and the accompanying attitudes, behaviors, and skills that employees exhibit during the work process. The goal of the course is first for students to understand and recognize specific workplace behaviors/attitudes and second, for students to learn various approaches to managing these behaviors/attitudes. Additionally, special attention is given to the management of volunteers in the sport industry.

SMGT 6132

Current Issues in Sport Administration: 3-0-3

This course provides insight into the past, current, and future trends in the field of sport administration. Emphasis will be placed on comprehension, assessment and problem resolution. Administrative theory and function, as well as cultural, social, legal and economic factors; and professional practices and applications within the field of sport administration are analyzed and applied to current issues and trends in the industry.

SMGT 6133

Consumer Behavior in Sport: 3-0-3

Sport spectating is an extremely popular activity in the United States and little is known about the theoretical nuances that determine spectator behavior in sport. This course is intended to provide students with comprehensive coverage of sport spectator consumer behavior. Various models and paradigms relevant to sport spectator consumption behavior will be examined.

SMGT 6134

Sport Sponsorship: 3-0-3

This course contains a detailed consideration of the relationship between sports and corporate sponsorship programs. The course focuses on alignment marketing issues, strategic communication through sponsorship programs, sponsor value, and sponsorship evaluation.

SMGT 6135

Revenue Generation in Sport: 3-0-3

This course exposes students to a broad range of topics related to Revenue Generation in the Sport Industry mostly centered around ticket sales and fundraising. Students will learn various approaches to ticket sales strategies in professional sports, the process of a sales call, specific types of inventory in professional and collegiate sport, and strategies for successful fundraising in collegiate athletics.

SMGT 6330

Social and Ethical Issues of Sport and Leisure: 3-0-3

Introduces the student to a variety of sociological principles and implications that relate to human organization and human interaction within the realm of leisure and sport. Leisure and sport are pervasive influences in American culture and in much of the developed world. It is important to understand the evolution of the leisure ethic in our society, how sport has become so important and how an individual is socialized through the forum of sport. The class will investigate the interrelationships between society, sport, popular culture and the value systems attributed to the involvement in these areas.

SMGT 6335

Sport Administration: 3-0-3

Designed to develop a futuristic understanding of the management of sport related businesses. The exponential change in the world of sport requires an understanding of successful past and present practices and the foreseeability of change. Emphasis in this class will be on strategic planning for change, NCAA change in organization and mandates, the current and future legal environment in sport including changes in "standards of care", and the managerial implications for keeping up with the changing nature of sport participants and the associated coaching changes needed to be effective.

SMGT 6337

Sport Facility and Event Management: 3-0-3

Helps the student understand contemporary sport facilities and event management. Important aspects of the class include event risk management, event planning and operations, facilities management, facility planning and development, and negotiating with promoters, independent contractors and those involved in privatization.

SMGT 7330

Research and Analysis in Sport: 3-0-3

This course offers an operational understanding of research, evaluation methods, and statistical applications in the sport industry. Students taking this course should be able to design and conduct research in sport organizations that generates trustworthy data and adequately addresses a business question.

SMGT 7335

Sport Law and Risk Management: 3-0-3

Provides an advanced understanding of legal proceedings, legal research, negligence, and risk management. Through actual experiences of advanced legal research, moot courts, and the development of a risk management plan for an actual sport business students will develop a deeper understanding of the current status of negligence as it applies to the sport industry and the development of a risk plan to reduce operational risks.

SMGT 7337

Sport Marketing: 3-0-3

Examines the unique nature of marketing sport both as a participatory and spectator event. Emphasis is upon understanding the synergy of marketing, sport and society. Consideration is given to marketing collegiate and professional sport.

SMGT 7339

Financial and Strategic Management in Sport: 3-0-3

Traditional and innovative revenue acquisition methods available to sport organizations will be examined. Particularly, the thorough financial analysis of two sport organizations competing in the same segment of the sport industry. The second half of the course focuses on macro management strategies. Content includes low-cost provider, differentiation and niche strategies and the analysis of Porter's 5 Forces Model of sustaining competitive advantage.

SMGT 7790

Sport Management Internship: 0-40-9

Allows the student to apply the knowledge and skills acquired in class and to receive practical experience in selected sport industry settings.

SMGT 7830

Directed Individual Study: 0-0-3

Provides students with an opportunity to pursue an independent sport management research project or to work with a faculty member as part of a research team.

SMGT 7999

Thesis: 0-0-(1-6)

Opportunity to conduct an independent research project in the preferred field of sport management, requiring the development of a thesis proposal, the execution of appropriate research, the analysis of results, and the development of a written product.

Sociology (CLASS)

SOCI 5094G

Selected Topics in Sociology: (1-3)-0-(1-3)

Various topics. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

SOCI 5132G

Sociology of Community: 3-0-3

Focuses on community life in the United States. Community is viewed as a social entity and an arena of social interaction. Urban, rural, and alternative communities in the U.S. are investigated to uncover their patterns of interaction and organization. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): SOCI 1101 or permission of instructor.

SOCI 5134G

Sociology of Childhood: 3-0-3

Focuses on childhood as a social phenomenon. Childhood is viewed as a social construction, and particular attention is paid to the cultural context in which childhood has flourished, the role of children's culture in society, and social problems that are associated with childhood. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): SOCI 1101.

SOCI/RELS 5133G

Sociology of Religion: 3-0-3

A sociological study of religion focusing on the human (especially social) aspects of religious belief and practice. Various religious groups will be examined to identify how they organize their collective religious expressions. Theories and research methods used by sociologists to study religious beliefs and practices and religious institutions will be reviewed. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): SOCI 1101 or permission of instructor.

SOCI 5135G

Aging: 3-0-3

Examines the impact of an aging population upon society and the effects of the socially defined experience of aging upon the individual. Special attention is given to economic factors, retirement, life-style options, health, death, and widowhood. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): SOCI 1101 or permission of instructor.

SOCI 5137G

Collective Behavior: 3-0-3

A sociological study of social movements and such forms of collective behavior as mobs, crowds, rumors, riots, and mass hysteria. Key theories and research methods used by sociologists and other social scientists to study collective behavior will be reviewed. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): SOCI 1101 or permission of instructor.

SOCI 5138G

Sociology of the Family: 3-0-3

A sociological study of the social forces that impinge on families, affecting the behaviors of family members and the forms that family units take. Key theories and research methods used by sociologists and other social scientists to study families will be reviewed. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): SOCI 1101 or permission of instructor.

SOCI 5139G

Sociology of Health Care: 3-0-3

Analyzes health and illness from a sociological perspective. Attention will be given to health care institutions, roles, beliefs, and practices as well as newly emerging roles. Graduate students will be given an extra assignment

determined by the instructor that undergraduates will not be required to do. Prerequisite(s): SOCI 1101.

SOCI 5140G

Group Dynamics: 3-0-3

This course will provide students with a knowledge base in group work. They will study the structure, organization, and function of groups and learn to identify stages of group development, roles group members play, and skills used by the group facilitator. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): SOCI 1101, SOCI 2232, or permission of instructor for undergraduates only.

SOCI 5332G

Death and Dying: 3-0-3

Examines sociocultural dimensions of death, dying, bereavement, grief, and mourning, including cross-cultural comparisons and social patterns in historical perspective. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): SOCI 1101 or permission of instructor.

SOCI/AAST/AMST 5333G

Race and Ethnicity: 3-0-3

A survey of the major concepts and theories in the study of racial and ethnic relations in the United States. The situations and experiences of various racial and ethnic groups are considered. Prerequisite(s): SOCI 1101.

SOCI 5433G

Program Evaluation: 3-0-3

Explores what it means to live in a society in which accountability is a thematic issue and policy and programs benefits which accrue from well-designed evaluations and proposals. Evaluation research and grant development issues, including basic design and use considerations, are discussed. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): SOCI 1101 or permission of instructor.

SOCI/ANTH/INTS 5438G

Social Issues of International Development and Change: 3-0-3

The study of social issues of international development and change, particularly in developing countries. Through the use of lectures, discussion, and readings, students will learn about the factors affecting development and underdevelopment around the world, including globalization, health, the environment, food security, non-governmental organizations, conflict and instability, gender issues, human rights, international trade, transnational corporations, debt, demography, urbanization, informal economies, labor issues, democratization, civil society participation, and technology. Prerequisite(s): SOCI 1101, ANTH 1102, or INTS 2130.

SOCI 6091

Selected Topics in Theory: (1-3)-0-(1-3)

In-depth examination of selected theories or schools of sociological thought. Course may be repeated as topics change. Prerequisite(s): Undergraduate course in sociological theory or permission of instructor.

SOCI 6092

Selected Topics in Methodology: (1-3)-0-(1-3)

In-depth examination of selected methodologies for sociological research. May be repeated as topics change. Prerequisite(s): Undergraduate course in methods of social research or permission of instructor.

SOCI 6093

Selected Topics in Data Analysis: (1-3)-0-(1-3)

In-depth examination of selected data analysis techniques for sociological research. Course may be repeated as topics change.

SOCI 6631

Seminar in Self and Society: 3-0-3

Examination of social psychological theory and research with emphasis upon the sociological perspective. Both structural and symbolic interactionist theories are explored.

SOCI 6632

Seminar in Social Change: 3-0-3

Examines sociological approaches to and theories of change and analyzes causes and consequences of long-term structural transformations.

SOCI 6633

Seminar in Social Stratification: 3-0-3

Examines several different approaches, methods, and data sources from the research speciality area of inequality. Introduces students to themes that are used to organize and differentiate theories of social stratification. Some familiarity with quantitative methods and empirical research will be prerequisites to successful performance in the course.

SOCI 6634

Seminar in Social Organization: 3-0-3

Examination of theories of social organization and their application at both the micro and macro levels of analysis in groups, organizations, and societies.

SOCI 6635

Sociology of Gender: 3-0-3

Examines the cultural construction of gender as well as the structural hierarchies of wealth, power, and prestige linked to gender.

SOCI 6636

Crime and Justice: 3-0-3

A sociological examination of crime and justice issues. Criminological theory and social issues involving crime, delinquency, and the juvenile and criminal justice systems will be explored.

SOCI 6638

Proseminar in Social Science: 3-0-3

Introduces students to the foundations and controversies in social scientific research.

SOCI/ANTH/POLS 7434

Research Design and Methodology: 3-0-3

Study of the role of theory, research design, sampling, measurement and instrumentation, data collection, and ethical issues related to social scientific research.

SOCI 7435

Seminar on the Rural South: 3-0-3

Examines the lifeways, traditions, and social organization of rural society in the American South. Uses the dynamics of class, race and gender to understand the social structure and legacies of rural southern communities.

SOCI/ANTH/POLS 7436

Qualitative Research Methods: 3-0-3

Analysis and practice of qualitative methodology in social science. Topics may include participant observation, ethnographic methods, interviews, case studies, content analysis, archival research and other innovative techniques.

SOCI/POLS 7437

Quantitative Analysis: 3-0-3

Study of the techniques and statistics necessary to design and interpret quantitative social scientific research.

SOCI/ANTH/POLS 7638

Social Theory: 3-0-3

Examines the role of theory in the scientific endeavor and explores a number of theoretical perspectives, including structural-functionalism, conflict, feminist, exchange, rational choice, symbolic interaction, and the current debates over modernity and postmodernity.

SOCI 7790**Practicum: 0-(1-9)-(1-9)**

Designed as an educational placement to give graduate students a practical experience in a vocationally-appropriate setting.

SOCI 7891**Independent Study in Sociology: 0-0-(1-3)**

Independent examination of graduate course topics offered in the sociology curriculum of the Department of Sociology and Anthropology following guidelines of the College of Graduate Studies. Prerequisite(s): Permission of instructor.

SOCI 7892**Directed Research in Sociology: 0-0-(1-3)**

Participation in an independent or group research project. More than three hours of credit for directed research may be earned, but only three hours may be applied to the completion of minimum hours required for the M.A. Degree in Sociology. Prerequisite(s): Permission of instructor.

SOCI 7990**Applied Monograph: (1-6)-0-(1-6)**

A document of thesis quality and rigor which presents research and systematic observations from a practicum or field internship experience of no less than one semester. As a substitute for the traditional thesis, this option must be approved by the sociology graduate faculty of the Department of Sociology and Anthropology. Prerequisite(s): Permission of graduate faculty in sociology.

SOCI 7999**Thesis: (1-6)-0-(1-6)**

Research thesis. Prerequisite(s): Permission of major professor.

SOCI 8891**Independent Study in Sociology: 0-0-(1-3)**

Independent examination of graduate course topic offered in the sociology curriculum of the Department of Sociology and Anthropology following guidelines of the College of Graduate Studies. Designed for graduate students beyond the masters level. Prerequisite(s): Permission of instructor.

SOCI 8892**Directed Research in Sociology: 0-0-(1-3)**

Participation in an independent or group research project. Designed for students participating in programs of study beyond the master's level. Prerequisite(s): Permission of instructor.

Spanish (CLASS)**SPAN 5030G****Selected Topics in Spanish: (1-3)-0-(1-3)**

Selected topics in Spanish. Graduate students will be assigned extra work that undergraduates will not be required to do. Prerequisite(s): A minimum grade of "C" in one 4000-level Spanish course or permission of instructor.

SPAN 5230G**Studies in Hispanic History: 3-0-3**

Practice of Superior-level Spanish-proficiency skills through the examination of the history of the Spanish-speaking world. Graduate students must produce an extra paper/project, give an extra conference-length presentation, and conduct extra research that is not required of the undergraduate students. Course repeatable for credit with advisor approval. Prerequisite(s): A minimum grade of "C" in one 4000-level Spanish course or permission of instructor.

SPAN/LAST 5232G**Studies in Hispanic Societies: 3-0-3**

Practice of Superior-level Spanish-proficiency skills through the examination of the societies of the Spanish-speaking world, with particular focus on the various minority groups. Graduate students must produce an extra paper/project, give an extra conference-length presentation, and

conduct extra research that is not required of the undergraduate students. Course repeatable for credit with advisor approval. Prerequisite(s): A minimum grade of "C" in one 4000-level Spanish course or permission of instructor.

SPAN 5234G**Studies in Hispanic Literature: 3-0-3**

Practice of Superior-level Spanish-proficiency skills through the examination of the literatures of the Spanish-speaking world. Situates works in their cultural, historical, and aesthetic contexts using appropriate critical methodologies. Graduate students must produce an extra paper/project, give an extra conference-length presentation, and conduct extra research that is not required of the undergraduate students. Course repeatable for credit with advisor approval. Prerequisite(s): A minimum grade of "C" in one 4000-level Spanish course or permission of instructor.

SPAN 5331G**Latinos in the U.S.: 3-0-3**

This course is designed to familiarize students with significant cultural, historical, and social contributions of Latinos in the United States. Emphasis will be placed on the diversity within the Latino community and the contributions of Latino literature. Graduate students will be assigned extra work that undergraduates will not be required to do. Prerequisite(s): A minimum grade of "C" in one 4000-level Spanish course or permission of instructor.

SPAN 5332G**Studies in Hispanic Film: 3-0-3**

Practice of Superior-level Spanish-proficiency skills through study of the films of the Spanish-speaking world. Situates works in their cultural, historical, and aesthetic contexts using appropriate critical methodologies. Graduate students must produce an extra paper/project, give an extra conference-length presentation, and conduct extra research that is not required of the undergraduate students. Course repeatable for credit with advisor approval. Prerequisite(s): A minimum grade of "C" in one 4000-level Spanish course or permission of instructor.

SPAN 6130**History of the Spanish Language: 3-0-3**

Study of how Spanish developed from Latin to its contemporary form. Emphasis upon the external historical context in which Spanish developed, as well as an understanding of what linguists think about language change and evolution from phonological, morphological, and syntactic points of view.

SPAN 6132**Hispanic Linguistics: 3-0-3**

This course explores Spanish linguistics and establishes the basis for future application of linguistic principles. The course begins with an exploration of the sound system of Spanish and its theoretical representation. Building on this, the discussion continues with topics in Spanish morphology such as word formation and verbal inflection. This is followed by issues in syntax and semantics that are analyzed both in isolation and in terms of their relationship to each other. The goal of this course is to provide students with a level of knowledge that enables them to make connections between the structure of Spanish and relevant issues in contemporary Hispanic linguistics, such as language variation, bilingualism, and Spanish in the United States.

SPAN 6230**Early Modern Hispanic Studies: 3-0-3**

Practice of Superior-level Spanish-proficiency skills through detailed analysis of the Spanish-speaking world prior to the disintegration of the Spanish Empire. Situates content studied in its cultural, historical, and aesthetic contexts using appropriate critical methodologies. Course repeatable for credit with advisor approval.

SPAN 6231**18th- and 19th-Century Hispanic Studies: 3-0-3**

Practice of Superior-level Spanish-proficiency skills through detailed analysis of the Spanish-speaking world of the eighteenth and nineteenth

centuries. Situates content studied in its cultural, historical, and aesthetic contexts using appropriate critical methodologies. Course repeatable for credit with advisor approval.

SPAN 6237**20th- and 21st-Century Hispanic Studies: 3-0-3**

Practice of Superior-level Spanish-proficiency skills through detailed analysis of the Spanish-speaking world of the twentieth and twenty-first centuries. Situates content studied in its cultural, historical, and aesthetic contexts using appropriate critical methodologies. Course repeatable for credit with advisor approval.

SPAN 7090**Selected Topics in Spanish: (1-3)-0-(1-3)**

Selected Topics in Spanish.

SPAN 7091**Seminar in Spanish: 3-0-3**

Topic selected by instructor.

SPAN 7130**Studies in Spanish Pedagogy: 3-0-3**

Practice of Superior-level Spanish-proficiency skills through the study of the history and practice of Spanish pedagogy. Emphasis placed on learning how to help Spanish-language learners become functionally proficient in Spanish. Opportunities provided for hands-on experience. Course repeatable for credit with advisor approval.

SPAN 7131**Studies in Spanish Language: 3-0-3**

Practice of Superior-level Spanish-proficiency skills through theoretical and pragmatic analysis of various branches of linguistics, with special attention to practical applications. Topics may include semantics, stylistics, morphology, phonology, dialectology, sociolinguistics, etc. Course repeatable for credit with advisor approval.

SPAN 7195/7195S**Studies Abroad: Language: 3-0-3**

Studies oral and written features of Spanish within a Spanish-speaking country using native materials and resources.

SPAN 7232**Studies in Hispanic Authors: 3-0-3**

Practice of Superior-level Spanish-proficiency skills through the study of the life, works, and criticism of a particular Hispanic author. Course repeatable for credit with advisor approval.

SPAN 7233**Periods, Genres, Themes: 3-0-3**

Practice of Superior-level Spanish-proficiency skills through the study of a particular period, genre, or theme of importance in Hispanic life, art, and literature. Course repeatable for credit with advisor approval.

SPAN 7234**Spanish Masterpieces: 3-0-3**

Practice of Superior-level Spanish-proficiency skills through the study of a Spanish masterpiece situated within both its historical moment and its critical aftermath. Works might include such titles as *Don Quijote*, *Cien años de soledad*, *La Regenta*, etc. Course repeatable for credit with advisor approval.

SPAN 7395/7395S**Studies Abroad: Culture: 3-0-3**

Studies literature, culture, and/or civilization within a Spanish-speaking country, using native materials and resources.

SPAN 7890/7890S**Directed Study in Spanish: (1-3)-0-(1-3)**

Independent Study under faculty supervision.

SPAN 7999**Thesis: 0-0-(1-6)**

Planned research and writing directed by the student's thesis director.

Special Education (COE)**SPED 5799G****Student Teaching in Special Education: 12-0-12**

Student teaching is a period of guided teaching practice. Under the direction of a supervising teacher, students gradually assume increasing responsibility for classroom instruction and management. During this experience, students are expected to engage directly in many of the activities which constitute the wide range of a teacher's responsibility. Prerequisite(s): Completion of all other teaching field courses and professional education sequence and must meet requirements for admission to Student Teaching. Prerequisite(s): SPED 4430.

SPED 6130**Introduction to Special Education: 3-0-3**

Designed to examine the etiology, incidence, diagnosis, characteristics and philosophical and educational implications of the full range of students who demonstrate a need for additional educational services in order to achieve full potential. It is a prerequisite to Master's level coursework in Special Education and meets the educational requirements mandated by H.B. 671.

SPED 6230**Assessment and Procedures in Special Education: 3-0-3**

This course is designed to provide graduate students with pre-requisite skills in procedures, and assessment in Special Education. More specifically, this course provides a review of a variety of assessment techniques, including observations, teacher-made tests, criterion referenced assessments, curriculum-based assessment, and standardized evaluation tools for program planning purposes for individuals with special learning needs. In addition, this course provides knowledge about legislative requirements and the procedures associated with assessment, placement, and instruction of students with disabilities. Prerequisite(s): SPED 6130.

SPED 6231**Special Education Laws and Procedures: 3-0-3**

This course provides knowledge about legislative requirements and the procedures associated with assessment, placement, and instruction of children with special needs. Individual Education Plans, eligibility reports, and transition plans are designed within the current legal and legislative context of special education. Prerequisite(s): SPED 6130.

SPED 6330**Classroom Management: 3-0-3**

This course is designed to provide graduate students with pre-requisite skills in classroom management and procedures. More specifically, this course provides an overview of basic procedures for instructional and behavior management of students with disabilities. In addition, this course provides knowledge about legislative requirements and the procedures associated with instructional and behavioral management. Also included in this course is a review of a variety of assessment techniques including observation, interviews, and other informal assessment techniques for use with individuals with disabilities. Prerequisite(s): SPED 6130.

SPED 7090**Selected Topics in Special Education: (1-3)-0-(1-3)**

Designed to promote specialized training in new and/or emerging topics related to the preparation of practitioners in the field of special education. Attention will be given to a range of special needs as they reach special significance in local systems. Prerequisite(s): Permission of instructor.

SPED 7133**Collaboration Across the Life Span: 3-0-3**

An in-depth examination of the issues confronted by individuals with disabilities and their families across the life span is provided. The consultative and collaborative skills necessary to work with students with disabilities, parents, student services personnel, and community agencies

across the life span are taught. Emphasis is placed on planning and implementing transitions at all stages.

SPED 7136

Language Development: 3-0-3

Provides a review of the types and causes of language problems found in exceptional child populations. Provides instruction and demonstration in diagnostic and developmental/remedial techniques in the area of speech/language.

SPED 7630

Seminar in Special Education: 3-0-3

Requires students to address a series of topics central to current research and practice in Special Education as they relate to a specific area of disability. Students will be required to prepare for and lead class discussion on a topic of their choice. Prerequisite(s): Completion of 30 hours in M.Ed. Program.

SPED 7631

Perspectives on Mild Disabilities: 3-0-3

This course is designed to provide graduate students with a review of the characteristics of students with mild disabilities and the implications for their education and development. In addition, graduate students will reflect on the inter- and intra- individual differences which define the uniqueness of students with mild disabilities. Course content will integrate legal and social issues related to the instruction of students with mild disabilities. Prerequisite(s): Prior or concurrent enrollment in SPED 6230 and SPED 6330.

SPED 7632

Methods for Mild Disabilities: 3-0-3

This course is designed to provide graduate students with skills in social and learning methods for students with mild disabilities. More specifically, this course provides an overview of basic methodology for academic and social instruction for students with disabilities. In addition, this course provides knowledge about the identification and implementation of a variety of teaching methodologies appropriate for learners with mild disabilities. Prerequisite(s): SPED 7631.

SPED 7633

Introduction to Augmentative Language: 3-0-3

This course is an introduction to Augmentative Language and is designed to develop conversational signing skills at the beginning level. Candidates will develop expressive and receptive sign skills, and learn the manual alphabet, numbers, and sign vocabulary. Other topics include grammar, history, fingerspelling, terminology, and Deaf culture.

SPED 7634

Characteristics and Assessment of Low Incidence Populations: 3-0-3

This course is designed to provide the graduate candidate with an introduction to the characteristics and assessment of students with moderate to severe disabilities in low incidence categories including mental retardation, sensory impairments, physical disabilities, multiple disabilities, chronic health impairments, autism, and traumatic brain injury. Historical and philosophical perspectives of programs related to students with moderate to severe disabilities using a life-span approach will be explored. Positive behavioral support strategies will be introduced. Developmentally appropriate formal and informal assessment will be addressed. In addition, this course will include reflection on multicultural, diversity, technology, employment and community living issues facing this population of individuals with disabilities.

SPED 7635

Methods for Low Incidence Populations: 3-0-3

This course is designed to provide students with practical techniques of structuring group and individualized instruction in all curriculum areas for individuals with moderate to severe disabilities. It includes review, demonstration, and preparation of programs, methods, and materials for such instruction, with special emphasis on application of the diagnostic-prescriptive process. Prerequisite(s): SPED 7634.

SPED 7796

Internship in Special Education: 0-(10-30)-(3-9)

This field-based internship involves the implementation of prescriptive methods for teaching students with disabilities at either the Mild or Moderate/Severe levels. Interns must complete contact hours in a P-12 classroom serving students with the categorical focus identified in the student's program of study. Prerequisite(s): A minimum grade of "B" in SPED 7632 and SPED 7635.

SPED 8130

Administration in Special Education: 3-0-3

Designed to develop the skills necessary to organize, house, equip, staff, supervise, and provide specialized educational environments and services for children with disabilities.

SPED 8131

Critical Issues in Special Education: 3-0-3

Students will identify and address a series of critical issues in special education from the standpoint of how such issues impact on the practice of education in their classroom, school, and system. Historical and current research will be reviewed as they relate to identified issues. Discussions of methods for addressing such issues within the context of the public schools will be a major focus of this course.

SPED 8838

Qualitative/Applied Behavioral Analysis Research: 3-0-3

Designed to provide an in-depth study of the methodology involved in qualitative and ABA research. Provides students with a foundation of skills which will allow them to conduct research independently. In addition, a major goal of this course is to facilitate the development of critical thinking skills which will enable students to make reflective decisions within their professional domain. Prerequisite(s): EDUR 8131.

SPED 8890

Directed Individual Study: (1-3)-0-(1-3)

The student will propose and carry out an applied or theoretical project in Special Education. Prerequisite(s): Permission of program faculty.

Statistics (COST)

STAT 5130G

Sampling and Survey Methods: 3-0-3

An introduction to the design and analysis of sample surveys suitable for students in business, social sciences, and biological sciences in addition to the mathematical sciences. Comparison of simple random sampling, stratified, systemic, cluster and multistage sampling. Emphasis on appropriate sample type and estimation of parameters. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): A minimum grade of "C" in STAT 2231 or, with permission of instructor, any course in introduction to statistics.

STAT 5330G

Introduction to Mathematical Statistics: 3-0-3

An introductory course intended to present a solid foundation in statistical theory, and, at the same time, to provide an indication of the relevance and importance of the theory in solving practical problems in the real world. Topics include, moments and moment-generating functions, point and interval estimation, test of statistical hypothesis, contingency tables and goodness-of-fit, nonparametric methods, and introduction to linear models. This course covers part of the material outlined in the Society of Actuaries' course 110. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): A minimum grade of "C" in MATH 3337.

STAT 5531G

Statistical Methods I: 3-0-3

This is the first of a two course sequence in applied statistics. The material covered will provide an introduction to statistical concepts and terminology while focusing on descriptive and inferential methods of data analysis.

Topics include descriptive statistics, parameter estimation, tests of significance, confidence intervals, analysis of variance, simple linear regression and correlation. Both parametric and nonparametric methods are presented for the analysis of central tendency, variability, proportions and categorical data. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): A minimum grade of "C" in MATH 3337.

STAT 5532G**Statistical Methods II: 3-0-3**

This is the second of a two course sequence in applied statistics. The material covered will provide an introduction to the ideas of linear models and experimental design while focusing on methods of data analysis using regression and analysis of variance. Topics include multiple regression analysis, analysis of variance with multiple classification, analysis of covariance, repeated measures analysis of variance, multiple comparison techniques, and diagnostic procedures and transformations. Suitable for students in business administration, economics, and the social, health and biological sciences. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): A minimum grade of "C" in STAT 5531 or, with permission of instructor, a one semester introduction to applied statistics at the junior level or above.

STAT 7090**Selected Topics in Statistics: (1-3)-(0-2)-(1-3)**

Selected study in a selected area of Statistics. Prerequisite(s): STAT 5531 and permission of instructor.

STAT 7130**Applied Multivariate Statistical Analysis: 3-0-3**

Estimating and inference from the multivariate normal distribution, Hotelling's T^2 , multivariate analysis of variance, multivariate regression, multivariate experimental design, principle component analysis, factor analysis, discriminate analysis and cluster analysis. Prerequisite(s): STAT 5531.

STAT 7132**Applied Nonparametric Statistics: 3-0-3**

Review of probability and statistical inference; binomial, quantile and sign tests; contingency tables; methods based on ranks. Prerequisite(s): STAT 5531.

STAT 7134**Applied Regression Analysis: 3-0-3**

Simple and multiple linear regression, model selection, residual analysis, influence diagnostics, transformation of data to fit assumptions, multicollinearity and an introduction to nonlinear regression. Prerequisite(s): STAT 5531.

STAT 7135**Analysis of Discrete Data: 3-0-3**

The study of discrete univariate and multivariate distributions and generating functions, two-way and higher dimensional contingency tables, chi-squared and other goodness-of-fit tests, Cochran-Mantel-Hanzel procedure, binary and multinomial response models, log-linear models, theoretical foundations for the generalized linear models, mixed generalized linear models, longitudinal and spatial data analysis. Prerequisite(s): A minimum grade of "C" in STAT 5531 and STAT 7331.

STAT 7231**Design of Experiments I: 3-0-3**

Various statistically designed experiments are introduced including randomized blocks designs, Latin squares, incomplete block designs, factorial and fractional factorial designs with and without confounding and nested designs. Prerequisite(s): STAT 5531.

STAT 7232**Design of Experiments II: 3-0-3**

Response surface methodology is introduced. First- and second-order models and designs are studied which includes determining optimum

conditions and methods of estimating response surfaces. Multiresponse experiments, nonlinear response surface models, and mixture designs are also studied. Prerequisite(s): STAT 7231.

STAT 7234**Statistical Process Control: 3-0-3**

Philosophy of statistical process control is studied along with SPC techniques of control charts, process-capability, designed experiments and acceptance sampling. Prerequisite(s): STAT 5531.

STAT 7331**Mathematical Statistics I: 3-0-3**

Random variables, density functions, mathematical expectation, discrete and continuous distributions, moments and moment-generating functions and limiting distributions. Prerequisite(s): MATH 2242 and MATH 3337.

STAT 7332**Mathematical Statistics II: 3-0-3**

Rigorous introduction/development of interval estimation, test of significance, comparison of "k" means, randomized block design, multiple comparison procedures, nonparametric test and linear regression. The general linear model will be introduced. Prerequisite(s): STAT 7331.

STAT 7430**Actuarial Mathematics: 3-0-3**

Survival distributions and life tables, life insurance, life annuities, net premiums, multiple life functions, multiple decrement models, valuation theory for pension plans, collective risk models, population theory and theory of pension funding. Prerequisite(s): STAT 7331.

STAT 7432**Applied Stochastic Processes: 3-0-3**

Poisson process, renewal theory, Markov chains, Brownian motion, random walks and Martingales and stochastic order relations. Prerequisite(s): STAT 7331.

STAT 7434**Applied Time Series Analysis: 3-0-3**

Basic ideas of stochastic model building techniques with applications are discussed. Properties of the autocorrelation function and the spectrum of stationary processes are investigated. Models studied include the linear stationary ARMA and linear nonstationary ARIMA models along with forecasting models. Prerequisite(s): STAT 7331.

STAT 7436**Reliability Analysis: 3-0-3**

Probabilistic models for the reliability of coherent systems, statistical models for lifetimes of components and repairable systems, including the nonhomogeneous Poisson process, reliability estimation and prediction, MIL standards and accelerated life testing. Prerequisite(s): STAT 7331.

STAT 7530**Statistical Computing I: 3-0-3**

Basic computer organization and computer arithmetic are investigated. Programming languages and statistical software packages are explored. Methods for approximating cumulative distribution function and percentage points of a probability distribution are studied including nonparametric procedures. Multiple comparison procedures are also examined. Random number generation and statistical tests for testing random number generators are explored. Prerequisite(s): STAT 7331.

STAT 7532**Statistical Computing II: 3-0-3**

Various computational methods in linear algebra as applied to such statistical methods as multiple linear regression, designed experiments, multivariate analysis and the general linear model. Further topics include computational methods for unconstrained optimization, nonlinear regression and model fitting based on criteria other than least squares. Prerequisite(s): STAT 5532 and STAT 7331.

STAT 7890**Directed Study in Statistics: (1-3)-(0-2)-(1-3)**

Directed study under faculty supervision. Prerequisite(s): Permission of instructor and department chair.

STAT 7895**Research: 0-0-1**

Graduate students will conduct a program of independent research under the direction of a thesis advisor or an advisory committee on a topic in Statistics. Results of the research will be presented as a thesis in MATH 7999 for partial fulfillment of the requirement of the Master of Science Degree in Mathematics with an emphasis in Statistics.

STAT 7899**Research Project in Statistics: (1-6)-(0-4)-(1-6)**

Research project addressed toward a real world problem. Prerequisite(s): Permission of project advisor and department chair.

Technology Education (COE)**TCED 7131****Organizing and Implementing Programs of Technology Education: 3-0-3**

An analysis of existing, emerging and proposed Technology Education programs. Content provides a foundation for the planning and implementation of quality programs of instruction at different levels.

TCED 7132**Designs for Technology Education Teachers: 3-0-3**

Explores new development in the field of drafting and design emphasizing the relationship of material and form in the selection and design of projects. Participants obtain hands on experience through actual design problems and their solutions. Prerequisite(s): Beginning course in drafting or equivalent.

TCED 7630**Seminar in Technology Education: 3-0-3**

An advanced study of Technology Education for experienced teachers, administrators and supervisors. Emphasis is placed on the development of sound principles and practices for initiating, conducting and evaluating programs. Participants will gain practical experiences and conduct intensive research on individual and group problems. Prerequisite(s): TCED 7131.

TCED 8131**Philosophy of Technology Education: 3-0-3**

A survey of past and present philosophies that have influenced the development of Technology Education. Inclusion of movements, leaders and events will be interjected as appropriate. Emphasis will be placed on the development and/or strengthening of a personal philosophy.

TCED 8132**Administration and Supervision of Technology Education: 3-0-3**

A comprehensive study of organizational structures functioning as a continuum in the public schools. Explores appropriate school facilities in light of their recognized organizational structures. Emphasis will also be placed on the development of guidelines for administration and supervision. Prerequisite(s): TCED 7131.

General Technology (COST)**TCGT 7532****Global Technology: 3-0-3**

An examination of the developments of technology and industry worldwide and the effects upon international relations.

Electrical Engineering Technology (COST)**TEET 5238G****Industrial Electronics: 2-2-3**

A study of industrial applications of electronic devices including SCR's, triacs, switching circuits, timers, logic control circuits, optical devices, and sensors. The course also includes laboratory activities. Graduate students will complete an additional independent research project that involves a written report with an oral presentation. Prerequisite(s): TEET 3243, TMAE 5132, TMAE 5132G, or permission of program coordinator.

TEET 5245G**Electronic Communication Systems:3-2-4**

In this course students will study basic principles, devices and circuits in modern electronic communications systems. Topics include systems and signal analysis, spectrum analysis, amplitude modulation and detection, frequency modulation and detection and oscillators. Graduate students will complete an additional independent research project. Prerequisite(s): TEET 3145, and TEET 3241 or ENGR 2341; or TMAE 5132/TMAE 5132G or permission of program coordinator. Undergraduate Prerequisite(s): TEET 3243.

TEET 5340G**Digital Communications: 3-2-4**

Students will investigate digital modulation techniques including ASK, FSK, BPSK, QAM and M-ary schemes; gain in-depth knowledge of analog-to-digital conversion principles; and explore practical real-world communications applications including wireless communications, cell phone technology, and consumer communications systems. Also includes laboratory activities in support of instruction. Graduate students will be required to complete an independent research project, not required of undergraduate students. Undergraduate Prerequisite(s): TEET 5245. Graduate Prerequisite(s): TMAE 5132G.

TEET 5531G**Programmable Logic Controllers: 2-2-3**

A study of sequential programmable logic controllers (PLCs) as applied to industrial processes with emphasis on ladder diagrams, input/output devices, application programming design of beginning through advanced functions, systems and networking. Also includes laboratory activities in support of instruction. Graduate students will complete an independent research project which involves a written and oral presentation. Prerequisite(s): TENS 2146 or permission of instructor.

TEET 5542G**Computer System Design: 3-2-4**

This course is an in-depth study of the inner-workings of modern digital computer systems and trade offs present at the hardware-software interface. Activities will include the design process in the context of a complex hardware system and practical experiences with computer-aided design tools. Topics include: instruction set design, computer arithmetic, controller and data path design, memory systems, input-output systems, pipelining, performance and cost analysis. Graduate students will be required to complete an additional research project. Prerequisite(s): TEET 2443, or ENGR 2332, or TMAE 5132/TMAE 5132G or permission of program coordinator.

Technology Fort Gordon (COST)**TFG 7531****Telecommunication Systems: 3-0-3**

This course will provide students the ability to design a secure voice and data network for subscribers. A systems approach will be used to study telecommunications networks for the understanding of the function of individual components and subsystems. Attention will be given to the theory of different existing and emerging technologies. Students will receive an overview of public and private telecommunications systems, fundamentals of traffic engineering, switching, transmission, and signaling. Emphasis will be placed on the function of discrete components as well as complete

systems. Prerequisite(s): Admission to Fort Gordon Cooperative Educational Degree Program.

TFG 7532

Network Operations and Management: 3-0-3

This course examines the management tools and software applications needed to manage the variety of local and wide area networks. The course will address data communication devices, telecommunication devices, simple network management protocol, remote monitoring, telecommunication management, and network operation and security. Prerequisite(s): Admission to Fort Gordon Cooperative Educational Degree Program.

TFG 7533

Network Security: 3-0-3

This course provides an in-depth study of network Security. Students will gain a respect for the threats and vulnerabilities facing U.S. voice and data networks and learn how networks are protected through organizational policy, software application, methodologies, and equipment. Topics discussed are: cryptography, Public Key Infrastructure (PKI), Internet Protocol Security (IPSEC), IP and bulk encryption, firewalls, intrusion detection systems, Certification and accreditation processes. Prerequisite(s): Admission to Fort Gordon Cooperative Educational Degree Program.

TFG 7534

Network Design: 3-0-3

This course examines a structured, systematic, top-down process to design telecommunications networks. Some specific objectives are: students will understand the structured network design process, the logical and physical design process for access, distribution and core networks and the planning processes for host/network security and management. Prerequisite(s): Admission to Fort Gordon Cooperative Educational Degree Program.

Graduate Engineering Technology (COST)

TGET 7134

Construction Planning and Administration: 3-0-3

An in-depth treatment of the process of developing capital construction projects from the point of conception through the preliminary planning and budgeting to final design, contract or selection, and finished construction of the desired end product.

Theatre (CLASS)

THEA 5530G

Playwriting: 3-0-3

The study, analysis, and practice in the art and craft of writing plays for the stage or for dramatic television and film. Undergraduates complete a one act play while graduate students complete a first draft for a full length play.

THEA 5531G

Puppetry: 3-0-3

Acquaints the student with puppetry as an art and an educational medium. Emphasizes effective use of puppetry in the development of individual and group resources, creativity, self expression, and emotional adjustment. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

Applied Engineering (COST)

TMAE 5131G

Essentials of Applied Mechanical Engineering: 2-3-3

This is a course for students with no mechanical engineering experience. The principles of engineering mechanics are developed from a work/energy point of view. Survey topics include a review of the fundamentals of mechanics, elastic behavior of materials, stress-strain relationships and measurements, elasticity theory, stability, dynamics, and vibration theory. Graduate students will be required to complete a case study or other individualized advanced activity that undergraduate students will not be

required to complete. Prerequisite(s): Permission of instructor. Should not be taken by graduate students with a B.S. in Mechanical Engineering.

TMAE 5132G

Essentials of Applied Electrical Engineering: 2-3-3

This is a course for students with no electrical engineering experience. Survey topics include electrical energy sources, DC circuits, resistive networks, network theorems, inductance, capacitance, natural and step responses of RL, RC, and RLC circuit, sinusoidal steady state analysis, Three-phase circuits, computer circuit analysis, non-linear, active components such as diodes, transistors (both bipolar and MOSFET), and operational amplifiers. Graduate students will be required to complete a case study or other individualized advanced activity that undergraduate students will not be required to complete. Prerequisite(s): Permission of instructor. Should not be taken by graduate students with a B.S. in Electrical Engineering.

TMAE 5133G

Production Planning and Facilities Design: 3-1-3

The methods used to plan and control the efficient and effective use of equipment, tooling, people, materials, and other resources to manufacture products. This will lead to the examination of the fundamental theories, practices, and methods for the design of manufacturing and service facilities to enable productive flow of goods and services. Emphasis is placed on applied exercises utilizing spreadsheet and CAD software that culminates in a semester project. Graduate students will be required to complete a case study, or research project not required of undergraduate students. Prerequisite(s): MENG 3333 or permission of instructor.

TMAE 5134G

World Class Manufacturing: 3-1-3

A comprehensive study of world class manufacturing. Topics include Just-In-Time production, Total Quality Control, Total Productive Maintenance, and Total Employee Involvement. Manufacturing systems are designed and developed and trial runs are conducted and evaluated. Students will be required to conduct an analysis of a real world case relevant to the course. Graduate students will be required to complete a case study or other individualized advanced activity that undergraduate students will not be required to complete. Prerequisite(s): TMET 3431.

TMAE 5139G

Renewable Energy: 2-2-3

The design, operation, and environmental and socio-economic impact of renewable energy systems will be presented with an engineering emphasis. Additionally, cycle evaluation and analysis of the renewable energy systems, the efficiency and power output of renewable energy systems, their benefits and costs will be determined. Graduate students will be required to complete an additional design project that involves a class presentation with a more advanced technical analysis. Prerequisite(s): MENG 3233 and MENG 5232 or MENG 5232G or permission of instructor.

TMAE 5890G

Selected Topics in Applied Engineering: (1-3)-(0-2)-(1-3)

This course is scheduled on an infrequent basis to explore special areas in applied engineering. Graduate students will be required to complete a case study, or research project not required of undergraduate students. Prerequisite(s): Permission of the instructor.

TMAE 7136

Mechatronics I: 2-3-3

This course is designed to build a working familiarity with the electronics and techniques needed in the design and control of electro-mechanical systems. The topics in this course include integrated use of mechanical, electrical, and computer systems for control of machines and devices, system modeling, sensors and actuators, basic electronics design, signal processing, grounding, and interfacing techniques. Prerequisite(s): TMAE 5131 and TMAE 5132 or permission of instructor.

TMAE 7137

Mechatronics II: 2-3-3

This course is designed to provide further fundamental information to understand the fusion of mechanical engineering, electrical engineering, and computer data acquisition/programming and their relationship to the field of Mechatronics. This course emphasizes the interfacing of microcomputers with sensors and actuators, hybrid (analog/digital) design, digital logic and analog circuitry, micro-computer architecture, assembly language programming, signal conditioning, filters, analog-to-digital and digital-to-analog conversion, and the interface of data acquisition systems with the control process. Prerequisite(s): A minimum grade of "C" in TMAE 7136 or permission of instructor.

TMAE/MATH 7237

Mathematical Control Theory: 3-0-3

State-space techniques from modern control system theory. Topics include realization theory for MIMO systems, state-space techniques for feedback control, closed loop observer design, and state-space techniques in optimal control. Prerequisite(s): A minimum grade of "C" in MATH 3230 and MATH 5336G.

TMAE 7430

Industrial Case Study Analysis: 3-0-3

The systems approach and case study format are utilized for the resolution of current technical management problems of various industries. Problem solving methods are presented, discussed, and utilized in student activities.

TMAE 7431

Advanced Quality Control: 3-0-3

A study of modern philosophies, methodologies, and technologies for quality control and improvement with emphasis on total quality management, statistical process control, quality improvement methods and acceptance sampling.

TMAE 7432

Advanced Engineering Economy: 3-0-3

Consideration of probability and risk effects on estimates, selection of the minimum, attractive rate of return, capitol rationing, among competing projects and economic analysis in government.

TMAE 7433

Facilities Planning: 3-0-3

An organized approach for planning a facility that achieves facilities location and design objectives, including how the activity's tangible assets best support achieving the activity's objectives. It is a composite of facilities location and facilities design with the approach based on the engineering design process. Techniques can be applied equally for non-manufacturing applications.

TMAE 7435

Manufacturing Systems Analysis: 3-0-3

A study of the analysis of manufacturing systems, systems analysis and problem solving in manufacturing. The tools of systems analysis will be used to formulate the real problems of manufacturing, identify where computer systems can help, and solve challenging manufacturing systems problems.

TMAE 7530

Research in Applied Engineering: 3-0-3

A study of modern research methods and their application to the preparation of the thesis and technical reports.

TMAE 7890/7890S

Selected Topics in Applied Engineering: 3-0-3

This course is scheduled on an infrequent basis to explore special areas of applied engineering.

TMAE 7891

Independent Study: (1-3)-(1-3)-(1-3)

Independent study is available for students to undertake individualized experimentation, research, study related to applied engineering, or a capstone project. The specific topic will be approved by a faculty member

in the program, and credit will be assigned commensurate with the magnitude of the study.

TMAE 7895

Special Problems in Applied Engineering: 0-(1-3)-(1-3)

Individual and specialized study in the areas of applied engineering not otherwise covered in the program. Students must submit a proposal of the special problem for approval by the faculty member of record. Credit will be assigned commensurate with the magnitude of the study.

TMAE 7999

Thesis: 0-0-(1-6)

This course focuses on the preparation and completion of the thesis.

Mechanical Engineering Technology (COST)

TMET 5133G

Vibration and Preventive Maintenance: 2-3-3

An introduction to mechanical vibrations and preventive maintenance. Emphasis is placed on: undamped and damped free vibration of single degree of freedom systems, vibration analysis of system with multiple degrees of freedom, and forced vibration analysis with different excitations. Students will engage in hands-on experimental studies and develop analysis techniques using vibration data. Preventive maintenance topics will also be studied. Graduate students will be required to complete additional laboratory and research assignments. Prerequisite(s): TMET 2521, TMET 3130, and TMET 3135; or permission of instructor.

