

Graduate Catalog

2015 - 2016

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



Part of the [Higher Education Commons](#)

Recommended Citation

"Graduate Catalog" (2015). *Graduate Catalogs*. 5.
<https://digitalcommons.georgiasouthern.edu/grad-catalog/5>

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.

Table of Contents

Graduate Catalog	7	Graduate Assistantships	27
General Information	8	Grant Programs	30
Academic Services	8	Loan Programs	30
Advisement	8	Other Financial Assistance	30
Division of Continuing Education	8	Repeated Coursework	31
Military and Veteran Student Center (MVSC)	8	SAP Appeal Process	31
Outreach Facilities on the Georgia Southern Campus	8	Satisfactory Academic Progress Policy	31
University Advancement	9	Graduate Academic Information	33
Henderson Library	9	General and Academic Information	33
Intercollegiate Athletics	9	Academic Performance	33
Printing & Postal Services	9	Adjunct Faculty Status	33
Student Disability Resource Center	10	Advisement	34
Regents Center for Learning Disorders	10	Advisor	34
Visual Art Exhibitions and Permanent Collections	10	Auditing Courses	34
Music Program	10	Choice of Graduate Catalog Requirements	34
Office of Research Services and Sponsored Programs	11	Class Attendance	34
The University Writing Center	11	Course Load	35
Testing Office	11	Credit Hour Policy	35
Directory Information	11	Dual-Listed Courses	35
Accreditation	12	Earning a Duplicate Degree	35
Administrative Structure	13	Full-Time/Half-Time Enrollment	36
College Structure	13	Grading Systems	36
Directory Page	14	Graduate Credit	37
Graduate Degree Program Directors/Coordinators	15	Graduate Degree Program Directors/Coordinators	37
Graduate Faculty	15	Graduate Faculty	37
History of Georgia Southern University	16	Graduate Grade Point Average	37
Message from the Dean	16	Graduate Required Academic Standing	38
Office of Institutional Effectiveness	17	Guidance for Graduate Students	38
The City of Statesboro	17	Information on Adjunct (Unpaid Appointments) Faculty	38
The Jack N. Averitt College of Graduate Studies	17	Medical Withdrawals or Leave of Absence	38
The University Strategic Plan Themes	17	Military Withdrawals	38
University Calendars	17	Petition to Review/Change a Grade	38
University Mission	24	Petition to Withdraw from a Specific Course (Without Penalty)	39
University Programs	24	Registration Policies	39
Additional Programs and Services	24	Repeating a Course	39
Center for International Studies	25	Retroactive Withdrawal	39
Georgia Southern University Online Degrees	26	Right of Appeal	40
Student Services	27	Simultaneous Enrollment in More Than One Graduate Program	41
Financial Aid	27	Student Records	41
Application Procedures	27	The College of Graduate Studies	41
Class Attendance Verification	27	Theses and Dissertations	41
Drug Policy - Anti-Drug Abuse Act of 1988	27	Thesis, Dissertation (Supervisory) Committees	42
		Transcript Records	42

Transcripts	42	Academic Dishonesty	54
Transfer Credit	42	Dean of Students Office	55
Withdrawal from School	42	Student Affairs and Enrollment Management	55
Withdrawing from a Course	43	Student Conduct Code	55
Graduate Admissions	43	Support Services	55
Academic Common Market - Graduate	43	Campus Recreation and Intramurals	55
Admission by Appeal	43	Career Services	56
Application Deadlines - College of Graduate Studies	43	Counseling and Career Development Center	57
Border County Fee Waiver	43	Graduate Student Organization	57
English Proficiency for International Students	44	Health Services	57
Graduate Admission Classification	44	Minority Advisement Program	59
Graduate Admission Test Score Requirements	45	Multicultural Student Center	59
Graduate Application Process	45	Off-Campus Housing Programs	59
Domestic (U.S. Citizens and Resident Alien) Applicants	45	Office of Student Conduct (Philosophy)	59
International Graduate Applicants	45	Russell Union Facilities and Event Services	60
Graduate Credit for Seniors (Senior Privilege)	46	Student Media	60
Graduate Transient Admission	46	The University Store	60
How to Apply for Admission to the College of Graduate Studies	46	University Programming Board	60
Immunization Requirements	46	University Housing	60
International Students	46	Applying for Campus Housing	61
Minimum Admission Requirements	47	Graduate Student On-Campus Housing	61
Minimum Admission Requirements for a Graduate Degree or Certificate Program	47	Occupancy Periods	61
Special Admission for Students Age 62 and Older	47	Rates	61
Transfer Credit	48	Removal from Housing	61
Tuition Classification	48	College of Business Administration	62
Student Accounts	51	Department of Information Systems	63
Business Regulations	51	Enterprise Resources Planning (ERP) Certificate Program (Online)	64
Dining Plans	51	Forensic Accounting Programs	64
EAGLEXPRESS	52	Office of Graduate Programs	65
Fee Refunds	52	Business Administration Ph.D. (Logistics and Supply Chain Management)	65
Graduation Fee	52	Accounting M.Acc.	68
In-State Tuition	52	Accounting M.Acc. (Forensic Accounting Concentration)	70
Late Registration Fee	53	Accounting WebM.Acc. (The Web-Based Master of Accounting)	71
Out-of-State Tuition	53	Applied Economics M.S.	73
Parking Permits	53	Business Administration M.B.A.	73
Refunds for a Student Receiving Title IV Financial Assistance	53	Business Administration M.B.A. (The Georgia WebMBA)	75
Returned Check Procedure	54	Business Administration M.B.A. (With Area Concentration)	76
Technology Fee	54	Applied Economics Certificate (Online)	76
Textbooks and Supplies	54	Secondary or P-12 Education Certification	77
Transportation Fee	54	College of Education	78
University Fees	54	Admission and Retention in College of Education Programs	79
Student Life	54	Admission and Retention in the Teacher Education Program	80