TMET 5134G

Introduction to Finite Element Analysis: 1-4-3

An introduction to the fundamentals of Finite Element Analysis. Students will develop a working knowledge of a commercial FEA software package. Students will model and analyze mechanical and thermal engineering problems using a commercial FEA package. Students will develop an ability and competence in interpretation and analysis of FEA results. Graduate students will be required to complete additional laboratory and research assignments. Prerequisite(s): TMET 2128, TMET 3136, and TMET 3233; or permission of instructor.

TMET 5136G

Mechanical Controls: 2-3-3

An understanding of the elements of classical control theory will be developed. Students will be introduced to the concept of feedback and its properties; the concept of stability and stability margins; and the different tools that can be used to analyze these properties. Students will also develop a working knowledge of the basics of linear control techniques. Graduate students will be required to complete additional laboratory and research assignments. Prerequisite(s): TMET 2521 and TMET 3130 or permission of instructor.

TMET 5137G

Mechanical System Design: 0-6-3

A capstone design course requiring that students call upon all of their academic preparations in the solution of mechanical system problems. Graduate students will be required to complete a case study or other individualized advanced activity that undergraduate students will not be required to complete. Prerequisite(s): Senior standing or approval of the instructor.

TMET 5234G

HVAC: 2-3-3

Introductory course in Heating, Ventilating, and Air Conditioning (HVAC) systems. HVAC processes are analyzed and load calculations are performed in accordance with ASHRAE practices. Design projects are included. Graduate students will be required to complete a case study or other individualized advanced activity that undergraduate students will not be required to complete. Prerequisite(s): TMET 3232 and TMET 3233; permission of instructor for graduate students.

TMET 5431G**Automation and CIMS: 2-3-3**

A capstone course in materials science and processing. Fundamental manufacturing, automation, and topics in production and related control systems are covered. Numerical control, computer integrated manufacturing, and flexible manufacturing systems are included. Laboratory includes work with a Mini-CIM system. Graduate students will be required to complete a case study or other individualized advanced activity that undergraduate students will not be required to complete. Prerequisite(s): ENGR 1133, TENS 2138, and TMET 3343 or permission of instructor.

Manufacturing Technology (COST)**TMFG 5133G****Automated Manufacturing Systems: 2-3-3**

Computer Integrated Manufacturing (CIM) concentrating on advanced computer numerical control machining, and the interface of robotics systems in manufacturing. Experiences using programming techniques, production equipment simulations and rapid prototyping are emphasized. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): ENGR 1133 and TMFG 3132, or permission of instructor.

TMFG 5230G**International Manufacturing: 3-0-3**

A study of opportunities, issues, and problems involved in manufacturing products for import and export, and in dealing with global suppliers of materials, parts, and assemblies. Focus is on those aspects unique to the management of technical operations, such as ISO (International Organization for Standardization) quality standards, scheduling, and technology transfer. Additional topics may include transportation, customs documentation, global trends and trade policies, and cultural issues. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

TMFG 5233G**Manufacturing Applications in Information Technology: 3-0-3**

A senior level seminar emphasizing the application of commercially available software to solve manufacturing production problems. Topics include Theory of Constraints, Failure Mode and Effect Analysis, Flow Charting, and Project Management. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): Senior standing, three hours of statistics or quality assurance, and three hours of technical processes, or permission of instructor.

TMFG 5234G**Introduction to Technical Management & Leadership: 2-3-3**

A study in the application of modern technical management and leadership principles to individuals and groups. This course is directly linked to the knowledge and applications learned in the technical manufacturing courses taken in the Industrial Management Program. Graduate students are required to complete an advanced level assignment in addition to all undergraduate course requirements. Prerequisite(s): TMET 3431.

Safety and Environmental Technology (COST)**TSEC 5331G****Occupational Safety: 3-0-3**

The technical aspects of developing and implementing occupational safety programs in manufacturing industries. Emphasis on hazard identification and control. Topics include: OSHA compliance, accident investigation, fire protection, machine guarding, noise abatement, and electrical safety. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

TSEC 5332G**Ergonomics: 3-0-3**

The human machine interface in manufacturing industries as it relates to the well-being of workers and efficiency of production systems. The application of human factors from both physiological and psychological perspectives are examined. Emphasis is placed on regulatory compliance. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

TSEC 5333G**Industrial Hygiene and Ergonomics: 3-1-3**

A study of the techniques used by health and safety professionals to anticipate, recognize, evaluate, and control those environmental factors or stresses arising in or from the workplace that adversely effect an employees' health, comfort, and performance. Ergonomic tool and work area design and work procedures are emphasized. Regulatory agencies, compliance, and program management issues are discussed. Graduate students are required to complete an advanced level assignment in addition to all undergraduate course requirements. Prerequisite(s): One chemistry course or permission of instructor.

TSEC 5334G**Hazardous Waste Management: 3-0-3**

A study of hazardous waste substances as they are created by various industries and their proper management by combining planning, organizing, and controlling techniques with a knowledge of generating, storing, transporting, treating, recycling and disposing of hazardous materials. Issues of environmental impact, regulatory compliance, ethics, and program management are discussed from a technical management perspective. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): One chemistry course or permission of instructor.

TSEC 5335G**Systems Safety in Manufacturing: 3-0-3**

A study of the application of systems safety concepts to manufacturing and production systems. Emphasis is placed on the critical analysis of systems through modeling and the development of control strategies to reduce the frequency and severity of industrial accidents. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

TSEC 5336G**Environmental Law: 3-0-3**

A course designed to provide an introduction and overview (for those without legal or specific scientific training) of the system through which our nation attempts to preserve the environment. The U.S. legal system, national, and international environmental policy is reviewed. Emphasis is placed on the control of air quality, water quality, toxic substances, and hazardous releases as it relates to environmental regulation of industry. Graduate students will be required to complete an additional project or assignment in addition to the undergraduate course requirements.

Web Business (COBA)**WBUS 7839****Special Topics in Business: 0-0-3**

This course is designed to offer students an opportunity to pursue studies at a level or on topics not covered in existing graduate courses. The scope and nature of the material is determined in consultation with the faculty sponsor. Prerequisite(s): Admission to the WEBMAcc program and permission of the Director. Prerequisite(s): Open to WEBMAcc students only. This course cannot be used to satisfy the requirements of the MAcc degree or the MAcc degree with a Forensic Concentration.

Women's and Gender Studies (Interdisciplinary)**WGST 5131G****Sex, Violence, and Culture: 3-0-3**

Uses feminist theories of gender, sexuality, and patriarchal culture to explore the relationship between public and private violence. Placing private violence in a global perspective, this course critiques the gender stakes of

economies of domination and exploitation, the war system, and ideologies of family and nation. Prerequisite(s): WGST 2530.

WGST/ANTH 5331G

Gender and Anthropology: 3-0-3

An examination of the biocultural and multi-cultural perspectives of gender provided by anthropology. Theories and case examples of gender studies from selected cultures will be examined using insights from physical anthropology, archeology, cultural anthropology, and linguistics. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): ANTH 1102 or permission of instructor.

WGST/AAST/ENGL 5539G

Literature by Women: 3-0-3

A study of classic, contemporary, and experimental writing by women in all genres, with special emphasis on the polemical and theoretical bases of and critical approaches to such texts. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): A minimum grade of "C" in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or ENGL 2232 (not taken as a prerequisite).

WGST/WRIT 5633G

Writing the Body: 3-0-3

Writing the Body explores the ways in which written discourse is an intellectual, social, creative, and educational practice that is always also material and corporeal. As an introduction to discipline-specific foundations in writing theory and methodologies, this course engages students in both the analysis and production of written texts and enables them to explore the ways in which identity narratives are embodied and performative. Graduate students will be given additional assignments not required of undergraduate students. Undergraduate Prerequisite(s): A minimum grade of "C" in ENGL 1102 or ENGL 1160. Graduate Prerequisite(s): Admission to graduate standing.

WGST/ENGL 6635

Women's and Gender Issues: 3-0-3

A study of women's and gender issues and concerns in the context of important works of literature.

Web Legal Studies (COBA)

WLST 7130

Legal and Ethical Issues in Business: 0-0-3

A survey of the legal and ethical rules which govern the managerial decision making process, particularly focusing on constitutional "Commerce Clause" interpretation, contract and agency principles, administrative agency regulations, and evolving ethical issues which influence the application of the law. The course is set in domestic law, but includes operational legal aspects of the international market place. Prerequisite(s): Admission to the WEBMAcc program. Open to WEBMAcc students only. This course cannot be used to satisfy the requirements of the MAcc degree or the MAcc degree with a Forensic Concentration.

WLST 7230

Current Legal Issues: 0-0-3

This class will focus on current legal issues in accounting, business and ethics. Prerequisite(s): A minimum grade of "C" in LSTD 2106 or LSTD 6130. Open to WEBMAcc students only. This course cannot be used to satisfy the requirements of the MAcc degree or the MAcc degree with a Forensic Concentration.

Web Accounting (COBA)

WMAC 7130

Seminar in Financial Accounting: 0-0-3

A study of business combinations, consolidation of financial statements of affiliated companies, multinational operations, foreign currency

transactions, translation of foreign currency financial statements, reporting disaggregated information, and interim financial statements. Prerequisite(s): A minimum grade of "C" in ACCT 4133 and admission to the WEBMAcc program.

WMAC 7132

Theory of Accounting: 0-0-3

A study of historical and contemporary developments of accounting theory, policy, and reporting procedures. The objectives of financial reporting are reviewed within the conceptual framework of accounting and the accounting standard setting process. Particular emphasis is placed on financial accounting theory formulation and the application of accounting theory to selected contemporary issues. Prerequisite(s): Open to WEBMAcc students only. This course cannot be used to satisfy the requirements of the MAcc degree or the MAcc degree with a Forensic Concentration.

WMAC 7134

Financial Reporting and Analysis: 0-0-3

This course focuses on the interpretation of financial statement information for decision making. Topics include understanding the importance of industry context and the firm's own strategic choices in evaluating the financial statement; assessing the quality of financial statement information and recognizing situations where more stringent forensic accounting measures might be appropriate; evaluating profitability and risk; associating subsets of the available analytical tools with the kinds of decisions for which they are most appropriate; and recognizing the effects of GAAP on the input variables of various firm valuation models. Includes coverage of recent relevant legislation and pronouncements of the FASB, SEC, and IASB. Prerequisite(s): Admission to the WEBMAcc program. Open to WEBMAcc students only. This course cannot be used to satisfy the requirements of the MAcc degree or the MAcc degree with a Forensic Concentration.

WMAC 7330

Taxation of Corporations and Partnerships: 0-0-3

A study of the laws involving the formation, operation, and liquidation of corporations, S corporations, and partnerships. Prerequisite(s): A minimum grade of "C" in ACCT 3330. Open to WEBMAcc students only. This course cannot be used to satisfy the requirements of the MAcc degree or the MAcc degree with a Forensic Concentration.

WMAC 7331

Taxation of Estates, Gifts, and Trusts: 0-0-3

This course covers transfers pursuant to estates and gifts as well as the taxation of both simple and complex trusts and estates. Prerequisite(s): A minimum grade of "C" in ACCT 3330 and admission to the WEBMAcc program. Open to WEBMAcc students only. This course cannot be used to satisfy the requirements of the MAcc degree or the MAcc degree with a Forensic Concentration.

WMAC 7332

Advanced Tax Planning: 0-0-3

This course covers advanced tax topics such as tax-free exchanges, including like-kind exchanges, involuntary conversions, exchanges pursuant to corporate reorganizations, mergers and acquisitions, as well as deferred compensation. Prerequisite(s): A minimum grade of "C" in ACCT 7330. Open to WEBMAcc students only. This course cannot be used to satisfy the requirements of the MAcc degree or the MAcc degree with a Forensic Concentration.

WMAC 7334

Tax Research: 0-0-3

Application of research techniques to income tax and other tax planning; case studies and reports. This course provides the student with the opportunity to analyze, critique, and do practical tax research. Emphasis is placed on research methodology rather than on technical or legal knowledge of the tax law. Prerequisite(s): A minimum grade of "C" in ACCT 3330. Open to WEBMAcc students only. This course cannot be used to satisfy the requirements of the MAcc degree or the MAcc degree with a Forensic Concentration.

WMAc 7430**Seminar in Auditing: 0-0-3**

Advanced topics in independent, internal, and governmental auditing. Prerequisite(s): A minimum grade of "C" in ACCT 4430. Open to WEBMAcc students only. This course cannot be used to satisfy the requirements of the MAcc degree or the MAcc degree with a Forensic Concentration.

WMAc 7431**Auditing Practice: 0-0-3**

Practical and theoretical components are considered related to auditing topics including auditing in the computer environment, conduction auditing research, and report writing. Prerequisite(s): A minimum grade of "C" in ACCT 4133. Open to WEBMAcc students only. This course cannot be used to satisfy the requirements of the MAcc degree or the MAcc degree with a Forensic Concentration.

WMAc 7530**Seminar in Accounting Information Systems: 0-0-3**

Develops an understanding and appreciation for the design, analysis, development and implementation of computer-based accounting information systems with an emphasis of control and management issues of this accounting function. Practical application will be examined through computer projects and systems' cases. Prerequisite(s): A minimum grade of "C" in ACCT 4130. Open to WEBMAcc students only. This course cannot be used to satisfy the requirements of the MAcc degree or the MAcc degree with a Forensic Concentration.

WMAc 7634**Fraudulent Financial Reporting: 0-0-3**

While asset them fraud is well covered in the two fraud examination course, training in financial statement fraud is needed due to the technical nature of accounting and reporting standards. This course demonstrates how financial statement analysis can be used to uncover fraudulent financial reporting. In addition, the most common methods for "cooking the books" will be examined along with strategies for detecting and investigating such schemes. Prerequisite(s): A minimum grade of "C" in ACCT 4133. Open to WEBMAcc students only. This course cannot be used to satisfy the requirements of the MAcc degree or the MAcc degree with a Forensic Concentration.

WMAc 7638**Business Valuation: 0-0-3**

This class focuses on determining the fair values of individual tangible and intangible assets as well as the overall value of a business and includes calculating fair values for financial reporting. The three valuation approaches (Market Approach, Income Approach, and Asset Approach) are covered in depth along with the professional standards, developing the cost of capital, and applying valuation adjustments (discounts and premiums). Prerequisite(s): Open to WEBMAcc students only. This course cannot be used to satisfy the requirements of the MAcc degree or the MAcc degree with a Forensic Concentration.

WMAc 7839**Special Topics in Accounting: 0-0-3**

This course is designed to offer students an opportunity to pursue studies at a level or on topics not covered in existing graduate courses. The scope and nature of the material is determined in consultation with the faculty sponsor. Prerequisite(s): Open to WEBMAcc students only or permission of Director. This course cannot be used to satisfy the requirements of the MAcc degree or the MAcc degree with a Forensic Concentration.

WebMBA Consortium (COBA)**WMBA 6000****Human Behavior in Organizations: 3-0-3**

This course provides an overview of existing theories and models of human behavior in organizations. Using readings, cases, discussion, and guest speakers, the course explains the importance of leadership, motivation, power and influence in organizational life. Special emphasis is placed on

leadership for change. Prerequisite(s): Completion of WebMBA Prerequisite Cycle.

WMBA 6010**Managerial Accounting: 3-0-3**

A study of management accounting and control information. This course shows to make pricing and product mix decisions, how to improve existing activities and processes, how to measure performance in decentralized operating units, and how to align organizational activities with long-term strategic objectives, both in a domestic and international setting. Prerequisite(s): Completion of WebMBA Prerequisite Cycle.

WMBA 6020**Managerial Communications: 3-0-3**

This course is designed to meet the needs of the practicing manager. Included are the communications carried out by managers in organizations and the organizational and human variables which influence these communications. Included is the management of information systems. Communication styles of managers from different cultures are discussed. Prerequisite(s): Completion of WebMBA Prerequisite Cycle.

WMBA 6030**Global and International Business: 3-0-3**

This course presents fundamental considerations for managers of international trade operations. This course is designed to provide graduate level skills in the management functions of global strategic planning, international organizing, leading expatriates and diverse cultures, and controlling the global organization. Prerequisite(s): Completion of WebMBA Prerequisite Cycle.

WMBA 6040**Managerial Decision Analysis: 3-0-3**

This course is designed to expose students to the types of decision making situations they will face as managers. It will introduce students to advanced quantitative concepts and state-of-the-art techniques. By the end of the course students will be expected to be able to analyze a problem statement, develop alternative solution procedures and select the one that most successful solutions to business problems require the ability to integrate concepts from non-quantitative fields with the quantitative results. Prerequisite(s): Completion of WebMBA Prerequisite Cycle.

WMBA 6050**Strategic Marketing: 3-0-3**

A strategy planning approach to marketing management from conception and application perspectives. Focus is on the strategic decision-making process supported by self-analysis and external analysis. Legal, ethical, and international aspects are also considered. Prerequisite(s): Completion of WebMBA Prerequisite Cycle.

WMBA 6060**Managerial Finance: 3-0-3**

A study of financial risk and return, capital budgeting, valuation, capital structure, working capital management and current topics in financial management. Prerequisite(s): Completion of WebMBA Prerequisite Cycle.

WMBA 6070**Entrepreneurship-New Venture Analysis: 3-0-3**

A study of the business formation process which focuses on the creativity, risk-taking, and planning associated with new ventures. The course will provide information on the entrepreneurial process starting with idea generation, idea development, feasibility analysis, resource identification, and concluding with the development of a coherent business plan. Prerequisite(s): Completion of WebMBA Prerequisite Cycle.

WMBA 6080**Management Information Systems: 3-0-3**

This course focuses on information technology and systems from a general management perspective. Topics of discussion include the management of the systems development process, the organizational cycle of information, technology planning, evaluation, selection, and strategic uses of information technology. Prerequisite(s): Completion of WebMBA Prerequisite Cycle.

WMBA 6090**Information Technology Management (ERP): 3-0-3**

This course is designed to enable the manager to effectively explore and evaluate new technologies in an applied business environment. The course focuses on the evaluation, selection, implementation process, and use of advanced ERP systems, i.e. SAP R/3. This course will concentrate on the managerial, not the technical aspects, of information technology management. The use of relevant readings and cases are used to apply the concepts and techniques presented in the course. The course will offer the rewards for the successful implementation. Prerequisite(s): Completion of WebMBA Prerequisite Cycle.

WMBA 6100**Production Operations Management: 3-0-3**

This course is designed to provide an understanding of the production/operations function within an organization. It will focus on the types of decisions to be made at various organizational levels and, where appropriate, on particular models and quantitative techniques that can be useful in making those decisions. Emphasis will be placed on how those decisions are interrelated and on their strategic implications for the firm. Finally, it will consider how the operations function fits in with other functional areas of the firm. Prerequisite(s): Completion of WebMBA Prerequisite Cycle.

WMBA 6110**Business Strategy: 3-0-3**

This course focuses on global strategic management and encourages the analysis and development of business strategies within a global environment. Prerequisite(s): Completion of WebMBA Prerequisite Cycle and completion of WMBA 6010, WMBA 6050, and WMBA 6060.

Writing (CLASS)**WRIT 5030G****Selected Topics in Writing: 3-0-3**

A course on particular topics in rhetoric and composition, the teaching of writing, English as a Second Language, linguistics, and creative writing not covered by other courses. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

WRIT/LING 5130G**Modern English Grammar: 3-0-3**

A study of the system of rules of word formation and sentence construction that we unconsciously employ in our daily use of the English language. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Undergraduate Prerequisite(s): A minimum grade of "C" in ENGL 1102 or ENGL 1160. Graduate Prerequisite(s): Admission to graduate standing.

WRIT/LING 5330G**History of English Language: 3-0-3**

A study of the English language from linguistic, social, and historical perspectives. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Undergraduate Prerequisite(s): A minimum grade of "C" in ENGL 1102 or ENGL 1160. Graduate Prerequisite(s): Admission to graduate standing.

WRIT 5430G**Advanced Poetry Writing: 3-0-3**

A creative writing workshop which focuses primarily on the students' own poems. The course deepens and expands the poetry writing skills and knowledge developed in lower-level creative writing workshops. Students will read and discuss poetry by established writers, evaluate their work and the work of their peers and produce a portfolio. Undergraduate Prerequisite(s): A minimum grade of "C" in WRIT 2131, WRIT 2133, or WRIT 3130. Graduate Prerequisite(s): Admission to graduate standing.

WRIT/ANTH/LING 5530G**Sociolinguistics: 3-0-3**

The principles and methods used to study language as a sociocultural phenomenon. These are examined both from the linguistic viewpoint and the social scientific viewpoint. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite(s): ANTH 1102 or SOCI 1101.

WRIT 5531G**Advanced Creative NonFiction: 3-0-3**

A creative writing workshop which focuses primarily on the students' own creative nonfiction. The course deepens and expands the writing skills and knowledge learned in undergraduate expository writing courses and allows students to specialize in a specific genre, such as the memoir, the personal essay, travel writing, etc. Students read and discuss creative nonfiction by established writers, evaluate their work and the work of their peers, and produce a portfolio. Prerequisite(s): A minimum grade of "C" in WRIT 4130 or permission of instructor.

WRIT 5540G**Advanced Fiction Writing: 3-0-3**

A creative writing workshop which focuses primarily on the students' own fiction. The course deepens and expands the fiction writing skills and knowledge developed in lower-level creative writing workshops. Students will read and discuss fiction by established writers, evaluate their work and the work of their peers, and produce a portfolio. Undergraduate Prerequisite(s): A minimum grade of "C" in WRIT 2131, WRIT 2133, or WRIT 3130. Graduate Prerequisite(s): Admission to graduate standing.

WRIT 5550G**Technologies of Writing: 3-0-3**

Analyzes the meanings and implications of the new technologies on reading and writing as well as explores the relationship between a culture's technologies of writing and cultural narratives of identity, subjectivity, and agency. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Undergraduate Prerequisite(s): A minimum grade of "C" in ENGL 1102 or ENGL 1160. Graduate Prerequisite(s): Admission to graduate level standing.

WRIT 5632G**Writing Flash Prose: 3-0-3**

A creative writing workshop in which students study and write short prose forms such as the short-short story, brief creative nonfiction, and prose poetry. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Undergraduate Prerequisite(s): A minimum grade of "C" in WRIT 2131, WRIT 2133, or WRIT 3130. Graduate Prerequisite(s): Admission to graduate level standing.

WRIT/WGST 5633G**Writing the Body: 3-0-3**

Writing the Body explores the ways in which written discourse is an intellectual, social, creative, and educational practice that is always also material and corporeal. As an introduction to discipline-specific foundations in writing theory and methodologies, this course engages students in both the analysis and production of written texts and enables them to explore the ways in which identity narratives are embodied and performative. Graduate students will be given additional assignments not required of undergraduate students. Undergraduate Prerequisite(s): A minimum grade of "C" in ENGL 1102 or ENGL 1160. Graduate Prerequisite(s): Admission to graduate standing.

WRIT 5650G**Writing for Publication: 3-0-3**

This course prepares students for writing for publication in a digital age. Students are encouraged to pursue various areas of research and interests as they learn how to locate suitable venues for publication, write query letters to publishers, format manuscripts for submission, and deal with revision and editing in today's technological environment. Graduate students will be expected to do an extra project. Prerequisite(s): Undergraduate

Prerequisite(s): A minimum grade of "C" in ENGL 1102 or ENGL 1160.
Graduate Prerequisite(s): Admission to graduate standing.

WRIT 5930G

Technical Writing: 3-0-3

A required course for all Writing and Linguistics majors in the professional and technical communication area, this course offers study in technical communication topics relevant to the profession, such as usability, freelancing, document analysis, ethics, medical writing, or rhetoric of science and technology. Graduate students will complete an additional assignment determined by the instructor. Undergraduate Prerequisite(s): A minimum grade of "C" in ENGL 1102 or ENGL 1160. Graduate Prerequisite(s): Admission to graduate standing.

WRIT 7260

Writing Project: 6-0-6

The intensive teachers-teaching-teachers course, based on the Bay Area Writing Project, incorporates teaching of writing, researching learning methods/theories, personal writing, and presenting workshops using writing-to-learn activities. Collaborative and individual exercises will emphasize writing across the curriculum, which supports required student learning outcomes. Because the content (readings, activities, workshops) changes each year, this invitational institute can be taken more than once. Prerequisite(s): Minimum 3 years teaching experience preferred, unless site director approves less experience; recommendation of College of Education advisor, Writing Project Consultant, or school administrator. Selection approval by Writing Project Director. This is an invitation-only course designed for teachers in any discipline and grade level. Participants must be Georgia state residents.

The University System of Georgia

The University System of Georgia's Board of Regents was created in 1931 as part of a reorganization of Georgia's state government. With this act, public higher education in Georgia was unified for the first time under a single governing and management authority. The Board oversees 35 institutions: 4 research universities, 2 regional universities, 13 state universities, 8 state colleges, and 8 two-year colleges. These institutions enroll more than 300,000 students and employ more than 40,000 faculty and staff to provide teaching and related services to students and the communities in which they are located.

The governor appoints members to the Board, who each serves seven years. Today the Board of Regents is composed of 18 members, five of whom are appointed from the state-at-large, and one from each of the 13 congressional districts. The Board elects a chancellor who serves as its chief executive officer and the chief administrative officer of the University System, but is not a member of the Board. The Chair, the Vice Chair, and other officers of the Board are elected by the members of the Board. The System's programs and services are offered through three major components: Instruction, Public Service/Continuing Education, and Research.

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

A core curriculum, consisting of freshman and sophomore years of study for students whose educational goal is a degree beyond the associate level, is in effect at the universities and two-year colleges. This curriculum requires 60 semester credit hours, including 42 in general education--humanities and fine arts, mathematics and natural sciences, and social sciences--and 18 in the student's chosen major area of study. It facilitates the transfer of freshman and sophomore degree credits within the University System.

PUBLIC SERVICE/CONTINUING EDUCATION consists primarily of non-degree activities and special types of college-degree-credit courses. Non-degree activities may include short courses, seminars, conferences, lectures, consultative, and advisory services in many areas of interest. Non-degree public service/continuing education is conducted by all institutions. Typical college-degree-credit public service/continuing education courses are those offered through extension center programs and teacher education consortia.

RESEARCH encompasses investigations conducted primarily for discovery and application of knowledge. These investigations include clearly-defined projects in some cases, non-programmatic activities in other cases. Research is conducted both on and off campus and explores a variety of matters related to the educational objectives of the institutions and to general societal needs.

The policies of the Board of Regents for the government, management, and control of the University System and the administrative actions of the Chancellor provide autonomy for each institution. The executive head of each institution is the President, whose election is recommended by the Chancellor and approved by the Board.

System Institutions

Research Universities

Georgia Health Sciences University, Augusta
Georgia Institute of Technology, Atlanta
Georgia State University, Atlanta
University of Georgia, Athens

Regional Universities

Georgia Southern University, Statesboro
Valdosta State University, Valdosta

State Universities

Albany State University, Albany
Armstrong Atlantic State University, Savannah
Augusta State University, Augusta
Clayton State University, Morrow
Columbus State University, Columbus
Fort Valley State University, Fort Valley
Georgia College and State University, Milledgeville
Georgia Southwestern State University, Americus
Kennesaw State University, Kennesaw
North Georgia College and State University, Dahlonega
Savannah State University, Savannah
Southern Polytechnic State University, Marietta
University of West Georgia, Carrollton

State Colleges

Abraham Baldwin Agricultural College, Tifton
College of Coastal Georgia, Brunswick
Dalton State College, Dalton
Gainesville State College, Gainesville
Georgia Gwinnett College, Lawrenceville
Gordon College, Barnesville
Macon State College, Macon
Middle Georgia College, Cochran

Two-Year Colleges

Atlanta Metropolitan College, Atlanta
Bainbridge College, Bainbridge
Darton College, Albany
East Georgia College, Swainsboro
Georgia Highlands College, Rome
Georgia Perimeter College, Decatur
South Georgia College, Douglas
Waycross College, Waycross

System Administration

Members of the Board of Regents*

	District	Term Ends
Philip A. Weilheit, Sr., Gainesville	(State-at-Large)	2013
Larry R. Ellis, Atlanta	(State-at-Large)	2016
Robert F. Hatcher, Macon	(State-at-Large)	2013
Donald M. Leebern, Jr., McDonough	(State-at-Large)	2012
Larry Walker, Perry	(State-at-Large)	2016
Rutledge A. Griffin, Jr., Valdosta	(1st District)	2018
Doreen Stiles Poitevint, Bainbridge	(2nd District)	2018
C. Thomas Hopkins, Jr., Griffin	(3rd District)	2017
Wanda Yancey Rodwell, Stone Mountain	(4th District)	2012
Frederick E. Cooper, Atlanta	(5th District)	2017
Kessel Stelling, Jr., Alpharetta	(6th District)	2015
Richard L. Tucker, Lawrenceville	(7th District)	2012
W. Mansfield Jennings, Jr., Hawkinsville	(8th District)	2013
James R. Jolly, Dalton	(9th District)	2015
William "Dink" H. NeSmith, Jr., Atlanta	(10th District)	2015
Willis J. Potts, Jr., Rome	(11th District)	2013
Benjamin J. Tarbuton III, Sandersville	(12th District)	2013
Kenneth R. Bernard, Jr., Douglasville	(13th District)	2014

Officers and Staff Members of the Board of Regents

Willis J. Potts, Jr., Chairman
 Benjamin J. Tarbuton III, Vice Chairman
 Erroll B. Davis, Jr., Chancellor
 J. Burns Newsome, Secretary to the Board

* For the most recent information, refer to <http://www.usg.edu/regents/members/>.

University of Georgia Independent and Distance Learning

Information

University of Georgia Independent and Distance Learning
Georgia Center for Continuing Education
1197 S. Lumpkin Street, Suite 193
Athens, Georgia 30602-3603
Phone: (706) 542-3243
Toll Free USA: 1-800-877-3243
FAX: (706) 542-6635
E-Mail: idl@georgiacenter.uga.edu
Web Site: <http://www.georgiacenter.uga.edu/idl>

Mission: The mission of University of Georgia Independent and Distance Learning (IDL) is to offer University System academic credit courses to University System students and individuals who are interested in earning academic credit through distance learning methods and technologies. IDL strives to increase access to higher education by transcending barriers of geography and time, while meeting the highest academic standards, encouraging academic rigor, and requiring equivalent levels of student achievement and quality of courses regardless of delivery format. It allows flexibility of registration, permitting students to register at any time and take up to three courses simultaneously with nine months to complete each course.

Academic credits earned through IDL are recorded on the student's transcript in the University of Georgia Registrar's Office and may be used for degree requirements according to the regulations of the college or university from which the student plans to graduate.

Tuition Fees: Tuition for IDL courses is \$236 per semester hour. Fees paid to IDL are in addition to other tuition fees paid to an institution. All fees are subject to change. Contact IDL for tuition information, or visit the IDL website at <http://www.georgiacenter.uga.edu/idl> for current fee information.

The IDL academic calendar registration date will be utilized to assign a student registration to a particular academic term for purposes of enrollment certification, financial aid, and enrollment reporting. The grade earned in an IDL course will be credited to the term of registration.

Registration: Students may register online with credit card payment from the IDL Web site <http://www.georgiacenter.uga.edu/idl> or by obtaining a registration form from the IDL web site and online catalog (printable form). Pre-admission through UGA is required for non-UGA students.

IDL registration is continuous throughout the year (the office is closed during University of Georgia holidays). Office hours are Monday - Friday, from 8:00 a.m. to 5:00 p.m.

Advisement: To ensure appropriate course selection, particularly in the major field of study, students should seek approval from the advisors of their degree programs. IDL is not responsible for misadvisement, changes in programs of study, or other actions resulting in improper selection of courses.

Prerequisites/Recommendations

Students should consult with their academic advisors regarding prerequisites and recommendations listed in the course descriptions.

Web Courses

Web Courses are taken completely online, with the exception of the course midterm and/or final examinations. (All IDL examinations must be taken at an official test site.) Selected courses may offer self-assessments with immediate feedback, and interaction with faculty and other students.

NOTE: *Georgia Southern students should request transient approval from Georgia Southern University when enrolling in these classes.*

Georgia Southern University Faculty, Fall 2010

This list includes full-time faculty for Fall 2010. The date enclosed in parentheses indicates the year the faculty member joined the staff of Georgia Southern University. The asterisk denotes Graduate College faculty (members and affiliates).

Faculty A

***CHERYL AASHEIM, Associate Professor of Information Technology**

B.S., University of Florida, 1991;
M.S.T., University of Florida, 1993;
Ph.D., University of Florida, 2002. (2002)

LISA L. ABBOTT, Assistant Professor of Theatre

B.S., Colorado State University, 1988;
M.F.A., The University of Portland, 1999. (2008)

***MARTHA L. ABELL, Professor and Chair, Department of Mathematical Sciences**

B.S., Mercer University, 1984;
M.S., Georgia Institute of Technology, 1987;
Ph.D., Georgia Institute of Technology, 1989. (1989)

***DEBOPAM ACHARYA, Assistant Professor of Computer Sciences**

B.S., Ambedkar University, 2000;
M.S., Jawaharlal Nehru University, 2002;
Ph.D., University of Missouri, 2006. (2006)

MARIA ADAMOS, Associate Professor of Philosophy

B.A., Middlebury College, 1992;
M.A., University of California-Santa Barbara, 1994;
Ph.D., University of California-Santa Barbara, 2000. (2000)

STERLING CAMERON ADAMS, Professor Emeritus of Music

B.M., Cincinnati Conservatory of Music, 1949;
M.M., Cincinnati Conservatory of Music, 1951;
Ph.D., Indiana University, 1962. (1965)

DAVID W. ADDINGTON, Professor Emeritus and Chair Emeritus, Department of Communication Arts

B.A., Palos Verdes College, 1954;
M.A., University of California-Los Angeles, 1960;
Ph.D., State University of Iowa, 1963. (1987)

***EVANS AFRIYIE-GYAWU, Assistant Professor of Public Health**

B.S., Texas A&M University, 1998;
M.P.H., Texas A&M University System-Health Science Center, 2000;
Ph.D., Texas A&M University, 2004. (2008)

***ELEANOR F. AGNEW, Associate Professor Emerita of Writing and Linguistics**

B.A., University of Vermont, 1970;
M.A., University of Maine, 1981;
Ph.D., Louisiana State University and A&M College, 1991. (1989)

MOHAMMAD ABDUL AHAD, Temporary Assistant Professor of Electrical Engineering

B.E., Bangladesh University of Engineering and Technology, 1998;
M.E., University of Tennessee, 2007;
Ph.D., University of Tennessee, 2007. (2009)

MAHBUB K. AHMED, Temporary Assistant Professor of Mechanical Engineering Technology

B.Sc., Bangladesh University of Engineering and Technology, 1997;
M.S., Lamar University, 2001;
Ph.D., University of Texas-El Paso, 2008. (2008)

INSOOK AHN, Assistant Professor of Fashion Merchandising and Apparel Design

A.A.S., Fashion Institute of Technology, 1995;
B.H.E., Chung-Ang University, 1992;
M.A., Savannah College of Art and Design, 1997;
Ph.D., Chung-Ang University, 2003. (2005)

KARELLE S. AIKEN, Assistant Professor of Chemistry

B.A., Williams College, 2000;
Ph.D., University of New Hampshire, 2005. (2007)

***MARIA DEL ROCIO ALBA-FLORES, Assistant Professor of Electrical Engineering Technology and Engineering Studies**

B.S., National Polytechnic Institute, 1978;
M.S., National Institute of Electronics, 1981;
M.S., Tulane University, 1998;
Ph.D., Tulane University, 1999. (2008)

***JUNE E. ALBERTO, Professor of Nursing**

B.S.N., Spalding College, 1973; M.S.N.,
University of Kentucky, 1978; D.N.S.,
Indiana University, 1990. (1991)

***KATHY S. ALBERTSON, Associate Professor of Writing and Linguistics and Interim Associate Provost**

B.A., Armstrong State College, 1988;
M.A., Georgia Southern University, 1990;
Ph.D., Indiana University of Pennsylvania, 2006. (1990)

CLARK R. ALEXANDER, JR., Director, Applied Coastal Research Laboratory, and Adjunct Professor of Geology

B.S., Humboldt State University, 1983;
B.A., Humboldt State University, 1983;
M.S., North Carolina State University, 1985;
Ph.D., North Carolina State University, 1990. (1994)

***NATHANIEL C. ALEXANDER, Professor Emeritus of Teaching and Learning**

B.S., Clemson Agricultural College, 1966;
M.Ed., North Carolina State University, 1970;
Ed.D., North Carolina State University, 1974. (1990)

MOYA L. ALFONSO, Assistant Professor of Public Health

B.A., University of South Florida, 1997;
M.S.P.H., University of South Florida, 2000;
Ph.D., University of South Florida, 2007. (2010)

***DEBORAH ALLEN, Assistant Professor of Nursing**

A.H.S., Trident Technical College, 1993;
B.S.N., Liberty University, 1997;
M.S.N., Old Dominion University, 1998;
Ph.D., Hampton University, 2006. (2007)

***DAVID C. ALLEY, Professor of Spanish**

B.A., Macalester College, 1975;
M.Ed., University of Georgia, 1981;
Ed.D., University of Georgia, 1988. (1988)

***WILLIAM T. ALLISON, Professor and Chair, Department of History**

B.A., Texas A&M University-Commerce, 1989;
M.A., Texas A&M University-Commerce, 1991;
Ph.D., Bowling Green State University, 1995. (2008)

ALAN ALTANY, Director of Teaching and Learning Initiatives and Adjunct Professor

B.A., St. John's University, 1976;
M.A., St. John's University, 1977;
Ph.D., University of Pittsburgh, 1987. (2006)

***HEIDI M. ALTMAN, Associate Professor of Anthropology**

B.A., Florida State University, 1987;
M.A., Florida State University, 1990;
M.A., Florida State University, 1996;
Ph.D., University of California-Davis, 2002. (2005)

PAMELA F. ALTMAN, Director, Archives and Records Management, and Adjunct Instructor

B.S., Georgia Southern University, 1995;
M.A., Georgia Southern University, 2002. (1996)

ARCHIE WOOD AMMONS, Temporary Assistant Professor of Biology

B.S., Texas A&M University-Galveston, 1995;
Ph.D., Texas A&M University-College Station, 2007. (2008).

***WILLIAM A. AMPONSAH, Associate Professor of Economics**

B.S., Berea College, 1984;
M.S., University of Kentucky, 1986;
Ph.D., The Ohio State University, 1991. (2006)

***LORI E. AMY, Associate Professor of Writing and Linguistics**

B.A., University of Hawaii, 1985;
M.A., University of California-San Diego, 1987;
Ph.D., University of Florida, 1996. (1999)

DUSTIN ANDERSON, Assistant Professor of Literature

B.A., Carson-Newman College, 2002;
M.A., Florida State University, 2005;
Ph.D., Florida State University, 2010. (2010)

KATHRYN H. ANDERSON, Professor of Nursing

B.S.N., University of Wisconsin – Madison, 1969;
M.S., University of Wisconsin – Stout, 1983;
M.S.N., University of Minnesota, 1991;
Ph.D., University of Minnesota, 1993. (2010)

REBA BARNES ANDERSON, Assistant Professor Emerita of Sport Science and Physical Education

B.S., Georgia Southern College, 1961;
M.Ed., Georgia Southern College, 1962. (1962)

EARL RAYMOND ANDREWS, Associate Professor Emeritus of Technology

B.S., University of Minnesota, 1952;
M.A., University of Minnesota, 1962;
Ed.D., University of Missouri, 1968. (1967)

URKOVIJA JACOBS ANDREWS, Assistant Professor of Public Relations

B.S., Georgia Southern University, 2002;
M.P.H., Georgia Southern University, 2004. (2004)

DMITRY APANASKEVICH, Assistant Curator, U.S. National Tick Collection, Assistant Professor of Biology, and Member, Institute of Arthropodology and Parasitology

B.Sc., Saint Petersburg State University, 1998;
M.Sc., Saint Petersburg State University, 2000;
Ph.D., Russian Academy of Sciences, 2004. (2006)

***OLA OBA FRANK ARASANYIN, Associate Professor of Writing and Linguistics**

Dipl., Université de Paris (Sorbonne), 1976;
B.A., Université Catholique de Louvain, 1979;
M.L.S., Rutgers University, 1991;
M.A., Université Catholique de Louvain, 1981;
Ph.D., Northwestern University, 1986. (2001)

JOHN ARD, Lecturer of Library Science

B.A., Georgia Southern University, 1989;
M.L.S., University of South Carolina, 2000. (2009)

JULIUS FELLOWS ARIAIL, University Librarian Emeritus and Associate Professor Emeritus

A.B., Emory University, 1967;
M.S., Florida State University, 1976;
M.A., Georgia Southern College, 1980. (1976)

HARRY JOSEPH ARLING, Professor Emeritus of Music

B.M., Southern Illinois University, 1965;
M.M., Southern Illinois University, 1965;
D.M., Indiana University, 1979. (1974)

***DONALD J. ARMEL, Professor of Industrial Technology**

B.S., Indiana State University, 1977;
B.S., Indiana State University, 1978;
M.S., Indiana State University, 1980;
Ph.D., Southern Illinois University, 1995. (1996)

NANCY M. ARRINGTON, Assistant Professor of Early Childhood Education

A.S., Anderson College, 1977;
B.A., Clemson University, 1978;
M.Ed., Furman University, 1986;
Ph.D., Clemson University, 2010. (2010)

***CASSANDRA ARROYO, Assistant Professor of Public Health**

B.S., University of Maryland-Eastern Shore, 1998;
M.S., Harvard University, 2000;
Ph.D., Harvard University, 2003. (2006)

L. ARTHUR, Professor of Foreign Languages and International Coordinator

B.A., Oglethorpe College, 1972;
M.A., University of Georgia, 1973;
Ph.D., University of Georgia, 1979. (1989)

***LINDA M. ARTHUR, Assistant Professor of Educational Leadership**

B.A., Valdosta State University, 1970;
M.Ed., Valdosta State University, 1977;
Ed.S., Georgia State University, 1979;
Ed.D., University of Georgia, 1993. (2005)

LEILANI A. ARTHURS, Assistant Professor of Geology

B.A., University of California, 1997;
B.A., University of Hilo, 2002;
Ph.D., University of Notre Dame, 2007. (2010)

PRANOTI M. ASHER, Adjunct Associate Professor of Geology

B.Sc., University of Bombay, 1984;
M.Sc., University of Bombay, 1986;
Ph.D., University of Connecticut, 1995. (1997)

***JOHN E. AVERETT, Professor Emeritus of Biology**

B.S., Sul Ross State College, 1966;
M.A., Sul Ross State College, 1967;
Ph.D., University of Texas-Austin, 1970. (1994)

MARIA AVILES, Temporary Instructor of Information Systems

B.C.E., Escuela Politécnica del Ejercito, 2001;
M.B.A., Georgia Southern University, 2004. (2002)

Faculty B

***SAHAR BAHMANI, Assistant Professor of Economics**

B.A., University of Wisconsin-Madison, 2003;
M.A., University of Wisconsin-Milwaukee, 2004;
Ph.D., University of Wisconsin-Milwaukee, 2007. (2008)

MICHAEL W. BACKUS, Adjunct Associate Professor of Public Health

B.S., Hampton Institute, 1970;
M.S., Georgia Southern University, 1998. (2009)

***CARRIE L. BAILEY, Assistant Professor of Counselor Education**

B.S., The College of William & Mary, 1994;
M.S.Ed., Old Dominion University, 2000;
Ph.D., The College of William & Mary, 2009. (2009)

DAVID BAILEY, Temporary Instructor of Writing and Linguistics

B.A., Armstrong Atlantic State University, 2006. (2008)

SAMUEL ZEBULON BAKER, Temporary Instructor of History

B.A., Georgia Southern University, 2001;
M.A., University of Alabama, 2003;
Ph.D., Emory University, 2009. (2009)

ANAND BALARAMAN, Temporary Assistant Professor of Physics

B.Sc., Bharatidasan University, 1993;
M.Engr., Indian Institute of Science, 1998;
M.S., University of Florida, 2005;
Ph.D., University of Florida, 2007. (2007)

DORSEY KAYE BALDWIN, Assistant Director, Career Services, and Adjunct Instructor

B.S.P.E., Valparaiso University, 2001;
M.S., Georgia Southern University, 2004. (2005)

***BARRY J. BALLECK, Associate Professor of Political Science**

B.A., Brigham Young University, 1987;
M.A., Brigham Young University, 1989;
Ph.D., University of Colorado, 1994. (1995)

***ANTHONY G. BARILLA, Associate Professor of Economics**

B.A., Eastern Illinois University, 1988; M.A.,
Eastern Illinois University, 1989; Ph.D.,
Kansas State University, 2002. (1999)

***JOHN BARKOULAS, Associate Professor of Finance**

B.B.A., Athens School of Economics and Business Science, 1983;
M.B.A., West Texas A & M University, 1986;
Ph.D., Boston College, 1994. (2003)

NANCY C. BARRETT, Assistant Professor Emerita of Spanish

A.B., Woman's College of the University of North Carolina-Greensboro,
1956;
M.A., University of North Carolina-Chapel Hill, 1959. (1967)

RACHAEL A. BARRETT, Career Services Specialist and Adjunct Instructor

B.S., St. Mary's Dominican College, 1983;
M.Ed., University of New Orleans, 2001. (2001)

ROBERT M. BARROW, Associate Professor Emeritus of History

A.B., University of North Carolina, 1959;
A.M., College of William and Mary, 1960;
Ph.D., University of Virginia, 1967. (1967)

***SHARON M. BARRS, Instructor of Mathematics**

B.S., University of South Carolina, 1990;
M.S., University of South Carolina, 1992. (2007)

***JEAN E. BARTELS, Interim Provost and Vice President of Academic Affairs and Professor and Chair, School of Nursing**

B.S.N., Alverno College, 1981;
M.S.N., Marquette University, 1983;
Ph.D., University of Wisconsin-Milwaukee, 1990. (1999)

AMAL EID HUSSEIN BASHA, Assistant Professor of Construction Management

B.Sc., Cairo University, 1975;
M.Arch., Oklahoma State University, 1977. (2005)

ISMAIL MOHAMMED BASHA, Associate Professor of Construction Management

B.Sc., Cairo University, 1971;
M.S., Oklahoma State University, 1976;
Ph.D., Oklahoma State University, 1979. (2005)

***ROBERT K. BATCHELOR, Associate Professor of History**

A.B., Cornell University, 1990;
M.A., University of California-Los Angeles, 1992;
D.Phil., University of California-Los Angeles, 1999. (2002)

W. DIANNE BATH, Visiting Goizueta Professorship of Educational Administration and Leadership and Temporary Instructor of Educational Leadership

B.S.Ed., Georgia Southern College, 1972;
M.Ed., Georgia Southern College, 1981;
Ed.S., Georgia Southern College, 1990. (2007)

***DOROTHY A. BATTLE, Professor of Curriculum, Foundations, and Reading**

B.S.Ed., Winston Salem State College, 1970;
M.Ed., University of Georgia, 1983;
Ed.D., University of Georgia, 1987. (1990)

***EDWARD J. BAYENS, Director, Judicial Affairs, and Adjunct Instructor**

A.B., Western Kentucky University, 1971;

M.A., Western Kentucky University, 1975;
Ph.D., Florida State University, 1987. (1989)

CHYNARA BAZARBAEVA, Adjunct Professor of Public Health

Dipl., Kyrgyz State Medical Institute, 1985;
Dipl., Kyrgyz State Medical Institute, 1987;
Ph.D., Novosibirsk Medical Academe, 2006. (2009)

***LORENZA BEATI, Associate Professor of Biology, Curator, United States National Tick Collection, and Member, Institute of Arthropodology and Parasitology**

M.D., University of Lausanne, 1990;
Ph.D., University of Aix-Marseilles, II, 1992. (2004)

***SCOTT A. L. BECK, Associate Professor of Teaching and Learning**

A.B., Cornell University, 1988;
M.Ed., University of North Carolina-Greensboro, 1994;
Ph.D., University of Georgia, 2003. (2000)

DEBORAH A. BELL, Assistant Professor of Mathematics

A.S., Abraham Baldwin College, 1969;
B.S.Ed., University of Georgia, 1971;
M.Ed., University of Georgia, 1974;
Ed.S., Georgia Southern University, 1993;
Ed.D., Georgia Southern University, 2003. (1986)

JACK BENNETT, Professor Emeritus of Instructional Media

B.S.Ed., Ball State Teachers College, 1966;
M.A.Ed., Ball State University, 1969; Ed.D.,
Ball State University, 1972. (1981)

***MARY MALLARD BENNETT, Associate Professor of Teaching and Learning**

B.S., Georgia Southern College, 1979;
M.Ed., Georgia Southern College, 1985;
Ed.S., Georgia Southern University, 1990;
Ed.D., Georgia Southern University, 2001. (1997)

***SARA NEVILLE BENNETT, Professor Emerita of Biology**

B.S., Georgia Southern College, 1964;
B.S.Ed., Georgia Southern College, 1964;
M.S., Georgia Southern College, 1967;
Ph.D., University of Georgia, 1975. (1966)

***DONALD L. BERECZ, Director, Center for Forensic Studies in Accounting, and Clinical Lecturer of Forensic Accounting**

B.B.A., Western Illinois University, 1978; M.B.A.,
Western Illinois University, 1981. (2007)

***JAMES J. BERGIN, Professor of Leadership, Technology, and Human Development**

B.A., Saint Mary of the Lake Seminary, 1967;
M.Ed., Loyola University, 1971;
Ed.D., College of William and Mary, 1974. (1992)

***SHONDA L. BERNADIN, Assistant Chair and Coordinator of Engineering Studies Program and Assistant Professor of Engineering Studies**

B.S., Florida A&M University, 1997;
M.S., University of Florida, 1999;
Ph.D., Florida State University, 2003. (2005)

***EDNILSON SANTOS BERNARDES, Assistant Professor of Operations Management**

B.B.A., Federal University of South Mato Grosso, 1998;
M.B.A., Federal University of South Rio Grande, 2000;
Ph.D., University of Minnesota, 2006. (2005)

KELLY S. BERRY, Associate Professor of Theatre and Technical Director, Theatre

B.A., Coastal Carolina University, 1996;
M.F.A., University of Hawaii, 2003. (2003)

***JAMES D. BIGLEY, JR., Associate Professor of Recreation**

B.S., Slippery Rock State College, 1980;
M.S., Slippery Rock State College, 1982;
Ph.D., Texas A&M University, 1989. (1991)

***GALE A. BISHOP, Professor Emeritus of Geology and Adjunct Member, Institute of Arthropodology and Parasitology**

B.S., South Dakota School of Mines and Technology, 1965;
M.S., South Dakota School of Mines and Technology, 1967;
Ph.D., University of Texas, 1971. (1971)

T. PARKER BISHOP, Professor Emeritus of Middle Grades and Secondary Education

B.S., Carson-Newman College, 1959;
M.S., Emory University, 1963;
Ph.D., The Clemson Agricultural College, 1968. (1967)

CHARLENE R. BLACK, Professor Emerita of Sociology and Dean Emerita

A.B., University of Georgia, 1964;
M.A., University of Georgia, 1966;
Ph.D., Vanderbilt University, 1969. (1971)

REBECCA BLACK, Clinical Instructor of Health and Kinesiology

B.S.H.E., Georgia Southern University, 1981;
M.S., Medical College of Georgia, 1996. (2005)

HARLEY JOE BLANKENBAKER, Professor Emeritus of Health and Kinesiology

B.S., Ball State Teachers College, 1965;
M.A., Appalachian State University, 1970;
Ph.D., University of Maryland, 1973. (1973)

LINDA BLANKENBAKER, Assistant Professor Emerita of Recreation

B.S., Georgia Southern College, 1970; M.R.A.,
Georgia Southern College, 1971; Ed.S.,
Georgia Southern College, 1982. (1977)

REBECCA BOBBITT, Temporary Instructor of Writing & Linguistics

B.A., University of Tennessee, 2000;
M.A., Murray State University, 2003. (2009)

JOE BOCCHI, Senior Lecturer of Managerial Communications and Director of the WebMBA Program

B.A., College of Oneota-State University of New York, 1977.
M.A., University at Albany State University of New York; 1981;
D.A., University of Albany-State University of New York, 1985. (2008)

***KENT D. BODILY, Assistant Professor of Psychology**

B.S., Utah State University, 2001;
M.S., Auburn University, 2004;
Ph.D., Auburn University, 2008. (2008).

***YASAR BODUR, Assistant Professor of Elementary Education**

B.S., Gazi University, 1993;
M.S., Florida State University, 1998;
Ph.D., Florida State University, 2003. (2006)

***WILLIAM HAROLD BOLEN, Business Alumni Professor Emeritus and Chair Emeritus, Department of Marketing**

B.S., Georgia Southern College, 1964;
M.B.A., University of Arkansas, 1966;
Ph.D., University of Arkansas, 1972. (1966)

CAROLYN BOLES, Assistant Director, Educational Opportunity Programs, and Adjunct Instructor

B.B.A., Georgia Southern University, 1992;
M.Ed., Georgia Southern University, 2003. (1992)

CHARLES WESLEY BONDS, Professor Emeritus of Reading

B.S., Alabama State University, 1966;
M.Ed., Georgia Southern College, 1972;
Ed.S., Georgia Southern College, 1974;
Ed.D., University of Florida, 1979. (1973)

STEVEN G. BONHAM, Director of Technology Development Lab, Center for Excellence in Teaching, and Assistant Professor of Educational Technology

B.S., Louisiana State University and A&M College, 1976;
M.S.Ed., Jacksonville State University, 1980. (1985)

CHRISTOPHER A. BOOKER, Temporary Instructor of Political Science

B.S., Florida State University, 1991;
M.S., Florida State University, 1994. (2006)

JOHN ALLEN BOOLE, JR., Professor Emeritus and Chair Emeritus, Division of Science

B.A., University of Virginia, 1949;
M.S., Virginia Polytechnic Institute, 1951;
Ph.D., University of North Carolina-Chapel Hill, 1955. (1955)

ROBERT L. BOONE, Mechanical Engineer and Adjunct Instructor

B.E.T., Georgia Southern College, 1980;
M.P.A., Georgia Southern University, 1998. (1994)

MARY JANE BOROWSKY, Assistant Professor Emerita of Modern Languages

B.A., North Georgia College, 1959;
M.A., Emory University, 1961. (1960)

***BRIAN H. BOSSAK, Assistant Professor of Public Health**

B.S., University of Georgia, 1996;
M.A., University of Georgia, 1988;
Ph.D., Florida State University, 2003. (2008)

***ADAM M. BOSSLER, Assistant Professor of Justice Studies**

B.S., Truman State University, 1998
M.A., Illinois State University, 2000;
Ph.D., University of Missouri-St. Louis, 2006 (2008)

WILLIAM J. BOSTWICK, Associate Professor Emeritus and Chair Emeritus, Department of Accounting

B.I.E., Auburn University, 1969; M.B.A.,
Georgia State University, 1972; Ph.D.,
Georgia State University, 1980; C.P.A.,
Georgia, 1985. (1980)

MARIE BOTKIN, Assistant Professor of Fashion Merchandising and Apparel Design

B.A., University of Minnesota, 1993;
M.A., University of Minnesota, 2000;
Ph.D., University of Minnesota, 2003. (2007)

LOWELL BOUMA, Professor Emeritus and Head Emeritus, Department of Foreign Languages

B.A., Calvin College, 1957;
M.A., University of Wisconsin, 1964;
Ph.D., University of Wisconsin, 1968. (1975)

PAMELA G. BOURLAND-DAVIS, Professor and Chair, Department of Communication Arts

B.S., Georgia Southern College, 1980;
M.S., Arkansas State University, 1982;
Ph.D., University of Georgia, 1995. (1986)

ROBERT BOXER, Professor Emeritus of Chemistry

B.S., Brooklyn College, 1956;
Ph.D., Rutgers University, 1961. (1964)

AMY BOYETT, Associate Professor of Interior Design

B.S., Georgia Southern University, 1998;
M.F.A., Savannah College of Art and Design, 2001. (2004)

ELISE W. BOYETT, Associate Director, Financial Aid, and Adjunct Instructor

B.B.A., Georgia Southern College, 1985;
M.Ed., Georgia Southern University, 1998. (1991)

JOEL BOYTER, Temporary Instructor of Communication

A.S., Spokane Falls Community College, 1990; B.S.,
Middle Tennessee State University, 1992; M.M.A.,
University of South Carolina, 2005. (2008)

JAMES BRADFORD, Professor of Computer Sciences

B.Math., University of Waterloo, 1976;
M.Math., University of Waterloo, 1977;
Ph.D., University of Waterloo, 1982. (2003)

DONALD M. BRADSHAW, Adjunct Professor of Public Health
B.S., Wheaton College, 1977;
M.D., Uniform Services University of the Health Sciences, 1981;
M.P.H., University of Washington, 1995. (2007)

JAMES G. BRAET, Adjunct Assistant Professor of Military Science
(2009)

ROGER G. BRANCH, Professor Emeritus and Chair Emeritus,
Department of Sociology and Anthropology
A.B.J., University of Georgia, 1956;
B.D., Southeastern Baptist Theological Seminary, 1959;
Th.M., Southeastern Baptist Theological Seminary, 1961;
M.A., University of Georgia, 1969;
Ph.D., University of Georgia, 1970. (1970)

LORETTA A. BRANDON, Temporary Instructor of Writing and
Linguistics
B.A., Allegheny College, 1972;
M.S., Gannon University, 1992. (2008)

***JAMES P. BRASELTON, II, Assistant Professor of Mathematics**
B.S., Ohio University, 1987;
M.S., The Ohio State University, 1990. (1990)

LORRAINE M. BRASELTON, Instructor of Mathematics
B.A., University of Northern Iowa, 1984;
M.S., University of Illinois at Urbana-Champaign, 1988. (1990)

***MICHAEL LEE BRAZ, Professor of Music**
B.M., University of Miami, 1971;
M.M., University of Miami, 1972;
Ph.D., Florida State University, 1984. (1987)

***CHERRY C. BREWTON, Associate Professor of Teaching and**
Learning
B.S., Savannah State College, 1969;
M.Ed., Georgia Southern College, 1977;
Ed.D., University of South Carolina, 1994. (1987)

DEBRA ANNE BRIGHT, Adjunct Assistant Professor of Military
Science
Chief Warrant Officer 2, U.S. Army;
A.S., Drury University, 1993. (2008)

JANA M. BRILEY, Director, Office of Audit and Advisory Services,
and Adjunct Instructor
B.B.A., Georgia Southern University, 2000;
M.B.A., Georgia Southern University, 2008. (2008)

***TED MICHAEL BRIMEYER, Associate Professor of Sociology**
B.A., Loras College, 1999;
M.S., Purdue University, 2002;
Ph.D., Purdue University, 2005. (2005)

***PAUL M. BRINSON, JR., Lecturer of Educational Leadership**
B.S., Georgia Southern College, 1973;
M.Ed., Georgia Southern College, 1976;
J.D., John Marshall Law School, 1980;
Ed.S., Georgia Southern College, 1989;
Ed.D., Georgia Southern University, 1996. (2003)

DOMINIQUE BROCCOLI, Adjunct Professor of Public Health
B.A., University of Nevada-Reno, 1986;
M.S., University of Nevada-Reno, 1988;
Ph.D., Wayne State University, 1992. (2009)

***GREGORY J. BROCK, Professor of Economics**
A.B., University of Michigan, 1983;
M.A., The Ohio State University, 1985;
Ph.D., The Ohio State University, 1989. (1999)

FREDERICK W. BROGDON, Assistant Professor Emeritus of
History
B.S.Ed., Georgia Southern College, 1963;
M.A., Georgia Southern College, 1968. (1965)

ABBY M. BROOKS, Assistant Professor of Communication Studies
B.A., Georgetown College, 1997;
M.Comm., Auburn University, 1999;
Ph.D., University of Tennessee, 2007. (2007)

***FRANK ERIK BROOKS, Associate Professor of Political Science**
B.S., Troy State University, 1989; M.S.,
Troy State University, 1992; M.P.A.,
Auburn University, 1998; M.Ed.,
Alabama State University, 1999;
Ph.D., Virginia Commonwealth University, 2002. (2002)

JOAN ELLEN BROOME, Information Services Librarian and
Associate Professor
B.A., Briar Cliff College, 1967;
M.A., University of Dayton, 1978;
M.L.S., Kent State University, 1984. (1997)

ELFRIEDA FUQUA BROWN, Assistant Professor Emerita of
Nutrition and Food Science
B.S., University of Tennessee, 1970;
M.S., University of Tennessee, 1971. (1971)

***JOHN HOWARD BROWN, Associate Professor of Economics**
B.A., University of Akron, 1977;
M.A., University of Akron, 1982;
Ph.D., Michigan State University, 1989. (1994)

REBECCA JAYNE PERKINS BROWN, Director, Strategic
Research and Analysis, and Adjunct Instructor
B.S., Mississippi University for Women, 1976;
M.Ed., Mississippi State University, 1980;
Ph.D., University of Southern Mississippi, 1999. (2001)

***SALLY ANN BROWN, Assistant Professor of Reading Education**
B.S., College of Charleston, 1987;
M.A.T., College of Charleston, 1990;
Ph.D., University of South Carolina, 2007. (2009)

V. EDWARD BROWN, Associate Professor Emeritus of Adult and
Vocational Education
B.S.Ed., Georgia Southern College, 1959;
M.Ed., Georgia Southern College, 1966; Ed.D.,
University of Mississippi, 1971. (1964)

WALLACE BROWN, Assistant Registrar and Adjunct Instructor
B.B.A., Georgia Southern College, 1988;
M.B.A., Georgia Southern University, 2005. (2001)

WALTER L. BROWN, Associate Professor Emeritus of Secondary
Education
B.S., West Virginia Wesleyan, 1941;
M.S., Indiana University, 1953;
Ed.D., Indiana University, 1956;
Postdoctoral, Buffalo University, 1967;
Postdoctoral, University of South Carolina, 1969. (1971)

J. HEATH BROWNING, Academic Intervention Coordinator, First-
Year Experience, and Adjunct Instructor
B.S., Brewton Parker College, 1996;
M.Ed., Georgia Southern University, 2006. (2009)

BARBARA A. BRUNO, Adjunct Instructor of Public Health
B.A., Georgia State University, 1980;
M.A., Georgia State University, 1993. (2009)

***CAROLYN J. BRYAN, Professor of Music**
B.M.E., Baldwin-Wallace College, 1985;
M.M., Indiana University, 1987;
D.M., Indiana University, 1997. (1997)

***JONATHAN M. BRYANT, Associate Professor of History**
B.A., University of Virginia, 1979;
J.D., Mercer University, 1983;
M.A., University of Georgia, 1987;
Ph.D., University of Georgia, 1992. (1996)

LARRY D. BRYANT, Assistant Professor Emeritus of Health Science

A.A., Gulf Coast Community College, 1971;
 B.S., Jacksonville University, 1973;
 M.Ed., Georgia Southern College, 1976;
 Ed.S., Georgia Southern College, 1984. (1976)

***THOMAS A. BUCKHOFF, Associate Professor of Accounting**

B.S., Brigham Young University, 1986;
 M.Acc., Brigham Young University, 1989;
 Ph.D., University of Kentucky, 1995. (2004)

***THOMAS A. BUCKLEY, Assistant Professor of Athletic Training**

A.S., Dean Junior College, 1993;
 B.S., Springfield College, 1995;
 M.S., Indiana State University, 1997;
 Ed.D., Columbia University, 2007. (2007)

JOHN J. BUDACK, Assistant Professor Emeritus of Finance

B.B.A., University of Minnesota, 1961;
 M.B.A., Drake University, 1970. (1974)

JOSEPH C. BULLINGTON, Lecturer of Information Systems

B.S., Georgia Southern College, 1976; M.A.,
 Georgia Southern College, 1980; M.B.A.,
 Georgia Southern University, 1992;
 Ph.D., University of California-Davis, 1987. (2004)

KIRILL BUMIN, Temporary Instructor of Political Science

B.S., High Point University, 2001;
 B.A., High Point University, 2001;
 M.A., University of Kentucky, 2005;
 Ph.D., University of Kentucky, 2009. (2007)

VELMA BURDEN, Associate Registrar and Adjunct Instructor

B.A., Winston-Salem State University, 1979;
 M.Ed., Ohio University, 1990. (1999)

***WILLIE JAMES BURDEN, Associate Professor of Sport Management**

B.A., North Carolina State University, 1974;
 M.S.A., Ohio University, 1984;
 Ed.D., Tennessee State University, 1990. (1998)

***GLENN PARRISH BURDETTE, III, Assistant Professor of Coaching Education**

B.A., Maryville College, 2001;
 M.S., Georgia Southern University, 2003.
 Ed.D., Georgia Southern University, 2008. (2005)

***GERALD BURKE, Assistant Professor of Operations Management**

A.A., University of Florida, 1989;
 B.S.B.A., University of Florida, 1991;
 M.B.A., University of Florida, 2001;
 Ph.D., University of Florida, 2005. (2005)

JASON DWAIN BUTLER, Adjunct Associate Professor of Public Health

B.A., Georgia State University, 1993;
 M.S., University of Florida, 2008. (2009)

ELIZABETH C. BUTTERFIELD, Assistant Professor of Philosophy

B.A., University of Louisville, 1997;
 M.A., Emory University, 2002;
 Ph.D., Emory University, 2004. (2006)
 Ph.D., Capella University, 2005. (2007)

Faculty C

MARTHA L. TOOTLE CAIN, Professor Emerita of Chemistry

B.S.Ed., Georgia Teachers College, 1950;
 M.A., University of Colorado, 1958;
 Ph.D., University of Connecticut, 1963. (1962)

***TIMOTHY D. CAIRNEY, Associate Professor of Accounting**

B.A., University of Richmond, 1976;

M.B.A., Dalhousie University, 1980;

Ph.D., Virginia Polytechnic Institute and State University, 1995. (2003)

***JODI CALDWELL, Assistant Director, Counseling and Career Development Center, Counseling Psychologist, and Adjunct Instructor**

B.A., Florida Atlantic University, 1995;
 M.A., Texas Tech University, 1998;
 Ph.D., Texas Tech University, 2000. (2000)

***MIKELLE A. CALHOUN, Assistant Professor of Management**

B.A., Pennsylvania State University, 1980;
 M.A., University of Minnesota, 1984;
 J.D., University of North Carolina, 1987;
 Ph.D., New York University, 2003. (2009)

BRENDA G. CALLAHAN, Assistant Professor of Counselor Education

B.A., Lenoir – Rhyne College, 1969;
 M.A., University of North Carolina – Charlotte, 2001;
 Ph.D., University of North Carolina – Charlotte, 2006. (2010)

***CONSTANCE CAMPBELL, Professor of Management**

B.A., Oklahoma Baptist University, 1981;
 M.S.Ed., University of Kentucky, 1983;
 Ph.D., Florida State University, 1992. (1992)

ERIN CAMPBELL, Assistant Director, Office of Admissions, and Adjunct Instructor

B.S., Texas Christian University, 2005;
 M.Ed., University of South Carolina, 2007. (2007)

CHRISTOPHER CAPLINGER, Director, First-Year Experience, and Adjunct Instructor

B.A., Emory University, 1993;
 M.A., Vanderbilt University, 1995;
 Ph.D., Vanderbilt University, 2003. (2000)

LINDA H. CARLSON, Adjunct Lecturer in Nursing

B.S., Pennsylvania State University, 1989;
 M.S., Pennsylvania State University, 1991. (2002)

***RANDAL D. CARLSON, Professor and Chair, Department of Leadership, Technology, and Human Development**

B.S., United States Air Force Academy, 1966;
 M.S., Purdue University, 1967;
 Ph.D., Pennsylvania State University, 1993. (1995)

LON MELSON CARNES, JR., Professor Emeritus of Finance

B.B.A., University of Georgia, 1954;
 M.B.A., Georgia State College, 1964;
 D.B.A., Georgia State College, 1972. (1967)

GEOFFREY T. CARR, Temporary Instructor of Communication Arts

B.A., Pfeiffer University, 1999;
 M.A., University of Georgia, 2007. (2007)

E. RUTH CARROLL, Associate Professor Emerita of Middle Grades and Secondary Education

B.S.Ed., Central State University, 1979;
 M.Ed., Central State University, 1981;
 Ed.D., Oklahoma State University, 1989. (1993)

GWENDOLYN DENISE CARROLL, Temporary Instructor of Biology

B.S., Augusta State University, 1998; M.S.,
 Mississippi State University, 2002; Ph.D.,
 University of Georgia, 2009. (2009)

***SARAH A. CARSON, Temporary Instructor of Kinesiology**

B.A., Hartwick College, 2001;
 M.S., University of North Carolina-Greensboro, 2003. (2008)

HARRISON S. CARTER, Provost and Vice President Emeritus of Academic Affairs and Professor Emeritus of Management

B.S., Georgia Southern College, 1966;
M.S., U.S. International University, 1970;
Ph.D., University of Georgia, 1974. (1975)

***PATRICIA W. CARTER, Professor and Chair, Department of Art**

B.A., Rutgers University, 1987;
M.F.A., Rutgers University, 1989;
M.Ed., Georgia Southern University, 1994. (1993)

WALTER H. CARTER, Adjunct Professor of Public Health

B.S., University of Richmond, 1963;
M.S., Virginia Polytechnic Institute and State University, 1966;
Ph.D., Virginia Polytechnic Institute and State University, 1968. (2006)

***JEAN-PAUL CARTON, Professor of French**

Licence, Université de Tours, 1971;
Maîtrise, Université de Tours, 1972;
Ph.D., University of Utah, 1982. (1983)

***THOMAS L. CASE, Professor and Acting Chair, Department of Information Systems**

A.B., Davidson College, 1974;
M.S., University of Georgia, 1979;
Ph.D., University of Georgia, 1982. (1981)

JANE M. CASON, Educational Program Specialist and Adjunct Instructor

B.S.Ed., University of Georgia, 1969;
M.Ed., Georgia Southern College, 1982. (1986)

SUSAN H. CASON, Project Coordinator, Undergraduate Teacher Education, and Adjunct Instructor

A.S., Macon Junior College, 1976;
B.S.Ed., Georgia College, 1979;
M.Ed., Georgia Southern University, 2005. (2005)

A. BRUCE CASTER, Adjunct Professor of Accounting

B.A., Swarthmore College, 1973; M.Acc.,
University of Georgia, 1981; Ph.D.,
University of Georgia, 1988. (2009)

HOLLIS LANIER CATE, Professor Emeritus of English

A.B., Presbyterian College, 1951;
M.Ed., University of Georgia, 1957;
Ph.D., University of Georgia, 1962. (1967)

BRIAN A. CATTO, Adjunct Professor of Public Health

B.A., Brown University, 1964;
M.D., University of Southern California School of Medicine, 1973;
M.P.H., University of South Carolina, 2003. (2007)

***J. MICHELLE CAWTHORN, Assistant Professor of Biology**

B.S., Old Dominion University, 1981;
M.S., Old Dominion University, 1984;
Ph.D., Bowling Green State University, 1989. (1996)

***WENDY L. CHAMBERS, Associate Professor of Curriculum, Foundations, and Reading**

B.S., Iowa State University, 1985;
M.S., University of Florida, 1990;
Ph.D., University of Florida, 1993. (1993)

***GREGORY CHAMBLEE, Professor of Teaching and Learning**

B.S.C.S., North Carolina State University, 1986;
B.S.Ed., North Carolina State University, 1987;
M.Ed., North Carolina State University, 1992;
Ph.D., University of North Carolina-Chapel Hill, 1995. (1998)

***CHARLES W. CHAMP, Professor of Mathematics**

A.A., Southern Baptist College, 1968;
B.S., Arkansas State University, 1971;
M.S., Arkansas State University, 1973;
M.A., University of Missouri, 1982;
Ph.D., University of Southwestern Louisiana, 1986. (1992)

***LUCINDIA CHANCE, Professor of Leadership, Technology, and Human Development**

B.S., Lambuth University, 1968;
M.S., University of Tennessee-Martin, 1976;
Ed.D., Memphis State University, 1985. (2001)

***CHARLES R. CHANDLER, JR., Professor of Biology**

B.S., Old Dominion University, 1981;
M.S., Old Dominion University, 1984;
Ph.D., Bowling Green State University, 1989. (1995)

***DANIEL E. CHAPMAN, Assistant Professor of Curriculum Studies and Social Foundations**

B.A., University of Pittsburgh, 1993;
M.A., Columbia University, 1995;
Ph.D., University of North Carolina-Greensboro, 2007. (2007)

HEIDI BLAIR CHAPMAN, Temporary Instructor of Writing and Linguistics

B.A., Georgia Southern University, 2004;
M.A., Georgia Southern University, 2006. (2006)

***SIMONE M. CHARLES, Assistant Professor of Public Health**

B.S., University of West Indies, 1992;
M.S., University of Maryland-Eastern Shore, 1998;
Ph.D., Michigan State University, 2004. (2007)

KAREN D. CHASSEREAU, Instructor of Science Education

B.S.Ed., Georgia Southern University, 1999;
M.Ed., Georgia Southern University, 2004 (2007)

***DINGGENG CHEN, Karl E. Peace Endowed Eminent Scholar Chair and Professor in Biostatistics**

B.Sc., Jishou University, 1981;
M.Sc., Hunan University, 1987;
Ph.D., University of Guelph, 1995. (2009)

MING-HUI CHEN, Adjunct Professor of Public Health

B.S., Hangzhou University, 1983;
M.S., Shanghai Jiao Tong University, 1985;
M.S., Purdue University, 1991;
Ph.D., Purdue University, 1993. (2006)

***HUNG-MING CHENG, Assistant Professor of Mechanical Engineering Technology**

B.S., National Sun Yat-Sen University, 1994;
M.S., National Sun Yat-Sen University, 1996;
Ph.D., Purdue University, 2005. (2006)

***ROBIN A. CHERAMIE, Adjunct Assistant Professor of Management, Marketing, and Logistics**

B.A., Southeastern Louisiana University, 1992;
M.B.A., University of New Orleans, 1994;
Ph.D., Louisiana State University, 2004. (2006)

HARLEY ROBERT CHESHIRE, JR., Associate Professor Emeritus of Vocational Education

B.S., Virginia Polytechnic Institute, 1962;
M.S., Virginia Polytechnic Institute, 1964;
Ed.D., University of Georgia, 1971. (1972)

ALEXANDER L. CHEW, Professor Emeritus of Educational Psychology and Counseling

A.A., Armstrong College, 1959;
B.S.Ed., Georgia Southern College, 1961;
M.Ed., University of Georgia, 1966;
Ed.S., Georgia Southern College, 1973;
Ed.D., University of Mississippi, 1977. (1979)

KALI CHIMARIYA, Temporary Instructor of Mathematics

A.D., Tribhuvan University, 1990;
B.Sc., Tribhuvan University, 1993;
M.Sc., Tribhuvan University, 1997;
M.S., University of Toledo, 2008. (2008)

JOONG-KUN CHO, Assistant Professor of Logistics

B.A., Korea Military Academy, 1974;

M.S.O.R., U.S. Naval Postgraduate School, 1984;
M.B.A., University of Arkansas, 1997;
Ph.D., University of Arkansas, 2001. (2008)

SUNG C. CHOI, Adjunct Professor of Public Health

B.S., University of Washington, 1957;
M.A., University of Washington, 1960;
Ph.D., University of California-Los Angeles, 1966. (2006)

***JOANNE CHOPAK-FOSS, Associate Professor of Health Education**

B.S.P.E., University of Delaware, 1982;
M.S., Pennsylvania State University, 1987;
Ph.D., Pennsylvania State University, 1993. (1993)

SHEIN-CHUNG CHOW, Adjunct Professor of Public Health

B.S., National Taiwan University, 1978;
Ph.D., University of Wisconsin, 1985. (2006)

ALICE GALLOWAY CHRISTMAS, Assistant Professor Emerita of Early Childhood Education

B.S.Ed., University of Georgia, 1961;
M.Ed., University of Georgia, 1965;
Ed.D., University of Georgia, 1972. (1969)

CHARLES L. CHRISTMAS, Associate Professor Emeritus of Mathematics

B.S., Oakland City College, 1951;
M.A., University of Georgia, 1962;
Ph.D., University of Georgia, 1966. (1969)

***LINDA A. CIONITTI, Professor of Music**

B.M., College at Potsdam-State University of New York, 1982;
M.M., Michigan State University, 1984;
D.M.A., Michigan State University, 1989. (1989)

***JAMES B. CLAIBORNE, Professor of Biology**

B.S., Florida State University, 1977;
Ph.D., University of Miami, 1981;
Postdoctoral training, Max Planck Institute for Experimental Medicine, Göttingen, West Germany, 1981-83. (1983)

***KENNETH F. CLARK, Professor of Leadership, Technology, and Human Development**

B.S., Florida State University, 1971;
M.Ed., Florida Atlantic University, 1974;
Ed.S., Nova University, 1981;
Ed.D., University of Florida, 1986. (1988)

ROBERT CLARK CLOUSE, III, Temporary Instructor of Health and Kinesiology

B.A., Marshall University, 2005;
M.S.K., Georgia Southern University, 2008. (2008)

PATRICK R. COBB, Professor Emeritus of Sport Science and Physical Education

A.B., Atlantic Christian College, 1962;
M.A.Ed., Western Carolina College of Louisiana, 1969;
Ed.D., Northwestern State University, 1972. (1973)

***RISA A. COHEN, Assistant Professor of Biology**

B.S., Tufts University, 1996;
Ph.D., University of California-Los Angeles, 2003. (2006)

DON COLEMAN, Registrar Emeritus and Director Emeritus, Admissions

B.S., Georgia Teachers College, 1948;
M.A., George Peabody College for Teachers, 1954. (1963)

JON COLEMAN, Assistant Director, Administrative Services, and Adjunct Instructor

B.A., University of Florida, 1990;
J.D., University of Florida, 1993;
M.S.Ed., Southern Illinois University, 1996. (2006)

***KIMBERLY M. COLEMAN, Assistant Professor of Community Health**

B.A., Spelman College, 1994;

M.P.H., University of Michigan, 2002;
Ph.D., Southern Illinois University, 2006. (2006)

MARTHA A. COLEMAN, Professor Emerita of Nursing

B.S.N., Medical College of Georgia, 1960;
M.S.N., Emory University, 1967;
Ed.D., University of South Carolina, 1987. (1980)

LINDA R. COLLINS, Assistant Professor of Spanish

B.A., Southern University and A&M College, 1973;
M.A., University of Wisconsin-Milwaukee, 1975. (1990)

MARGERLY L. COLLINS, Temporary Instructor of Writing and Linguistics

B.A., Queens University, 1969;
M.A., University of Hartford, 1971. (2007)

GAVIN COLQUITT, Assistant Professor of Health and Physical Education

B.S.Ed., Georgia State University, 2005;
M.Ed., Georgia State University, 2006;
Ed.D., Northcentral University, 2009. (2009)

JOSE C. COLON-GAUD, Assistant Professor of Biology

B.S., University of Texas El Paso, 2000;
M.S., Louisiana State University, 2003;
Ph.D., Southern Illinois University, 2008. (2010)

CLAIR IVAN COLVIN, Professor Emeritus and Head Emeritus, Department of Chemistry

B.S., Ohio University, 1949;
M.S., University of Miami, 1961;
Ph.D., University of Miami, 1963. (1964)

***KATHLEEN M. COMERFORD, Professor of History**

B.A., Fordham University, 1988;
M.A., Fordham University, 1989;
Ph.D., University of Wisconsin, 1995. (1999)

ADAM JONATHAN CON, Associate Professor of Music

B.Ed., University of British Columbia, 1986;
M.Ed., University of British Columbia, 1992;
Ph.D., Florida State University, 2002. (2002)

LESLEE BROOKE CONAWAY, Temporary Instructor of Economics

B.S., Georgia College & State University, 2003;
M.A., Clemson University, 2007;
Ph.D., Clemson University, 2009. (2009)

***DIANA M. CONE, Professor of Hospitality, Tourism, and Family and Consumer Sciences and Associate Dean, College of Health and Human Sciences**

B.S., University of Southern Mississippi, 1979;
M.S., University of Southern Mississippi, 1980;
Ph.D., Florida State University, 1981. (1990)

KEVIN R. COOK, Temporary Instructor of Political Science

A.B., University of Georgia, 1984;
M.A., Georgia Southern University, 1991. (2004)

***ROBERT P. COOK, Acting Associate Dean, and Professor of Computer Sciences**

B.E., Vanderbilt University, 1969;
M.S., Vanderbilt University, 1971;
Ph.D., Vanderbilt University, 1978. (2001)

WILLIAM L. COOK, Vice President Emeritus for Business and Finance

B.B.A., University of Georgia, 1949. (1974)

***JONATHAN COPELAND, Professor of Biology and Member, Institute of Arthropodology and Parasitology**

B.A., Tufts University, 1968;
M.A.T., Tufts University, 1991;
Ph.D., University at Stony Brook-State University of New York, 1975. (1991)

***MAURA CONLEY COPELAND, Associate University Attorney and Adjunct Instructor**

B.A., Furman University, 2000;
J.D., Mercer University School of Law, 2003;
LL.M., Villanova University School of Law, 2005. (2007)

SARA J. CORWIN, Adjunct Professor of Public Health

B.A., University of Arizona, 1982;
M.P.H., University of South Carolina, 1993;
Ph.D., University of South Carolina, 1996. (2006)

***LISA A. COSTELLO, Assistant Professor of Writing and Linguistics**

B.A., California State University-Long Beach, 1993;
M.A., California State University-Long Beach, 2003;
Ph.D., Louisiana State University, 2007. (2007)

***ROBERT COSTOMIRIS, Associate Professor of Literature**

B.A., University of California-Berkeley, 1977;
B.S., University of California-Davis, 1985;
M.A., University of Washington, 1990;
Ph.D., University of Washington, 1995. (1997)

ROBERT D. COSTON, Professor Emeritus of Economics

B.S., Northeast Louisiana University, 1965;
M.B.A., Northeast Louisiana University, 1967;
Ph.D., University of Arkansas, 1973. (1970)

NICHOLAS V. COSTRINI, Adjunct Professor of Public Health

B.S., Georgia State University, 1967;
M.D., Medical College of Wisconsin, 1973;
Ph.D., Spring Hill College, 1970. (2009)

DOYICE J. COTTEN, Professor Emeritus of Kinesiology

B.S., Florida State University, 1961;
M.S., Florida State University, 1963;
Ed.D., Florida State University, 1965. (1966)

MICHELE W. COVINGTON, Assistant Professor of Justice Studies

B.S., Lander University, 2002;
M.S.C.J., University of South Carolina, 2004;
Ph.D., University of Central Florida, 2010. (2010)

***GEORGE H. COX, JR., Professor Emeritus of Political Science and Public Administration**

B.S., University of Tennessee, 1969;
M.A., George Peabody College for Teachers, 1972;
Ph.D., Emory University, 1981. (1982)

***KATHLEEN M. CRAWFORD, Instructor of Teaching and Learning**

B.S.Ed., Georgia Southern University, 1997;
M.Ed., Georgia Southern University, 1998. (2005)

CHARLOTTE C. CRITTENDEN, Assistant Professor Emerita of Writing and Linguistics

B.S.Ed., Georgia Southern College, 1962;
M.Ed., Georgia Southern College, 1963;
Ph.D., University of Georgia, 1987. (1987)

***CHARLES P. CROUCH, Associate Professor of History**

B.A., Louisiana State University and A&M College, 1979;
M.A., Louisiana State University and A&M College, 1985;
Ph.D., University of Illinois at Urbana-Champaign, 1991. (1993)

***ANGELA D. CROW, Associate Professor of Writing and Linguistics**

B.A., Point Loma Nazarene College, 1987;
M.A., University of Kansas, 1991;
Ph.D., University of Kansas, 1998. (1998)

JEFFREY A. CROWTHER, Temporary Instructor of Political Science

B.A., Marietta College, 1969;
M.A., Empire State College-State University of New York, 2000. (2000)

MICHELLE CRUMMEY, Temporary Instructor of Writing & Linguistics

B.A., Brigham Young University, 1996;
M.A., Southwest Missouri State University, 2009. (2009)

***BRETT W. CURRY, Assistant Professor of Political Science**

B.A., University of Missouri, 2000;
M.A., The Ohio State University, 2003;
Ph.D., The Ohio State University, 2005. (2006)

***CHRISTOPHER P. CUTLER, Associate Professor of Biology**

B.Sc., University of Birmingham, 1985;
Ph.D., University of St. Andrews, 1991. (2003)

***MARC D. CYR, Associate Professor of Literature**

B.A., Western Washington University, 1979;
M.A., Western Washington University, 1981;
Ph.D., University of Washington, 1991. (1987)

***DANIEL R. CZECH, Professor of Kinesiology**

B.A., Denison University, 1995;
M.S., Georgia Southern University, 1998;
Ph.D., University of Tennessee, 2001. (2004)

MICHAEL R. CZECH, Assistant Director, Academic Success Center and Adjunct Instructor

B.S.Ed., Bowling Green State University, 1990;
M.S.Ed., Indiana University, 1997;
M.S.Ed., Indiana University, 2004;
Ed.S., Indiana University, 2004. (2008)

Faculty D

***NATALIA DA ROZA, Professor Emerita of Music**

B.S., Nazareth College, 1962;
M.M., College of the Holy Names, 1964;
D.M.A., North Texas State University, 1972. (1986)

JOHN H. DAILY, Professor Emeritus of Political Science and Public Administration

B.A., Edinboro State College, 1965;
M.A., Kent State University, 1968;
Ph.D., Kent State University, 1973. (1971)

***PHYLLIS S. DALLAS, Associate Professor of Writing and Linguistics**

B.S.Ed., Valdosta State College, 1973;
M.A., Valdosta State College, 1975;
Ph.D., Tulane University, 1991. (1988)

***STEVEN B. DAMELIN, Professor of Mathematics**

B.Sc., University of the Witwatersrand, 1991;
M.Sc., University of the Witwatersrand, 1993;
Ph.D., University of the Witwatersrand, 1996. (2000)

***BRET S. DANILOWICZ, Dean, Allen E. Paulson College of Science and Technology, and Professor of Biology**

B.S., Utica College, 1989;
M.A., The Open University, 2004;
Ph.D., Duke University, 1994. (2004)

***JOY W. DARLEY, Assistant Professor of Mathematics**

B.S.Ed., Georgia Southern College, 1982;
M.Ed., Georgia Southern College, 1984;
Ph.D., University of South Carolina, 2005. (2005)

***JAMES H. DARRELL, Associate Professor Emeritus of Geology**

B.A., Ohio Wesleyan University, 1964;
M.S., University of Tennessee, 1966;
Ph.D., Louisiana State University and A&M College, 1973. (1970)

SUSAN JONES DARRELL, Assistant Professor Emerita of Family and Consumer Sciences Education

B.S., Georgia Southern College, 1960;
M.Ed., University of Georgia, 1968;

Ed.S., University of Georgia, 1978. (1968)

GARY E. DARTT, Professor of Communication Arts

B.S., Augustana College, 1964;
M.F.A., University of Minnesota, 1974. (1988)

NIRMAL K. DAS, Associate Professor of Civil Engineering Technology

B.S.C.E., Jadavpur University, 1969;
M.S., Texas Tech University, 1985;
Ph.D., Texas Tech University, 1988;
Professional Engineer. (1993)

JOHN W. DAVENPORT, Professor Emeritus of Mathematics and Computer Science

B.S., Union University, 1960;
M.S., University of Mississippi, 1964; M.S.,
University of South Carolina, 1987; Ph.D.,
Texas Tech University, 1974. (1982)

STEPHEN C. DAVIDSON, Adjunct Associate Professor of Public Health

B.A., Eckerd College, 1972;
M.Ed., Georgia State University, 1979. (2009)

***ELYNOR G. DAVIS, Professor Emerita of Economics**

B.B.A., Baylor University, 1954;
M.S., Baylor University, 1954;
Ph.D., Texas A&M University, 1978. (1979)

JAMES E. DAVIS, JR., Director, Agribusiness Development, and Adjunct Assistant Professor B.S.A.,

University of Georgia, 1974; M.S.,
University of Florida, 1978. (1994)

L. SHANNON DAVIS, Assistant Professor of Chemistry

B.S.Chem., Georgia Southern College, 1984;
Ph.D., University of Florida, 1988. (2006)

***MARGARET C. DAVIS, Assistant Professor of Nursing**

A.S.N., Armstrong State College, 1989;
B.S.N., Armstrong State College, 1995;
M.S.N., Armstrong Atlantic State University, 1997;
Ph.D., Capella University, 2006. (2006)

***REBECCA M. DAVIS, Associate Professor of Justice Studies**

B.S., Georgia Southern College, 1987;
M.A., Georgia Southern College, 1989;
J.D., University of Georgia, 1992. (1994)

***TRENTON J. DAVIS, Assistant Professor of Political Science**

B.S., Missouri State University, 2002;
M.P.A., Missouri State University, 2003;
Ph.D., Northern Illinois University, 2007. (2007)

TYSON T. DAVIS, Temporary Instructor of Communication Studies

B.S., Georgia Southern University, 1996;
M.P.A., Georgia Southern University, 2004. (2006)

RON G. DAVISON, Professor Emeritus of Leadership, Technology, and Human Development

B.A., University of Buffalo-State University of New York, 1959;
Ed.M., University of Buffalo-State University of New York, 1964;
Ed.D., University at Buffalo-State University of New York, 1969. (1991)

***MOHAMMAD S. DAVOUD, Chair, Department of Mechanical and Electrical Engineering, and Professor of Mechanical Engineering Technology**

B.S., Oklahoma State University, 1981;
M.S., Oklahoma State University, 1984;
Ph.D., University of South Carolina, 1999. (1988)

***PAMELA A. DEAL, Director of IT for Academic Affairs and Adjunct Instructor**

B.S.Ed., Georgia Southern College, 1981;
M.Ed., Georgia Southern College, 1985. (1988)

***S. TODD DEAL, Director, Office of Student Leadership and Civic Engagement and Adjunct Professor**

B.S., Georgia Southern College, 1986;
Ph.D., The Ohio State University, 1990. (1992)

T. MICHAEL DEAL, Registrar and Adjunct Instructor

B.B.A., Georgia Southern College, 1974;
M.Ed., Georgia Southern College, 1989. (1988)

TONY J. DEAL, Radiation Safety Officer and Adjunct Instructor of Physics

B.S., Georgia Southern University, 1992;
M.Ed., Georgia Southern University, 1993. (1993)

***CLEON E. DEAN, Associate Professor of Physics**

B.S., Texas A&M University, 1980;
M.S., Texas A&M University, 1982;
Ph.D., Washington State University, 1989. (1992)

SUSAN J. DeBONIS, Assistant Professor of Broadcasting

B.S.Comm., University of Tennessee, 1978;
Ph.D., University of Tennessee, 1986. (2008)

NICHOLAS J. DeBONIS, Lecturer of Marketing

B.A., Flagler College, 1973;
M.S., Troy State University, 1976;
Ph.D., University of Tennessee, 1987. (2010)

***WINDY DEES, Assistant Professor of Sport Management**

B.A., Rollins College, 1999;
M.S., University of Florida, 2004;
Ph.D., Texas A&M University, 2007. (2007)

***JOHN FRANCIS DENITTO, Professor Emeritus of Middle Grades and Secondary Education**

B.S.Ed., Georgia Teachers College, 1954;
M.Ed., Georgia Southern College, 1965;
Ed.S., Georgia Southern College, 1973;
Ed.D., University of Georgia, 1980. (1969)

***LISA L. DENMARK, Assistant Professor of History**

B.A., Georgia Southern University, 1993;
M.A., Georgia Southern University, 1995;
Ph.D., University of South Carolina, 2004. (1998)

***LUTHER TREY DENTON, III, Professor of Marketing**

B.A., Emory University, 1982;
M.B.A., Emory University, 1986;
Ph.D., University of Georgia, 1991. (1992)

***ANOOP DESAI, Assistant Professor of Mechanical Engineering Technology**

B.S., University of Bombay, 1999;
M.S., University of Cincinnati, 2002;
Ph.D., University of Cincinnati, 2006. (2006)

***NANCY B. DESSOMMES, Assistant Professor of English**

A.F.A., Young Harris College, 1973;
B.A., Georgia Southern College, 1975;
M.A., Auburn University, 1978;
Ph.D., Indiana University of Pennsylvania, 2006. (1988)

RUSSELL A. DEWEY, Assistant Professor Emeritus of Psychology

A.B., University of Michigan, 1973;
Ph.D., University of Michigan, 1978. (1979)

***ANDREW W. DIAMANDUROS, Research Associate II, Allen E. Paulson College of Science and Technology, and Adjunct Instructor of Biology**

A.S., University of South Carolina-Lancaster, 1980;
B.S., University of South Carolina-Lancaster, 1982;
M.A., Columbia University, 1989;
M.P.H., Columbia University, 1991. (2005)

***TERRY DAVIS DIAMANDUROS, Associate Professor of School Psychology**

A.S., University of South Carolina-Lancaster, 1980;

B.S., Clemson University, 1982;
M.A., New York University, 1991;
Ph.D., New York University, 2004. (2005)

JOHN C. DICESARE, Professor and Chair, Department of Chemistry

B.S., University of Central Florida, 1987;
Ph.D., Georgia Institute of Technology, 1992. (2009)

ROBERT DICK, Associate Professor Emeritus of Political Science and Public Administration

A.B., University of Michigan, 1950;
M.P.A., New York University, 1954;
Ph.D., New York University, 1973. (1973)

***JOHN R. DIEBOLT, Professor of Biology and Associate Dean, Jack N. Averitt College of Graduate Studies**

B.A., Kansas State Teachers College, 1963;
M.S., Kansas State Teachers College, 1965;
Ph.D., University of Oklahoma, 1974. (1992)

MARK BOBERG DIGNAN, Adjunct Professor of Public Health

B.U.S., University of New Mexico, 1971;
B.S., University of Utah, 1973;
M.S., University of Utah, 1974;
Ph.D., University of Tennessee, 1977;
M.P.H., University of North Carolina-Chapel Hill, 1982. (2008)

WINSTON E. DILL, Assistant Professor of Nursing

B.S., University of Georgia, 1966;
M.Ed., University of Georgia, 1968;
M.S., Troy State University, 1980;
J.D., Georgia State University, 1986;
Ph.D., University of Georgia, 1994;
Psy.D., Argosy University, 2000;
M.S.N., Vanderbilt University, 2003;
M.S.N., University of South Florida, 2004;
D.N.P., University of South Carolina, 2009. (2010)

***JENNIE DILWORTH, Associate Professor of Child and Family Development**

B.S., Brigham Young University, 1985;
M.Ed., University of North Texas, 1989;
Ph.D., Texas Woman's University, 1998. (1997)

***DANNY R. DIXON, Associate Professor of Sociology**

B.S., Georgia Southern College, 1979;
M.S.W., University of Georgia, 1985;
Ph.D., University of Georgia, 1997. (2003)

PAUL DIXON, Associate Professor Emeritus of Vocational Education and Adult Education

B.S., University of Tennessee, 1958;
M.S., University of Tennessee, 1971;
Ed.D., University of Tennessee, 1974. (1974)

***GRIGORY DMITRIYEV, Professor of Curriculum, Foundations, and Reading**

Dipl., Irkutsk Pedagogical Institute of Foreign Languages, 1972;
Ph.D., Academy of Pedagogical Sciences, 1989. (1991)

LLOYD NOLAN DOSIER, Professor Emeritus of Management

B.B.A., Georgia State University, 1965;
M.B.A., Georgia State University, 1966. (1968)

JULIE DOUBERLY, Temporary Instructor of Writing

B.A., Georgia Southern University, 2002;
M.A., Georgia Southern University, 2003. (2006)

***ALAN C. DOWNS, Associate Professor of History**

B.A., North Carolina State University, 1978;
M.A., University of North Carolina-Chapel Hill, 1982;
Ph.D., University of North Carolina-Chapel Hill, 1991. (1992)

***ELIZABETH DOWNS, Professor of Leadership, Technology, and Human Development**

B.S., Florida State University, 1975;

M.Ed., University of Florida, 1983;
Ph.D., University of Florida, 1989. (1990)

***DONALD JOSEPH DRAPALIK, Professor Emeritus of Biology**

B.A., Southern Illinois University, 1959;
M.A., Southern Illinois University, 1962;
Ph.D., University of North Carolina, 1970. (1968)

***CHRISTINE A. DRAPER, Assistant Professor of Middle Grades Education**

A.A., Kellogg Community College, 1994; B.S., Western Michigan University, 1996; M.Ed., University of Nevada-Las Vegas, 2001;
Ph.D., University of Nevada-Las Vegas, 2007. (2007)

***CHRISTY J. CARR DUBERT, Instructor of Nursing**

B.S.N., Winona State University, 1993;
M.S.N., Marquette University, 1997. (2005)

***DAVID L. DUDLEY, Professor of Literature and Chair, Department of Literature and Philosophy**

B.A., Duke University, 1970; M.Div., Concordia Seminary, 1975; M.A., University of West Florida, 1984;
Ph.D., Louisiana State University, 1988. (1989)

JONATHAN DUGGINS, Assistant Professor of Mathematics

B.S., University of North Carolina – Wilmington, 2001;
M.S., University of North Carolina – Wilmington, 2003;
M.S., Virginia Polytechnic Institute & State University, 2008;
Ph.D., Virginia Polytechnic Institute & State University, 2010. (2010)

***LOIS L. DUKE-WHITAKER, Professor of Political Science**

A.A., University of South Carolina, 1975;
A.B.J., University of South Carolina, 1976;
M.A., University of South Carolina, 1979;
Ph.D., University of South Carolina, 1986. (1996)

EDWARD A. DUNCAN, Head Cataloging Librarian Emeritus and Assistant Professor Emeritus

B.A., North Texas State University, 1950;
M.A., Florida State University, 1956;
M.L.S., Rutgers University, 1964. (1986)

***ROBERT W. DUNHAM, Associate Professor of Music and Director, Bands**

B.M.E., University of Northern Colorado, 1980;
B.M., University of Northern Colorado, 1980;
M.M., University of Wyoming, 1984;
D.M.A., University of Missouri, 1996. (2006)

IRIS B. DURDEN, Serials Librarian Emerita and Associate Professor Emerita

B.S.Ed., Georgia Southern College, 1973;
M.Ln., Emory University, 1978. (1978)

***LANCE A. DURDEN, Associate Professor of Biology and Member, Institute of Arthropodology and Parasitology**

B.Sc., Royal Holloway College, University of London, 1977;
Ph.D., University of London, 1981. (1992)

EDD DURING, JR., Adjunct Assistant Professor of Military Science

Master Sergeant, U.S. Army;
A.D., Phillips County Community College, 1983. (2006)

JOHN N. DYER, Associate Professor of Information Systems

B.S., University of Alabama, 1991;
M.B.A., University of Alabama, 1993;
M.S., University of Alabama, 1995;
Ph.D., University of Alabama, 1997;
M.M.I., Georgia College and State University, 2003. (2001)

Faculty E

***JACQUELINE K. EASTMAN, Associate Professor of Marketing**

B.S.B.A., The Ohio State University, 1986;
Ph.D., Florida State University, 1993. (2001)

***KEVIN L. EASTMAN, Professor of Finance**

B.S.B.A., Bucknell University, 1979;
M.S.B.A., Bucknell University, 1980;
M.A., University of Pennsylvania, 1983;
Ph.D., University of Pennsylvania, 1992. (2007)

WILLIAM R. EATON, Assistant Professor of Philosophy

B.A., Western Illinois University, 1993;
M.A., Southern Illinois University, 1997;
Ph.D., Southern Illinois University, 2004. (2003)

CYNTHIA SMITH EDENFIELD, Director of the Child Development Center and Instructor of Child and Family Development

B.S.Ed., Georgia Southern College, 1987;
M.Ed., Georgia Southern University, 1992;
Ed.S., Georgia Southern University, 1998. (2008)

***OLIVIA C. EDENFIELD, Associate Professor of English and Associate Dean, College of Liberal Arts and Social Sciences**

B.A., Georgia Southern College, 1982;
M.A., University of Iowa, 1986;
Ph.D., University of Georgia, 2002. (1986)

***ARLINE R.A.C. EDWARDS-JOSEPH, Assistant Professor of Counselor Education**

B.A., North Carolina Central University, 1993; M.A., North Carolina Central University, 2002; Ph.D., North Carolina State University, 2008. (2008)

BRADLEY C. EDWARDS, Temporary Assistant Professor of Literature

B.A., University of Wisconsin, 1992;
Ph.D., University of Georgia, 2005. (2006)

***ELIZABETH CARR EDWARDS, Assistant Professor of Reading Education**

B.S.Ed., Georgia Southern University, 1991;
M.Ed., Georgia Southern University, 1994;
Ph.D., University of Georgia, 2006. (2006)

MARK A. EDWARDS, Professor and Chair, Department of Physics

B.S., Georgia Southern College, 1977; M.A., The Johns Hopkins University, 1979;
Ph.D., The Johns Hopkins University, 1984. (1990)

VERNON O. EGGER, Professor of History

B.A., Baylor University, 1970;
M.Div., Southern Baptist Theological Seminary, 1973;
A.M., University of Michigan, 1977;
Ph.D., University of Michigan, 1983. (1983)

***HENRY A. EISENHART, Professor of Recreation and Tourism Management**

B.U.S., University of New Mexico, 1970;
M.A., University of New Mexico, 1973;
Ph.D., University of New Mexico, 1979. (1991)

NANETTE EISENHART, Temporary Instructor of Latin

B.A., University of Oklahoma, 1981;
M.A., University of Oklahoma, 1985. (1996)

***KEVIN L. ELDER, Associate Professor of Information Systems**

B.S., California State University-Fresno, 1985;
M.S., California State University-Fresno, 1988;
Ph.D., University of Arizona, 1990. (2006)

BOBBIE R. ELLAISSI, Associate Professor Emerita of Middle Grades and Secondary Education

B.A., Baylor University, 1957;
M.Ed., University of Texas, 1961;

Ph.D., University of Texas, 1978. (1974)

FRED CARROLL ELLENBURG, Professor Emeritus of Middle Grades and Secondary Education

A.B., Furman University, 1954;
M.A., Appalachian State University, 1963;
Ed.D., University of Tennessee, 1967. (1967)

***DYANA L.R. ELLIS, Assistant Professor of Spanish**

B.A., University of Missouri-St. Louis, 1980;
B.A., Valdosta State University, 2000;
B.S., Valdosta State University, 2000;
M.S., Valdosta State University, 2001;
Ph.D., Florida State University, 2008. (2008)

ELEANOR M. ELLIS, Adjunct Instructor of Health and Kinesiology

A.B., Randolph-Macon Woman's College, 1983. (1998)

***GLYNN T. ELLIS, Temporary Instructor of Political Science**

B.A., North Georgia College, 1970;
M.A., Webster University, 1979;
M.S., Florida State University, 2004;
Ph.D., Florida State University, 2007. (2008)

***STEVEN T. ENGEL, Associate Professor of Political Science and Director, University Honors Program**

B.A., Michigan State University, 1990;
M.A., Miami University, 1992;
M.A., Bowling Green State University, 1993;
Ph.D., Loyola University Chicago, 2000. (1999)

ANNIE MARIE ENNIS, Instructor of Nursing

B.S.N., Georgia Southern University, 1997;
M.S.N., Walden University, 2008. (2009)

DAVID I. EROMON, Temporary Assistant Professor of Electrical Engineering Technology

B.Sc., University of Science and Technology, 1987;
M.Eng., University of Benin, 1990;
Ph.D., University of Benin, 1999. (2008)

Faculty F

***MATHEW D. FALLIN, Professor of Music**

B.M., Georgia Southern College, 1987;
M.A., Louisiana Tech University, 1989;
D.M.A., University of Miami, 1997. (1991)

***QINGQUAN FANG, Professor of Biology and Member, Institute of Arthropodology and Parasitology**

B.S., Anhui Agricultural University, 1977; M.S., Anhui Agricultural University, 1983; Ph.D., Kansas State University, 1993. (1996)

TIMBER FAUGHT, Temporary Instructor of Writing & Linguistics

B.A., Eckerd College, 1997;
M.A., University of South Florida, 2002. (2009)

PAUL A. FERGUSON, Director, Health Services, and Adjunct Instructor

B.A., Monmouth University, 1972;
M.A., University of Delaware, 1976. (2004)

***ROBERT W. FERNEKES, Information Services Librarian and Associate Professor**

B.S., University of San Francisco, 1969;
M.L.S., George Peabody College for Teachers, 1970;
Ed.S., George Peabody College for Teachers, 1971;
Ph.D., George Peabody College for Teachers, 1974. (2000)

***DONNA K. FISHER, Associate Professor of Economic Development**

B.S., Michigan State University, 1982;
B.S., University of Oregon, 1990;
M.S., University of Illinois at Urbana-Champaign, 1997;
Ph.D., University of Illinois at Urbana-Champaign, 2000. (2001)

***KARI BETH FITZMORRIS, Assistant Professor of Public Health**

B.S., Louisiana College, 1997;
M.S.P.H., Tulane University, 2001;
Sc.D., Tulane University, 2004. (2006)

ROBERT N. FITZWATER, Associate Professor Emeritus of Chemistry

B.S., Rollins College, 1949;
Ph.D., University of Florida, 1958. (1968)

DIANE M. FLETCHER, Adjunct Instructor of Public Health

B.S.N., Indiana University of Pennsylvania, 1978;
M.A., Indiana University of Pennsylvania, 1991. (2006)

***LESLIE B. FLETCHER, Professor of Accounting**

B.A., Duke University, 1973;
Ph.D., Louisiana State University and A&M College, 1993. (1993)

GORDON EARL FLOYD, Assistant Professor Emeritus of Sport Science and Physical Education

B.S., University of Florida, 1963;
M.P.E., University of Florida, 1965;
Ed.S., Georgia Southern College, 1974. (1969)

***RICHARD M. FLYNN, Professor of Literature**

B.A., George Washington University, 1977;
M.A., American University, 1980;
M.Phil., George Washington University, 1984;
Ph.D., George Washington University, 1987. (1990)

W. RONALD FOCHT, Temporary Instructor of Economics

B.S., Rochester Institute of Technology, 1980;
M.B.A., Georgia Southern University, 1991. (2001)

CHARLOTTE ADAMS FORD, Associate Professor Emerita of History

A.B., University of Georgia, 1941;
M.A., Georgia Southern College, 1964. (1964)

EARL S. FORD, Adjunct Professor of Public Health

B.A., Lehigh University, 1973;
M.S., University of South Florida, 1974;
M.P.H., University of Illinois, 1986;
M.D., University of Leuven, 1984. (2008)

PAUL DOUGLAS FOWLER, Professor Emeritus of Industrial Engineering Technology

B.I.E., Georgia Institute of Technology, 1954;
M.S.I.M., Georgia Institute of Technology, 1965;
Professional Engineer. (1971)

WILLIAM H. FRANCISCO, Assistant Professor Emeritus of Accounting

B.S.B.A., University of Southern Mississippi, 1969;
M.S., University of Southern Mississippi, 1975;
C.M.A., C.P.A., Mississippi, 1976. (1980)

SANDRA TINDOL FRANKLIN, Assistant Professor Emerita of Middle Grades and Secondary Education

B.S.Ed., Georgia Southern College, 1959;
M.S.T., Georgia Southern College, 1967;
Ed.S., Georgia Southern College, 1975. (1960)

***SUSAN T. FRANKS, Associate Professor of Teaching and Learning**

B.A., Armstrong State College, 1976;
M.A.Ed., Virginia Polytechnic Institute and State University, 1983;
Ed.D., Virginia Polytechnic Institute and State University, 1992. (1996)

WALTER J. FRASER, JR., Professor Emeritus and Chair Emeritus, Department of History

B.A., University of Virginia, 1958;
M.A., East Carolina College, 1964;
Ph.D., University of Tennessee, 1970. (1982)

GEORGE LAMONT. FREDRICK, Adjunct Professor of Military Science

Lieutenant Colonel, U.S. Army;

B.S.Ed., Texas State University, 1986;
M.S.A., Central Michigan University, 1992;
Ed.S., Columbus State University, 1988;
M.M.A.S., U.S. Army Command and General Staff College, 2000. (2007)

FRANK E. FRENCH, Professor Emeritus of Biology and Adjunct Member, Institute of Arthropodology and Parasitology

B.S., Texas Technological College, 1957;
M.S., Iowa State College, 1958;
Ph.D., Iowa State College, 1962. (1969)

***STEFANIE ANN FRIGO, Lecturer of Writing and Linguistics**

B.A., Cambridge University, 1999;
M.A., Cambridge University, 2003;
M.A., Queen's University (Belfast), 2003. (2006)

CYNTHIA J. FROST, Assistant Access Services Librarian and Assistant Professor

B.A., Illinois Wesleyan University, 1975;
M.S.L.S., University of North Carolina-Chapel Hill, 1994. (1998)

***LAURA DELONG FROST, Professor of Chemistry**

B.S., Kutztown University, 1986;
Ph.D., University of Pennsylvania, 1992. (1999)

GEORGE YUZHU FU, Assistant Professor of Civil Engineering Technology

B.E., Tianjin University, 1986;
M.Sc., Tianjin University, 1989;
Ph.D., University of Regina, 2002. (2008)

***HOWARD LESLIE FURR, Associate Professor of Hotel and Restaurant Management**

B.A., Louisiana State University and A&M College, 1974;
M.Ed., Springfield College, 1981;
Ph.D., Texas A&M University, 1987. (1996)

Faculty G

SANDRA L. GALLEMORE, Professor Emerita of Health and Kinesiology

B.S., Washington State University, 1964;
M.S., Smith College, 1969;
Ed.D., University of North Carolina-Greensboro, 1979. (1979)

***ADRIAN GARDINER, Associate Professor of Information Systems**

B.B.A., Queensland University of Technology, 1988;
M.F.M., University of Queensland, 1993;
Ph.D., University of New South Wales, 2004. (2003)

***MELISSA KAY GARNO, Associate Professor of Nursing**

B.S.N., Harding University, 1987;
M.S.N., University of Central Arkansas, 1993;
Ed.D., Georgia Southern University, 2003. (1998)

ELIZABETH HARDIN GARRISON, Professor Emerita of Elementary Education

A.B., University of Alabama, 1935;
M.Ed., University of Florida, 1955;
Ed.D., University of Florida, 1964. (1964)

X. L. GARRISON, Professor Emeritus of Administration and Supervision

B.S., University of Kentucky, 1937;
M.Ed., University of Miami, 1948;
Ed.D., University of Florida, 1966. (1968)

GEORGE W. GASTON, JR., Associate Professor Emeritus of Educational Foundations and Curriculum

A.B., University of Georgia, 1957;
M.Ed., University of Georgia, 1963;
Ed.D., Indiana University, 1968. (1967)

***DELENA GATCH, Assistant Professor of Physics**

B.S., Georgia Southern University, 1995;

Ph.D., University of Georgia, 2000. (2001)

***ROSE MARY GEE, Assistant Professor of Nursing**

A.S.N., Armstrong State College, 1980;
B.S.C.J., Georgia Southern College, 1976;
B.S.N., Medical College of Georgia, 1981;
M.S.N., Medical College of Georgia, 1991;
Ph.D., Emory University, 2005. (1993)

***NOAH B. GENTNER, Assistant Professor of Sport Psychology/Coaching Education**

B.A., Indiana University, 1999;
M.S., The University of Tennessee, 2001;
Ph.D., The University of Tennessee, 2004. (2009)

***SOPHIE B. GEORGE, Professor of Biology**

B.Sc., Fourah Bay College, 1981;
M.Sc., University of Paris VI, 1984;
Ph.D., University of Paris VI, 1990. (1995)

CHRIS B. GEYERMAN, Associate Professor of Communication Arts

B.S., Utah State University, 1983;
M.A., Eastern Illinois University, 1984;
Ph.D., Southern Illinois University, 1991. (1987)

***GODFREY A. GIBBISON, Associate Professor and Director, School of Economic Development**

B.S., University of the West Indies, 1992;
M.S., Iowa State University, 1995;
Ph.D., Virginia Polytechnic Institute and State University, 1998. (2002)

DALE B. GIBSON, Educational Program Specialist and Adjunct Instructor

B.S.Ed., Georgia Southwestern College, 1975;
M.Ed., Georgia College, 1979. (1989)

***TIMOTHY D. GILES, Associate Professor of Writing and Linguistics**

B.A., East Carolina University, 1982;
M.A., East Carolina University, 1986;
Ph.D., University of Minnesota, 2004. (1989)

PATRICIA INGLE GILLIS, Professor Emerita of English

A.B., Baylor University, 1951;
M.A., Baylor University, 1952;
Ph.D., University of Arkansas, 1965. (1971)

PEGGY S. GILMORE, Serials Acquisitions Librarian Emerita and Associate Professor Emerita

A.B., Georgia State College for Women, 1953;
M.Ln., Emory University, 1956. (1971)

***LORRAINE S. GILPIN, Associate Professor of Teaching and Learning**

B.S.Ed., Georgia Southern University, 1996;
M.Ed., Georgia Southern University, 1998;
Ed.D., Georgia Southern University, 2002. (2000)

***DANIEL F. GLEASON, Professor of Biology**

B.S., Furman University, 1980;
M.S., University of Houston, 1984;
Ph.D., University of Houston, 1992. (1996)

ADRIAN GNAM, Temporary Assistant Professor of Music

B.M., University of Cincinnati College, 1961;
B.S., University of Cincinnati College, 1962;
M.M., University of Cincinnati College, 1962. (2009)

DONALD W. GOEBEL, JR., Temporary Instructor of Chemistry

B.S., Fairfield University, 1976;
M.S., Xavier University, 1978. (2006)

***FRANK J. GOFORTH, Assistant Professor of Electrical Engineering Technology**

B.S.E.E., Massachusetts Institute of Technology, 1977;
M.S.I.E., Cleveland State University, 2000;
D.Eng., Cleveland State University, 2006. (2006)

DAYNA V. GOLDSTEIN, Temporary Instructor of Writing & Linguistics

A.S., Salt Lake Community College, 2001;
B.S., University of Utah, 2003;
M.A., Texas A&M, 2005. (2009)

JOSEPH WILLIAM GOLDSTEIN, Temporary Assistant Professor of Foreign Languages

B.A., Armstrong Atlantic State University, 1995;
M.A., Appalachian State University, 1999;
Ph.D., University of Georgia, 2006. (2007)

DANIEL B. GOOD, Professor Emeritus of Geography

B.A., Emory and Henry College, 1965;
M.S., University of Tennessee, 1967;
Ph.D., University of Tennessee, 1973. (1969)

CARL W. GOODING, Professor Emeritus and Dean Emeritus, College of Business Administration

B.S., University of North Carolina, 1965;
M.B.A., University of Georgia, 1972;
Ph.D., University of Georgia, 1976. (1986)

TYSON LATRONE GOOLSBY, Adjunct Assistant Professor of Military Science

(2009)

MARVIN L. GOSS, Special Collections Librarian and Assistant Professor

B.A., Georgia State University, 1974;
M.A., Georgia State University, 1980;
M.Ln., Emory University, 1982. (1983)

***HEMCHAND GOSSAI, Associate Professor of Religious Studies**

B.A., Concordia College, 1979;
M.Div., Luther Theological Seminary, 1983;
Ph.D., University of St. Andrews, 1986. (2006)

***ARTHUR J. GOWAN, Professor and Chair, Department of Information Technology B.S.,**

Samford University, 1979; M.B.A.,
Samford University, 1981;
Ph.D., Clemson University, 1989. (2005)

***HELEN M. GRAF, Associate Professor of Health and Kinesiology**

B.S., Southern Illinois University, 1982;
M.S., Southern Illinois University, 1984;
Ph.D., Southern Illinois University, 1995. (1995)

BEVERLY L. GRAHAM, Associate Professor of Communication Arts

B.S.Ed., Eastern Illinois University, 1972;
M.A., Eastern Illinois University, 1977;
Ph.D., Southern Illinois University, 1991. (1988)

JOHN P. GRAHAM, Professor Emeritus of Music

B.M., North Texas State University, 1941;
M.M., North Texas State University, 1947;
Ed.D., University of Oklahoma, 1953. (1962)

DALE F. GRANT, Associate Professor Emerita of Leadership, Technology, and Human Development

A.B., Indiana University, 1968;
M.S., Indiana University, 1972;
Ph.D., University of Toledo, 1985. (1987)

WILMER GRANT, JR., Associate Professor Emeritus of Physics

B.A., Hampton Institute, 1962;
M.S., Indiana University, 1967;
Ph.D., Indiana University, 1974. (1982)

***NATHAN J. GRASSE, Assistant Professor of Political Science**

B.S., University of Wisconsin-Milwaukee, 1998;
M.A., University of Wisconsin-Milwaukee, 2001;
Ph.D., University of Wisconsin-Milwaukee, 2008. (2008)

BRIAN A. GRAVES, Assistant Professor of Multimedia Communication

B.A., University of South Carolina, 1999;
M.A., University of North Carolina – Chapel Hill, 2005;
Ph.D., University of North Carolina – Chapel Hill, 2010. (2010)

***C. DOUGLAS GRAVES, Professor Emeritus of Music**

B.S.Ed., West Chester State College, 1960;
M.M.E., Indiana University, 1965;
Ph.D., Michigan State University, 1972. (1987)

***ARDIAN GRECA, Associate Professor of Computer Sciences**

B.E., University of Tirana, 1991;
D.Eng., Yamagata University, 2000. (2001)

***JAMES E. GREEN, Professor of Educational Leadership**

B.A., Southwest Missouri State College, 1968;
M.S., Southwest Missouri State College, 1972;
M.F.A., Antioch University, 2005;
Ph.D., Saint Louis University, 1977. (2008)

LUCILIA SANTOS GREEN, Assistant Professor of Instructional Technology

B.M., East Texas Baptist University, 1999;
M.L.S., Texas Woman's University, 2004;
Ed.D., Texas Tech University, 2010. (2010)

KERRY GREENSTEIN, Assistant Dean of Students and Adjunct Instructor

B.A., Rider University, 2003;
M.Ed., University of Delaware, 2005. (2008)

KATY GREGG, Assistant Professor of Child and Family Development

B.A., Clemson University, 2005;
M.A., University of Georgia, 2008;
Ph.D., University of Georgia, 2010. (2010)

***ARIKKA E. GREGORY, Assistant Professor of Music**

B.A., University of Florida, 1994;
M.M., Florida State University, 1996;
D.M.A., University of Texas-Austin, 2002. (2007)

***BRYAN W. GRIFFIN, Associate Professor of Curriculum, Foundations, and Reading**

B.A., North Carolina State University, 1986;
M.S., Florida State University, 1989;
Ph.D., Florida State University, 1993. (1992)

***JULIA B. GRIFFIN, Associate Professor of Literature**

B.A., University of Cambridge, 1985;
M.Phil., University of Oxford, 1988;
D.Phil., University of Oxford, 1995. (2000)

LARRY J. GRIFFIN, Adjunct Professor of Sociology

B.S., Delta State College, 1969;
M.A., University of Mississippi, 1973;
Ph.D., Johns Hopkins University, 1977. (2009)

***MARLYNN M. GRIFFIN, Professor of Curriculum, Foundations, and Reading**

B.S., Florida State University, 1984;
M.S., Florida State University, 1985;
M.S., Florida State University, 1989;
Ph.D., Florida State University, 1992. (1992)

SARA J. GRIMES, Temporary Instructor of Management

B.B.A., Georgia Southern University, 1995;
M.B.A., Georgia Southern University, 1997. (1999)

MICHELLE D. GROOVER, Temporary Instructor of Public Relations

B.S., Milligan College, 1993;
M.Ed., Georgia Southern University, 2005. (2000)

BRUCE GRUBE, President and Professor of Political Science

A.B., University of California-Berkeley, 1964;

Ph.D., University of Texas-Austin, 1975. (1999)

***KATHLEEN H. GRUBEN, Associate Professor of Marketing**

B.B.A., Stephen F. Austin State University, 1992;
M.B.A., Stephen F. Austin State University, 1994;
Ph.D., University of North Texas, 1998. (1998)

***LAURA H. GUNN, Associate Professor of Biostatistics**

B.A., Jacksonville University, 1999;
M.S., Duke University, 2001;
Ph.D., Duke University, 2004. (2004)

***SANJAY GUPTA, Adjunct Associate Professor of Accounting**

B.Com., University of Calcutta, 1985; M.B.A.,
Georgia Southern University, 1993; Ph.D.,
University of Central Florida, 1997. (2001)

***REGAN MICHELLE GUSTAFSON, Temporary Instructor of Justice Studies**

B.S., University of Missouri-St. Louis, 2003;
M.A., University of Missouri-St. Louis, 2006;
Ph.D., University of Missouri-St. Louis, 2008. (2008)

JOHN E. GUTKNECHT, Associate Professor Emeritus of Management

B.S., Tulane University, 1954;
M.B.A., Louisiana State University and A&M College, 1965. (1986)

Faculty H

***MICHELLE A. HABERLAND, Associate Professor of History**

B.A., University of Florida, 1990;
M.A., University of Florida, 1993;
Ph.D., Tulane University, 2001. (2002)

DONALD F. HACKETT, Professor Emeritus and Dean Emeritus, College of Technology

B.S., University of Illinois, 1940;
M.Ed., University of Missouri, 1947;
Ed.D., University of Missouri, 1953. (1948)

***AMY A. HACKNEY, Assistant Professor of Psychology**

B.A., Indiana University, 1994;
M.S., St. Louis University, 2000;
Ph.D., St. Louis University, 2003. (2003)

***MARY HADLEY, Associate Professor of Writing and Linguistics**

B.A., University of Leeds, 1970;
M.S., Southern Connecticut State University, 1987;
M.S., Central Connecticut State University, 1992;
Ph.D., University of Reading, 2000. (1994)

***DANIEL V. HAGAN, Professor Emeritus of Biology**

B.S.Ed., Georgia Southern College, 1968;
M.S.T., Georgia Southern College, 1972;
Ph.D., University of Georgia, 1979. (1980)

***H. STEPHEN HALE, Associate Professor of Anthropology**

B.A., University of Central Florida, 1974;
M.A., Florida Atlantic University, 1976;
Ph.D., University of Florida, 1989. (1991)

MARILYN HALE, Director, College of Liberal Arts and Social Sciences Advisement Center, and Adjunct Instructor

B.A., University of Central Florida, 1974;
M.Ed., Georgia Southern University, 2001. (1996)

***ALICE H. HALL, Associate Professor of Child and Family Development**

B.S., Virginia Polytechnic Institute and State University, 1983;
M.Ed., James Madison University, 1988;
Ph.D., University of North Carolina-Greensboro, 1999. (1999)

***TODD HALL, Assistant Professor of Sport Management**

B.Mgt., University of Lethbridge, 2001;
M.B.A., University of Oregon, 2005;

Ph.D., Texas A&M University, 2008. (2008)

***ANN H. HAMILTON, Associate Dean of the Library, Associate University Librarian, and Professor**

A.B., Alabama College, 1968;
M.A., Mississippi State University, 1970;
M.Ln., Emory University, 1971;
D.A.L.S., Emory University, 1988. (1992)

***KAREN L. HAMILTON, Associate Professor of Finance**

B.S., University of Rhode Island, 1986;
M.Ed., Pennsylvania State University, 1997;
Ph.D., Florida State University, 1991. (2006)

***LYNDA S. HAMILTON, Professor Emerita of Legal Studies**

A.B., Wesleyan College, 1965;
M.A., Clemson University, 1967;
J.D., University of Georgia, 1981. (1982)

LYNN HAMILTON, Lecturer of Writing and Linguistics

B.A., Wheaton College, 1980;
M.A., DePaul University, 1981;
Ph.D., Loyola University, 1987. (2004)

KATHERINE J. HAMM, Assistant Dean of Students, Director of Greek Life, and Adjunct Instructor

B.A., Lenoir-Rhyne College, 1995;
M.A., University of North Carolina-Charlotte, 2005. (2006)

HEIDI C. HAMMERSTEIN, Adjunct Instructor of Civil Engineering Technology

B.S., Carolina Polytechnic State University, 1991;
M.S., University of North Texas, 2004. (2009)

***DIANA J. HAMMITTE, Associate Professor Emerita of Teaching and Learning**

B.S.Ed., University of Alabama, 1976;
M.A., University of Alabama, 1987;
Ed.D., University of Alabama, 1990. (1994)

***HYO-JOO HAN, Associate Professor of Information Systems**

B.A., Kyungpook National University, 1994;
M.B.A., Pennsylvania State University, 1999;
M.S., Pennsylvania State University, 2000;
Ph.D., New Jersey Institute of Technology, 2004. (2003)

***KYLE W. HANCOCK, Professor of Music**

B.M.E., Baldwin-Wallace College, 1975; M.M.,
Cleveland Institute of Music, 1979; A.Mus.D.,
University of Michigan, 1992. (1997)

***MARK D. HANNA, Professor of Management**

B.A., LeTourneau College, 1981;
M.S., Clemson University, 1983;
Ph.D., Clemson University, 1989. (2001)

JOSEPHINE B. HANSCHKE, Educational Program Specialist and Adjunct Instructor

B.A., Auburn University, 1994;
M.Ed., Georgia Southern University, 1996;
Ed.D., Georgia Southern University, 2001. (1999)

ANDREW HANSEN, Temporary Instructor of Exercise Science and Physiology

B.S.Ed., Georgia Southern University, 1993;
M.S., Georgia Southern University, 1995. (2004)

CHARLENE M. HANSON, Professor Emerita of Nursing

R.N., St. Peter's Hospital, 1959;
B.S., College at Oneonta-State University of New York, 1972;
M.S., Syracuse University, 1979;
Ed.D., University of Georgia, 1986. (1981)

***JAMES HARBOUR, Associate Professor of Theatre**

B.F.A., Southern Oregon College, 1971;
M.F.A., University of California-Riverside, 1975. (1995)

***CHARLES J. HARDY, Founding Dean, Jiann-Ping Hsu College of Public Health, and Professor of Kinesiology**

B.S., East Carolina University, 1978;
M.S., University of Tennessee, 1980;
Ph.D., Louisiana State University and A&M College, 1983. (1994)

SARA-ELIZABETH HARDY, Assistant Professor Emerita of Mathematics

B.A., Georgia College, 1956;
M.A., Florida State University, 1957. (1964)

***PEGGY G. HARGIS, Professor of Sociology and Chair, Department of Sociology and Anthropology**

B.A., University of Alaska-Anchorage, 1978;
M.A., University of Alaska-Anchorage, 1979;
Ph.D., University of Georgia, 1994. (1994)

KRISTEN HARPER, Temporary Clinical Instructor of Public Health

B.A., Mercer University, 2004;
M.Ed., Mercer University 2008. (2008)

***HORACE W. HARRELL, Associate Professor Emeritus of Accounting**

B.B.A., Georgia Southern College, 1969;
M.B.A., University of Georgia, 1970;
Ph.D., University of Georgia, 1976;
C.P.A., Georgia, 1978. (1972)

***JAMES K. HARRIS, Associate Professor and Chair, Department of Computer Sciences**

B.S., University of Alabama, 1976;
M.A., University of Alabama, 1977;
Ph.D., University of Alabama, 1983;
M.S., University of South Carolina, 1989. (2000)

***KYMBERLY HARRIS, Assistant Professor of Teaching and Learning**

B.A., University of Alabama, 1982;
B.S.Ed., Athens State College, 1989;
M.A., University of Alabama, 1998;
Ph.D., University of Alabama, 2004. (2005)

***GALE AILEEN HARRISON, Associate Professor Emerita of Political Science**

B.A., Agnes Scott College, 1967;
M.A., Vanderbilt University, 1970;
Ph.D., Vanderbilt University, 1976. (1988)

***JOHN S. HARRISON, Assistant Professor of Biology**

B.S., Brigham Young University, 1994;
Ph.D., Texas A&M University, 2001. (2006)

JAMES ORION HARRISON, JR., Reference Librarian Emeritus and Associate Professor Emeritus

A.B., Georgia State University, 1969;
M.Ln., Emory University, 1970. (1970)

***CHARLES HARTER, Professor of Accounting**

B.S.B.A., University of Nebraska, 1981;
M.S., University of Wyoming, 1985;
Ph.D., University of Nebraska, 1991. (2006)

***ALAN W. HARVEY, Associate Professor of Biology**

B.S., Stanford University, 1981;
Ph.D., University of Arizona, 1988. (1998)

***JONATHAN HARWELL, Collections Development and Assessment Librarian and Assistant Professor**

B.A., University of Southern Mississippi-Hattiesburg, 1994;
M.L.I.S., University of Alabama, 1998. (2007)

***GREGORY W. HARWOOD, Professor of Music**

B.A., Brigham Young University, 1978;
M.A., Brigham Young University, 1980;
Ph.D., New York University, 1991. (1991)

SHAFIK HASHMI, Professor Emeritus of Political Science

B.A., Osmania University, 1951;
M.P.A., University of the Philippines, 1959;
Ph.D., University of Kansas, 1964. (1989)

ZIA H. HASHMI, Professor Emeritus of Political Science and Director Emeritus, Center for International Studies

B.Sc., Osmania University, 1953;
L.L.B., Aligarh University, 1957;
M.A., Aligarh University, 1958;
Ph.D., University of South Carolina, 1970. (1968)

***JOHN J. HATEM, Associate Professor of Finance**

B.S., Yale University, 1980;
Ph.D., Louisiana State University and A&M College, 1990. (1990)

***RICHARD J. HATHAWAY, Professor of Mathematics**

B.S., University of Georgia, 1979;
Ph.D., Rice University, 1983. (1986)

***ROBERT A. HATTAWAY, Lecturer of Biology**

B.S., North Georgia College, 1970;
M.S., University of Tennessee, 1973;
Ph.D., Pennsylvania State University, 1984. (2003)

JAMES DONALD HAWK, Professor Emeritus and Head Emeritus, Department of Educational Foundations and Curriculum

B.S.Ed., University of Georgia, 1955;
M.Ed., University of Georgia, 1956;
Ed.D., University of Georgia, 1959. (1962)

CAROLYN VICKIE HAWKINS, Director, University Housing, and Adjunct Instructor

B.S.T., Appalachian State University, 1977;
M.A., Appalachian State University, 1979. (1979)

JOHN B. HAWKINS, Temporary Assistant Professor of Mathematics

B.S., Georgia Institute of Technology, 1965;
M.S., Georgia Institute of Technology, 1967;
Ph.D., Northwestern University, 1969. (2003)

MARY F. HAZELDINE, Professor of Marketing and Associate Dean, College of Business Administration

B.S., Oklahoma State University, 1971; M.A., Oklahoma State University, 1973; M.B.A., University of Texas-Arlington, 1981;
Ph.D., University of Texas-Arlington, 1989. (1995)

***MING FANG HE, Professor of Curriculum, Foundations, and Reading**

B.A., Wuhan University, 1983;
M.Ed., University of Toronto, 1992;
Ph.D., University of Toronto, 1998. (1998)

GAIL L. HEABERG, Adjunct Professor of Public Health

B.S.N., University of Virginia, 1969;
M.S.N., University of North Carolina at Chapel Hill, 1979; D.P.H., University of North Carolina at Chapel Hill, 2005. (2009)

ANN HEALY, Lecturer of Journalism

B.A., Barry University, 1983;
M.A., University of Miami, 1986. (2010)

AMANDA J. HEDRICK, Temporary Instructor of Writing & Linguistics

B.A., Christopher Newport University, 2007;
M.A., University of Maine, 2009. (2009)

SYNNOVE J. HEGGOY, Professor Emerita of Special Education

B.A., Vanderbilt University, 1965;
M.Ed., University of Georgia, 1974;
Ed.S., University of Georgia, 1978;
Ph.D., University of Georgia, 1985. (1984)

CLAYTON H. HELLER, Associate Professor of Physics

B.S., San Diego State University, 1984;

M.S., San Diego State University, 1986;

M.S., Yale University, 1991;
M.Phil., Yale University, 1991;
Ph.D., Yale University, 1991. (2000)

LANCE WARREN HEMBERGER, Assistant Professor Emeritus of Educational Psychology

B.A., Westminster College, 1963;
M.S., University of Georgia, 1965;
Ph.D., University of Georgia, 1969. (1969)

***ALLEN C. HENDERSON, Professor of Music**

B.M., Carson-Newman College, 1985;
M.M., University of Tennessee, 1987;
D.M.A., University of Cincinnati, 1991. (2005)

ANN S. HENDERSON, Temporary Instructor of Accounting

B.S.B.A., University of Tennessee, 1985;
M.Acc., University of Tennessee, 1987. (2005)

ELLEN HUDGINS HENDRIX, Assistant Professor of Writing and Linguistics

B.S.Ed., Georgia Southern College, 1986;
M.A., Georgia Southern University, 1990. (1993)

***BARBARA A. HENDRY, Associate Professor of Anthropology**

B.A., Florida State University, 1972;
M.A., Florida State University, 1983;
Ph.D., University of Florida, 1991. (1991)

JOHN W. HENRY, Associate Professor Emeritus of Management

B.S., Valdosta State College, 1969;
B.B.A., Valdosta State College, 1985;
M.B.A., Valdosta State College, 1978;
Ph.D., Florida State University, 1992. (1985)

***NICHOLAS L. HENRY, President Emeritus and Professor Emeritus of Public Administration**

B.A., Centre College, 1965;
M.A., Pennsylvania State University, 1967;
M.P.A., Indiana University, 1970;
Ph.D., Indiana University, 1971. (1987)

***TRACYANN HENRY, Assistant Professor of Economics**

B.S., University of the West Indies, 1995;
M.S., University of the West Indies, 1997;
M.A., University at Stony Brook-State University of New York, 1999;
Ph.D., University at Stony Brook-State University of New York, 2004. (2005)

VERNON J. HENRY, Adjunct Professor of Geology

B.S., Lamar State College of Technology, 1953;
M.S., Texas A&M College, 1955;
Ph.D., Texas A&M College, 1961. (1991)

DIANA HENSLEY, Coordinator, Student Leadership, and Adjunct Instructor

B.S., University of Wisconsin-Stevens Point, 2001;
M.S., Minnesota State University-Mankato, 2003. (2006)

MARIA HELENA HERNANDEZ, Lecturer in Spanish

B.A., Los Andes University, 1995;
M.B.A., Georgia Southern University, 2000;
M.Ed., Georgia Southern University, 2005. (2006)

NANCY A. HERRING, Associate Professor Emerita of Accounting

B.A., Southern Illinois University, 1969;
M.A., Georgia Southern College, 1971;
Ph.D., Georgia State University, 1983;
C.P.A., Georgia, 1987. (1982)

KEITH FREDERICK HICKMAN, Professor Emeritus and Head Emeritus, Department of Industrial Technology

B.S., Colorado State College, 1955;
M.Ed., Colorado State College, 1959;
Ed.D., Colorado State College, 1967. (1967)

***JOSÉ MANUEL HIDALGO, Associate Professor of Spanish**

Licenciante, University of Seville, 1998;
M.A., Ohio University, 2003;
Ph.D., University of Virginia, 2006. (2006)

JAMES L. HIGDON, Assistant Professor of Physics

B.S.P., University of Texas, 1981;
B.A., University of Texas, 1981;
M.A., University of Texas, 1989;
Ph.D., University of Texas, 1993. (2006)

SARAH JANE UNGER HIGDON, Lecturer of Astronomy

B.Sc., University of Leeds, 1986; M.A.,
University of Bradford, 1988; M.Sc.,
University of Manchester, 1989;
Ph.D., University of Southampton, 1993. (2006)

**ROBERT HIGGERSON, Temporary Assistant Professor of
Philosophy**

B.A., Southeast Missouri State University, 1989;
M.A., Southern Illinois University-Carbondale, 1994;
Ph.D., Southern Illinois University-Carbondale, 2003. (2007)

***LESLEE HIGGINS, Associate Professor of Accounting**

B.A., University of California-Santa Barbara, 1970;
M.B.A., University of Louisville, 1982;
Ph.D., University of Cincinnati, 1997. (1998)

RICHARD L. HILDE, Associate Professor Emeritus of Marketing

B.S., Minot State College, 1965;
M.B.A., St. Mary's University, 1969;
Ph.D., University of North Dakota, 1973. (1973)

DEBORAH TIMMONS HILL, Lecturer of Medieval History

B.A., Georgia Southern University, 2002;
M.T.S., Emory University, 2004. (2010)

DENNY E. HILL, Assistant Professor Emeritus of Sociology

A.A., Manatee Junior College, 1969;
B.A., University of Florida, 1971;
M.A., University of Florida, 1973. (1973)

***ELSIE T. HILL, Temporary Assistant Professor of Art**

B.F.A., Rhode Island School of Design, 1995;
M.F.A., Columbia University School of Arts, 2006. (2009)

***JESSICA HINES, Professor of Art**

A.A., St. Louis Community College, 1980;
B.F.A., Washington University, 1982;
M.F.A., University of Illinois at Urbana-Champaign, 1984. (1984)

***ROBERT BOOKS HINES, Assistant Professor of Public Health**

B.A., Washington and Lee University, 1995;
M.P.H., University of Alabama at Birmingham, 1998;
Ph.D., University of Alabama at Birmingham, 2009. (2009)

***CHARLES B. HODGES, Assistant Professor of Instructional
Technology**

B.S., Fairmont State University, 1990;
M.S., West Virginia University, 1992;
Ph.D., Virginia Polytechnic Institute and State University, 2005. (2009)

***CHARLES W. HODGES, Adjunct Assistant Professor of Finance
and Quantitative Analysis**

B.S., Florida State University, 1981; M.B.A.,
Florida State University, 1988; Ph.D., Florida
State University, 1993. (2006)

**J. FRANK HODGES, JR., Professor Emeritus of Finance and
Insurance**

B.S.I.M., Georgia Institute of Technology, 1954;
M.B.A., Georgia State University, 1962;
Ph.D., University of Georgia, 1973. (1980)

***DONNA A. HODNICKI, Professor of Nursing**

B.S.N., Medical College of Georgia, 1978;
M.N., University of South Carolina, 1980;

Ph.D., Medical College of Georgia, 1992. (1983)

***ROBERT C. HOELL, Associate Professor of Management**

B.A., Virginia Polytechnic Institute and State University, 1985;
M.S., Virginia Polytechnic Institute and State University, 1993;
Ph.D., Virginia Polytechnic Institute and State University, 1998. (2000)

**MELISSA A. HOLLAND, Director MBA Program and Instructor of
Business Administration**

B.A., Auburn University, 1998;
M.B.A., University of Georgia, 2006. (2009)

**JAMES M. HOOD, Assistant Professor Emeritus of Educational
Psychology and Counseling**

B.S.Ed., Georgia Southern College, 1959;
M.Ed., University of Georgia, 1964;
Ph.D., University of Alabama, 1972. (1968)

TINA COLVIN HOOK, Temporary Instructor of Sociology

A.A., East Georgia College, 1989;
B.A., Georgia Southern University, 2002;
M.A., Georgia Southern University, 2009. (2009)

ADELE M. HOOLEY, Assistant Professor Emerita of English

B.S., Shippensburg State College, 1950;
M.Ed., Georgia Southern College, 1966. (1967)

WILLIAM J. HOSKINS, Adjunct Professor of Public Health

B.A., University of Tennessee, 1962;
M.D., University of Tennessee, 1965. (2006)

***ALICE ANN HOSTICKA, Professor Emerita of Teaching and
Learning**

B.A., Antioch College, 1965;
M.Ed., University of Pittsburgh, 1969;
Ph.D., University of Pittsburgh, 1973. (1987)

ANNA KAY HOTCHKISS, Instructor of Educational Foundations

B.S.Ed., Georgia Southern University, 1993;
M.Ed., Georgia Southern University, 1996. (2010)

***RENEE B. HOTCHKISS, Assistant Professor of Public Health**

B.S., University of Central Florida, 2002;
M.S., University of Central Florida, 2004;
Ph.D., University of Central Florida, 2007. (2007)

JAMES A. HOTZ, Adjunct Professor of Public Health

B.A., Cornell University, 1972;
M.D., Ohio State Medical School, 1975. (2005)

***LINDA SUSAN HOUSTON, Associate Professor of Nursing**

B.S.N., University of Southern Mississippi, 1976;
M.S.N., Medical College of Georgia, 1977;
Ph.D., Texas Woman's University, 1990. (2008)

**ALICIA V. HOWE, Temporary Instructor of Writing and
Linguistics**

B.A., Georgia Southern University, 2006;
M.A., Georgia Southern University, 2008. (2008)

TIMOTHY HSU, Adjunct Professor of Public Health

A.B., Harvard College, 1974;
M.D., Michigan State University, 1978. (2005)

***YINGKANG HU, Professor of Mathematics**

B.S., Beijing Institute of Chemical Technology, 1982;
Ph.D., University of South Carolina, 1989. (1989)

***SONYA HUBER-HUMES, Assistant Professor of Creative Writing**

B.A., Carleton College, 1993;
M.A., The Ohio State University, 2000;
M.F.A., The Ohio State University, 2004. (2006)

**CHARLES M. HUEBER, Director of Student Activities and Adjunct
Instructor**

A.S., Panola College, 1999;
B.A., Stephen F. Austin State University, 2001;
M.I.S., Stephen F. Austin State University, 2002. (2009)

**LAWRENCE HUFF, Professor Emeritus and Head Emeritus,
Department of English and Philosophy**

B.A., University of Georgia, 1941;
M.A., University of Georgia, 1948;
Ph.D., Vanderbilt University, 1958. (1958)

MARTHA L. HUGHES, Lecturer of French and Spanish

B.A., Vanderbilt University, 1971;
Dipl., University of Paris, 1972;
Cert., University of Paris, 1974;
M.A., New York University, 1975. (2005)

THOMAS W. HULSE, Temporary Instructor of History

A.A., University of Charleston, 1974;
B.A., University of Charleston, 1976;
M.A., University of South Alabama, 2003. (2008)

***JOHN B. HUMMA, Professor Emeritus of Literature**

B.A., George Washington University, 1963;
M.A., Southern Illinois University, 1965;
Ph.D., Southern Illinois University, 1969. (1969)

***PATRICIA B. HUMPHREY, Associate Professor of Mathematics**

B.A., Fort Lewis College, 1977;
M.A., University of New Mexico, 1978;
Ph.D., University of Alaska-Fairbanks, 1995. (1997)

MONICA HUNT, Temporary Instructor of History

B.A., Hunter College, City University of New York, 1975;
M.H.A., New School for Social Research, 1980;
M.A., Georgia Southern University, 1993. (2007)

MOHAMMAD F. HUQUE, Adjunct Professor of Public Health

B.Sc., Bhagalpur University, 1959;
M.Sc., Bhagalpur University, 1961;
M.A., University of Missouri, 1969;
Ph.D., University of Missouri, 1973. (2006)

DORSET HARLAN HURLEY, Adjunct Instructor of Biology

A.A.S., Lord Fairfax Community College, 1983;
B.S., Ferrum College, 1985;
M.S., Georgia Southern University, 1996. (2003)

***MICHAEL O. HURST, Associate Professor of Chemistry**

B.S., University of Missouri-Kansas City, 1977;
Ph.D., Iowa State University, 1983. (1988)

**BRIAN RICHARD HYER, Educational Program Specialist and
Adjunct Instructor**

B.A., Northwest Missouri State University, 2001;
M.F.A., Southern Illinois University, 2004. (2004)

Faculty I

***ALINA IACOB, Assistant Professor of Mathematics**

B.A., University of Bucharest, 1992;
Ph.D., University of Kentucky, 2005. (2007)

**IONUT EMIL IACOB, Temporary Assistant Professor of
Mathematics**

B.Sc., Politehnica of Bucharest, 1993;
M.S., University of Kentucky, 2002;
Ph.D., University of Kentucky, 2005. (2007)

HENRY ILER, Associate Professor Emeritus of Art

B.F.A., University of Georgia, 1962;
M.F.A., University of Georgia, 1965. (1970)

FREUZAN S. IRANI, Assistant Professor of Management

B.C., Mumbai University, 2002;
M.B.A., University of West Georgia, 2003;
M.S., Auburn University, 2007;
Ph.D., Auburn University, 2008. (2008)

***WILLIAM S. IRBY, Associate Professor of Biology and Member,
Institute of Arthropodology and Parasitology**

B.A., University of Oregon, 1979;
M.S., North Carolina State University, 1983;
Ph.D., North Carolina State University, 1987. (1988)

Faculty J

CHESTER W. JACKSON, Jr., Assistant Professor of Geology

B.S., University of West Georgia, 2001;
M.S., University of North Carolina – Wilmington, 2004;
Ph.D., University of Georgia, 2010. (2010)

***MARY H. JACKSON, Associate Professor Emerita of Counselor
Education**

B.A., University of Texas, 1964;
M.Ed., East Texas State University, 1968;
Ed.D., East Texas State University, 1991. (1993)

***ROBERT E. JACKSON, Assistant Professor of Accounting**

A.A., St. Petersburg Junior College, 1967;
B.A., University of South Florida, 1969;
M.A., University of South Florida, 1994;
Ph.D., Kansas State University, 2001. (2004)

**STEVEN JACOBSON, Counseling Psychologist, Counseling and
Career Development Center, and Adjunct Instructor**

B.S., Longwood University, 1997;
M.S., Longwood University, 1998;
Ph.D., Oklahoma State University, 2006. (2006)

***SABA M. JALLOW, Associate Professor of Political Science and
Director, Center for Africana Studies**

B.S.Agr., West Virginia University, 1980;
M.S., West Virginia University, 1981;
M.S., West Virginia University, 1983;
Ph.D., West Virginia University, 1992. (1989)

ELEANOR J. JAMES, Assistant Professor Emerita of English

B.S.Ed., Texas Technological College, 1969;
M.A., University of Nebraska-Omaha, 1974. (1975)

**ORIGEN J. JAMES, Professor Emeritus of Accounting and Dean
Emeritus, College of Business Administration**

B.S., Agricultural and Mechanical College of Texas, 1958;
M.B.A., Agricultural and Mechanical College of Texas, 1959;
D.B.A., Texas Technological College, 1969. (1974)

***STEPHEN J. JENKINS, Professor of Curriculum, Foundations, and
Reading**

B.S., Ball State University, 1976;
M.S.Ed., Indiana University, 1979;
Ph.D., Indiana University, 1982. (1990)

DONGDONG JIA, Adjunct Assistant Professor of Physics

B.Sc., Trinity College of Dublin University, 1993;
M.A., Trinity College of Dublin University, 1996;
Ph.D., Central Iron and Steel Research Institute, 2000. (2008)

SHI-WEN JIANG, Adjunct Professor of Public Health

M.D., Beijing University School of Medicine, 1984; M.Sc.,
Beijing University, 1988. (2008)

***ABBY M. JOHNSON, Temporary Instructor of Sociology**

B.A., Georgia Southern University, 2003;
M.A., Georgia Southern University, 2006. (2008)

CATHERINE T. JOHNSON, Associate Professor of German

B.A., University of Michigan, 1986;
M.A., University of Michigan, 1990;
Ph.D., University of Michigan, 1994. (1994)

CHRIS JOHNSON, Assistant Professor of Interior Design

B.A., University of Georgia, 1998;
M.F.A., Savannah College of Art and Design, 2005. (2006)

JANE G. JOHNSON, Head Acquisitions Librarian Emerita and Professor Emerita

B.A., Converse College, 1957;
M.S., Louisiana State University and A&M College, 1968. (1977)

***KENNETH H. JOHNSON, Associate Professor Emeritus of Accounting**

B.A., Alabama Polytechnic Institute, 1962;
B.S.B.A., Alabama Polytechnic Institute, 1978;
M.B.A., Alabama Polytechnic Institute, 1981;
Ph.D., Georgia State University, 1989. (1991)

LASHANDA N. JOHNSON, Adjunct Instructor of Health and Kinesiology

B.S.H.S., Georgia Southern University, 2004;
M.P.H., Georgia Southern University, 2006. (2007)

RICHARD B. JOHNSON, Associate Professor Emeritus of Communication Arts

B.A., Idaho State College, 1959;
M.F.A., Ohio University, 1962;
Ph.D., Southern Illinois University, 1970. (1970)

GEORGE HEWETT JOINER, JR., Professor Emeritus of History and Director Emeritus, Bell Honors Program

B.A., Emory University, 1963;
M.A., Northwestern University, 1966;
Ph.D., Northwestern University, 1971. (1968)

DEREK B. JONES, Adjunct Associate Professor of Public Health

B.S. Ed., Valdosta State University, 1996;
M.Ed., Valdosta State University, 1998. (2009)

DONNA N. JONES, Assistant Professor Emerita of English

B.M., Stetson University, 1953;
M.A., Georgia Southern College, 1979. (1982)

***GERALD A. JONES, Professor Emeritus and Director Emeritus, Engineering Studies**

B.S., Mississippi State University, 1968;
M.S., Mississippi State University, 1971;
Ph.D., Mississippi State University, 1988. (1991)

RON JONES, International Student Recruitment Manager, Office of Admissions and Adjunct Instructor

B.B.A., University of Georgia, 1987;
M.Ed., Georgia Southern University, 2008. (2006)

SARAH K. JONES, Temporary Clinical Instructor of Public Health

B.S.H.S., Georgia Southern University, 2005;
M.P.H., Georgia Southern University, 2008. (2009)

***STEPHANIE A. JONES, Assistant Professor of Instructional Technology**

B.A., University of North Carolina, 1975;
M.L.N., Emory University, 1986;
Ph.D., University of Georgia, 2006. (2009)

WARREN F. JONES, JR., Professor Emeritus of Psychology and Dean Emeritus, College of Arts and Sciences

B.A., Union University, 1950;
A.M., George Peabody College for Teachers, 1951;
Ph.D., Vanderbilt University, 1953. (1972)

ERIN M. JORDAN, Instructor of Athletic Training

B.S., West Virginia University, 1995;
M.S.K., Indiana State University, 1996. (2007)

***ERNEST MICHAEL JORDAN, Associate Director, Strategic Research and Analysis and Adjunct Instructor**

B.S., Georgia Southwestern College, 1989;
B.S., Georgia Southwestern College, 1995;
M.S., University of Georgia, 1999;
Ph.D., University of Georgia, 2004. (2004)

***VLADAN JOVANOVIĆ, Professor of Computer Sciences**

B.S., University of Belgrade, 1975;

M.S., University of Belgrade, 1978;
Ph.D., University of Belgrade, 1983. (2001)

***A. BARRY JOYNER, Professor of Kinesiology and Chair, Department of Health and Kinesiology**

B.S.Ed., Georgia Southern College, 1985;
M.Ed., Auburn University, 1986;
Ph.D., University of Georgia, 1992. (1992)

***JUNE B. JOYNER, Lecturer of Writing Pedagogy**

B.A., Georgia Southern University, 2000;
M.A., Georgia Southern University, 2002. (2002)

YOUNGHAN JUNG, Assistant Professor of Construction Management

B.S., Bradley University, 1995;
M.S., Bradley University, 2003;
Ph.D., Virginia Polytechnic and State University, 2009. (2009)

Faculty K

CHRISTOPHER A. KADLEC, Assistant Professor of Information Technology

B.S., University of Mississippi, 1993;
Ph.D., University of Georgia, 2008. (2007)

***YOUAKIM AL KALAANI, Assistant Professor of Electrical Engineering Technology**

A.A.S., Cuyahoga Community College, 1986;
B.S.E.E., Cleveland State University, 1989;
M.S.E.E., Cleveland State University, 1991;
D.Engr., Cleveland State University, 1995;
Electronic Technician (Lebanon), 1978. (2006)

HEATHER J. KALB, Temporary Assistant Professor of Biology

B.A., Wittenberg University, 1989;
Ph.D., Texas A&M University, 1999. (2008)

CONSTANTINE KARIOTIS, Associate Professor Emeritus of Mathematics

B.S., National and Capodistrian University, 1956;
M.S., DePaul University, 1962;
Ph.D., University of Illinois, 1966. (1969)

JOHN B. KARRH, Professor Emeritus of Civil Engineering Technology

B.S., University of Alabama, 1958;
M.S., Stanford University, 1959;
Ph.D., University of Alabama, 1970;
Registered Professional Engineer; Registered Land Surveyor. (1988)

***ERIC J. KARTCHNER, Associate Professor and Chair, Department of Foreign Languages**

B.A., Weber State University, 1989;
M.A., University of Nevada, 1994;
Ph.D., Indiana University, 1998. (2008)

VALERIE G. KASAY, Temporary Instructor of Information Systems

B.S., University of Miami, Florida, 1985; M.B.A., Georgia Southern University, 2001; M.M.I.S., Georgia State University, 2008. (2009)

***BILLUR KAYMAKÇALAN, Associate Professor of Mathematics**

B.Sc., Middle East Technical University, 1982;
M.Sc., Middle East Technical University, 1988;
Ph.D., Florida Institute of Technology, 1993. (2000)

***HOWARD KEELEY, Assistant Professor of Literature**

A.A., Gainesville College, 1996;
A.B., University of Georgia, 1997;
M.A., Princeton University, 2000;
Ph.D., Princeton University, 2004. (2004)

RICHARD ALLEN KEITHLEY, Assistant Professor Emeritus of Writing and Linguistics

B.A., Vanderbilt University, 1965;
M.A., University of North Carolina-Chapel Hill, 1969. (1967)

CRAIG K. KELLOGG, Associate Professor Emeritus of Chemistry

B.S., Georgia Institute of Technology, 1959;
Ph.D., Georgia Institute of Technology, 1963. (1966)

JULIA ANN KELLY, Temporary Instructor of Accounting

B.S., Mississippi State University, 2000;
M.B.A., Georgia Southern University, 2002. (2002)

***JANICE KENNEDY, Professor of Psychology**

B.S., Georgia State College, 1973;
M.A., Georgia State University, 1977;
Ph.D., Georgia State University, 1980. (1984)

KATHRYN KENNEDY, Assistant Professor of Instructional Technology

B.A., University of Florida, 2000; M.L.S.,
Florida State University, 2005; Ph.D.,
University of Florida, 2010. (2010)

***REBECCA M. KENNERLY, Assistant Professor of Speech Communication**

B.S., Eastern Michigan University, 1996; M.A.,
Eastern Michigan University, 1998; Ph.D.,
Louisiana State University, 2005. (2004)

***STEPHANIE L. KENNEY, Interim Dean, College of Education and Associate Professor of Leadership, Technology, and Human Development**

B.S., Western Michigan University, 1983;
M.A., Western Michigan University, 1987;
Ed.D., Western Michigan University, 1994. (1995)

***RUSSELL L. KENT, Professor of Management**

A.A.S., Regis College, 1977;
B.S., Florida State University, 1979;
M.B.A., University of South Alabama, 1983;
Ph.D., Florida State University, 1991. (1990)

BERNARD JAMES KERR, JR., Adjunct Professor of Public Health

B.S., East Tennessee State University, 1971;
M.P.H., University of Oklahoma, 1974;
M.I.M., Washington University-Saint Louis, 1988;
M.B.A., Washington University-Saint Louis, 1988;
M.H.A., Washington University-Saint Louis, 1988;
Ed.D., Southern Illinois University, 1991. (2007)

***SCOTT N. KERSEY, Associate Professor of Mathematics**

B.S.E., Arizona State University, 1985;
M.S.E., Arizona State University, 1988;
M.A., University of Wisconsin, 1993;
Ph.D., University of Wisconsin, 1999. (2003)

MARY CLAIRE KETTLER, Assistant Professor Emerita of Fashion Merchandising and Apparel Design

B.S., Louisiana Tech University, 1973;
M.S., Louisiana Tech University, 1974. (1974)

J. BERNARD KEYS, Fuller E. Callaway Professor Emeritus of Business

B.S.B.A., Tennessee Technological University, 1960;
M.S., University of Tennessee, 1964;
Ph.D., University of Oklahoma, 1970. (1984)

***IRINA S. KHMELKO, Assistant Professor of Political Science**

Dipl., Kiev State University, 1988;
M.A., Lancaster University, 1995;
M.P.A., Bowling Green State University, 1996;
Ph.D., Indiana University, 2003. (2005)

***RYAN KHO, Associate Academic Professional and Adjunct Instructor of Music**

B.M., New England Conservatory of Music, 1987. (1991)

SEONGHOON KIM, Assistant Professor of Construction Management

B.S., Myongji University, 1996;
M.S., Iowa State University, 2004;
Ph.D., University of Kansas, 2008. (2009)

YUSOON KIM, Assistant Professor of Logistics

B.E., Korea University, 1995;
M.S.E., University of Michigan, 2003;
M.E., University of Michigan, 2004;
Ph.D., Arizona State University, 2010. (2010)

***AMANDA S. KING, Associate Professor of Economics**

B.A., Agnes Scott College, 1995;
M.A., Vanderbilt University, 1999;
Ph.D., Vanderbilt University, 2000. (2002)

***BARBARA M. KING, Temporary Instructor of Sociology**

B.A., Pacific Lutheran University, 1994;
M.A., Southern Illinois University, 1998. (2004)

***JOHN T. KING, Associate Professor of Economics**

B.A., Western Kentucky University, 1996;
M.A., Vanderbilt University, 2000;
Ph.D., Vanderbilt University, 2001. (2002)

DEBORAH N. KITTRELL-MIKELL, Center Coordinator, Health and Human Sciences Student Services Center, and Adjunct Instructor

B.S.Ed., Georgia Southern University, 1990;
M.Ed., Georgia Southern University, 1997;
M.Ed., Georgia Southern University, 1999;
Ed.S., Georgia Southern University, 2005. (1993)

***THOMAS B. KLEIN, Associate Professor of Writing and Linguistics**

B.A., University of the Saarland, 1987;
M.A., University of Maryland, 1991;
Ph.D., University of Delaware, 1996. (2002)

PAUL RUSSELL KLEINGINNA, Professor Emeritus of Psychology

B.A., University of Miami, 1964;
M.S., University of Miami, 1967;
Ph.D., University of Miami, 1970. (1970)

JEFF KLIBERT, Assistant Professor of Psychology

B.A., University of Southern Mississippi, 2002;
M.S., University of South Alabama, 2004;
Ph.D., Oklahoma State University, 2008. (2010)

STEVEN B. KNABLE, Adjunct Assistant Professor of Military Science

B.A., Wofford College, 1982. (2008)

THOMAS R. KOBALLA, JR., Dean, College of Education and Professor of Teaching and Learning

B.S., East Carolina University, 1976;
M.A.Ed., East Carolina University, 1978;
Ph.D., Pennsylvania State University, 1981. (2010)

BRIAN P. KOEHLER, Associate Professor of Chemistry

B.S., Presbyterian College, 1992;
Ph.D., University of Georgia, 1999. (1999)

JOHN F. KOHN, Temporary Instructor of Management, Marketing, and Logistics

B.A., Dickinson College, 1969;
M.B.A., Georgia Southern University, 1993. (2005)

***KATHLEEN A. KOON, Associate Professor Emerita of Nursing**

B.S.N., D'Youville College, 1965;
M.S.N., Vanderbilt University, 1971;
Ph.D., University of Virginia, 1991. (1991)

ENNIS KOONCE, House Director, Resident Life and Adjunct Instructor

B.S., Paine College, 2000;

M.B.A., Webster University, 2003. (2008)

DAVID I. KRELLER, Assistant Professor of Chemistry

B.Sc., University of Waterloo, 1991;
M.S., University of California-Berkeley, 1993;
Ph.D., Queen's University, 2003. (2007)

WAYNE ALLAN KRISSINGER, Professor Emeritus of Biology

B.S., Georgia Southern College, 1964;
M.S., Georgia Southern College, 1967;
Ph.D., Medical College of Georgia, 1975. (1965)

***JERRI J. KROPP, Associate Professor of Child and Family Development and Director, Family Life Center**

A.B., West Georgia College, 1976;
M.S., University of Georgia, 1979;
Ph.D., University of Georgia, 1983. (1993)

***CLARA E. KRUG, Professor of French**

B.A., Madison College, 1968;
M.A., Michigan State University, 1970;
Ph.D., Michigan State University, 1978. (1978)

MATTHEW JOSEPH KUKLA, Adjunct Assistant Professor of Military Science

B.A., Virginia Military Institute, 2000. (2009)

***GAUTAM KUNDU, Professor of Literature**

B.A., University of Calcutta, 1965;
M.A., University of Calcutta, 1968;
M.Phil., Jadavpur University, 1978;
M.A., Simon Fraser University, 1981;
Ph.D., Oklahoma State University, 1987. (1991)

***HSIANG-JUI KUNG, Associate Professor of Information Systems**

B.S., Chinese Naval Academy, 1980;
M.S., Northwestern University, 1990;
Ph.D., Rensselaer Polytechnic Institute, 1997. (2001)

***HORST KURZ, Associate Professor of German**

B.A., Universität Augsburg, 1982;
M.A., The Ohio State University, 1986;
Ph.D., The Ohio State University, 1992. (1993)

***EVA KWAN, Temporary Assistant Professor of Music**

B.Ed., Northcote College of Education, 1981;
B.S., Cheltenham and Gloucester College of Higher Education, 1998;
M.M., Westminster Choir College, 1997;
D.M.E., Indiana University, 2007. (2008)

Faculty L

PATRICIA ANN LACERVA, Associate Professor Emerita of English

B.A., Southeastern Louisiana College, 1960;
M.A., Auburn University, 1962;
Ph.D., Louisiana State University and Aand M College, 1971. (1970)

DIANE LaFRANCE, Temporary Instructor of Curriculum, Foundations and Reading

B.A., Long Island University, 1994;
M.A., Nova Southeastern University, 2004. (2010)

JASON LaFRANCE, Assistant Professor of Educational Leadership

B.A., Moravian College, 1994;
M.A., University of South Florida, 1999;
Ed.S., Nova Southeastern University, 2005;
Ed.D., University of Central Florida, 2009. (2010)

***ROBERT L. LAKE, Assistant Professor of Social Foundations**

B.A., Empire State College, 1998;
M.S., University at Albany-State University of New York, 2000;
Ed.D., Georgia Southern University, 2006. (2006)

***MARGARET J. LaMONTAGNE, Associate Professor of Teaching and Learning**

B.S.Ed., University of Georgia, 1976;

M.A.E., University of Alabama, 1980;
Ed.D., University of Cincinnati, 1993. (1997)

***ERIC JOHNATHAN LANDERS, Assistant Professor of Special Education**

B.A., Lee University, 1998;
M.A., University of Florida, 2002;
Ph.D., University of Florida, 2006. (2009)

BETTY LANE, Professor Emerita and Head Emerita, Division of Home Economics

B.S., Georgia College, 1949;
M.Ed., University of Georgia, 1956;
Ph.D., Florida State University, 1962. (1953)

BILLY C. LANE, Construction Project Coordinator and Adjunct Instructor of Construction Management

B.E.T., Georgia Southern College, 1975;
M.S., Carnegie-Mellon University, 1987. (2002)

JODY LANGDON, Assistant Professor of Health and Kinesiology

B.S., University of Florida, 2003;
M.A.Ed., University of Florida, 2005;
Ph.D., University of South Carolina – Columbia, 2010. (2010)

DORIS N. LANIER, Associate Professor Emerita of English

B.A., Georgia Southern College, 1968;
M.A., Georgia Southern College, 1970;
Ed.S., Georgia Southern College, 1974. (1972)

NANCY J. LANIER, Associate Professor Emerita of Special Education

A.B., Brenau College, 1949;
M.Ed., Georgia Southern College, 1973;
Ed.S., Georgia Southern College, 1976;
Ed.D., University of South Carolina, 1983. (1973)

***SUSIE M. LANIER, Assistant Professor of Mathematics**

B.S.Ed., Georgia Southern College, 1981;
M.S.T., Georgia Southern College, 1983;
Ph.D., University of Georgia, 1999. (1983)

REBECCA LARSON, Instructor of Nutrition and Food Science

B.S., Utah State University,
M.S., Eastern Michigan University, 2008. (2010)

SAUL J. LASKIN, Professor Emeritus of Mechanical Engineering Technology

B.M.E., City College of New York, 1956;
M.M.E., City College of New York, 1962;
M.S., University of Rochester, 1968;
Ph.D., University of Rochester, 1972;
Professional Engineer. (1979)

DEWITT EARL LAVENDER, Associate Professor Emeritus and Chair Emeritus, Department of Mathematics and Computer Science

B.S., University of Georgia, 1962;
M.A., University of Georgia, 1963;
Ph.D., University of Georgia, 1966. (1966)

***JOHN J. LEAPTROTT, Associate Professor of Marketing**

B.S.B.A., Oregon State University, 1972;
M.B.A., Nova Southeastern University, 1999;
Ph.D., Florida Atlantic University, 2005. (2005)

***GERALD R. LEDLOW, Associate Professor of Public Health**

B.A., Virginia Military Institute, 1987;
M.H.A., Baylor University, 1996;
Ph.D., University of Oklahoma, 1999. (2006)

BRIDGETT H. LEE, Lecturer of Mathematics

B.S.Ed., Georgia Southern University, 1994;
M.Ed., Georgia Southern University, 2000. (2000)

MARTHA D. LEE, Temporary Instructor of Writing and Linguistics

B.B.A., University of Georgia, 1995;

M.A., Georgia Southern University, 2003. (2008)

SUN-A LEE, Assistant Professor of Child and Family Development

B.S., Yonsei University, 1994;
M.S., University of Arizona, 2002;
Ph.D., University of Arizona, 2007. (2007)

***ELKE M. LEEDS, Adjunct Assistant Professor of Business Communication**

B.S., Loyola University of Chicago, 1989;
M.B.A., Kennesaw State University, 1998;
Ph.D., Walden University, 2007. (2009)

***LISSA M. LEEGE, Professor of Biology**

B.A., St. Olaf College, 1988;
Ph.D., Michigan State University, 1997. (1998)

***CHRISTINA LEMON, Professor of Art**

B.F.A., Radford University, 1990;
M.F.A., East Carolina University, 1994. (1998)

***GORAN LESAJA, Associate Professor of Mathematics**

B.S., University of Zagreb, 1980;
M.S., University of Zagreb, 1987;
M.S., University of Iowa, 1994;
Ph.D., University of Iowa, 1996. (1996)

LORI L. LESTER, Document Librarian and Assistant Professor

B.A., State University of West Georgia, 1994;
M.L.I.S., Valdosta State University, 2007. (2007)

ANGELA M. LEVERETT, Instructor of Accounting and Assistant to the Director, College of Business Administration Graduate Studies

B.B.A., Georgia Southern University, 1992;
B.B.A., Georgia Southern University, 1993;
M.B.A., Georgia Southern University, 1996. (1993)

CHRISTOPHER O'NEAL LEVERETT, Temporary Instructor of Information Systems

B.S.I.E.T., Georgia Southern University, 1991;
M.T., Georgia Southern University, 1993;
M.B.A., Georgia Southern University, 1995. (1999)

EDNA L. LEVERNIER, Temporary Instructor of Information Systems

B.B.A., Georgia Southern College, 1986;
M.B.A., Georgia Southern University, 1993;
Ed.S., Georgia Southern University, 2002;
Ed.D., Georgia Southern University, 2005. (1994)

***WILLIAM B. LEVERNIER, Professor of Economics**

B.B.A., Gonzaga University, 1978;
M.A., University of Tennessee, 1981;
Ph.D., West Virginia University, 1988. (1989)

JOHANNE M. LEWIS, Assistant Professor of Biology

B.S., University of Guelph, 1999;
M.S., Memorial University of Newfoundland, 2002;
Ph.D., Memorial University of Newfoundland, 2008. (2010)

GEORJ L. LEWIS, Dean of Students and Adjunct Instructor

B.S.B.A., Edinboro University of Pennsylvania, 1993;
M.A., Edinboro University of Pennsylvania, 1998;
Ed.D., Georgia Southern University, 2007. (2002)

ROBERT FULTON LEWIS, Associate Professor Emeritus of Reading

B.S.Ed., Auburn University, 1952;
M.S., Auburn University, 1958;
M.Ed., Auburn University, 1960;
Ed.D., Auburn University, 1963. (1963)

LILI LI, Information Services Librarian and Associate Professor

B.A., Shanghai Teachers' University, 1986;
M.L.S., University of Southern Mississippi, 1991. (2002)

***LIXIN LI, Associate Professor of Computer Sciences**

B.E.S., Southwest Jiaotong University, 1997;
M.E., Southwest Jiaotong University, 1999;
Ph.D., University of Nebraska, 2003. (2003)

***XIEZHANG LI, Professor of Mathematics**

B.S., Shanghai Teachers' College, 1966;
M.S., Shanghai Teachers' College, 1981;
Ph.D., Kent State University, 1990. (1990)

***YOUNG LI, Associate Professor of Computer Sciences**

B.S., Beijing University, 1991;
M.S., Beijing University, 1996;
Ph.D., University of Kentucky, 2002. (2002)

RALPH LIGHTSEY, Professor Emeritus of Educational Research

A.B., Mercer University, 1945;
B.D., Emory University, 1951;
Th.M., Columbia Seminary, 1955;
Ed.D., University of Georgia, 1965. (1965)

***YI LIN, Assistant Professor of Mathematics**

B.Sc., Sichuan University, 1994;
M.Sc., Sichuan University, 1997;
M.S., Cornell University, 2001;
Ph.D., Cornell University, 2004. (2008)

JOHN ROBERT LINDSEY, Professor Emeritus of Education

B.S., Clemson Agricultural College, 1948;
M.Ed., Mercer University, 1953;
A.M.Ed., Florida State University, 1956;
Ed.D., Florida State University, 1966. (1958)

***DELORES D. LISTON, Professor of Curriculum, Foundations, and Reading**

B.A., University of Oklahoma, 1983;
M.A., Florida State University, 1986;
Ph.D., University of North Carolina-Greensboro, 1994. (1994)

***BRUCE LITTLE, Professor of Art**

B.F.A., Auburn University, 1976;
M.F.A., Auburn University, 1979;
Ed.D., University of Georgia, 1993. (1988)

***JUN LIU, Assistant Professor of Quantitative Methods**

B.S., Nankai University, 1993;
M.Acc., Nankai University, 1999;
M.S., University of Illinois-Chicago, 2000;
Ph.D., University of Illinois-Chicago, 2005. (2005)

***JOHN THOMAS LLOYD, JR., Professor of Literature**

B.A., Dartmouth College, 1973;
B.A., Corpus Christi College, Cambridge University, 1976;
M.A., University of Wisconsin, 1978;
Ph.D., University of Wisconsin, 1983. (1984)

***MARGARET A. LLOYD, Professor Emerita and Chair Emerita, Department of Psychology**

B.A., University of Denver, 1964;
M.S.Ed., Indiana University, 1966;
M.A., University of Arizona, 1972;
Ph.D., University of Arizona, 1973. (1988)

MOHAMMED A. LNU, Assistant Professor of Chemistry

B.S., University of Pune - India, 1993;
M.S., University of Pune - India, 2000;
Ph.D., University of Massachusetts, 2007. (2010)

JAMES M. LoBUE, Associate Professor of Chemistry

B.A., Carleton College, 1978;
Ph.D., Wesleyan University, 1986. (1993)

NAN STEVENS LoBUE, Lecturer of Writing and Linguistics

B.A., Carleton College, 1978;
M.A.L.S., Wesleyan University, 1984. (1993)

***LAWRENCE LOCKER, JR., Associate Professor of Psychology**

B.S., Fort Hays State University, 1995;
M.A., University of Kansas, 2001;
Ph.D., University of Kansas, 2005. (2005)

***MARY JILL LOCKWOOD, Professor and Interim Director, School of Accountancy**

B.A., University of Florida, 1969;
J.D., Emory University, 1974;
L.L.M., Emory University, 1979;
C.P.A., Georgia, 1986. (1984)

MATTHEW M. LOMبارDI, Academic Advisor, Athletics, and Adjunct Instructor

B.S., Clemson University, 2003;
M.S., Georgia Southern University, 2007. (2006)

***ALLISON J. LONG, Associate Professor of Chemistry**

B.S., Western Kentucky University, 1992;
M.S., The Ohio State University, 1995;
Ph.D., The Ohio State University, 1998. (1998)

***MISTY L. LOUGHRY, Associate Professor Management**

B.A., Towson State University, 1986;
M.B.A., Loyola College, 1990;
Ph.D., University of Florida, 2001. (2007)

BILL P. LOVEJOY, Professor Emeritus of Biology

B.S., Muskingum College, 1951;
M.S., University of New Mexico, 1958;
Ph.D., Oregon State University, 1972. (1968)

MELISSA LOVINGOOD, Temporary Assistant Professor of Art

B.F.A., East Carolina University, 1990;
M.F.A., San Diego State University, 1997. (2008)

DAVID A. LOWDER, Systems Librarian and Assistant Professor

A.B.J., University of South Carolina, 1977;
M.Ln., University of South Carolina, 1983. (1995)

***HSIU-LIEN LU, Assistant Professor of Early Childhood Education**

B.A., National Taiwan Normal University, 1983;
M.Ed., University of Massachusetts, 2003;
Ed.D., University of Massachusetts, 2007. (2007)

***IAN A. LUBIN, Assistant Professor of Educational Research**

B.Sc., Cameron University, 2003;
M.Ed., University of Oklahoma, 2005;
Ph.D., University of Oklahoma, 2009. (2009)

***CHRISTINE G. LUDOWISE, Associate Professor of Political Science**

B.A., College of Wooster, 1991;
Ph.D., University of Tennessee, 1999. (1999)

***JOHN S. LUQUE, Assistant Professor of Public Health**

B.A., Wesleyan University, 1992; M.A.,
Arizona State University, 1997; M.A.,
University of Wisconsin, 2000; M.P.H.,
University of South Florida, 2004;
Ph.D., University of South Florida, 2006. (2009)

BONNIE LYNCH, Educational Program Specialist and Adjunct Instructor

B.A., Georgia Southern College, 1972;
M.Ed., Georgia Southern University, 1999. (2000)

JAMES WALTER LYNCH, Assistant Professor Emeritus of Mathematics

B.A., University of Georgia, 1952;
M.A., University of Georgia, 1956. (1961)

MONIKA F. LYNCH, Assistant Professor Emerita of German

B.A., Georgia Southern College, 1969;
M.A., University of Georgia, 1972. (1972)

NICHOLAS C. LYNCH, Assistant Professor of Accounting

B.S., Villanova University, 2001;
M.S., Bryant University, 2004. (2008)

Faculty M

LI MA, Associate Professor of Physics

B.E., Changchun Institute of Optics and Fine Mechanics, 1982;
M.S., Changchun Institute of Optics and Fine Mechanics, 1983;
Ph.D., University of Georgia, 1993. (2000)

RONALD J. MACKINNON, Associate Professor of Information Systems

B.S., St. Francis Xavier University, 1959;
Ed.D., Oklahoma State University, 1970;
M.B.A., University of Minnesota, 1974. (2001)

CHANDAN MAITRANI, Temporary Instructor of Chemistry

B.Sc., University of Mumbai, 1994;
M.Sc., University of Mumbai, 1996. (2009)

***NANCY L. MALCOM, Associate Professor of Sociology**

B.A., Miami University, 1994;
Ph.D., Vanderbilt University, 2000. (2000)

GUSTAVO O. MALDONADO, Associate Professor of Construction Management

A.D., Instituto Corazón de María, 1975;
Dipl., Universidad Nacional de Córdoba, 1981;
M.S., Virginia Tech, 1987;
Ph.D., Virginia Tech, 1992. (2006)

LORI P. MALLARD, Temporary Instructor of Marketing

B.A., University of Alabama, 1988;
M.B.A., Brenau University, 1999. (2008)

***BARBARA J. MALLORY, Associate Professor of Educational Leadership**

B.S., East Carolina University, 1973;
M.A.E., East Carolina University, 1979;
M.L.S., East Carolina University, 1984;
Ed.S., East Carolina University, 1990;
Ed.D., East Carolina University, 2002. (2005)

CAROLYN MANDES, Assistant Professor Emerita of Education

B.S.Ed., Georgia Teachers College, 1956;
M.Ed., Georgia Southern College, 1974;
Ed.S., Georgia Southern College, 1978. (1971)

JUSTINE S. MANN, Professor Emerita of Political Science and Public Administration

B.A., Newcomb College, 1940; M.A.,
University of Alabama, 1963;
Ph.D., University of Alabama, 1966. (1968)

JAMES E. MANRING, Professor Emeritus of Engineering Studies and Dean Emeritus, Allen E. Paulson College of Technology

B.E.E., University of Florida, 1963;
M.E., University of Florida, 1966;
Ph.D., University of Florida, 1970;
Professional Engineer. (1977)

***KARL B. MANRODT, Professor of Logistics**

B.A., Wartburg College, 1979;
M.S., Wright State University, 1989;
Ph.D., University of Tennessee, 1993. (2000)

***CATHERINE DAVIS MARCUM, Temporary Assistant Professor of Justice Studies**

B.S., West Virginia State College, 2002;
M.S., Marshall University, 2004;
Ph.D., Indiana University of Pennsylvania, 2008. (2008)

***BRENDA L.H. MARINA, Assistant Professor of Educational Leadership**

A.A.S., University of Akron, 1988;
B.S.T.Ed., University of Akron, 1993;
M.S.Ed., University of Akron, 1996;
Ph.D., University of Akron, 2003. (2007)

***TALAR W. MARKOSSIAN, Assistant Professor of Public Health**

B.S., American University of Beirut, 2000;
M.P.H., American University of Beirut, 2003;
Ph.D., University of Illinois, 2009. (2009)

PAMELA ELLEN MARSH, Temporary Instructor of Geology

A.A., Cape Code Community College, 1991;
B.A., University of Massachusetts at Boston, 1994;
M.S., University of South Carolina, 2006;
Ph.D., University of South Carolina, 2009. (2009)

***ANNE E. MARSHALL, Assistant Professor of Educational Research**

B.A., Boston College, 1996;
Ph.D., University of California-Los Angeles, 2006. (2007)

***ELAINE S. MARSHALL, Bulloch Healthcare Foundation Endowed Chair and Professor of Nursing**

A.A., Weber State College, 1970;
B.S.N., University of Utah, 1972;
M.S., University of Utah, 1979;
Ph.D., University of Utah, 1988. (2007)

JESSICA MARSHALL, Temporary Assistant Professor of Art

B.F.A., Georgia Southern University, 2002;
M.F.A., Georgia State University, 2005. (2008)

JOHN R. MARSHALL, Adjunct Professor of Public Health and Nursing

M.D., University of Pennsylvania, 1958;
M.B.A., University of California at Los Angeles, 1983. (2009)

CLINTON D. MARTIN, Lecturer of Construction Management

B.S., University of Oklahoma, 2004;
M.S., University of Oklahoma, 2006. (2008)

JOHN STATEN MARTIN, Professor Emeritus of Building Construction Technology

B.S., Georgia Teachers College, 1950;
M.Ed., Georgia Southern College, 1960;
Ed.D., University of Missouri, 1978. (1958)

KATHRYN MARTIN, Adjunct Professor of Public Health

B.A., Augusta State University, 1997;
M.P.A., Augusta State University, 1999. (2009)

***ROBERT ALLAN MARTIN, Associate Professor Emeritus of Educational Psychology**

B.S.Ed., and B.Mus., The Ohio State University, 1960;
M.A., The Ohio State University, 1964;
Ph.D., The Ohio State University, 1971. (1972)

***DORALINA MARTÍNEZ-CONDE, Associate Professor of Spanish**

B.A., Universidad Nacional Pedro Henríquez Ureña, 1972;
M.A., The Ohio State University, 1984;
Ph.D., University of Massachusetts, 1994. (1991)

MARY R. MARWITZ, Associate Professor of Writing and Linguistics

B.S.Ed., Georgia Southern College, 1972;
M.A., Baylor University, 1982;
Ph.D., University of South Carolina, 1998. (1996)

***MONDI MASON, Assistant Professor of Public Health**

B.A., University of Florida, 1989;
M.P.H., University of Northern Colorado-Greely, 1994;
Ph.D., University of Colorado, 2003. (2007)

***RICHARD L. MASON, Assistant Professor of Music**

B.A., West Virginia Wesleyan College, 1979;

M.A., California State University-Northridge, 1981;
D.M.A., University of Alabama, 2004. (2003)

***DAVID WYLIE MATHEW, Professor Emeritus and Chair Emeritus, Department of Music**

B.A., Knox College, 1967;
M.M., Northern Illinois University, 1971;
D.M.A., North Texas State University, 1973. (1973)

***JULIE G. MAUDLIN, Assistant Professor of Early Childhood Education**

B.A., Georgia Southern University, 1998;
M.A., Georgia Southern University, 2001;
Ed.D., Georgia Southern University, 2006. (2007)

KISHWAR MIRZA MAUR, Associate Professor Emerita of Biology and Adjunct Member, Institute of Arthropodology and Parasitology

B.Sc., Women's College, 1954;
B.Ed., Osmania University, 1955;
M.S., Ohio University, 1961;
Ph.D., University of Florida, 1967. (1967)

***TRENT W. MAURER, Associate Professor of Child and Family Development**

B.A., University of Notre Dame, 1998;
M.S., University of Illinois at Urbana-Champaign, 1999;
Ph.D., University of Illinois at Urbana-Champaign, 2003. (2003)

***RUSSELL O. MAYS, Assistant Professor of Educational Leadership**

B.S., George Peabody College for Teachers, 1969;
M.S., University of Tennessee, 1973;
Ed.S., Tennessee State University, 1977;
Ed.D., Peabody College of Vanderbilt University, 1986. (2009)

***LANCE D. MCBRAYER, Associate Professor of Biology**

B.S., Berry College, 1993;
M.A., College at Buffalo-State University of New York, 1996;
Ph.D., Ohio University, 2002. (2005)

***WILLIAM W. McCARTNEY, W. E. Carter Distinguished Professor of Leadership**

B.I.M., Alabama Polytechnic Institute, 1964;
M.B.A., Samford University, 1970;
Ph.D., Louisiana State University and A&M College, 1978. (2000)

***RANDALL W. MCCLURE, Associate Professor and Chair, Department of Writing & Linguistics**

B.S.Ed., Bowling Green State University, 1992;
M.A., Chapman University, 1997;
M.F.A., Chapman University, 1997;
Ph.D., Bowling Green State University, 2001. (2009)

***STARLA McCOLLUM, Associate Professor of Kinesiology**

B.S., Winthrop College, 1982;
M.S., Winthrop College, 1984;
Ph.D., Virginia Polytechnic Institute and State University, 1997. (1999)

***KAREN M. McCURDY, Associate Professor of Political Science**

B.A., University of Colorado, 1979;
M.A., University of Wisconsin, 1982;
Ph.D., University of Wisconsin, 1989. (1995)

***J. MICHAEL McDONALD, Professor of Management**

B.S., Georgia Institute of Technology, 1971;
M.Ed., University of Georgia, 1973;
Ph.D., University of Georgia, 1976. (1987)

***C. MICHELE DAVIS McGIBONY, Associate Professor of Chemistry**

B.S., Georgia Southern University, 1993;
Ph.D., University of Alabama, 1997. (2000)

***LETICIA L. McGRATH, Assistant Professor of Spanish**

B.A., Mobile College, 1993;
M.A., Auburn University, 1995;

Ph.D., University of Kentucky, 2000. (2001)

***MICHAEL J. McGRATH, Associate Professor of Spanish**

B.A., Georgia Southern College, 1988;
M.A., Middlebury College, 1989;
Ph.D., University of Kentucky, 1998. (2000)

***JULIE McGUIRE, Professor of Art**

B.A., Illinois College, 1983;
M.A., University of Arkansas, 1988;
Ph.D., Indiana University, 2002. (1989)

***WILLIAM D. McINTOSH, Professor of Psychology**

B.S., Fordham University, 1984;
M.A., Duquesne University, 1985;
Ph.D., University of Georgia, 1990. (1990)

BRITTON A. MCKAY, Assistant Professor of Accounting

B.S., Southern Illinois University, 2001; M.Acc.,
Southern Illinois University, 2003; Ph.D.,
Southern Illinois University, 2007. (2007)

GARY MCKAY, Adjunct Instructor of International Relations

B.A., Georgia Southern University, 1993;
M.S., St. Cloud State University, 1996;
Ph.D., University of Edinburgh, 2002. (2009)

***BEVERLY ANN McKENNA, Assistant Professor of Teaching and Learning**

B.S.Ed., University of Arkansas, 1976;
M.S.Ed., Wichita State University, 1984. (1989)

***BETTY J. McKINNY, Clinical Instructor of Secondary Education**

B.S., Southern Oregon State College, 1971;
M.S.Ed., Western Oregon State College, 1978;
Ed.S., University of Connecticut, 1989;
Ph.D., University of Alaska-Fairbanks, 2003. (2005)

***DENSON K. McLAIN, Professor of Biology and Member, Institute of Arthropodology and Parasitology**

B.S., Texas A&M University, 1976;
M.S., University of Florida, 1978;
Ph.D., Emory University, 1982;
Postdoctoral training, University of Notre Dame, 1983-86;
Postdoctoral training, Emory University, 1986-87. (1987)

***JUDITH McLAUGHLIN, Professor Emerita of Public Health**

B.A., Berea College, 1966;
M.S., The Ohio State University, 1971;
Ph.D., Southern Illinois University, 1980. (1997)

***MARGARET A. McLAUGHLIN, Associate Professor of Writing and Linguistics**

B.A., DePauw University, 1955;
M.A., Western Illinois University, 1972;
M.S.Ed., Western Illinois University, 1976;
D.A., Illinois State University, 1993. (1989)

***THOMAS BRUCE McLEAN, Associate Professor of Mathematics**

B.S.Ed., Ohio Northern University, 1963;
M.A., Bowling Green State University, 1965;
Ph.D., University of Kentucky, 1971. (1980)

***JAMES L. McMILLAN, Associate Professor of Health and Kinesiology**

A.S., Macon Junior College, 1979;
B.S.Ed., Georgia Southern College, 1981;
M.S., Auburn University, 1984;
Ed.D., Auburn University, 1987. (1986)

***E. THOMAS McMULLEN, Associate Professor of History**

B.S., Washington State University, 1964;
M.S., Southern Methodist University, 1971;
M.A., Indiana University, 1986;
Ph.D., Indiana University, 1989. (1991)

DONALD S. MECK, Adjunct Assistant Professor of Psychology

B.P.E., Purdue University, 1971;
M.A., St. Mary's University, 1973;
J.D., John Marshall Law School, 2000; Ph.D.,
Texas A&M University, 1977. (2009)

***WALDO E. MEEKS, Professor Emeritus of Industrial Technology**

B.S., Georgia Southern College, 1972;
M.T., Georgia Southern College, 1976;
Ed.D., University of Tennessee, 1980. (1980)

***BRIDGET A. MELTON, Assistant Professor of Health and Kinesiology**

B.A., Purdue University, 1997;
M.S., Georgia Southern University, 2000;
Ed.D., Georgia Southern University, 2005. (2000)

***TERI DENLEA MELTON, Assistant Professor of Educational Leadership**

B.A., Missouri State University, 1974;
M.S., Buffalo College-State University of New York, 2001;
Ed.D., Lehigh University, 2004. (2008)

***RICHARD E. MERCIER, Professor and Chair, Department of Music**

B.M., University of Connecticut, 1972;
M.M., University of Hartford, 1990;
D.M.A., Manhattan School of Music, 1996. (2008)

MARY ELIZABETH MERRICK, Adjunct Assistant Professor of Military Science

B.A., Temple University, 2000. (2009)

MELISSA MERRITT, Temporary Instructor of History

A.A., Waycross College, 2001;
B.A., Georgia Southern University, 2005;
M.A., Georgia Southern University, 2007. (2008)

***CHERYL T. METREJEAN, Associate Professor of Accounting**

B.S.B.A., University of Louisiana, 1986;
M.Acc., University of North Carolina-Chapel Hill, 1988;
Ph.D., Texas A&M University, 1997. (2005)

***PAUL EDDIE METREJEAN, Assistant Professor of Accounting**

B.S.B.A., University of Louisiana, 1989;
M.T., University of Mississippi, 1997;
Ph.D., University of Mississippi, 2004. (2005)

***JONATHAN N. METZLER, Assistant Professor of Health and Kinesiology**

B.A., Concordia College, 1998;
M.A., University of North Carolina-Chapel Hill, 2001;
Ph.D., Pennsylvania State University, 2007. (2005)

***GRZEGORZ J. MICHALSKI, Temporary Assistant Professor of Mathematics**

M.S., Warsaw University, 1986;
Ph.D., University of Notre Dame, 1996. (1998)

JODI M. MIDDLETON, Assistant Director, Office of Student Leadership and Civic Engagement and Adjunct Instructor

B.A., California State University-Sacramento, 2003;
M.S., University of Tennessee, 2006. (2006)

PERLA R. MIDDLETON, Assistant Director of Technology, Office of Admissions, and Adjunct Instructor

B.G.S., Georgia Southern University, 2003;
M.Ed., Georgia Southern University, 2009. (2000)

***MORGAN P. MILES, Professor of Marketing**

B.S., Mississippi State University, 1978;
M.S., Virginia Polytechnic Institute and State University, 1981;
D.B.A., Mississippi State University, 1989. (1989)

BRYAN L. MILLER, Assistant Professor of Political Science

B.S., Virginia Polytechnic Institute & State University, 2004;
M.S., Virginia Polytechnic Institute & State University, 2005;

Ph.D., University of Florida, 2010. (2010)

**REX MILLER, JR., Education Technology Services Coordinator,
School of Technology, and Adjunct Instructor**

B.M.E., Georgia Institute of Technology, 1965;
M.B.A., Georgia Southern College, 1976. (2005)

**VINCENT A. MILLER, Director of Special Projects, Student Affairs
and Enrollment Management and Adjunct Instructor**

B.S., Louisiana Tech University, 2001;
M.A., Louisiana Tech University, 2004. (2006)

**WILLIAM JOHNSON MILLER, Adjunct Assistant Professor of
Management**

B.A., State University of New York, Buffalo, 1979;
M.S., Georgia State University, 1990;
Ph.D., Georgia State University, 1997. (2009)

ROSE B. MILLIKAN, Assistant Professor Emerita of Mathematics

B.A., University of Arkansas, 1959;
M.Ed., University of Arkansas, 1962;
B.F.A., Georgia Southern College, 1987;
Ed.S., Georgia Southern University, 1993. (1985)

***LAURA A. MILNER, Associate Professor of Writing and
Linguistics**

B.A., University of Alabama, 1981;
M.A.L.S., Wesleyan University, 1984;
Ph.D., Indiana University of Pennsylvania, 2005. (1993)

**ERICA MINC, Associate Director, Campus Recreation and
Intramurals, and Adjunct Instructor**

B.B.A., Georgia Southern University, 2000;
M.B.A., Georgia Southern University, 2006. (2007)

**STEPHEN MINTON, Temporary Instructor of Hotel and Restaurant
Management**

B.S.B.A., Appalachian State University, 2000. (2002)

***TIMUR MIRZOEV, Assistant Professor of Information Technology**

B.S., Kabardino-Balkarian State University, 1999;
B.B.A., University of Mississippi, 1996;
M.S., Indiana State University, 2002;
Ph.D., Indiana State University, 2007. (2007)

***W. BEDE MITCHELL, Dean of the Library, University Librarian,
and Professor**

A.B., University of Michigan, 1975; A.M.L.S.,
University of Michigan, 1977; Ed.D., Montana
State University, 1989. (1999)

MARC E. MITCHELL, Assistant Professor of Art

B.S., University of Tampa, 2000;
M.F.A., Boston University, 2003. (2010)

***ANIRUDDHA MITRA, Associate Professor of Mechanical
Engineering Technology B.M.E.,**

Jadavpur University, 1985; M.E.M.E., Indian
Institute of Science, 1987; Ph.D., University
of Nevada, 1995. (2002)

CLEON M. MOBLEY, JR., Associate Professor Emeritus of Physics

A.S., Southern Technical Institute, 1961;
B.S., Oglethorpe College, 1963;
M.S., University of Missouri-Rolla, 1966;
Ph.D., The Union for Experimenting Colleges and Universities, 1988.
(1967)

HARRIS W. MOBLEY, Professor Emeritus of Anthropology

A.B., Mercer University, 1955;
B.D., Southeastern Baptist Theological Seminary, 1959;
M.A., Hartford Seminary Foundation, 1965;
Ph.D., Hartford Seminary Foundation, 1966. (1966)

***GUSTAVO J. MOLINA, Associate Professor of Mechanical
Engineering Technology**

Dipl., National University of Cordoba, 1986;

M.A.Sc., University of Ottawa, 1994;

Ph.D., Virginia Polytechnic Institute and State University, 2000. (2000)

***EDWARD B. MONDOR, Assistant Professor of Biology and
Member, Institute of Arthropodology and Parasitology**

B.Sc., Brandon University, 1993;
M.Sc., University of Alberta, 1996;
Ph.D., Simon Fraser University, 2001. (2006)

***J. LOWELL MOONEY, Professor of Accounting**

B.B.A., University of Georgia, 1978;
M.Acc., University of Georgia, 1979;
Ph.D., University of Georgia, 1989;
C.P.A., Georgia, 1985. (1989)

ROBERT W. MOONEY, Adjunct Professor of Public Health

B.S., Rochester Institute of Technology, 1977;
M.D., Mercer University, 1991. (2006)

**BRIAN C. MOORE, Chair, Department of Construction
Management/Civil Engineering Technology, and Professor of Civil
Engineering Technology**

B.S., Maine Maritime Academy, 1984;
M.S., Georgia Institute of Technology, 1989;
Ph.D., Georgia Institute of Technology, 1993. (2007)

***DANELL C. MOORE, Instructor of Nursing**

A.D.N., Georgia State University, 1976;
B.S.N., Armstrong State College, 1980;
M.Ed., Valdosta State College, 1991;
M.S.N., Georgia Southern University, 1994. (2006)

***MICHAEL T. MOORE, Professor of Reading**

B.Ed., Duquesne University, 1972;
M.Ed., University of Pittsburgh, 1976;
Ed.D., University of Pittsburgh, 1983. (1984)

***SUE MULLINS MOORE, Professor of Anthropology**

B.A., University of Florida, 1975;
M.A., University of Florida, 1977;
Ph.D., University of Florida, 1981. (1982)

**WILLIAM (TED) MOORE, Provost and Vice President of Academic
Affairs and Professor of Finance**

B.S., University of Southern Mississippi, 1974;
M.B.A., Old Dominion University, 1979;
Ph.D., Virginia Tech, 1982. (April 1, 2011)

***MARLA B. MORRIS, Associate Professor of Curriculum**

B.A., Tulane University, 1991;
M.A., Loyola University, 1993;
Ph.D., Louisiana State University and A and M College, 1999. (2000)

***HANS P. MORTENSEN, Associate Professor of Graphic
Communications Management**

B.S., Rochester Institute of Technology, 1985;
M.S., Rochester Institute of Technology, 1989. (1991)

CLEMENT CHARLTON MOSELEY, Professor Emeritus of History

B.S.Ed., Georgia Southern College, 1959;
M.A., Georgia Southern College, 1965;
Ph.D., University of Georgia, 1968. (1963)

**HOWARD F. MOSELEY, Professor Emeritus of Administration and
Supervision**

B.S., Livingston State University, 1939;
M.A., University of Alabama, 1948;
Ed.D., University of Alabama, 1955. (1965)

JANET MOSS, Lecturer of Quantitative Analysis

B.A., University of South Florida, 1983;
M.B.A., Georgia State University, 1985. (2004)

***STEVEN E. MOSS, Professor of Decision Sciences**

B.A., University of South Florida, 1982;
M.B.A., Georgia State University, 1985;
Ph.D., Georgia State University, 1994. (2000)

***MARC MOULTON, Assistant Professor of Art**

B.A., Weber State University, 1985;
M.F.A., The Ohio State University, 1987. (2006)

SULA BRANNEN MOXLEY, Assistant Professor Emerita of Marketing

B.S., Stetson University, 1950;
M.B.E., Georgia State University, 1967. (1971)

LINDA G. MULLEN, Assistant Professor of Marketing

B.A., Western Michigan University, 1976;
M.B.A., Southern Illinois University, 1997;
Ph.D., Southern Illinois University, 2005. (2004)

LISA K. L. MULLER, Assistant Professor of Public Relations

B.S., Georgia Southern University, 1998;
J.D., University of Georgia, 2001. (2004)

***LINDA S. MUNILLA, Professor of Marketing**

B.S., West Virginia Institute of Technology, 1971;
M.S.Ed., Virginia Polytechnic Institute and State University, 1977;
Ed.D., Virginia Polytechnic Institute and State University, 1981. (1979)

***BARRY A. MUNKASY, Assistant Professor of Kinesiology**

B.S.E., Tulane University, 1985;
M.S., Arizona State University, 1990;
Ph.D., University of Southern California, 1999. (1998)

DAVID MURKISON, Associate Director, Coastal Georgia Center, and Adjunct Instructor

B.S., Georgia Southern University, 1994;
M.Ed., University of South Carolina, 1997;
M.B.A., Georgia Southern University, 2005. (2000)

ELLEN MURKISON, Academic Advisor and Adjunct Instructor

B.A., Illinois State University, 1994;
M.Ed., University of South Carolina, 1998. (2006)

***EUGENE C. MURKISON, Professor Emeritus of Management**

B.S.A., University of Georgia, 1959;
M.B.A., University of Rochester, 1970;
Ph.D., University of Missouri, 1986. (1984)

KAREN A. TOWNSEND MURPHREE, Career Resource Specialist and Adjunct Instructor

B.A., Centenary College of Louisiana, 1992;
M.A., Northwestern State University, 1996. (2001)

***DAVID MURRAY, Assistant Professor of Music**

B.M., Southwest Baptist University, 1993;
M.M., University of Kentucky, 1995;
D.M.A., Arizona State University, 2002. (2007)

***JOHN D. MURRAY, Professor and Chair, Department of Psychology**

B.A., Purdue University, 1984;
Ph.D., University of California-Santa Barbara, 1989. (1993)

KENT D. MURRAY, Assistant Professor of Communication Arts

A.A., Gulf Coast Junior College, 1969;
B.A., University of West Florida, 1974;
M.A., University of West Florida, 1978. (1985)

***FREDERIC D. MYNARD, Associate Professor of Mathematics**

B.S., University of Burgundy, 1994;
M.S., University of Burgundy, 1996;
Ph.D., University of Dijon, 1999. (2004)

Faculty N

NABIL NASSERI, Temporary Instructor of Biology

B.S., Texas A&M University, 2006;
M.S., Georgia Southern University, 2009. (2009)

***KAREN Z. NAUFEL, Assistant Professor Psychology**

B.A., University of Arkansas, 2002;

M.A., University of Arkansas, 2004;
Ph.D., University of Arkansas, 2007. (2007)

***SHAHNAM NAVAEI, Professor of Engineering Studies and Associate Dean, Allen E. Paulson College of Science and Technology**

B.S., Louisiana State University and A&M College, 1980;
M.S., Louisiana State University and A&M College, 1983;
Ph.D., Clemson University, 1989. (1993)

***DANA NAYDUCH, Associate Professor of Biology and Member, Institute of Arthropodology and Parasitology**

B.S., Rutgers University, 1992;
Ph.D., Clemson University, 2001. (2004)

***BETTY MOORE NELSON, Instructor of Teaching and Learning**

A.S., Tidewater Community College, 1976;
B.S., Old Dominion University, 1977;
M.S.Ed., Old Dominion University, 1980. (1996)

***ERIC R. NELSON, Professor of Writing**

B.A., Virginia Polytechnic Institute and State University, 1975;
M.A., The Johns Hopkins University, 1977. (1989)

GARY D. NELSON, Adjunct Professor of Public Health

B.S.Ed., Kansas State University, 1973;
M.S.H.E., Central Michigan University, 1978;
Ph.D., University of Utah, 1982. (2006)

REX A. NELSON, Professor Emeritus of Industrial Technology

B.S., Fort Hays Kansas State College, 1957;
M.S., Fort Hays Kansas State College, 1958;
Ed.D., Colorado State College-Greeley, 1964. (1968)

ROBERT NORTON NELSON, Associate Professor Emeritus of Chemistry

B.S., Brown University, 1963;
Ph.D., Massachusetts Institute of Technology, 1969. (1970)

CAROL M. NESSMITH, Assistant Professor Emerita of Mathematics

B.S., University of Georgia, 1968;
M.Ed., University of Georgia, 1969;
Ed.S., Georgia Southern University, 1992. (1978)

ANNETTE L. NEU, Adjunct Associate Professor of Public Health

B.S.N., University of Florida, 1973;
M.A., Naval Postgraduate School, 2007. (2009)

APRIL NEWKIRK, Instructor of Early Childhood Education

B.Ed., Georgia Southern University, 2004;
M.Ed., Georgia Southern University, 2008. (2010)

***SZE-MAN NGAI, Associate Professor of Mathematics**

B.Sc., University of Hong Kong, 1987;
M.A., University of Pittsburgh, 1989;
Ph.D., University of Pittsburgh, 1995. (2000)

BETSY H. NICHOLS, Associate Professor Emerita of Writing and Linguistics

A.B., Alabama College, 1969;
M.A., University of Arkansas, 1971;
Ph.A., University of Arkansas, 1972. (1981)

JAMES R. NICHOLS, Professor Emeritus of Literature and Chair Emeritus, Department of English and Philosophy

B.A., Union College, 1961;
M.A., University of North Carolina-Chapel Hill, 1966;
Ph.D., University of North Carolina-Chapel Hill, 1969. (1987)

***MICHAEL E. NIELSEN, Professor of Psychology**

B.A., Southern Utah University, 1986;
M.A., Northern Illinois University, 1990;
Ph.D., Northern Illinois University, 1992. (1993)

BARBARA B. NIXON, Temporary Instructor of Public Relations

B.A., Auburn University, 1984;

M.A., Auburn University, 1986. (2007)

SUSAN TATUM NOBLES, Adjunct Instructor of Mathematics

B.S.Ed., Georgia Southern College, 1985;
M.Ed., Georgia Southern University, 1992;
Ed.S., Argosy University, 2003. (2008)

***THOMAS G. NOLAND, Associate Professor of Accounting**

B.A., University of Kentucky, 1987;
M.S.M., Georgia Institute of Technology, 1992;
Ph.D., University of Mississippi, 2000. (2001)

JOHN F. NOLEN, JR., Vice President Emeritus of Student Affairs and Dean Emeritus of Students

B.A., Furman University, 1960;
B.D., Southeastern Baptist Theological Seminary, 1963;
Ph.D., Florida State University, 1972. (1970)

***WILLIAM I. NORTON, JR., Associate Professor of Management**

B.S., Georgia State University, 1979;
M.B.A., Kennesaw State University, 1992;
Ph.D., University of South Carolina, 1998. (2008)

PAULA KING NORWOOD, Adjunct Professor of Public Health

B.A., Hendrix College, 1968;
M.S., University of Arkansas Medical Center, 1970;
Ph.D., Virginia Polytechnic Institute and State University, 1974. (2007)

***PATRICK J. NOVOTNY, Professor of Political Science**

B.S., Illinois State University, 1989;
M.A., University of Wisconsin, 1990;
Ph.D., University of Wisconsin, 1995. (1995)

THERESA C. BEEBE NOVOTNY, Administrative Specialist, Academic Success Center, and Adjunct Instructor

A.S., Johnson and Wales College, 1991;
B.S., Johnson and Wales College, 1993;
M.Ed., University of Florida, 1995. (1995)

Faculty O

JANET LATRELLE O'BRIEN, Director, Academic Success Center, and Adjunct Instructor

A.S., South Georgia College, 1980; B.S.Ed., Georgia Southern College, 1982; M.Ed., Georgia Southern College, 1985. (1984)

***ANNA OGANYAN, Assistant Professor of Statistics**

Dipl., Moscow Institute for Radiotechnology, 1994;
Ph.D., Polytechnic University of Catalonia, 2003. (2008)

***CONSTANTIN OGLOBLIN, Associate Professor of Economics**

Dipl., Rostov State University, 1986;
M.A., Kent State University, 1996;
Ph.D., Kent State University, 1999. (2000)

STEPHAN OGENSTAD, Adjunct Professor of Public Health

B.S., University of Stockholm, 1974;
Ph.D., University of Stockholm, 1982. (2009)

HERBERT A. O'KEEFE, JR., Professor Emeritus of Accounting

B.B.A., University of Georgia, 1962;
M.Acc., University of Georgia, 1967;
Ph.D., Georgia State University, 1974;
C.P.A., Georgia, 1965. (1978)

***JAMES H. OLIVER, JR., Fuller E. Callaway Professor Emeritus of Biology and Director, Institute of Arthropodology and Parasitology**

B.S.Ed., Georgia Teachers College, 1952;
M.S., Florida State University, 1954;
Ph.D., University of Kansas, 1962;
Postdoctoral training, University of Melbourne, Australia, 1962-63. (1969)

EDIE A. OLLIFF, Temporary Instructor of Accounting

B.B.A., Stetson University, 1986;
M.B.A., Georgia Southern College, 1988. (1999)

JOSEPH O. OLSON, JR., Professor Emeritus of Art

B.F.A., Philadelphia Museum of Art, 1954;
M.Ed., Temple University, 1956;
M.F.A., Temple University, 1965;
Ed.D., University of Georgia, 1970. (1969)

***BRODERICK O. OLUYEDE, Professor of Mathematics**

B.Sc., University of Ilorin, 1981;
M.S., Bowling Green State University, 1985;
M.A., Bowling Green State University, 1987;
Ph.D., Bowling Green State University, 1991. (2000)

***JOHN R. O'MALLEY, JR., Assistant Professor of Information Technology**

B.S., Cornell University, 1979; M.S., Syracuse University, 1984; M.B.A., University of Baltimore, 1988; M.S., Virginia Tech, 1996;
Ph.D., Virginia Tech, 2000. (2005)

***JOHNATHAN G. O'NEILL, Associate Professor of History**

B.A., Colgate University, 1991;
M.A., University of Maryland, 1994;
Ph.D., University of Maryland, 2000. (2005)

***ONYILE B. ONYILE, Professor of Art Dipl.,**

Yaba College of Technology, 1976; B.F.A., Memphis Academy of Arts, 1980; M.F.A., Memphis State University, 1982. (1994)

JEFFERY A. ORVIS, Professor of Chemistry

B.S., Oakland University, 1986;
Ph.D., University of Tennessee, 1991. (1991)

JESSICA N. ORVIS, Assistant Professor of Chemistry

B.S., Vanderbilt University, 1986;
M.S., University of Tennessee, 1989. (1992)

TANESHA C. OSBORNE, Temporary Instructor of Chemistry

B.S.Chem., Georgia Southern University, 2003;
Ph.D., University of South Carolina, 2008. (2008)

Faculty P

***RICHARD L. PACELLE, JR., Professor and Chair, Department of Political Science**

B.A., University of Connecticut, 1976;
M.A., University of Connecticut, 1979;
Ph.D., The Ohio State University, 1985. (2003)

***FRED M. PAGE, JR., Professor Emeritus of Education and Associate Dean Emeritus, External Relations**

B.S.Ed., Georgia Southern College, 1971;
M.Ed., Georgia Southern College, 1973;
Ed.S., Georgia Southern College, 1977;
Ed.D., Mississippi State University, 1979. (1973)

***JANE ALTMAN PAGE, Professor Emerita of Curriculum, Foundations, and Reading**

B.S.Ed., Georgia Southern College, 1971;
M.Ed., Georgia Southern College, 1974;
Ed.S., Georgia Southern College, 1979;
Ed.D., Mississippi State University, 1979. (1979)

***LINDA R. PAIGE, Professor of Literature**

B.A., University of Arkansas, 1971;
M.Ed., University of Arkansas, 1972;
M.A., University of Arkansas, 1983;
Ph.D., University of Tennessee, 1989. (1989)

ROGER NELSON PAJARI, Professor Emeritus of Political Science

B.S., University of Minnesota, 1964;
M.A., University of Tennessee, 1968;
Ph.D., University of Tennessee, 1973. (1970)

NATHAN S. PALMER, Lecturer of Sociology

B.A., University of Nebraska, 2006;
M.A., University of Nebraska, 2008. (2010)

JOHN L. PARCELS, JR., Assistant Professor Emeritus of Philosophy

B.A., Drew University, 1965;
M.A., Emory University, 1972. (1972)

ABBIE GAIL PARHAM, Assistant Professor of Accounting

A.S., Emanuel County Junior College, 1978;
B.B.A., Georgia Southern College, 1984;
M.B.A., Georgia Southern College, 1988. (1990)

***FAYTH M. PARKS, Associate Professor of Counselor Education**

B.A., Upsala College, 1977;
M.S., Upsala College, 1980;
Ph.D., University of Illinois at Urbana-Champaign, 1996. (2002)

ROSEMARIE D. PARKS, Adjunct Professor of Public Health

B.S., Youngstown State University, 1993;
M.D., Northeastern Ohio Universities College of Medicine, 1993;
M.P.H., Youngstown State University, 2004. (2006)

***ANTHONY V. PARRILLO, Associate Professor of Public Health**

A.B., Herbert H. Lehman College, 1975;
M.S., Syracuse University, 1984;
Ph.D., Indiana University, 1994. (2003)

***JOHN W. PARRISH, JR., Professor Emeritus of Biology**

B.S., Denison University, 1963;
M.A., Bowling Green State University, 1970;
Ph.D., Bowling Green State University, 1974;
Postdoctoral training, University of Texas-Austin, 1974-76. (1988)

LEO G. PARRISH, JR., Professor Emeritus of Management

B.E.E., Georgia Institute of Technology, 1961;
M.S.I.M., Georgia Institute of Technology, 1964;
Ph.D., Georgia Institute of Technology, 1973. (1990)

***JOHN B. PASCARELLA, Associate Dean, Allen E. Paulson College of Science and Technology, and Professor of Biology**

B.A., University of Kansas, 1990;
B.S., University of Kansas, 1990;
Ph.D., University of Miami, 1995. (2008)

MILDRED MOORE PATE, Assistant Professor of Writing and Linguistics

B.A., Claflin College, 1974;
M.S.T., Georgia Southern College, 1976. (1985)

HARJI I. PATEL, Adjunct Professor of Public Health

B.S., University of Baroda, 1959;
M.S., University of Baroda, 1961;
Ph.D., University of Georgia, 1969. (2004)

***CHRIS W. PAUL, II, Professor of Finance and Quantitative Analysis**

B.S., Southwest Missouri State University, 1972;
Ph.D., Texas A&M University, 1979. (2000)

TOM LEO PAUL, Professor Emeritus and Head Emeritus, Department of Sport Science and Physical Education

B.S., Wisconsin State College-Oshkosh, 1951;
M.S., University of Florida, 1961;
Ed.D., Florida State University, 1965. (1969)

MARVIN G. PAYNE, Professor Emeritus and Chair Emeritus, Department of Physics

A.B., Berea College, 1958;
Ph.D., University of Kentucky, 1965. (1991)

***KARL E. PEACE, Georgia Cancer Coalition Distinguished Cancer Scientist, Professor of Biostatistics, and Director, Center for Biostatistics**

B.S., Georgia Southern College, 1963;
M.S., Clemson University, 1964;
Ph.D., Medical College of Virginia-Virginia Commonwealth University, 1976. (2000)

WALTER JAMES PEACH, Professor Emeritus of Special Education

B.S., St. Louis University, 1963;
Ed.M., St. Louis University, 1965;
Ph.D., Florida State University, 1968. (1969)

***SANDRA J. PEACOCK, Professor of History**

B.A., Franklin and Marshall College, 1977;
M.A., Sarah Lawrence College, 1979;
Ph.D., University at Binghamton-State University of New York, 1986. (1995)

DORIS PARSONS PEARCE, Associate Professor Emerita of Family and Consumer Sciences

A.B., Berea College, 1950;
M.S., Oklahoma State University, 1952;
Ph.D., Florida State University, 1963. (1966)

***THOMAS A. PEARSALL, Professor of Music**

B.M., University of Kentucky, 1982;
M.M., Bowling Green State University, 1984;
D.Mus.A., University of Oklahoma, 1996. (1993)

***JOHN PEDEN, Assistant Professor of Recreation**

B.S., California State University-Chico, 1999;
M.A., California State University-Chico, 2002;
Ph.D., College of Environmental Science and Forestry-State University of New York, 2005. (2005)

***JOE PELLEGRINO, Assistant Professor of Literature**

B.A., Duquesne University, 1981; M.A.,
Duquesne University, 1983; B.F.P.A.,
Saint Louis University, 1988;
Ph.D., University of North Carolina-Chapel Hill, 1996. (2007)

***MICHAEL A. PEMBERTON, Professor of Writing and Linguistics**

B.A., University of California-Los Angeles, 1975; M.A.,
California Polytechnic State University, 1984; Ph.D.,
University of California-San Diego, 1990. (1999)

JUANJUAN PENG, Assistant Professor of History

B.S., Wuhan University, 1997;
M.S., Wuhan University, 2000;
M.A., The Johns Hopkins University, 2004;
Ph.D., The Johns Hopkins University, 2007. (2007)

SEN PENG, Adjunct Instructor of Civil Engineering Technology

B.S., Tianjin University, 2003. (2009)

JANNA PENNINGTON, Coordinator of Service Learning, Office of Student Leadership and Civic Engagement, and Adjunct Instructor

B.A., Furman University, 2004;
M.Ed., University of Georgia, 2008. (2008)

***MARTHA C. PENNINGTON, Professor of Linguistics**

A.B., Bryn Mawr College, 1971;
M.A., University of Pennsylvania, 1973;
Ph.D., University of Pennsylvania, 1982. (2007)

JESSICA PENSE, Area Coordinator, Resident Life, and Adjunct Instructor

B.S., Central Washington University, 2004;
M.Ed., Northern Arizona University, 2006. (2008)

***CHARLES H. PERRY, Professor Emeritus of Industrial Technology**

B.S., Georgia Institute of Technology, 1964;
M.Ed., University of Georgia, 1986;
Ed.D., University of Georgia, 1990. (1990)

ALBERT PERTALION, Executive Director, Performing Arts Center, and Adjunct Instructor

B.A., Southeastern Louisiana University, 1961;
M.A., Louisiana State University, 1963. (2007)

H. LONG M. PHAM, Temporary Assistant Professor of Physics

B.S., Georgia Institute of Technology, 1996;
Ph.D., University of Georgia, 2007. (2008)

DIANE T. PHILLIPS, Assistant Professor of Interior Design

B.S.H.E., University of Georgia, 1976;
M.H.E., University of Georgia, 1978. (1989)

HOLLARD G. PHILLIPS, Adjunct Associate Professor of Public Health

B.A., Valdosta State University, 1979;
M.S., Valdosta State University, 1984;
M.P.H., Emory University, 2007. (2009)

JOHN R. PICKETT, Professor Emeritus of Management

B.A., University of Wyoming, 1968;
M.S., Air Force Institute of Technology, 1970;
Ph.D., University of Georgia, 1979. (1979)

MARGARET ANNE PIERCE, Professor Emerita of Mathematics and Computer Science

B.A.Ed., University of North Carolina-Chapel Hill, 1965;
M.Ed., University of Florida, 1974;
M.S., University of South Carolina, 1987;
Ph.D., University of Florida, 1977. (1985)

DAPHNEY PIERRE, Temporary Instructor of Information Systems

B.B.A., Savannah State University, 2005;
M.B.A., Georgia Southern University, 2007. (2007)

REINHARD PILTNER, Temporary Assistant Professor of Mathematics

Diplom-Ingenieur, Ruhr-Universität Bochum, 1976;
Doktor-Ingenieur, Ruhr-Universität Bochum, 1982. (2004)

***ROBERT C. PIRRO, Associate Professor of Political Science**

A.B., Harvard University, 1986;
M.A., University of California-Berkeley, 1989;
Ph.D., University of California-Berkeley, 1996. (1997)

***LUKE PITTAWAY, Professor of Management and William A. Freeman Distinguished Chair of Free Enterprise**

B.A., University of Huddersfield, 1994;
Ph.D., Newcastle University, 2000. (2008)

***DANIEL PITTMAN, Professor of Music**

B.M.Ed., University of Southern Mississippi, 1970;
M.M., University of Mississippi, 1974;
D.M.A., Memphis State University, 1979. (1990)

***ELIZABETH JANE PLEAK, Professor of Art**

B.S.Ed., Edinboro State College, 1971;
M.F.A., Indiana State University, 1981. (1984)

BILL W. PONDER, Professor Emeritus of Chemistry

B.S., Louisiana Polytechnic Institute, 1956;
M.S., Iowa State University, 1959;
Ph.D., Iowa State University, 1961. (1991)

JOCELYN POOLE, Reference Librarian, Associate Professor, and Head Information Services Librarian

B.S., Virginia State College, 1979;
M.S.M., Hampton University, 1985;
M.L.S., University of Pittsburgh, 1992. (1992)

PAMELA LYNN POWELL, Clinical Instructor of Teaching and Learning

B.S.Ed., Georgia Southern College, 1976;
M.Ed., Georgia Southern College, 1980. (2005)

***ANN E. PRATT, Professor Emerita of Biology**

B.A., Clark University, 1975;

M.S., University of Massachusetts, 1979;
Ph.D., University of Florida, 1986;
Postdoctoral training, University of Florida, 1986-87. (1987)

***DELMA EUGENE PRESLEY, Professor Emeritus of English and Director Emeritus, Museum**

A.B., Mercer University, 1961;
B.D., Southern Baptist Seminary, 1964;
Ph.D., Emory University, 1969. (1969)

***BARBARA A. PRICE, Professor of Decision Sciences**

B.S., Grove City College, 1969;
M.S., Virginia Polytechnic Institute and State University, 1971;
Ph.D., Virginia Polytechnic Institute and State University, 1973. (1996)

CLIFTON A. PRICE, Temporary Instructor of English

B.A., Shippensburg University, 1996;
M.A., University of Memphis, 1999. (2000)

LARRY E. PRICE, Professor Emeritus of Finance and Head Emeritus, Department of Finance and Economics

B.S.E.E., University of Arkansas, 1959;
M.B.A., University of Arkansas, 1961;
Ph.D., University of Arkansas, 1966. (1963)

***PATRICIA T. PRICE, Assistant Professor of Writing and Linguistics**

B.S.Ed., University of Georgia, 1969;
M.A., Georgia Southern College, 1977;
Ed.D., Georgia Southern University, 2003. (1987)

***BRADLEY J. PRINCE, Adjunct Assistant Professor of Information Systems**

B.S., Jacksonville State University, 2000;
M.B.A., Auburn University, 2002;
Ph.D., Auburn University, 2006. (2006)

***TONY A. PRITCHARD, Assistant Professor of Pedagogy**

B.S., Erskine College, 1994;
M.S., Appalachian State University, 1997;
Ed.D., West Virginia University, 2004. (2006)

KITTY PRUITT, Lecturer in Kinesiology

B.S., Georgia Southern College, 1979;
M.Ed., Georgia Southern College, 1982. (1986)

***JAMES L. PUGH, Assistant Professor of Psychology**

B.A., Tulane University, 1969;
M.A., West Georgia College, 1977;
Ph.D., Georgia State University, 1984. (1995)

MARY-KATE PUNG, Adjunct Instructor of Public Health

A.B., Rutgers State University-New Brunswick, 1975;
M.S.P.H., University of North Carolina-Chapel Hill, 1983. (2006)

***OSCAR J. PUNG, Professor of Biology and Member, Institute of Arthropodology and Parasitology**

B.A., Oakland University, 1973;
M.S., Seton Hall University, 1981;
Ph.D., University of North Carolina-Chapel Hill, 1984. (1991)

***TOMSYE DALE PURVIS, Associate Professor Emerita of Writing and Linguistics**

B.A., Oklahoma Baptist University, 1968;
M.A., University of Tennessee, 1970;
Ph.D., University of Tennessee, 1976. (1981)

Faculty Q

***KARLA JAN QUALLS, Instructional Services Coordinator and Adjunct Assistant Professor of Music**

B.M., New Mexico State University, 1988;
M.M., Arizona State University, 1991;
D.M., Florida State University, 2002. (2002)

NICHOLAS W. QUICK, Professor Emeritus of Legal Studies

A.B., University of Illinois, 1942;
 M.A., University of Illinois, 1947;
 Ph.D., University of Texas, 1954;
 J.D., John Marshall Law School, 1973. (1969)

Faculty R**SANDRA C. RABITSCH, Assistant Professor Emerita of English**

B.S., Georgia Southern College, 1962;
 M.S.T., Georgia Southern College, 1969. (1968)

FRANK RADOVICH, Associate Professor Emeritus of Health and Kinesiology

B.S.B., Indiana University, 1960;
 M.S.Ed., Indiana University, 1964;
 H.S.D., Indiana University, 1980. (1962)

***JOHN A. RAFTER, Associate Professor Emeritus of Mathematics**

B.S., University of Michigan, 1966;
 M.S., Michigan State University, 1968;
 Ph.D., Michigan State University, 1971. (1984)

ROSALIND DOROTHY RAGANS, Associate Professor Emerita of Art Education

B.F.A., City University of New York-Hunter College, 1955;
 M.Ed., Georgia Southern College, 1967;
 Ed.D., University of Georgia, 1971. (1964)

***MOSFEQUR RAHMAN, Assistant Professor of Engineering Studies**

B.Sc.M.E., Bangladesh University of Engineering and Technology, 1997;
 M.Sc.M.E., Bangladesh University of Engineering and Technology, 1999;
 M.S.E.S.M., University of Alabama, 2002;
 Ph.D., University of Alabama, 2005. (2006)

***JACKSON PATTEN RAINER, Professor of Psychology**

B.M., Florida State University, 1976;
 M.Ed., Georgia State University, 1980;
 Ph.D., Georgia State University, 1986. (2009)

***DONALD RAKESTRAW, Professor of History**

B.A., Jacksonville State University, 1975;
 M.A., Jacksonville State University, 1980;
 Ph.D., University of Alabama, 1991. (1988)

RIA R. RAMOUTAR, Temporary Instructor of Chemistry

B.S., Claflin University, 2003. (2009)

DELORES RAMSEY, Assistant Professor Emerita of Health and Kinesiology

B.S.Ed., Georgia Southern College, 1961;
 M.Ed., Georgia Southern College, 1962;
 Ed.S., Georgia Southern College, 1973. (1963)

CINDY HOUSE RANDALL, Assistant Professor of Decision Sciences

B.B.A., Georgia Southern College, 1978;
 M.B.A., Memphis State University, 1981. (1982)

***E. JAMES RANDALL, Professor Emeritus of Marketing**

B.A., University of South Florida, 1968; M.B.A.,
 University of South Florida, 1973; D.B.A.,
 Memphis State University, 1983. (1982)

***DOLORES E. RANGEL, Associate Professor of Spanish**

B.A., Instituto Tecnológico Y de Estudios Superiores de Monterrey,
 1983;
 M.A., New Mexico State University, 1988;
 Ph.D., University of Buffalo-State University of New York, 1998. (2005)

MARSHALL R. RANSOM, Lecturer of Mathematics

A.B., Brown University, 1972;
 M.S., Stetson University, 1977;
 Ed.S., Stetson University, 1991. (2003)

***SWATI RAYCHOWDHURY, Assistant Professor of Public Health**

B.A., DePauw University, 2000;

M.P.H., Indiana University, 2002;
 Ph.D., Indiana University, 2005. (2006)

***DAN W. REA, Professor of Curriculum, Foundations, and Reading**

B.A., University of Missouri, 1969;
 M.A.T., Howard University, 1974;
 Ed.D., University of Massachusetts, 1983. (1991)

***CATHERINE W. REAVIS, Professor of Nursing**

B.S.H.E., Texas Technological College, 1967;
 A.D.N., Amarillo College, 1979;
 M.S.N., West Texas A&M University, 1981;
 Ed.D., Texas Tech University, 1995;
 F.N.P.C., Texas Tech University, 1997. (2001)

ROY E. REDDERSON, Associate Professor Emeritus of Electrical Engineering Technology

B.S.E.E., Auburn University, 1961;
 M.S.E.E., U.S. Navy Postgraduate School, 1966. (1979)

***LAURA B. REGASSA, Professor of Biology and Member, Institute of Arthropodology and Parasitology**

B.A., Marquette University, 1985;
 Ph.D., University of Wisconsin, 1993. (1999)

***JAMES S. REICHARD, Associate Professor of Geology**

B.S., University of Toledo, 1981; M.S.,
 University of Toledo, 1984; Ph.D.,
 Purdue University, 1995. (1996)

***MICHELLE REIDEL, Assistant Professor of Middle Grades/Secondary Education**

B.A., Eckerd College, 1990;
 M.A., Clark University, 1992;
 Ph.D., University of Colorado, 2006. (2006)

***MICHAEL REKSULAK, Associate Professor of Economics**

B.A., Friedrich-Schiller University of Jena, 1997;
 M.A., University of Mississippi, 1998;
 Ph.D., University of Mississippi, 2002. (2003)

ROXIE REMLEY, Professor Emerita of Art

A.B., George Peabody College for Teachers, 1949;
 M.A., George Peabody College for Teachers, 1949;
 M.F.A., Pratt Institute, 1962. (1950)

***JUDITH L. REPMAN, Professor of Leadership, Technology, and Human Development**

B.A., Louisiana State University and A&M College, 1974;
 M.L.S., Louisiana State University and A&M College, 1976;
 Ph.D., Louisiana State University and A&M College, 1989. (1997)

WILLIAM MARTIN REYNOLDS, Associate Professor of Curriculum, Foundations, and Reading

B.A., Roberts Wesleyan College, 1975;
 M.S.Ed., College at Brockport-State University of New York, 1980;
 Ed.D., University of Rochester, 1986. (1997)

DALLAS D. RHODES, Professor of Geology and Chair, Department of Geology and Geography

B.S., University of Missouri, 1969;
 M.A., Syracuse University, 1973;
 Ph.D., Syracuse University, 1973. (1998)

GWENDOLYN BERNITHA RHODES, Temporary Assistant Professor of Geology

B.S., Georgia State University, 1998;
 M.S., Central Washington University, 2001;
 Ph.D., University of Maryland, 2008. (2009)

***FREDRICK J. RICH, Professor of Geology**

B.S., University of Wisconsin, 1973;
 Ph.D., Pennsylvania State University, 1979. (1988)

SHARON D. RICH, Temporary Instructor of Geology

B.S., Dickinson College, 1974;
 M.S., Pennsylvania State University, 1984. (2008)

***DONNIE D. RICHARDS, Associate Professor Emeritus of Spanish and Chair Emeritus, Department of Foreign Languages**

B.A., Texas Technological College, 1964;
M.A., Texas Tech University, 1972;
Ph.D., University of Kentucky, 1976. (1991)

***M. VIRGINIA RICHARDS, Associate Professor of Family and Consumer Sciences Education and Associate Dean, College of Health and Human Sciences**

B.S.H.E., Texas Technological College, 1967;
M.S.H.E., Texas Tech University, 1970;
Ed.D., University of South Carolina, 1998. (1991)

FRED A. RICHTER, Associate Professor Emeritus of Literature

B.A., Florida State University, 1964;
Ph.D., Auburn University, 1971. (1969)

***CURTIS EUGENE RICKER, Associate Professor of Writing and Linguistics, and Associate Dean, College of Liberal Arts and Social Sciences**

B.A., Brigham Young University, 1975;
M.A., Brigham Young University, 1980;
D.A., Illinois State University, 1987. (1984)

ED RIDEOUT, JR., Adjunct Assistant Professor of Communication Arts

B.A., Pennsylvania State University, 1987;
M.A., Point Park College, 1990. (2006)

***AMY JO RIGGS, Assistant Professor of Nutrition and Food Sciences**

B.S., Indiana University, 1997;
M.S., Ball State University, 2002;
Ph.D., Auburn University, 2006. (2006)

WARREN L. RILES, Director, Career Services, and Adjunct Instructor

B.S., Tuskegee Institute, 1967;
M.S., University of Tennessee, 1992;
M.B.A., Georgia Southern University, 1997. (1994)

FERNANDO RIOS-GUTIÉRREZ, Assistant Professor of Electrical Engineering Technology and Engineering Studies

B.Sc., National Polytechnic Institute, 1978;
M.Sc., National Institute of Astrophysics, Optics, and Electronics, 1980;
M.S., Tulane University, 1998;
Ph.D., Tulane University, 2000. (2007)

SARAH M. RITCHIE, Instructor of Athletic Training

B.S., West Virginia University, 2002;
M.S., James Madison University, 2004;
D.H.S., Nova Southeastern University, 2006. (2006)

***KENT RITTSCHOF, Professor of Curriculum, Foundations, and Reading**

B.S., Arizona State University, 1988;
M.A., Arizona State University, 1992;
Ph.D., Arizona State University, 1994. (1994)

MIRIAM URIZAR RITTMAYER, Adjunct Professor of Public Health

B.Sc., Del Valle University, 1982;
M.D., Francisco Marroquin University, 1986;
M.P.H., Johns Hopkins University, 1989;
Ph.D., University of North Carolina – Chapel Hill, 1996. (2007)

MICHELLE VAN HORN RIVERA, Instructional Services Coordinator and Adjunct Instructor B.S.Ed.,

Georgia Southern University, 1999; M.Ed.,
Georgia Southern University, 2004. (2004)

SUSAN E. ROACH, Temporary Instructor of Accounting

B.B.A., Kennesaw College, 1987;
M.B.A., Georgia College and State University, 1995. (1999)

JOSEPH C. ROBBINS, Associate Professor Emeritus of Music

B.A., Hendrix College, 1957;

M.M., Indiana University, 1960. (1970)

***JUDITH F. ROBBINS, Associate Professor of Teaching and Learning**

B.S., University of South Alabama, 1982;
M.Ed., University of South Alabama, 1986;
Ph.D., Florida State University, 1991. (1990)

WILLIAM G. ROBERTS, Adjunct Assistant Professor of Military Science

B.B.A., Georgia Southwestern College, 1985;
M.S., Central Michigan University, 1998. (2007)

***PAUL A. RODELL, Professor of History**

B.A., Northern Illinois University, 1968;
M.A., University at Buffalo-State University of New York, 1982;
Ph.D., University at Buffalo-State University of New York, 1992. (1992)

***CRAIG H. ROELL, Professor of History**

A.A., University of Houston-Victoria, 1974;
B.A., University of Houston, 1977;
M.A., University of Texas, 1980;
Ph.D., University of Texas, 1986. (1989)

***CAMILLE F. ROGERS, Associate Professor of Information Systems**

B.B.A., Eastern New Mexico University, 1991;
M.B.A., Eastern New Mexico University, 1993;
Ed.D., Georgia Southern University, 2006. (1994)

EDWARD ROGERS, Adjunct Instructor of Anthropology

B.A., Georgia Southern University, 1987;
M.A., Texas A&M University, 1996. (2003)

GEORGE ARTHUR ROGERS, Professor Emeritus of History

A.B., Illinois College, 1940;
M.A., University of Illinois, 1947;
Ph.D., University of Illinois, 1950. (1950)

GERALD W. ROGERS, Temporary Instructor of Mathematics

B.S.Ed., Georgia Southern University, 1995;
M.S., Georgia Southern University, 1997. (2003)

JOHN THADDEUS ROGERS, Associate Professor Emeritus of Physics

B.S., United States Naval Academy, 1950;
M.S., Virginia Polytechnic Institute, 1958;
Ph.D., Virginia Polytechnic Institute, 1963. (1965)

***RICHARD L. ROGERS, Professor Emeritus and Chair Emeritus, Department of Psychology**

B.A., University of Arkansas, 1966;
M.A., University of Arkansas, 1968;
Ph.D., University of Arkansas, 1971. (1970)

***JOELLE E. ROMANCHIK-CERPOVICZ, Associate Professor of Nutrition and Food Science**

B.A., Glassboro State College, 1991;
Ph.D., The Medical College of Pennsylvania, 1996. (1996)

ENVER ROSHI, Adjunct Professor of Public Health

G.P., University of Tirana, 1986;
M.P.H., Hebrew University, 1997;
Ph.D., University of Tirana, 2002. (2006)

***SABRINA N. ROSS, Assistant Professor of Curriculum Studies**

B.A., The University of North Carolina at Greensboro, 1995;
M.S., The University of North Carolina at Greensboro, 2001;
Ph.D., The University of North Carolina at Greensboro, 2007. (2009)

***STEPHEN J. ROSSI, Assistant Professor of Exercise Science**

B.A., University of North Carolina-Wilmington, 1998;
M.S., Appalachian State University, 2002;
Ph.D., Oklahoma State University, 2006. (2006)

JOANNA L. ROSSI-BASTARACHE, Assistant Professor of Broadcasting

B.A., Regis College, 2003;
M.F.A., Boston University, 2005. (2006)

***DAVID C. ROSTAL, Professor of Biology**

B.S., Pacific University, 1980;
M.S., Portland State University, 1986;
Ph.D., Texas A&M University, 1991. (1993)

H. KEITH ROUGHTON, Director, Student Athlete Services, and Adjunct Instructor

B.S.H.S., Georgia Southern University, 1992;
M.S., Georgia Southern University, 1995;
M.Ed., Georgia Southern University, 1997. (1996)

***MARLO T. ROUSE-ARNETT, Associate Professor of Child and Family Development**

B.A., Syracuse University, 1994;
M.A., Syracuse University, 1996;
Ph.D., University of Georgia, 2001. (2000)

VIRGINIA C. ROWDEN, Assistant Professor Emerita of Communication Arts

B.A., University of Colorado, 1974;
M.A., University of Colorado, 1977;
Ph.D., University of Colorado, 1984. (1985)

AMY W. ROWELL, Assistant Director, Career Services, and Adjunct Instructor

B.A., Northwestern State University of Louisiana, 1995;
M.A., Northwestern State University of Louisiana, 1997. (2000)

DANIEL L. RUEFMAN, Lecturer of Writing and Linguistics

B.A., Edinboro State College, 2006;
M.A., Slippery Rock University, 2008. (2010)

***JOSEPH S. RUHLAND, Assistant Professor of Finance**

B.B.A., University of Wisconsin, 1997;
Ph.D., University of Georgia, 2006. (2006)

***ALISON M. RUSHING, Assistant Professor of Nursing**

A.D.N., Armstrong State College, 1976;
B.S.N., Medical College of Georgia, 1978;
M.S.N., Medical College of Georgia, 1979;
Ph.D., Virginia Commonwealth University, 2005. (2005)

***EDWARD J. RUSHTON, Assistant Professor of Art**

B.A., University of Iowa, 1989;
M.A., University of Iowa, 1993;
M.F.A., University of Iowa, 1994. (2008)

PAIGE S. RUTNER, Assistant Professor of Information Systems

B.S., Millersville State College, 1988;
M.Acc., Georgia Southern University, 1998;
Ph.D., University of Arkansas, 2008. (2006)

***STEPHEN M. RUTNER, Professor of Logistics**

B.A., Millersville University, 1987;
M.B.A., University of Alabama, 1992;
Ph.D., University of Tennessee, 1995. (1996)

***REBECCA G. RYAN, Assistant Professor of Psychology**

B.A., Concord College, 2002;
M.A., West Virginia University, 2004;
Ph.D., West Virginia University, 2006. (2006)

Faculty S

***DEBRA SABIA, Professor of Political Science**

B.S., University of Southern Mississippi, 1981;
M.A., University of South Carolina, 1984;
Ph.D., University of South Carolina, 1994. (1990)

RAMSES F. SADEK, Adjunct Professor of Public Health

B.Sc., Cairo University, 1978;

M.Sc., Cairo University, 1983;
M.S., University of Georgia, 1989;
Ph.D., University of Georgia, 1992. (2006)

SIRAJUS SALEKEEN, Temporary Assistant Professor of Mechanical Engineering

B.Sc., Bangladesh University of Engineering and Technology, 1986;
M.S., Tuskegee University, 1991;
D.Sc., Georgia Washington University, 1999. (2008)

***HANI M. SAMAWI, Associate Professor of Public Health**

B.Sc., Yarmouk University, 1981;
M.Sc., Yarmouk University, 1986;
M.S., University of Iowa, 1991;
Ph.D., University of Iowa, 1994. (2006)

MAURICIO PEÑA SÁNCHEZ, Lecturer of Spanish

Licenciatura, Universidad Autonoma de Queretaro, 2006;
M.A., Western Michigan University, 2008. (2008)

***FREDERICK KIRKLAND SANDERS, Professor Emeritus of Literature**

B.A., Wofford College, 1958;
M.A., Emory University, 1963;
Ph.D., University of Georgia, 1971. (1969)

STEVE SANDERS, Associate Director, Campus Recreation and Intramurals, and Adjunct Instructor

B.S., Georgia Southern College, 1988;
M.S., Georgia Southern University, 1992. (1996)

NURTAYEVA SAULET, Adjunct Professor of Public Health

M.D., Aktyubinski State Medical Institute, 1982. (2007)

LAURA H. SAUNDERS, Academic Advisor, College of Education, and Adjunct Instructor

B.S.Ed., Georgia Southern University, 1995;
M.P.A., Georgia Southern University, 2005. (2005)

STEPHANIE SAUNDERS, Career Advisor, Career Services, and Adjunct Instructor

A.A.S., Danville Community College, 2004;
B.S., Virginia Tech, 2006;
M.S., Radford University, 2008. (2008)

***RUSSELL E. SAVAGE, JR., Associate Professor of Public Health**

B.A., Miami University, 1971;
M.T.S.C., Miami University, 2001;
Ph.D., Ohio State University, 1976. (2009)

***DONNA SAYE, Assistant Professor of Mathematics**

B.S., Berry College, 1974;
M.Ed., Georgia Southern College, 1977;
Ed.S., Georgia Southern University, 1995;
Ed.D., Georgia Southern University, 2002. (1988)

***NEAL SAYE, Associate Professor of Writing and Linguistics**

B.S., Berry College, 1974;
M.A., Georgia Southern College, 1978;
Ed.D., Georgia Southern University, 2002. (1988)

HEATHER SCARBORO, Recruitment Coordinator, Office of Career Services and Adjunct Instructor

B.A., Georgia Southern University, 2004;
M.Ed., Georgia Southern University, 2007. (2008)

AMY D. SCARBOROUGH, Assistant Professor of Fashion Merchandising and Apparel Design

B.A., University of Georgia, 1997;
M.S., University of Georgia, 2003;
Ph.D., Oregon State University, 2009. (2009)

***CANDY B. K. SCHILLE, Associate Professor of Literature**

B.A., Boise State University, 1973;
M.A., University of Washington, 1981;
Ph.D., University of Washington, 1983. (1987)

***WILLIAM SCHMID, Associate Professor of Music**

B.M., University of Dayton, 1979;
M.M.Ed., North Texas State University, 1981;
D.M.A., University of North Texas, 1991. (1986)

***NORMAN E. SCHMIDT, Professor of Chemistry**

B.S., Bethel College, 1984;
Ph.D., University of South Carolina, 1989. (1990)

JUDITH H. SCHOMBER, Professor Emerita of Spanish

B.A., Florida State University, 1969;
M.A., Florida State University, 1971;
Ph.D., Florida State University, 1975. (1976)

***MARTHA L. SCHRIVER, Professor of Teaching and Learning**

B.S.Ed., Bowling Green State University, 1970;
M.Ed., University of Toledo, 1988;
Ph.D., University of Toledo, 1992. (1992)

APRIL M. SCHUETHS, Assistant Professor of Sociology & Anthropology

B.A., University of Nebraska – North Platte, 1997;
M.S., University of Nebraska – Omaha, 2000;
Ph.D., University of Nebraska – North Platte, 2009. (2010)

***BRUCE A. SCHULTE, Adjunct Professor of Biology**

B.S., College of William and Mary, 1982;
M.S., University of Southern California, 1985;
Ph.D., College of Environmental Science and Forestry-State University of New York, 1993. (1999)

***LISA L. SCHULZ, Assistant Professor of Counselor Education**

B.A., Southern Oregon State College, 1983;
M.A., Southern Oregon State College, 1994;
M.S., Oregon State University, 2001;
Ph.D., Oregon State University, 2007. (2006)

KIMBERLY D. SCHURMEIER, Lecturer of Chemistry

B.A., Franklin College of Indiana, 2004;
Ph.D., University of Georgia, 2009. (2009)

***ALISON J. SCOTT, Assistant Professor of Public Health**

B.A., Miami University, 1995;
M.S., University of Wisconsin, 1999;
M.H.S., The Johns Hopkins University, 2002;
Ph.D., The Johns Hopkins University, 2006. (2006)

ALLISON WILLIAMS SCOTT, Area Coordinator, University Housing, and Adjunct Instructor

B.A., Wheaton College, 1996;
M.A., Michigan State University, 1998. (2001)

***HEATHER SCOTT, Instructor of Science Education**

B.S., University of Georgia, 1993;
M.A., Texas Tech University, 1995. (2007)

***MIRANDA ELAINE SCOTT, Temporary Instructor of Sociology**

B.A., Georgia Southern University, 2002;
M.A., Georgia Southern University, 2004. (2004)

***REGINA C. SCOTT, Instructor of Nursing**

B.S.N., Liberty University, 2005;
M.S.N., Liberty University, 2007. (2008)

TAYLOR CARVER SCOTT, Associate Professor Emeritus of Sociology

A.B., University of Florida, 1947;
M.A., University of Florida, 1949;
Ph.D., University of Maryland, 1967. (1967)

***DAVID W. SEAMAN, Professor of Foreign Languages**

B.A., College of Wooster, 1962;
A.M., Stanford University, 1964;
Ph.D., Stanford University, 1970. (1992)

AUSTIN SEGREST, Temporary Instructor of Writing & Linguistics

B.A., Emory University, 2002;

M.F.A., Georgia State University, 2009. (2009)

ANTHONY CARL SEGRETI, Adjunct Professor of Public Health

B.S., University of Pittsburgh, 1973;
M.S.Hyg., University of Pittsburgh, 1975;
Ph.D., Virginia Commonwealth University, 1977. (2006)

ANNEMARIE E. SEIFERT, Associate Vice President of Student Affairs and Enrollment Management and Adjunct Assistant Professor

B.S., Central Connecticut State University, 1995;
M.A.T., Sacred Heart University, 1997;
Ph.D., University of Texas at Austin, 2006. (2006)

LEWIS R. SELVIDGE, JR., Professor Emeritus of Technology

B.S., Southern Illinois University, 1962;
M.S., Southern Illinois University, 1964. (1968)

***ROBERT A. SHANAFELT, Associate Professor of Anthropology**

B.A., Kent State University, 1980;
M.A., Kent State University, 1982;
M.A., Florida State University, 1994;
Ph.D., University of Florida, 1989. (2002)

***PADMINI SHANKAR, Associate Professor of Nutrition and Food Science**

B.S., University of Madras, 1984;
M.S., University of Madras, 1988;
M.S., University of Central Oklahoma, 1993;
Ph.D., Texas Tech University, 1997. (1997)

WILLIAM SHARPE, Temporary Instructor of Mathematics

A.S., Abraham Baldwin Agricultural College, 1967;
B.S.Ed., University of Georgia, 1969;
M.Ed., Georgia Southern College, 1973;
Ed.S., Georgia Southern College, 1976. (2005)

***GEORGE W. SHAVER, III, Adjunct Assistant Professor of Psychology**

B.S., University of Tennessee, 1994;
M.Div., Southern Baptist Theological Seminary, 1999;
M.A., George Fox University, 2001;
Psy.D., George Fox University, 2004. (2007)

VICKIE LYNN SHAW, Area Director of Residential Education, University Housing, and Adjunct Instructor

B.A., Mercer University, 1998;
M.Ed., University of South Carolina, 2000. (2002)

***LAURA SHELTON, Assistant Professor of History**

B.A., McPherson College, 1989;
M.A., Temple University, 1996;
Ph.D., University of Arizona, 2004. (2005)

JUNAN SHEN, Associate Professor of Civil Engineering Technology

B.Sc., Southeast University, 1985;
M.Sc., Southeast University, 1990;
M.Sc., Chalmers University of Technology, 1997;
Ph.D., Saga University, 2000. (2005)

***C. DAVID SHEPHERD, Professor of Marketing**

B.S., David Lipscomb College, 1976;
M.B.A., University of Tennessee-Chattanooga, 1982;
Ph.D., University of Tennessee, 1989. (2006)

***SONYA S. GAITHER SHEPHERD, Instructional Technology Librarian and Professor**

B.S., LaGrange College, 1993;
M.S.L.S., Clark Atlanta University, 1994;
Ed.D., Georgia Southern University, 2003. (1995)

***RONNIE L. SHEPPARD, Professor and Chair, Department of Teaching and Learning**

B.A., Baylor University, 1967;
M.Ed., North Texas State University, 1970;
Ed.D., North Texas State University, 1976. (1996)

NANCY SHERROD, Temporary Assistant Professor of Literature and Philosophy

B.A., Valdosta State University, 1979;
M.A., University of Georgia, 1989;
Ph.D., University of Georgia, 1995. (2005)

GENE E. SHERRY, Director, Intramural Sports, and Adjunct Instructor

B.S., University of Kansas, 1992;
M.Ed., University of Illinois at Urbana-Champaign, 1996. (1995)

RONALD E. SHIFFLER, Dean, College of Business Administration, Interim Dean, College of Information Technology, and Professor of Quantitative Analysis

B.S., University of North Carolina-Greensboro, 1970;
M.S., Bucknell University, 1972;
M.Stat., University of Florida, 1974;
Ph.D., University of Florida, 1980. (2002)

***DELLARIE LANE SHILLING, Instructor of Nursing**

B.S.N., Armstrong Atlantic State University, 1983;
M.S.N., Georgia Southern University, 1997. (2008)

***GEORGE H. SHRIVER, Professor Emeritus of History**

B.A., Stetson University, 1953;
B.D., Southeastern Baptist Theological Seminary, 1956;
Ph.D., Duke University, 1961. (1973)

JORDAN D. SHROPSHIRE, Assistant Professor of Information Technology

B.B.A., University of Florida, 2004;
Ph.D., Mississippi State University, 2008. (2008)

***NANCY SHUMAKER, Professor of Spanish and Director, Center for International Studies**

B.A., Swarthmore College, 1967;
M.A., University of Georgia, 1973;
Ph.D., University of Georgia, 1977. (1982)

MARYLAND W. SHYTLES, Professor Emerita of Communication Arts

B.A., Winthrop College, 1936;
M.A., University of Michigan, 1939;
Ph.D., University of Michigan, 1952;
Postdoctoral certificate, University of Birmingham at Stratford-on-Avon, England, 1961. (1965)

EDWARD H. SIBBALD, BB&T Executive in Residence in Banking and Lecturer of Finance

B.A., Fordham University, 1970;
M.I.A., Columbia University, 1972. (2006)

DONALD WAYNE SIDA, Associate Professor Emeritus of Early Childhood Education

B.Ed., Chicago Teachers College, 1963;
M.A., Roosevelt University, 1966;
Ph.D., University of South Carolina, 1969. (1969)

CYNTHIA F. SIKES, Assistant Professor Emerita of Mathematics

B.A., Georgia College, 1971;
M.S., Clemson University, 1973. (1980)

***ANDREW SILLS, Assistant Professor of Mathematics**

B.A., Rutgers University, 1989;
M.A., Pennsylvania State University, 1994;
Ph.D., University of Kentucky, 2002. (2007)

ERIC O. SILVA, Assistant Professor of Sociology and Anthropology

B.A., State University of New York, 2000;
M.A., University of Nevada, 2002;
Ph.D., University of California, 2009. (2010)

JENNI M. SIMON, Temporary Instructor of Communication Studies

B.A., Wichita State University, 2001;
M.A., Wichita State University, 2003. (2008)

***JACOB V. SIMONS, JR., Professor of Operations Management**

B.S., United States Air Force Academy, 1977;
M.A., Ball State University, 1980;
M.S., Troy State University, 1982;
Ph.D., University of Houston, 1989. (1997)

***CAROL L. S. SIMONSON, Associate Professor Emerita of Nursing**

B.S.N., Cornell University-New York Hospital School of Nursing, 1960;
M.Ed., University of Florida, 1963;
Ph.D., University of New Mexico, 1990. (1992)

***ANASTATIA SIMS, Professor of History**

B.A., University of Texas-Austin, 1974;
M.A., University of North Carolina-Chapel Hill, 1976;
Ph.D., University of North Carolina-Chapel Hill, 1985. (1987)

***DEBRA T. SINCLAIR, Associate Professor of Accounting**

B.A., University of South Florida, 1984;
M.B.A., Drexel University, 1993;
Ph.D., Temple University, 2004. (2004)

THOMAS ALEXANDER SINGLETARY, Professor Emeritus of Electronics Technology

B.S.Ed., Georgia Southern College, 1959;
M.S., Stout State College, 1960;
Ed.D., University of Missouri, 1968. (1960)

***STEPHANIE R. SIPE, Assistant Professor of Legal Studies**

B.A., Wake Forest University, 1990;
J.D., University of Georgia, 1990;
M.S.Ed., James Madison University, 2005. (2005)

WILLIAM DOUGLAS SKELTON, Adjunct Professor of Public Health

M.D., Emory University, 1963. (2006)

CHARLES A. SKEWIS, Head Acquisitions Librarian and Assistant Professor

A.A.S., Iowa Lakes Community College, 1975;
B.S., University of Wisconsin-Platteville, 1977;
M.L.S., George Peabody College for Teachers, 1978. (1996)

***CATHY SKIDMORE-HESS, Assistant Professor of History**

A.B., Mount Holyoke College, 1986;
M.A., University of Wisconsin, 1988;
Ph.D., University of Wisconsin, 1995. (1995)

***DEBRA G. SKINNER, Catalog Librarian and Assistant Professor**

B.A., Georgia Southern College, 1973;
M.Ed., Georgia Southern College, 1978;
Ed.S., Georgia Southern College, 1983;
M.L.S., University of South Carolina, 1991. (2001)

DONALD SLATER, Assistant Professor of Construction Management

B.C.E., Catholic University of America, 1965;
M.C.E., Oklahoma State University, 1973;
M.E., Virginia Polytechnic Institute and State University, 1986;
M.S.C.Ed., Shenandoah University, 1998;
Ph.D., West Virginia University, 2003. (2005)

***K. BRYANT SMALLEY, Assistant Professor of Psychology**

B.S., Georgia Southern University, 2002;
M.S., Georgia Southern University, 2003;
M.S., Nova Southeastern University, 2005;
Psy.D., Nova Southeastern University, 2008. (2008)

AMY D. SMITH, Coordinator of Visitation Programs, Office of Admissions and Adjunct Instructor

B.A., Georgia Southern University, 2002;
M.Ed., University of Georgia, 2004. (2007)

***EDWARD W. L. SMITH, Professor Emeritus of Psychology**

B.A., Drake University, 1963;
M.S., University of Kentucky, 1966;
Ph.D., University of Kentucky, 1969. (1994)

**FREDERICK SMITH, Head of Access Services Department,
Henderson Library, and Associate Professor**

A.B.J., University of Georgia, 1975;
M.S., Florida State University, 1976. (1986)

INNA N. SMITH, Temporary Instructor of Mathematics

B.S., Leningrad Institute of Shipbuilding, 1978;
M.S., Leningrad Institute of Shipbuilding, 1978;
Dipl., Leningrad Institute of Shipbuilding, 1984;
M.S., Georgia Southern University, 2005. (2003)

***JULIE K. SMITH, Instructor of Nursing**

B.S.N., Medical College of Georgia, 1982;
M.S.N., Georgia Southern University, 1992. (1994)

**KATHLYN M. SMITH, Assistant Professor of Geology and
Geography**

B.S., Purdue University, 2001;
M.S., Michigan State University, 2004;
Ph.D., University of Michigan, 2010. (2010)

LISA P. SMITH, Assistant Professor of Librarianship

B.A., Brenau University, 1988; M.L.S.,
University of Alabama, 1989; B.S.,
Georgia Southern University, 1995;
M.Ed., Georgia Southern University, 2005. (2006)

**MICHAEL R. SMITH, Dean, College of Liberal Arts and Social
Sciences and Professor of Criminal Justice Studies**

B.S., Virginia Commonwealth University, 1987;
J.D., University of South Carolina, 1993;
Ph.D., Arizona State University, 1998. (2009)

REED W. SMITH, Professor of Communication Arts

B.S.Com., Ohio University, 1972;
M.A., Bowling Green State University, 1973;
Ph.D., Ohio University, 1993. (1994)

SARAH A. SMITH, Director, Admissions, and Adjunct Instructor

B.S., Clemson University, 2003;
M.B.A., Georgia Southern University, 2005. (2003)

***SOLOMAN K. SMITH, Assistant Professor of History**

B.A., College of William and Mary, 1998;
M.A., Virginia Commonwealth University, 2000;
Ph.D., University of Georgia, 2009. (2010)

**SUE L. SMITH, Assistant Professor Emerita of Housing and
Equipment**

B.S., Western Kentucky University, 1955;
M.A., Indiana State University, 1960. (1971)

SUSAN A. SMITH, Lecturer of Writing and Linguistics

B.S.Ed., Georgia Southern College, 1976;
M.Ed., Georgia Southern College, 1982. (1985)

**TOM D. SMITH, Assistant Professor Emeritus of Sport Science and
Physical Education**

B.S., Indiana State University, 1953;
M.S., Indiana State University, 1959;
M.S., Indiana University, 1971. (1971)

WAYNE E. SMITH, Associate Registrar and Adjunct Instructor

B.S., Radford College, 1975;
M.S., Radford University, 1983. (1998)

***WILLIAM L. SMITH, Professor of Sociology**

B.A., Loras College, 1978;
M.A., Marquette University, 1980;
Ph.D., University of Notre Dame, 1984. (1994)

**WILLIAM ROBERT SMITH, Associate Professor Emeritus of
Economics**

B.S.Ed., Georgia Teachers College, 1949;
M.B.A., Georgia Southern College, 1972. (1973)

***L. DWIGHT SNEATHEN, JR., Associate Professor of Accounting**

B.S.B.A., University of Arizona, 1996;
M.Acc., University of Arizona, 2000;
Ph.D., University of Arizona, 2001. (2005)

***LINA B. SOARES, Assistant Professor of Curriculum and
Instruction**

B.A., University of North Carolina at Greensboro, 1974;
M.S., National University San Diego, 1993;
Ph.D., University of North Carolina Charlotte, 2009. (2009)

***VALENTIN A. SOLOIU, Associate Professor of Mechanical and
Electrical Energy Technology and Allen E. Paulson Eminent
Chair of Renewable Energy**

M.Sc., Polytechnic University, 1985;
Ph.D., Polytechnic University, 1997. (2008)

***JIMMY L. SOLOMON, Professor of Mathematics**

B.S., University of Mississippi, 1964; M.S.,
Mississippi State University, 1966; Ph.D.,
Texas A&M University, 1972. (1995)

**ARTHUR G. SPARKS, Professor Emeritus and Chair Emeritus,
Department of Mathematics and Computer Science**

B.S.Ed., Georgia Southern College, 1960;
M.Ed., University of Georgia, 1962;
M.A., University of Florida, 1964;
Ph.D., Clemson University, 1969. (1964)

***LEON E. SPENCER, Professor of Leadership, Technology, and
Human Development**

B.A., Park College, 1976;
M.A., Ball State University, 1979;
Ed.S., Ball State University, 1982;
Ed.D., Ball State University, 1983. (1994)

WILLIAM SPIETH, Professor Emeritus of Kinesiology

B.S., Pennsylvania State University, 1958;
M.S., Pennsylvania State University, 1960;
Ph.D., Pennsylvania State University, 1971. (1965)

**KATIE LAMOTHE SRIRATANAKOUL, Library Assistant, Zach S.
Henderson Library, and Adjunct Instructor**

B.S.J.S., Georgia Southern University, 2004.
M.Ed., University of Georgia, 2006. (2007)

**SRIRAVONG SRIRATANAKOUL, Activities Coordinator, Office of
Student Activities, and Adjunct Instructor**

B.S.J.S., Georgia Southern University, 2004;
M.P.A., Georgia Southern University, 2006. (2007)

PATRICK O. SPURGEON, Professor Emeritus of English

B.A., Emory and Henry College, 1952;
M.A., University of Tennessee, 1958;
Ph.D., University of Tennessee, 1963. (1966)

JILL STACKHOUSE, Temporary Assistant Professor of Geography

B.S., Oregon State University, 1979;
B.S., Middle Tennessee State University, 1997;
M.A., Georgia State University, 2001;
Ph.D., Syracuse University, 2007. (2009)

**JOAN T. STALCUP, Administrative Coordinator, International
Studies, and Adjunct Instructor**

B.A., University of Wisconsin-Milwaukee, 1984;
M.A., Universidad Interamericana de Puerto Rico, 1990. (1999)

***LAWRENCE D. STALCUP, Associate Professor of Hotel and
Restaurant Management**

B.S., Cornell University, 1977;
M.P.S., Cornell University, 1980;
Ph.D., Purdue University, 1997. (1997)

DONTARIE M. STALLINGS, Assistant Professor of Chemistry

B.S.Chem., Georgia Southern University, 2002;
Ph.D., University of Alabama, 2006. (2006)

JACK STALLINGS, Associate Professor Emeritus of Kinesiology
B.S., Wake Forest College, 1955;
M.Ed., University of North Carolina-Chapel Hill, 1956. (1975)

***ROSE MARIE STALLWORTH-CLARK, Associate Professor Emerita of Curriculum, Foundations, and Reading**
B.S., Huntingdon College, 1965;
M.Ed., Georgia Southern College, 1982;
Ph.D., University of Georgia, 1996. (1981)

LAURA A. STAMBAUGH, Assistant Professor of Music
B.M., Ithaca College, 1994;
M.M., Northwestern University, 2000;
Ph.D., University of Washington, 2009; (2010)

***THOMAS PATTON STEADMAN, Professor Emeritus of Art**
B.S., East Tennessee State University, 1971;
M.F.A., East Tennessee State University, 1973. (1973)

***JOHN W. STEINBERG, Professor of History**
B.A., University of Kansas, 1979;
M.A., University of Kansas, 1982;
Ph.D., The Ohio State University, 1990. (1990)

***JANICE N. STEIRN, Associate Professor of Psychology**
A.B., West Virginia University, 1979;
M.S., University of Georgia, 1982;
Ph.D., University of Georgia, 1985. (1991)

STEVE STEPANEK, Assistant Professor of Journalism
B.S., Iowa State University, 1978;
J.D., University of Iowa, 1989;
M.A., University of Iowa, 1990;
Ph.D., University of Iowa, 2004. (2007)

***JAMES C. STEPHENS, Associate Professor Emeritus of Middle Grades and Secondary Education**
B.S.Ed., Georgia Southern College, 1969;
M.S.T., Georgia Southern College, 1972;
Ed.S., Georgia Southern College, 1973;
Ed.D., University of Georgia, 1988. (1990)

JAMES H. STEPHENS, Assistant Professor of Public Health
B.S., Indiana University, 1972;
M.H.A., Indiana University, 1974;
D.H.A., Central Michigan University, 2006. (2007)

BILLY F. STEWART, Assistant Professor Emeritus of Vocational Education and Adult Education
B.S.A., University of Georgia, 1954;
M.Ed., University of Georgia, 1973. (1974)

CHARLENE K. STEWART, Assistant Professor Emerita of Middle Grades and Secondary Education B.S.Ed.,
Texas Technological College, 1966; M.Ed.,
Mississippi State University, 1970. (1970)

LEWIS M. STEWART, Assistant Professor Emeritus of Finance
B.S., Harding College, 1957;
M.B.A., Texas Technological College, 1960. (1970)

***ALEXANDER M. STOKOLOS, Assistant Professor of Mathematics**
Dipl., Odessa State University, 1982;
M.S., Moscow Institute of Electronic Mechanical Engineering, 1984;
Ph.D., University of Wroclaw, 1998. (2009)

***DAVID R. STONE, Professor Emeritus of Mathematics**
B.S., Georgia Institute of Technology, 1964;
Ph.D., University of South Carolina, 1968. (1968)

MELANIE L. STONE, Assistant Professor of Broadcasting
B.A., Old Dominion University, 1978;
M.S., Mississippi College, 1999;
Ph.D., University of Mississippi, 2005. (2005)

***BEVERLY A. STRAUSSER, Instructor of Teaching and Learning**
B.S., University at Albany-State University of New York, 1985;

M.S.Ed., College at Fredonia-State University of New York, 1990. (2000)

JAMES F. STRICKLAND, Professor Emeritus of Mathematics Education

B.S.Ed., University of Georgia, 1964;
M.Ed., University of Georgia, 1966;
Ed.D., University of Georgia, 1968. (1981)

JULIE M. STRICKLAND, Temporary Instructor of Writing and Linguistics

B.A., Oglethorpe University, 1992;
M.Ed., Georgia Southern University, 2003. (2005)

GLORIA J. STUART, Temporary Instructor of Accounting

B.B.A., Georgia Southern University, 1998;
M.Acc., Georgia Southern University, 1999. (2004)

***DIANA STURGES, Associate Professor of Human Anatomy and Physiology**

M.D., State Medical University, 1997;
M.P.P.M., University of Southern Maine, 1999. (2004)

***JORGE W. SUAZO, Assistant Professor of Spanish**

B.A., Universidad del Bio-Bio, 1979;
M.A., Ohio University, 1986;
Ph.D., The Ohio State University, 1996. (1993)

CARYN SELF SULLIVAN, Temporary Assistant Professor of Biology

B.S., Coastal Carolina University, 1997;
Ph.D., Texas A&M University, 2008. (2008)

***RUI SUN, Assistant Professor of Political Science/Public Administration**

B.A., Peking University, 1998;
M.A., Peking University, 2001;
M.P.A., Auburn University, 2004;
Ph.D., University of Maryland, 2009. (2009)

LACE ANN SVEC, Temporary Assistant Professor of Biology

B.S., University of Oklahoma, 2003;
Ph.D., Michigan State University, 2009. (2009)

ROBERT J. SZYMANSKI, Lecturer of Information Systems

B.S., Boston College, 1986;
M.B.A., Boston College, 1998. (2010)

Faculty T

***MANOUCHEHR TABATABAEI, Associate Professor of Information Systems**

B.S., California State University-Hayward, 1984;
M.B.A., Golden Gate University, 1985;
Ph.D., Arizona State University, 1992. (2003)

***MARIAN M. TABI, Associate Professor of Nursing**

B.S., Mundelein College, 1988;
B.S.N., Pace University, 1990;
M.S., University of Illinois-Chicago Circle, 1994;
Ph.D., University of Illinois-Chicago Circle, 1999. (1999)

***BRENDA S. TALLEY, Associate Professor of Nursing**

A.S., Armstrong State College, 1978; B.S.N.,
Armstrong State College, 1980; M.S.N.,
Georgia Southern University, 1990;
Ph.D., Medical College of Georgia, 1998. (1994)

CHERYL TATUM, Temporary Instructor of Accounting

B.B.A., Georgia Southern University, 2006;
M.Acc., Georgia Southern University, 2006. (2007)

JANNA C. TAULBEE, Assistant Professor Emerita of Child and Family Development

B.S., Florida State University, 1968;
M.Ed., Georgia State University, 1980;
Ed.S., Georgia Southern College, 1986. (1985)

***LARRY TAYLOR, Associate Professor Emeritus of Political Science and Public Administration**

B.A., Morehouse College, 1964;
M.A., Wayne State University, 1968;
Ph.D., Wayne State University, 1974. (1984)

***SHARON E. TAYLOR, Professor of Mathematics**

B.S.Ed., Southwest Texas State University, 1987;
M.A., Sam Houston State University, 1989;
Ph.D., Texas A&M University, 1993. (1996)

***STUART H. TEDDERS, Associate Professor of Public Health**

B.S., Georgia Southern College, 1987;
M.S., Clemson University, 1989;
Ph.D., University of South Carolina, 1994. (2000)

***TIMOTHY M. TEETER, Associate Professor of History**

B.A., Columbia University, 1976; M.A.,
Columbia University, 1980; M.Phil.,
Columbia University, 1983; Ph.D.,
Columbia University, 1989. (1991)

MANDIE THACKER, Educational Program Specialist, Office of Student Leadership and Civic Engagement and Adjunct Instructor

B.S., Middle Tennessee State University, 2006;
M.Ed., University of South Carolina, 2008. (2008)

BRENT W. THARP, Director, Georgia Southern Museum, and Adjunct Assistant Professor of History

B.A., Indiana University, 1986;
M.A., College of William and Mary, 1988;
Ph.D., College of William and Mary, 1996. (2000)

KELLY P. THARP, Instructor of Educational Foundations

B.A., Harvard University, 1987;
M.A.Ed., College of William and Mary, 1991;
M.S.A., University of North Carolina-Greensboro, 1999. (2010)

JIE TIAN, Assistant Professor of Geology and Geography

B.S., Beijing Normal University, 2001; M.S.,
University of Western Ontario, 2004;
Ph.D., Queens's University of Kingston, 2009. (2010)

***CHARLES S. THOMAS, Professor of History**

B.A., University of Tennessee, 1972; M.A.,
University of Tennessee, 1974; Ph.D.,
Vanderbilt University, 1983. (1983)

***DEBORAH M. THOMAS, Associate Professor of Teaching and Learning and Interim Associate Dean, College of Education**

B.S., Florida State University, 1976;
M.S., Florida State University, 1979;
Ph.D., Florida State University, 1991. (1991)

MICHAEL L. THOMAS, Assistant Professor of Marketing

B.B.A., St. Norbert College, 1986;
M.B.A., Southern Illinois University, 1990. (2006)

RODNEY THOMAS, Assistant Professor of Logistics

B.S., Greensboro College, 1993;
M.Ed., Lynchburg College, 1996;
M.B.A., University of Tennessee, 2000. (2008)

***PAMELA SUE THOMASON, Professor Emerita of Recreation**

B.A., Purdue University, 1968;
M.S., Purdue University, 1971;
Ph.D., Texas A&M University, 1980. (1973)

***ANGELA D. THOMPSON, Instructor of Nursing and Nursing Clinic Director**

B.S.N., Armstrong Atlantic State College, 1994;
M.S.N., Georgia Southern University, 2001. (2008)

CHRISTINA J. THOMPSON, Director of Student Success Services, College of Education and Adjunct Instructor

B.G.S., Georgia Southern University, 1998;

M.Ed., Georgia Southern University, 2004. (1993)

DONALD L. THOMPSON, Professor Emeritus and Head Emeritus, Department of Marketing

B.S., University of Pennsylvania Wharton School of Finance and Commerce, 1951;
M.S., San Francisco State College, 1958;
Ph.D., University of California-Berkeley, 1963. (1986)

***JOHN THOMPSON, Assistant Professor of Music**

B.M., Belmont University, 1996;
M.A., Middle Tennessee State University, 1999;
Ph.D., University of California-Santa Barbara, 2006. (2007)

TERRY W. THOMPSON, Assistant Professor of Writing and Linguistics

A.B., West Georgia College, 1977;
M.A., West Georgia College, 1979;
Ed.D., University of Northern Colorado, 1985. (1991)

***DOUGLASS H. THOMSON, Professor of Literature**

B.A., University of Rochester, 1975;
M.A., University of Rochester, 1976;
Ph.D., University of Rochester, 1980. (1981)

***LEIGH THOMSON, Assistant Professor of Art**

B.S., Georgia Southern University, 2001;
M.F.A., University of Memphis, 2004. (2006)

***KATHY THORNTON, Assistant Professor of Nursing**

A.D.N., Barton County Community College, 1978;
B.S.N., Fort Hays State University, 1982;
M.N., University of Kansas, 1988;
Ph.D., University of Kansas, 2000. (2001)

***RICHARD TICHICH, Professor Emeritus of Art**

B.S., Saint John's University, Minnesota, 1969;
M.A., University of Iowa, 1970;
M.F.A., University of Texas-San Antonio, 1979. (1982)

***LYNDA TINKER, Temporary Instructor of Sociology**

B.S., St. Joseph's College, 1996;
M.A., Georgia Southern University, 2006. (2008)

***RUSSELL B. TOAL, Clinical Associate Professor of Health Policy and Management**

A.B., University of Illinois, 1974;
M.P.H., University of North Carolina at Chapel Hill, 1976. (2009)

***SAMUEL Y. TODD, Associate Professor of Sport Management**

B.S., Erskine College, 1998;
M.S., Florida State University, 2001;
Ph.D., Florida State University, 2003. (2003)

***BRENDAN P. TONER, Temporary Instructor of Political Science**

B.A., West Chester University of Pennsylvania, 2001;
M.A., Virginia Polytechnic Institute and University, 2004. (2009)

***KATHLEEN M. TOOTLE, Clinical Instructor of Teaching and Learning**

B.S.Ed., Georgia Southern University, 1995;
M.Ed., Augusta State University, 1998. (2006)

***CAREN J. TOWN, Professor of Literature**

B.A., University of Alabama, 1979;
M.A., University of Washington, 1983;
Ph.D., University of Washington, 1987. (1988)

***TIFFANIE PAIGE TOWNSEND, Assistant Professor of Art History**

B.A., University of Tennessee, 1989;
M.A., University of Georgia, 1996;
Ph.D., University of Georgia, 2003. (2005)

***SHARON K. TRACY, Professor of Political Science**

B.A., Southern Illinois University, 1965;
M.P.A., University of Nevada, 1978;
D.P.A., University of Southern California, 1988. (1989)

MICHELLE TREMBLAY, Laboratory Supervisor, Department of Biology, and Adjunct Instructor

B.Sc., University of Victoria, 1998;
M.S., Simon Fraser University, 2002. (2006)

JOHNNY W. TREMBLE, Clinical Instructor of Teaching and Learning

B.S., Savannah State College, 1968;
M.Ed., Georgia Southern College, 1976;
Ed.S., Georgia Southern College, 1982. (2005)

***SUSAN B. TRIMBLE, Professor of Teaching and Learning**

B.A., Lawrence University, 1967;
M.S., Nova Southeastern University, 1990;
Ed.S., Florida State University, 1993;
Ed.D., Florida State University, 1995. (1996)

ADEWALE TROUTMAN, Adjunct Professor of Public Health

B.A., Lehman College, 1969;
M.A., State University of New York, 1972;
M.D., New Jersey Medical School, 1979;
M.P.H., Columbia University, 1992. (2009)

CHARLES H. TRUPE, III, Associate Professor of Geology

B.S., George Mason University, 1985;
M.S., University of North Carolina-Chapel Hill, 1989;
Ph.D., University of North Carolina-Chapel Hill, 1997. (1998)

KAO-TAI TSAI, Adjunct Professor of Public Health

B.S., Taiwan Normal University, 1976;
M.B.A., Rutgers University, 1997;
Ph.D., University of California, 1982. (2008)

***WEI TU, Associate Professor of Geography**

B.S., East China Normal University, 1992; M.S.,
East China Normal University, 1995; Ph.D.,
Texas A&M University, 2004. (2004)

***JEFFREY A. TYSINGER, Assistant Professor of School Psychology**

B.A., Indiana University of Pennsylvania, 1993;
M.S., University of Alaska-Anchorage, 1995;
Ed.S., University of Memphis, 1997;
Ph.D., University of Memphis, 2002. (2007)

***P. DAWN TYSINGER, Assistant Professor of School Psychology**

B.A., University of Memphis, 1997;
M.S., University of Memphis, 1999;
Ph.D., University of Memphis, 2002. (2007)

Faculty U

JEAN S. UHL, Temporary Instructor of Mathematics

A.A.S., Middlesex County College, 1982;
B.S.E.T., New Jersey Institute of Technology, 1993;
M.S., New Jersey Institute of Technology, 1998. (2007)

ONOYUM UKPONG, Temporary Assistant Professor of Art

Dipl., Yaba College of Technology, 1976;
Dipl., Yaba College of Technology, 1978;
M.I.D., Pratt Institute, 1992;
Ph.D., State University of New York, 2006. (2009)

EMILY ULLRICH, Temporary Instructor of Communication Arts

B.F.A., Savannah College of Art & Design, 1999;
M.A., Antioch University – McGregor, 2008. (2009)

***LINDA A. UPCHURCH, Instructor of Nursing**

B.S.N., Georgia Southern University, 2003;
M.S.N., Vanderbilt University, 2007. (2007)

Faculty V

***LAURA E. VALERI, Assistant Professor of Writing**

B.A., New York University, 1988;

M.F.A., Florida International University, 2001;
M.F.A., University of Iowa, 2002. (2003)

ROBERT F. VALOIS, Adjunct Professor of Public Health

B.S., College at Brockport, State University of New York, 1977;
M.P.H., University of Alabama, 1986;
M.S., University of Illinois at Urbana-Champaign, 1980;
Ph.D., University of Illinois at Urbana-Champaign, 1984. (2006)

JOSEPH M. VAN DE WATER, Adjunct Professor of Public Health

B.A., Stanford University, 1956;
M.D., Stanford University, 1960. (2006)

JOHN PIETERSON VAN DEUSEN, Professor Emeritus of Middle Grades and Secondary Education

B.A., Florida State University, 1952;
M.A., Florida State University, 1956;
Ed.D., Florida State University, 1961. (1969)

RACHEL D. VAN HORN, Temporary Instructor of Writing and Linguistics

B.A., Georgia Southern University, 1999;
M.A., Georgia Southern University, 2002. (2002)

***DARIN H. VAN TASSELL, Associate Professor of International Studies**

B.A., Georgia Southern College, 1989;
M.A., University of South Carolina, 1992;
Ph.D., University of South Carolina, 1995. (1994)

***G. LANE VAN TASSELL, Professor Emeritus and Chair Emeritus, Department of Political Science**

B.A., Brigham Young University, 1966;
Ph.D., Claremont Graduate School and University Center, 1971. (1970)

NETRA R. VAN TASSELL, Temporary Instructor of Teaching and Learning

B.S.Ed., Georgia Southern University, 1990;
M.Ed., University of South Carolina, 1993. (2009)

LISA S. VANCE, Academic Advising Coordinator, College of Science and Technology, and Adjunct Instructor

B.H.S., University of Kentucky, 1976;
M.S., Georgia Southern University, 2003. (1988)

***R. KELLY VANCE, Associate Professor of Geology**

B.S., University of Kentucky, 1978;
M.S., University of Kentucky, 1985;
Ph.D., New Mexico Institute of Mining and Technology, 1989. (1988)

JOSHUA R. VEST, Assistant Professor of Public Health

B.S., Truman State University, 1999;
M.P.H., St. Louis University, 2001;
Ph.D., Texas A&M University, 2010. (2010)

BRANI VIDA KOVIC, Adjunct Professor of Public Health

B.S., University of Belgrade, 1978;
M.S., University of Belgrade, 1981;
Ph.D., Purdue University, 1992. (2006)

***MARY VILLEPONTEAUX, Assistant Professor of Literature**

B.A., College of Charleston, 1979;
M.A., University of Sussex, 1981;
Ph.D., Louisiana State University, 1990. (2006)

MICHAEL A. VIOLETTE, JR., Area Coordinator, University Housing, and Adjunct Instructor

B.A., University of Connecticut, 2001;
M.A., University of Connecticut, 2004. (2008)

***STEPHEN P. VIVES, Professor and Chair, Department of Biology**

B.S., Oklahoma State University, 1980;
M.S., Oklahoma State University, 1982;
M.S., University of Wisconsin, 1986;
Ph.D., University of Wisconsin, 1988. (1990)

***BRIAN L. VLCEK, Professor of Mechanical Engineering Technology**

B.S., Rensselaer Polytechnic Institute, 1988;
M.S., Rensselaer Polytechnic Institute, 1989;
Ph.D., Rensselaer Polytechnic Institute, 1991. (1997)

ARVARD O. VOGEL, Professor Emeritus of Graphic Arts Technology and Printing Management

A.B.S., Snow College, 1951;
A.B., Colorado State College-Greeley, 1957;
A.M., Colorado State College-Greeley, 1957. (1967)

***ROBERT L. VOGEL, Professor of Biostatistics**

B.A., Hanover College, 1970;
M.A., University of Louisville, 1978;
Ph.D., Emory University, 1983. (2003)

DANICA N. VUKOVIC, Temporary Instructor of Writing & Linguistics

B.A., Trent University, 1993; M.L.S.,
University of Maine, 1999; M.A.,
Northeastern University, 2002;
M.F.A., Virginia Commonwealth University, 2005. (2009)

Faculty W

PHILIS A. WAINFORD, Network Services Specialist IV, Auxiliary IT Services and Adjunct Instructor B.F.A.,

Rhode Island School of Design, 1971; M.E.T.,
Georgia Southern University, 2007. (2005)

***PHILLIP S. WALDROP, Professor of Industrial Technology**

B.S.Ed., Ball State University, 1968;
M.S.Ed., Purdue University, 1972;
Ph.D., Purdue University, 1979. (1995)

ASHLEY D. WALKER, Assistant Professor of Community Health

B.S., Northwestern State University, 2001;
M.S., Northwestern State University, 2003;
Ph.D., Texas Woman's University – Dallas, 2008. (2010)

EDWARD D. WALKER, II, Adjunct Professor of Management

B.S., Presbyterian College, 1986;
M.B.A., Auburn University, 1989;
Ph.D., University of Georgia, 1997. (2008)

***JANICE R. WALKER, Professor of Writing and Linguistics**

A.S., Kennesaw College, 1978;
B.A., University of South Florida, 1994;
M.A., University of South Florida, 1996;
Ph.D., University of South Florida, 1999. (1999)

***PATRICIA J. WALKER, Professor of Art**

B.F.A., Rhode Island School of Design, 1985;
M.F.A., Cornell University, 1987. (1987)

HOPE WALLACE, Temporary Instructor of Fashion Merchandising and Apparel Design

B.A., Howard University, 2000;
M.F.A., Savannah College of Art and Design, 2007. (2008)

***JOHN S. WALLACE, Professor Emeritus and Director Emeritus, School of Technology**

B.A.E., Georgia Institute of Technology, 1966;
M.S.A.E., Georgia Institute of Technology, 1968;
Professional Engineer. (1974)

LYNN WALSHAK, Head Government Documents Librarian Emerita and Professor Emerita

B.S.Ed., Southwest Texas State University, 1968;
M.L.S., North Texas State University, 1970. (1971)

CARTER L. WALTON, Assistant Director, Office of Student Activities and Adjunct Instructor

B.S., James Madison University, 2003;

M.S., Georgia Southern University, 2005. (2007)

PATRICIA M. WALTON, Assistant Professor of Interior Design

B.S.H.E., University of Georgia, 1973;
M.F.A., Savannah College of Art and Design, 1992. (1992)

***HUA WANG, Assistant Professor of Mathematics**

B.Sc., Wuhan University, 2000;
Ph.D., University of South Carolina, 2005. (2008)

***XIAO-JUN WANG, Professor of Physics**

B.S., Jilin University, 1982;
M.S., Changchun Institute of Optics and Fine Mechanics, 1983;
M.S., Florida Institute of Technology, 1987;
Ph.D., University of Georgia, 1992. (1995)

XINFANG WANG, Assistant Professor of Quantitative Analysis

B.Sc., Shanghai University, 1999;
Ph.D., University of Cincinnati, 2007. (2008)

***TOMASZ WARCHOL, Associate Professor of Literature**

B.A., III Liceum, 1972;
M.A., Adam Mickiewicz University, 1977;
Ph.D., University of Massachusetts, 1984. (1984)

CONSUELA J. WARD, Director, Multicultural Student Center, and Adjunct Instructor

B.A., Florida State University, 1994;
M.S., Indiana State University, 1996. (2004)

EBONY D. WARDLAW, Adjunct Professor of Public Health

B.S., Fort Valley State University, 1998;
M.P.H., University of Alabama, 1999. (2006)

D. ALAN WARREN, Adjunct Professor of Public Health

B.S., University of Georgia, 1985;
M.P.H., Yale University, 1987;
Ph.D., University of Georgia, 1995. (2006)

JACOB C. WARREN, Assistant Professor of Public Health

B.S., Georgia Southern University, 2003;
Ph.D., University of Miami, 2006. (2008)

PAMELA C. WATKINS, Assistant Professor Emerita of Mathematics

B.S.Ed., Georgia Southern College, 1975;
M.S.T., Georgia Southern College, 1978. (1977)

DIANE WATSON, Adjunct Associate Professor of Public Health

B.S.N., Valdosta State University, 1993;
M.S.N., Valdosta State University, 1997;
M.P.H., Emory University, 2005. (2009)

RICHARD J. WAUGH, Associate Professor Emeritus of Justice Studies

B.G.S., Rollins College, 1970;
M.S., Eastern Kentucky University, 1972. (1972)

RALEIGH S. WAY, Educational Technology Services Coordinator, Continuing Education and Public Service and Adjunct Instructor

B.A., Georgia Southern University, 1992;
M.Ed., Georgia Southern University, 1998. (1998)

***H. JAROLD WEATHERFORD, Professor Emeritus of German**

B.A., University of Utah, 1963;
M.A., University of Utah, 1970;
Ph.D., University of Utah, 1972. (1972)

***JOHN A. WEAVER, Professor of Curriculum, Foundations, and Reading**

B.A., Alderson-Broaddus College, 1986;
M.A., Villanova University, 1988;
Ph.D., University of Pittsburgh, 1994. (2001)

GREGORY S. WEBB, Assistant Professor of Logistics

B.A., Albertson College of Idaho, 1994;
M.S., Air Force Institute of Technology, 1999;
Ph.D., Michigan State University, 2010. (2010)

***DANIEL G. WEBSTER, Associate Professor of Psychology**

B.S., University of Wisconsin, 1976;
M.S., University of Florida, 1979;
Ph.D., University of Florida, 1983. (1991)

***DENISE M. WEEMS-WHITE, Assistant Professor of Elementary Education**

B.A., Purdue University-Calumet, 1994;
M.S.Ed., Purdue University-Calumet, 2000;
Ph.D., Capella University, 2005. (2006)

DIANE ZABAK WEEMS, Adjunct Professor of Public Health

B.S., University of Florida, 1977;
M.D., University of Florida School of Medicine, 1982. (2008)

***SUSAN WEHRING, Clinical Instructor of Athletic Training**

B.S., East Carolina University, 1988;
M.S., Ohio University, 1989. (2008)

DAVID E. WEISENBORN, Professor Emeritus of Economics

B.S., The Ohio State University, 1963;
M.S., University of Florida, 1965;
Ph.D., University of Florida, 1968. (1976)

FRANCIS MARION WELCH, Chemical Instrumentation Manager, Department of Chemistry, and Adjunct Professor

B.S., Erskine College, 1996;
M.S., University of Tennessee, 1999. (2004)

KAREN T. WELCH, Assistant Professor of Chemistry

B.S., University of Memphis, 1995;
Ph.D., University of Tennessee, 2002. (2004)

***MARK WELFORD, Associate Professor of Geography**

B.Sc., Lanchester Polytechnic, 1986;
M.S., University of Idaho, 1988;
Ph.D., University of Illinois at Urbana-Champaign, 1993. (1993)

***THERESA M. WELFORD, Associate Professor of Writing and Linguistics**

B.A., Armstrong State College, 1979;
M.A., University of Georgia, 1981;
Ph.D., University of Essex, 2006. (1987)

JAY NORMAN WELLS, Professor Emeritus of Mathematics

B.E.E., Georgia Institute of Technology, 1957;
M.S., Clemson Agricultural College, 1962;
Ph.D., Florida State University, 1968. (1962)

***ROBERT A. WELLS, Professor Emeritus of Management**

B.S.Ed., University of Georgia, 1956;
M.Ed., Georgia Southern College, 1969;
Ed.D., University of Georgia, 1973. (1975)

***WILLIAM H. WELLS, Chair, Department of Finance and Quantitative Analysis, and Associate Professor**

B.A., Jacksonville University, 1977;
Ph.D., University of Mississippi, 1999. (2001)

YUAN WEN, Assistant Professor of Finance

B.A., Hunan College of Finance and Economics, 1998;
M.A., Nanjing University, 2001. (2008)

DONALD C. WHALEY, Associate Professor Emeritus of Industrial Management

B.S., Georgia Teachers College, 1956;
M.Ed., Georgia Southern College, 1961. (1966)

PATRICK G. WHEATON, Assistant Professor of Communication Arts

B.A., University of Virginia, 1986;
M.A., University of Georgia, 1993;
Ph.D., University of Georgia, 2001. (1998)

***TIMOTHY D. WHELAN, Professor of Literature**

B.A., Tennessee Temple University, 1977;
M.A., University of Missouri-Kansas City, 1981;

Ph.D., University of Maryland, 1989. (1989)

MICAL WHITAKER, Assistant Professor Emeritus of Communication Arts

B.F.A., North Carolina Agricultural and State University, 1992. (1985)

SUSIE FRANCES WHITENER, Assistant Professor Emerita of Family and Consumer Sciences

B.S., Appalachian State Teachers College, 1944;
M.S., University of Tennessee, 1950. (1972)

CHRISTINE R. WHITLOCK, Professor of Chemistry

B.A., Huntingdon College, 1989;
Ph.D., University of Alabama, 1994. (1994)

FREDERICK K. WHITT, Dean, College of Health and Human Sciences, and Professor of Kinesiology

B.S., Appalachian State University, 1975;
M.A., Appalachian State University, 1976;
Ed.D., University of Tennessee, 1982. (1992)

AMBERYS R. WHITTLE, Professor Emeritus of English

B.A., University of North Carolina-Chapel Hill, 1961;
M.A., University of North Carolina-Chapel Hill, 1965;
Ph.D., University of North Carolina-Chapel Hill, 1968. (1983)

***JAMES E. WHITWORTH, Associate Professor of Information Systems**

A.A., Freed-Hardeman College, 1959;
B.S.E.E., University of Tennessee, 1961;
M.S.E., George Washington University, 1967;
Ph.D., University of Memphis, 1999. (1998)

RUTH E. WHITWORTH, Temporary Instructor of Public Health

B.B.A., Abilene Christian University, 1984;
M.B.A., University of Memphis, 1997. (2004)

***KRISTA E. WIEGAND, Associate Professor of International Relations**

B.A., American University, 1993;
M.A., American University, 1997;
M.A., Duke University, 2001;
Ph.D., Duke University, 2004. (2005)

MICHAEL WIGGINS, Assistant Professor of Legal Studies

B.F.A., Wichita State University, 1989;
J.D., University of Arizona, 1994;
M.B.A., University of Massachusetts, 2008. (2008)

BOBBIE WILLIAMS, Director Student Services Center, College of Business Administration and Adjunct Instructor

B.B.A., Georgia Southern University, 1990;
M.B.A., Georgia Southern University, 1993. (1993)

DANIEL R. WILLIAMS, Temporary Assistant Professor of Biology

A.A., Floyd College, 1999;
B.A., Berry College, 2002;
M.S., Georgia College & State University, 2004;
Ph.D., University of Kansas, 2009. (2009)

***DAVID A. WILLIAMS, Associate Professor of Industrial Technology**

B.S., Appalachian State University, 1976;
M.A., Appalachian State University, 1978;
Ph.D., University of Maryland, 1987. (1990)

***KITTY BURKE WILLIAMS, Assistant Professor Emerita of Accounting**

B.B.A., Georgia Southern College, 1971;
M.B.A., Georgia Southern College, 1981;
C.I.S.A., C.P.A., Georgia, 1974. (1978)

***MECA R. WILLIAMS-JOHNSON, Assistant Professor of Educational Research**

B.S., Southern University and A&M College, 1997;
M.S., Florida State University, 1998;
Ph.D., University of Georgia, 2006. (2006)

***SCOTT H. WILLIAMS, Professor Emeritus of Graphic Communications Management**

A.S., Miami-Dade Junior College, 1969;
B.S., Georgia Southern College, 1972;
M.T., Georgia Southern College, 1974. (1987)

SHAWNA WILLIAMS, Temporary Instructor of Spanish

B.S., Georgia Southern University, 2004;
M.A.T., Georgia Southern University, 2007. (2008)

***SUSAN REBSTOCK WILLIAMS, Professor of Information Systems and Associate Dean, College of Business Administration**

B.S., Southwest Missouri State University, 1975;
M.B.A., Southwest Missouri State University, 1985;
Ph.D., Oklahoma State University, 1995. (1994)

***MATTHEW A. WILLIAMSON, Associate Professor of Kinesiology**

B.S., University of South Carolina, 1990;
M.A., University of South Carolina, 1992;
Ph.D., Purdue University, 1998. (1999)

***JANIE H. WILSON, Professor of Psychology**

B.S., College of Charleston, 1989;
Ph.D., University of South Carolina, 1994. (1994)

***JERRY W. WILSON, Professor and Chair, Department of Management, Marketing, and Logistics**

B.S., Arkansas State University, 1972;
M.B.A., Arkansas State University, 1973;
D.B.A., Memphis State University, 1989. (1988)

***LeVON E. WILSON, Professor of Legal Studies**

B.S.B.A., Western Carolina University, 1976;
J.D., North Carolina Central University, 1979;
Ed.D., North Carolina State University, 2001. (2005)

MILDRED N. WILSON, Temporary Instructor of Accounting

B.S., North Carolina Agricultural and Technical State University, 1987;
M.S., University of North Carolina-Greensboro, 1992. (2005)

***SPENCE L. WISE, Associate Professor Emeritus of Accounting**

B.B.A., Ohio University, 1963;
M.B.A., Ohio University, 1966;
C.P.A., Ohio, 1968. (1988)

***BRENT WOLFE, Assistant Professor of Therapeutic Recreation**

B.S., Houghton College, 1996;
M.A., University of Georgia, 2001;
Ph.D., University of Georgia, 2004. (2007)

***LORNE M. WOLFE, Professor of Biology**

B.Sc., McGill University, 1981;
M.Sc., University of Toronto, 1985;
Ph.D., University of Illinois at Urbana-Champaign, 1990. (1994)

***M. DANETTE WOOD, Associate Professor of Nursing**

A.S.N., Regents College-State University of New York, 1985;
B.S.N., Regents College-State University of New York, 1990;
M.S.N., Georgia Southern University, 1992;
Ed.D., Georgia Southern University, 1999. (1995)

***HOWARD C. WOODARD, Adjunct Professor of Information Systems**

A.A., Middle Georgia College, 1973;
B.B.A., Georgia College, 1976;
M.M.I.S., Georgia College, 1988;
M.S., Georgia State University, 1991;
Ed.D., Georgia Southern University, 2002. (2008)

***CAROLYN D. WOODHOUSE, Professor of Public Health and Associate Dean, Jiann-Ping Hsu College of Public Health**

B.A., University of Cincinnati, 1973;
M.Ed., University of Cincinnati, 1982;
Ed.D., University of Cincinnati, 1987;
M.P.H., University of South Florida, 2000. (2007)

***ARTHUR WOODRUM, Professor Emeritus of Physics**

B.S., Georgia Institute of Technology, 1964;
M.S., Georgia Institute of Technology, 1966;
Ph.D., Georgia Institute of Technology, 1968. (1969)

***JAMES M. WOODS, Professor of History**

B.A., University of Dallas, 1976;
M.A., Rice University, 1979;
Ph.D., Tulane University, 1983. (1988)

SHELLEY B. WOODWARD, Instructor of Early Childhood Education

B.A., Georgia Southern University, 2001;
M.Ed., Georgia Southern University, 2004. (2010)

CURTIS WOODY, Temporary Instructor of Communication Arts

B.S., Georgia Southern College, 1982;
M.B.A., Georgia Southern College, 1988. (2005)

HEATHER WORLEY, Residence Hall Director, University Housing, and Adjunct Instructor

B.S., Western Carolina University, 2000;
M.Div., Gardner-Webb University, 2004. (2005)

***HARRY R. WRIGHT, Associate Professor of Legal Studies**

B.A., Mercer University, 1976;
J.D., Mercer University, 1979. (1983)

NANCY S. WRIGHT, Assistant Professor Emerita of English and Assistant Dean Emerita, College of Liberal Arts and Social Sciences

A.B., Emory University, 1964;
M.Ed., Georgia Southern College, 1980. (1979)

ERNEST TILLMAN WYATT, Associate Professor Emeritus of Communication Arts

A.B.J., University of Georgia, 1967;
M.A., University of Georgia, 1975. (1975)

***YAN WU, Associate Professor of Mathematics**

B.Sc., Beijing Polytechnic University, 1992;
M.S., University of Akron, 1996;
Ph.D., University of Akron, 2000. (2000)

Faculty X

***XIANGDONG XIE, Assistant Professor of Mathematics**

B.Sc., Fudan University, 1988;
M.A., University of Oklahoma, 1994;
Ph.D., University of Utah, 2001. (2007)

SHAOWEN XU, Temporary Assistant Professor of Mechanical Engineering

B.Sc., Huazhong University of Science and Technology, 1985;
M.Sc., Huazhong University of Science and Technology, 1992;
Ph.D., University of South Carolina, 2003. (2009)

Faculty Y

***CANDACE THRESA YANCEY, Assistant Professor of Psychology**

B.S., University of Alabama, 1999;
M.A., University of Nebraska, 2002;
Ph.D., University of Nebraska, 2006. (2008)

NANCY J. YANCHUS, Temporary Instructor of Psychology

B.A., Earlham College, 1991;
M.A., The College of William and Mary, 2000;
Ph.D., University of Georgia, 2006. (2007)

***BILL Z. YANG, Associate Professor of Economics**

B.Sc., The University of Wuhan, 1982;
M.A., Queen's University (Australia), 1987;
Ph.D., University of Iowa, 1993. (2000)

***MARK A. YANOCHIK, Associate Professor of Economics**

B.B.A., Kennesaw State College, 1989;
M.S., Auburn University, 1993;
Ph.D., Auburn University, 1997. (1999)

***ROBERT A. YARBROUGH, Assistant Professor of Geography**

B.A., Roanoke College, 1998;
M.A., University of Georgia, 2001;
Ph.D., University of Georgia, 2006. (2006)

CINDY J. YEE, Adjunct Professor of Public Health

B.S., University of Pittsburgh, 1990;
M.S., University of Chicago, 1992;
Ph.D., Vanderbilt University, 1999. (2008)

LISA SCHAFFER YOCCO, Assistant Professor of Mathematics

B.S., Augusta College, 1977;
M.S., Florida State University, 1978. (1989)

JANGHO YOON, Assistant Professor of Public Health

B.H.A., Yonsei University, 2000;
M.S.P.H., University of North Carolina at Chapel Hill, 2002;
Ph.D., University of North Carolina at Chapel Hill, 2007. (2009)

CHARLES YORKE, Temporary Assistant Professor of Geography

B.S., University of Ghana, 2003;
M.A., State University of New York – Binghamton, 2006. (2009)

***ALFRED YOUNG, Professor of History**

B.A., Louisiana State University, 1970;
M.A., Syracuse University, 1972;
M.Phil., Syracuse University, 1976;
Ph.D., Syracuse University, 1977. (1989)

***LILI YU, Assistant Professor of Public Health**

B.Sc., Tianjin Medical University, 1995;
M.Sc., The Capital University of Medicine, 2001;
M.S., The Ohio State University, 2004;
Ph.D., The Ohio State University, 2007. (2007)

Faculty Z

ABDULLAH AL ZAMAN, Temporary Assistant Professor of Electrical Engineering Technology

B.S.E.E., Ohio University, 1997;
M.S.E.E., University of Dayton, 2000;
Ph.D., University of Tennessee, 2008. (2008)

JAMES ZARRELLO, Temporary Instructor of Writing and Linguistics

B.A., University of Southern California, 1989;
M.A., Georgia Southern University, 2003. (2004)

BENJAMIN H. ZELLNER, Professor Emeritus of Physics

B.S., Georgia Institute of Technology, 1964;
Ph.D., University of Arizona, 1970. (1994)

AIMAO ZHANG, Associate Professor of Information Technology

B.S., Indiana University of Pennsylvania, 1990;
M.B.A., Indiana University of Pennsylvania, 1991;
Ph.D., Southern Illinois University, 2001. (2001)

CHENG ZHANG, Assistant Professor of Mechanical and Electrical Engineering

M.S., Purdue University, 2001;
Ph.D., Purdue University, 2007. (2010)

HONGYAN ZHANG, Temporary Instructor of Mathematics

B.S., Nanjing University of Science and Technology, 1982;
M.S.Ed., Wayne State College, 1997;
M.S., University of Northern Iowa, 1999. (2002)

***JIAN ZHANG, Associate Professor of Public Health**

B.M., Shanxi Medical University, 1989; M.P.H.,
Shanghai Medical University, 1992; Dr.P.H.,
University of South Carolina, 2002. (2008)

***JING-YUAN ZHANG, Professor of Physics**

B.S., Peking University, 1970;
M.Sc., University of Science and Technology of China, 1981;
D.Sc., University of Science and Technology of China, 1986. (1990)

***PIDI ZHANG, Associate Professor of Sociology**

Cert., Zaozhuang Teachers' College, 1980;
M.A., Tianjin Foreign Languages Institute, 1986;
M.A., University of South Carolina, 1993;
Ph.D., University of South Carolina, 1997. (1997)

***RONGRONG ZHANG, Assistant Professor of Finance**

B.E., Hefei University of Technology, 1997;
M.S., University of Tennessee, 2000;
Ph.D., University of Tennessee, 2004. (2005)

***WEN-RAN ZHANG, Professor of Computer Sciences**

Dipl., Shanxi Mining Institute, 1976; M.S.,
University of South Carolina, 1984;
Ph.D., University of South Carolina, 1986. (2001)

***XIAOLONG JONATHAN ZHANG, Assistant Professor of Quantitative Analysis**

B.S., Jilin University, 1985;
Ph.D., North Carolina State University, 1996. (2005)

***CHUNSHAN ZHAO, Assistant Professor of Mathematical Sciences**

B.S., Lan-Zhou University, 1994;
M.S., Xi'an Jiaotong University, 1997;
Ph.D., University of Iowa, 2006. (2006)

***SHIJUN ZHENG, Assistant Professor of Mathematics**

M.Sc., Nanjing University, 1993;
M.A., University of New Mexico, 1997;
Ph.D., University of Maryland, 2003. (2007)

JUN ZHOU, Temporary Assistant Professor of Mechanical Engineering Technology

B.S., University of Science and Technology, 1994;
M.S., Central Iron and Steel Research Institute, 1997;
Ph.D., University of Missouri-Rolla, 2003. (2006)

***JIEHUA ZHU, Associate Professor of Mathematical Sciences**

B.S., Hubei University, 1988;
M.S., Sun Yat-sen University, 1991;
Ph.D., University of Iowa, 2005. (2005)

***FRANCOIS ZIEGLER, Temporary Assistant Professor of Mathematics**

Dipl., Federal Polytechnic School of Lausanne, 1988;
Ph.D., Aix-Marseille I University, 1997. (2004)

REBECCA ZIEGLER, Reference Librarian and Associate Professor

B.A., University of Chicago, 1972;
M.A., University of California-Los Angeles, 1976;
Ph.D., University of California-Los Angeles, 1985;
M.L.S., University of California-Los Angeles, 1989. (1990)

WILLIAM H. ZIMMERLI, Adjunct Professor of Public Health

B.S., College at Brockport, State University of New York, 1962;
M.S., Washington State University, 1963;
Ed.D., University at Buffalo, State University of New York, 1973. (2006)

***CORDELIA D. ZINSKIE, Professor and Chair, Department of Curriculum, Foundations, and Reading**

B.A., Millsaps College, 1983;
M.S., Memphis State University, 1985;
Ed.D., Memphis State University, 1988. (1993)

***ALAN DREW ZWALD, Professor of Kinesiology**

B.S., College of William and Mary, 1973;
M.S.P.E., Ohio University, 1983;
Ph.D., Ohio University, 1985. (1994)

Index

A

Academic Common Market - Graduate • 34
 Academic Dishonesty • 47
 Academic Performance • 55
 Academic Probation - Doctoral Students • 72
 Academic Services • 23
 Accommodations for Americans With Disabilities • 2
 Accomplished Teaching (COE) • 271
 ACCOMPLISHED TEACHING, M.Ed., 36 HOURS, (Online) • 118
 Accounting (COBA) • 248
 ACCOUNTING, M.Acc., 30 HOURS, (Forensic Accounting Concentration) • 85
 ACCOUNTING, M.Acc., 30 HOURS • 82
 ACCOUNTING, WebM.Acc., 30 HOURS, (The Web-Based Master of Accounting) • 87
 Accreditation • 18
 Additional Programs and Services • 61
 Additional Unsubsidized Federal Direct Stafford Loan • 39
 Administrative Structure • 21
 Admission By Appeal • 33
 Advisement • 23
 Advisor • 55
 Africana Studies (CLASS) • 248
 Allen E. Paulson College of Science and Technology • 231
 Allen E. Paulson College of Science and Technology Programs • 237
 American Studies (Interdisciplinary) • 250
 Annual Notice of Privacy Rights • 27
 Anthropology (CLASS) • 251
 Appeal Process • 40
 Application Deadlines - College of Graduate Studies • 31
 Application Procedures • 38
 APPLIED ECONOMICS CERTIFICATE, 18 HOURS, (Online) • 91
 APPLIED ECONOMICS, M.S., 30 HOURS • 90
 Applied Engineering (COST) • 334
 APPLIED ENGINEERING, M.S., 30 HOURS THESIS TRACK, 30 HOURS NON-THESIS TRACK • 242
 Applied Music (CLASS) • 311
 Applying for Campus Housing • 46
 Art History (CLASS) • 252, 254
 Athletes • 40
 Auditing Courses • 56

B

Biology (COST) • 255
 BIOLOGY, M.S., THESIS OPTION
 30 HOURS, NON-THESIS OPTION
 36 HOURS • 238
 Biostatistics (COPH) • 259
 BIOSTATISTICS, Dr.P.H., 63 HOURS • 225
 BIOSTATISTICS, M.P.H., 45 HOURS • 206
 Border County Fee Waiver • 34
 Business Administration (COBA) • 261
 BUSINESS ADMINISTRATION, M.B.A., 30 HOURS for General
 MBA, 36 HOURS for MBA with Area Concentration • 92
 BUSINESS ADMINISTRATION, M.B.A., 30 HOURS, (The Georgia
 WebMBA®) • 96
 BUSINESS ADMINISTRATION, M.B.A., 36 HOURS, (With Area
 Concentration) • 95
 BUSINESS ADMINISTRATION, M.B.A., 46 HOURS, (Executive MBA
 with emphasis in Entrepreneurial Leadership) • 98
 BUSINESS ADMINISTRATION, Ph.D., 60 HOURS, (Logistics/Supply
 Chain Management) • 100
 Business Education (COE) • 254
 Business Regulations • 42

C

Campus Directory* - General Information (912) 478-5611 • 395
 Campus Life and Activity Programs • 48
 Campus Map and Legend • 394
 Campus Recreation and Intramurals • 48
 Candidacy Examination • 71
 Career Services • 49
 Center For International Studies • 61
 Center for Online Learning • 62
 Center for Teaching, Learning, and Scholarship • 62
 Certificate Credit Requirements • 64
 Certificate Program Admission Requirements • 64
 Certificate Programs • 64
 Chemistry (COST) • 262
 Child and Family Development (CHHS) • 262
 Choice of Graduate Catalog Requirements • 55
 Class Attendance • 56
 Class Attendance Verification • 38
 CLINICAL PSYCHOLOGY, Psy.D., 132-143 HOURS • 178
 COACHING CERTIFICATE PROGRAM, 18 HOURS • 155
 College Abbreviations • 247
 College of Business Administration • 74
 College of Business Administration Programs • 81
 College of Education • 106
 College of Education Programs • 113
 College of Graduate Studies • 64
 College of Health and Human Sciences • 151
 College of Health and Human Sciences Programs • 154
 College of Information Technology • 166
 College of Information Technology Programs • 169
 College of Liberal Arts and Social Sciences • 174
 College of Liberal Arts and Social Sciences Programs • 177
 College Structure • 21
 Community Health
 Behavior and Education (COPH) • 261
 COMMUNITY HEALTH BEHAVIOR AND EDUCATION, Dr.P.H., 63
 HOURS • 227
 Community Health Education (COPH) • 264
 COMMUNITY HEALTH, M.P.H., 45 HOURS • 208
 Comparative Literature (CLASS) • 264
 Computer Information Systems (CIT) • 262
 Computer Science (CIT) • 267
 COMPUTER SCIENCE, M.S., 30 HOURS, (Online) • 170
 Consortium Agreements • 39
 Continuing Education • 23
 Core Curriculum • 247
 Correspondence Study • 71
 Counseling and Career Development Center • 49
 Counseling Education (COE) • 265
 COUNSELOR EDUCATION, Ed.S., 30 HOURS • 121
 COUNSELOR EDUCATION, M.Ed., 48-60 HOURS • 119
 Course Descriptions • 247, 248
 Course Load • 55
 Course Load - International Graduate Students • 37
 Course Numbering System • 247
 Course Prefixes • 247
 Courses Applied Toward Two Doctoral Degrees • 71
 Courses Applied Toward Two Ed.S. Degrees • 66, 69
 Courses Applied Toward Two Master's Degrees • 66
 Credit Course Description • 247
 Credit Hours • 56
 Curriculum (COE) • 276
 CURRICULUM STUDIES, Ed.D. • 122
 Curriculum Theory (COE) • 289

D

Dean of Students Office • 47
 Degree Requirements • 64
 Degree Time Limit - Doctoral Programs • 72
 Degree Time Limit-Ed.S. • 68
 Degree Time Limit-Master's • 65
 Dining Plans • 44
 Directory Information • 27
 Dissertation • 73
 Dissertation Committee • 71
 Dissertation Continuous Enrollment Requirements • 73
 DOCTOR OF NURSING PRACTICE, D.N.P., 40 HOURS, (Online) • 156
 Doctor of Public Health • 221
 Doctoral Degree Program Requirements • 70
 Doctoral Off-Campus Research • 72
 Doctoral Program Admission Requirements • 71
 Doctoral Program Credit Requirements • 71
 Doctoral Program of Study • 71
 Domestic (U.S. Citizen and Resident Alien) Applicants • 30
 Dropped and Repeated Courses • 40
 Drug Policy - Anti-Drug Abuse Act of 1988 • 41
 Dual-Listed Courses • 55

E

Eagle Entertainment • 49
 EAGLEXPRESS • 45
 Early Childhood (COE) • 289
 Early Childhood Education (COE) • 270
 Early Childhood Middle Grades-Secondary Education (COE) • 285
 Economics (COBA) • 270
 Ed.S. Degree Completion Check-List • 70
 Ed.S. Degree Requirements • 68
 Education Math Science (COE) • 276
 Education Science (COST) • 276
 Education Specialist Program Requirements • 68
 EDUCATIONAL ADMINISTRATION, Ed.D. • 126, 129
 Educational Foundations (COE) • 277, 290
 Educational Leadership (COE) • 271
 EDUCATIONAL LEADERSHIP, Ed.S., 30-33 HOURS • 131
 EDUCATIONAL LEADERSHIP, M.Ed., 36 HOURS • 130
 Educational Research (COE) • 278, 290
 Electrical Engineering (COST) • 279
 Electrical Engineering Technology (COST) • 333
 Electronic Thesis and Dissertation (ETD) Requirements • 73
 ENGINEERING AND MANUFACTURING MANAGEMENT CERTIFICATE, 12 HOURS • 244
 English (CLASS) • 281
 ENGLISH FOR SPEAKERS OF OTHER LANGUAGES, (ESOL) EDUCATION ENDORSEMENT, 9 HOURS • 147
 English Proficiency for International Students • 32
 ENGLISH, M.A., 36 HOURS • 183
 ENTERPRISE RESOURCES PLANNING (ERP), CERTIFICATE PROGRAM, 15 HOURS • 104, 172
 Environmental Health Sciences (COPH) • 284
 ENVIRONMENTAL HEALTH SCIENCES, M.P.H., 45 HOURS • 210
 Epidemiology (COPH) • 285
 EPIDEMIOLOGY, M.P.H., 45 HOURS • 212
 Equal Opportunity Policy Statement • 2
 Exclusion • 67, 70
 Exclusion - Doctoral Students • 72
 Executive MBA Consortium (COBA) • 280

F

Faculty A • 344
 Faculty B • 345
 Faculty C • 349

Faculty D • 352
 Faculty E • 355
 Faculty F • 355
 Faculty G • 356
 Faculty H • 358
 Faculty I • 362
 Faculty J • 362
 Faculty K • 363
 Faculty L • 365
 Faculty M • 367
 Faculty N • 371
 Faculty O • 372
 Faculty P • 372
 Faculty Q • 374
 Faculty R • 375
 Faculty S • 377
 Faculty T • 381
 Faculty U • 383
 Faculty V • 383
 Faculty W • 384
 Faculty X • 386
 Faculty Y • 386
 Faculty Z • 387
 Failure to Meet the SAP Standards of Academic Progress • 39
 Fall Semester 2011 • 10
 Fall Semester 2012 • 13
 Fall Semester 2013 • 14
 Federal Direct Graduate PLUS Loan Program • 39
 Federal Direct Stafford Loan • 38
 Fee Refunds • 44
 Finance (COBA) • 288
 Financial Aid • 38
 Financial Assistance - International Graduate Students • 37
 FINE ARTS, M.F.A., 60 HOURS, (Concentration in 2D Graphic Design) • 185
 FINE ARTS, M.F.A., 60 HOURS, (Concentration in 2D Studio Art) • 187
 FINE ARTS, M.F.A., 60 HOURS, (Concentration in 3D Studio Art) • 189
 Foreign Language Requirement • 64
 Foreign Languages (CLASS) • 289
 Franchise Programs Admission Requirements • 68
 French (CLASS) • 289
 Full-Time/Part-Time Enrollment • 55

G

General and Academic Information • 54
 General Information • 19
 General Technology (COST) • 333
 Geography (COST) • 292
 Geology (COST) • 292
 Georgia Southern University • 2
 GEORGIA SOUTHERN UNIVERSITY • 1
 Georgia Southern University Faculty, Fall 2010 • 344
 Georgia Southern University Online Degrees • 62
 Grade Requirements - Doctoral Programs • 72
 Grade Requirements-Ed.S. Level • 69
 Grade Requirements-Master's Level • 65
 Grading Systems • 57
 Graduate Academic Information • 54
 Graduate Admission Classification • 31
 Graduate Admission Test Score Requirements • 33
 Graduate Admissions • 29
 Graduate Application Process • 29
 Graduate Credit for Seniors (Senior Privilege) • 32
 Graduate Degree Program Directors/Coordinators • 22
 Graduate Degrees, Endorsements and Certificate Programs • 5
 Graduate Engineering Technology (COST) • 334
 Graduate Faculty • 22
 Graduate Final Comprehensive Examination • 65, 68
 Graduate Grade Point Average • 56

Graduate Off-Campus Research • 66
 Graduate Required Academic Standing • 55
 Graduate Scholarship Programs • 40
 Graduate Student Health Insurance • 37
 Graduate Student On-Campus Housing • 46
 Graduate Student Organization • 53
 Graduate Transient Admission • 32
 Graduation Fee • 44
 Grant Programs • 38
 Graphic Communications Management (CLASS) • 291
 Guidance for Graduate Students • 54

H

Health (CHHS) • 295
 HEALTH POLICY AND MANAGEMENT, M.P.H., 45 HOURS • 214
 Health Services • 50
 HEALTH SERVICES ADMINISTRATION CONCENTRATION, 12 HOURS • 220
 Health Services Policy Management (COPH) • 295
 HEALTHCARE ADMINISTRATION, M.H.A., 45 HOURS • 218
 Henderson Library • 24
 HIGHER EDUCATION ADMINISTRATION, M.Ed., 36 HOURS • 133
 History (CLASS) • 293
 History of Georgia Southern University • 20
 HISTORY, M.A., 36 HOURS • 191
 How to Apply for Admission to the College of Graduate Studies • 29
 How to Use This Catalog • 2

I

Immunization Requirements • 33, 51
 Inactive Status • 66, 69, 71
 Independent Study • 71
 Information Technology (CIT) • 297
 In-State Tuition* • 42
 Institute of Arthropodology and Parasitology • 25
 Institutional Testing Schedule 2011-2012 • 16
 Instructional Technology (COE) • 290, 297
 INSTRUCTIONAL TECHNOLOGY, Ed.S., 30 HOURS, (Online) • 136
 INSTRUCTIONAL TECHNOLOGY, M.Ed., 36 HOURS, (Georgia ONmyLINE Franchise) • 134, 135
 Intercollegiate Athletics • 25
 International Graduate Applicants • 30
 International Graduate Student Advisor • 37
 International Student Programs and Services • 62
 International Students • 37
 International Studies (Interdisciplinary) • 296
 Introduction • 247
 Irish Studies (Interdisciplinary) • 297

J

Jack N. Averitt College of Graduate Studies - Directory Page • 4
 Jiann-Ping Hsu College of Public Health • 199
 Jiann-Ping Hsu College of Public Health Programs • 202

K

K-5 MATH ENDORSEMENT, 9 HOURS, (Online) • 148, 246
 Kinesiology (CHHS) • 298
 KINESIOLOGY, M.S., 36 HOURS • 159

L

Late Registration Fee* • 43
 Latin American Studies (Interdisciplinary) • 301
 Leave of Absence - Doctoral Student • 72
 Legal Studies (COBA) • 302

Linguistics (Interdisciplinary) • 301
 LITERACY EDUCATION, M.Ed., 36 HOURS • 137
 Loan Programs • 38
 Logistics (COBA) • 301

M

Management (COBA) • 307
 Manufacturing Technology (COST) • 336
 Marketing (COBA) • 308
 Master of Healthcare Administration • 216
 Master of Public Health • 203
 Master's Thesis Committee • 64
 Master's Degree Completion Check-List • 67
 Master's Degree Program Requirements • 64
 Mathematics (COST) • 302
 MATHEMATICS, M.S., 36 HOURS • 241
 Mechanical Engineering (COST) • 305
 Mechanical Engineering Technology (COST) • 335
 Medical Withdrawals • 59
 Members of the Board of Regents* • 342
 Message from the Dean • 3
 Middle and Secondary Education (COE) • 291
 Middle Grades and Secondary Education (COE) • 309
 Middle Grades Education (COE) • 306
 Military Withdrawals • 59
 Minimum Admission Requirements • 29
 Minimum Admission Requirements for a Graduate Degree or Certificate Program • 29
 Minority Advisement Program • 52
 Multicultural Student Center • 52
 MUSA • 311
 MUSE • 312
 Music (CLASS) • 311
 Music Ensemble (CLASS) • 312
 Music Program • 26
 MUSIC, M.M., 33 HOURS • 192

N

National Testing Schedule 2011-2012 • 17
 Nursing (CHHS) • 312
 NURSING, M.S.N., 36-48 HOURS, (Hybrid)* • 161
 Nutrition and Food Science (CHHS) • 312

O

Occupancy Periods • 46
 OCCUPATIONAL SAFETY AND ENVIRONMENTAL COMPLIANCE CERTIFICATE, 12 HOURS • 245
 Off-Campus Housing Programs • 52
 Office of Institutional Effectiveness • 19
 Office of Research Services and Sponsored Programs • 26
 Office of Student Conduct (Philosophy) • 52
 Officers and Staff Members of the Board of Regents • 342
 Other Financial Assistance • 40
 Other Outside Sources of Financial Aid • 39
 Out-of-state Tuition Waivers • 35
 Out-of-State Tuition* • 43
 Outreach Facilities on the Georgia Southern Campus • 23

P

Parking Permits* • 43
 Petition for Classification of Students for Tuition Purposes • 34
 Petition to Review/Change a Grade • 58
 Petition to Withdraw from a Specific Course (Without Penalty) • 59
 Philosophy (CLASS) • 317
 Physics (COST) • 318

Political Science (CLASS) • 318
 Postal Services • 25
 Practicum Requirement • 72
 Preparing for an Online Course • 63
 Preparing For Graduation • 67, 70
 Probation • 66, 69
 Program of Study (POS) • 65, 68
 Psychology (CLASS) • 320
 PSYCHOLOGY, M.S., 36 HOURS • 194
 PSYCHOLOGY, M.S., 54 HOURS, (Psy.D. Track) • 195
 Public Administration (CLASS) • 315
 PUBLIC ADMINISTRATION, M.P.A., 39 HOURS • 196
 Public Health (COPH) • 323
 Public Health Leadership (COPH) • 317
 PUBLIC HEALTH LEADERSHIP, Dr.P.H., 63 HOURS • 229

R

Rates • 46
 Reading (COE) • 324
 READING ENDORSEMENT
 , CLASSROOM TEACHER OF READING PROGRAM, 9 HOURS •
 149
 Recreation (CHHS) • 325
 RECREATION ADMINISTRATION, M.S., 36 HOURS • 164
 Refunds for a Student Receiving Federal Title IV Financial Assistance •
 44
 Regents Center for Learning Disorders (RCLD) • 26
 Regional Outreach Center • 23
 Regional Universities • 341
 Registration and RANs • 54
 Registration for Continuing, New and Readmitted Students • 54
 Registration Policies • 54
 Reinstatement • 67, 70
 Reinstatement of Financial Aid Eligibility • 40
 Religious Studies (Interdisciplinary) • 325
 Removal from Housing • 46
 Repeating a Course • 55
 Research Universities • 341
 Restricted Courses • 71
 Returned Check Procedure • 42
 Russell Union • 48

S

Safety and Environmental Technology (COST) • 336
 Satisfactory Academic Progress Policy • 39
 School Psychology (COE) • 287
 SCHOOL PSYCHOLOGY, Ed.S., 75 HOURS • 138
 Secondary Education (COE) • 326
 Simultaneous Enrollment in a Graduate Certificate and Degree Program •
 64
 Simultaneous Enrollment in More Than One Graduate Program • 54
 SOCIAL SCIENCE, M.A., 36 HOURS • 197
 Sociology (CLASS) • 327
 Spanish (CLASS) • 329
 SPANISH, M.A., 30 HOURS • 198
 Special Admission for Students Age 62 and Older • 33
 Special Education (COE) • 330
 Sport Management (CHHS) • 326
 SPORT MANAGEMENT, M.S., 36 HOURS, (Online) • 165
 Spring Semester 2012 • 11
 Spring Semester 2013 • 14
 Spring Semester 2014 • 15
 State Colleges • 341
 State Universities • 341
 Statistics (COST) • 331
 Student Accounts • 42
 Student Affairs and Enrollment Management • 47
 Student Conduct Code • 47

Student Disability Resource Center • 25
 Student Life • 47
 Student Media • 52
 Student Notification Policy • 2
 Student Records • 59
 Student Responsibilities • 35
 Studies Abroad and Exchange Programs • 61
 Subsidized Federal Direct Stafford Loan • 38
 Summer Semester 2012 (Tentative) • 12
 Summer Semester 2013 (Tentative) • 14
 Summer Semester 2014 (Tentative) • 15
 Support Services • 48
 System Administration • 341
 System Institutions • 341

T

Teacher Education Assistance for College and Higher Education
 (TEACH) • 38
 TEACHER LEADER ENDORSEMENT, 9 HOURS • 150
 TEACHING AND LEARNING, Ed.S., 33 HOURS • 146
 TEACHING AND LEARNING, M.Ed., 36 HOURS • 143
 TEACHING, M.A.T., 36-51 HOURS • 140
 Technology Education (COE) • 333
 Technology Fee* • 43
 Technology Fort Gordon (COST) • 333
 Testing Office • 27
 Textbooks and Supplies • 44
 The City of Statesboro • 19
 The College of Graduate Studies • 22
 The Division of Continuing Education and Public Service (CEPS) • 23
 The University Store • 53
 The University Strategic Plan Themes • 19
 The University System of Georgia • 341
 The University Writing Center • 27
 Theatre (CLASS) • 334
 Theses and Dissertations • 55
 Thesis • 65
 Thesis Continuous Enrollment Requirements • 64
 Thesis, Dissertation (Supervisory) Committees • 54
 Transcript Records • 60
 Transcripts - Ordering via fax, mail, or web • 60
 Transfer Credit • 32, 56
 Transfer Credits • 40, 68
 Transportation Fee* • 43
 Tuition Classification • 34
 Two-Year Colleges • 341

U

University Advancement • 24
 University Calendars • 10
 University Fee* • 43
 University Housing • 46
 University Mission • 19
 University of Georgia Independent and Distance Learning • 343
 University Programs • 61
 University System of Georgia (USG) Franchise Programs • 68
 Unsubsidized Federal Direct Stafford Loan • 39

V

Verification of Lawful Presence • 34
 Veterans' Assistance Programs • 40
 Visa Information - International Students • 37
 Visual Art Exhibitions and Permanent Collections • 26
 Vocational Rehabilitation • 41

W

Waiver of Mandatory Fees • 36
Web Accounting (COBA) • 337
Web Business (COBA) • 336
Web Legal Studies (COBA) • 337
WebMBA Consortium (COBA) • 338
Withdrawal from School • 40, 59
Withdrawing from a Course • 58
Women's and Gender Studies (Interdisciplinary) • 336
Writing (CLASS) • 339

Campus Map and Legend

NOTE: For the latest, up-to-date campus map and legend information, please visit our web site at <http://www.georgiasouthern.edu/map/>.

Campus Directory* - General Information (912) 478-5611

	Building	Number
Academic Success Center	Cone Hall	478-5371
Admissions	Lewis Hall	478-5391
Advisement: Business	Business Administration	478-0085
Advisement: Education	Education	478-0698
Graduate Students Advisement: Health and Human Sciences Advisement:	Call department or Graduate Studies	-----
Information Technology	Hollis	478-1931
Advisement: Liberal Arts and Social Sciences	Information Technology	478-7667
Advisement: Public Health	Foy	478-7740
	Call Advisor or College of Public Health	-----
Advisement: Science and Technology	Engineering	478-0649
Athletics - Tickets	Cowart Building - Paulson Stadium	478-9467
Campus Recreation and Intramurals	Recreation Activity Center (RAC)	478-5436
Career Services	Williams Center	478-5197
Cashier's Office	Deal Hall	478-0020
College of Business Administration	Business Administration	478-5106
College of Education	Education	478-5648
College of Graduate Studies, Jack N. Averitt	Veazey Hall	478-0578
College of Health and Human Sciences	Hollis	478-5322
College of Information Technology	Information Technology	478-7412
College of Liberal Arts and Social Sciences	Foy Fine Arts	478-5434
College of Public Health, Jiann-Ping Hsu	Cone Hall	478-2674
College of Science and Technology, Allen E. Paulson	Engineering	478-5111
Continuing Education and Public Services	Nessmith Lane	478-5555
Counseling and Career Development Center	Counseling Center	478-5541
Diversity Services	Rosenwald	478-5136
Eagle Print Shop	Centennial Place	478-5697
Emergency	-----	(9) 911
Emerging Technology Center	Education	478-0882
Financial Aid	Rosenwald	478-5413
First-Year Experience	Williams Center	478-3939
Graduate Studies, Admissions	Lewis Hall	478-5384
Health Services	Health Center	478-5641
Honors Program	Edison House	478-7926
I.D. Office	Russell Union	478-5311
Information Technology Services	Marvin Pittman Administration Bldg	478-5429
International Student Office	Forest Drive	478-0693
Library	Henderson Library	478-5115
Multicultural Student Center	Russell Union	478-5409
Museum	Rosenwald	478-5444
Parking and Transportation Services	Building 114	478-7275
Performing Arts Center	Nessmith Lane	478-0830
Postal Services	Landrum Center	478-5232
President, Office of	Marvin Pittman Administration Bldg	478-5211
Public Safety	Public Safety	478-5234
Regents Center for Learning Disorders	Cone Hall	478-0100
Registrar, Office of	Rosenwald	478-5152
Resident Life (Housing)	Watson Hall	478-5406
Russell Union Information	Russell Union	478-0399
Student Disability Resource Center	Cone Hall	478-1566 or TDD 478-0666
Student Accounts	Deal Hall	478-0999
Student Leadership & Civic Engagement	Russell Union	478-1435
Teacher Certification	Education Building	478-0698
Testing Office	Cone Hall	478-5415
University Store	University Store	478-5181
Vice President for Academic Affairs (Provost)	Marvin Pittman Administration Bldg	478-5258
Vice President for Business and Finance	Marvin Pittman Administration Bldg	478-5491
Vice President for University Advancement	Marvin Pittman Administration Bldg	478-5253
Vice President for Student Affairs & Enrollment Management	Marvin Pittman Administration Bldg	478-5256