Admission to Student Teaching/Internship	81	Policies and Procedures for Field Experiences, Internships and Clinical Experience - Initial Teacher Preparation	116
Certification	81	Structure	116
Department of Curriculum, Foundations, and Reading	81	Student Teaching/Internship Placements	117
Curriculum Studies Ed.D.	81	Teacher Certification Process and Procedures	117
Reading Education (K-12) Ed.S. (Online)	84	Teacher Certification Programs	117
Reading Education M.Ed. (Online)	85	Teacher Education Program	118
Reading Endorsement: Classroom Teacher of Reading Program (Online)	86	Allen E. Paulson College of Engineering and Information Technology	119
Department of Leadership, Technology, and Human Development	86	Department of Computer Science	119
Counselor Education Ed.S.	87	Computer Science M.S. (Online)	120
Educational Leadership Ed.D.	88	Department of Mechanical Engineering	121
Educational Leadership Ed.S.	90	Applied Engineering M.S.A.E.	121
Instructional Technology Ed.S.	91	Engineering and Manufacturing Management Certificate	124
School Psychology Ed.S.	92	Occupational Safety and Environmental Compliance Certificate	125
Counselor Education M.Ed.	93	Structure	125
Educational Leadership M.Ed.	95	College of Graduate Studies	128
Higher Education Administration M.Ed.	96	Certificate Programs	128
Instructional Technology M.Ed. (Georgia ONmyLINE)	96	Endorsement Programs	128
Instructional Technology Certification (Non-degree) (Online)	98	Master's Degree Program Requirements	128
School Library Media Certification (Non-degree) (Online)	99	Degree Requirements	128
Teacher Leadership Endorsement (Online)	99	Foreign Language Requirement	128
Teaching and Learning Endorsement (Online)	100	Master's Thesis Committee	129
Department of Teaching and Learning	100	Thesis Continuous Enrollment Requirements	129
Early Childhood Education (Grades P-5) Ed.S. (Online)	101	Thesis	129
Middle Grades Education (Grades 4-8) Ed.S. (Online)	102	University System of Georgia Franchise Programs	129
Secondary Education (Grades 6-12) Ed.S. (Online)	103	DegreeWorks	130
Special Education (Grades P-12) Ed.S. (Online)	104	Program of Study	130
Curriculum and Instruction - Accomplished Teaching M.Ed. (Online)	105	Degree Time Limit - Master's	130
Early Childhood Education (Grades P-5) M.Ed. (Online)	106	Graduate Final Comprehensive Examination	130
Middle Grades Education (Grades 4-8) M.Ed. (Online)	106	Grade Requirements - Master's Level	131
Secondary Education (Grades 6-12) M.Ed. (Online)	107	Independent Study	131
Special Education (Grades P-12) M.Ed. (Online)	108	Correspondence Study	131
Teaching M.A.T.	109	Courses Applied Toward Two Master's Degrees	131
English for Speakers of Other Languages (ESOL) Education Endorsement	113	Graduate Off-Campus Research	131
Doctor of Education Programs	113	Inactive Status	131
Education Specialist Programs	114	Probation	132
Endorsements	114	Exclusion	132
Graduate Program Approval and Unit Accreditation	115	Reinstatement Appeal	132
Internships	115	Medical Withdrawals or Leave of Absence	132
Master of Education Programs	115	Non-Medical Leave of Absence	132
Non-Degree Graduate Studies	115	Master's Degree Completion Check-List	132
Online and Off-Campus Graduate Offerings	115	Preparing for Graduation	132
		Education Specialist Program Requirements	133

Ed.S. Degree Requirements	133	School of Health and Kinesiology	142
Degree Time Limit - Ed.S.	133	Kinesiology M.S.	142
DegreeWorks	133	Sport Management M.S. (Online)	143
Program of Study	133	Coaching Certificate Program	144
Graduate Final Comprehensive Examination	134	Dietetic Internship Certificate Program	145
Grade Requirements - Ed.S. Level	134	School of Nursing	146
Independent Study	134	Doctor of Nursing Practice D.N.P. (Online)	146
Correspondence Study	134	Nursing BSN to DNP	148
Courses Applied Toward Two Ed.S. Degrees	134	Post-MSN Certificate Family Nurse Practitioner	151
Inactive Status	135	Post-MSN Certificate Psychiatric Mental Health Nurse Practitioner	152
Probation	135	Post-MSN Nurse Educator Certificate (NEC)	153
Exclusion	135	Interprofessional Collaboration for Multiple Chronic Conditions Certificate	153
Reinstatement Appeal	135	Secondary Education Degree	154
Medical Withdrawals or Leave of Absence	135	Structure	155
Non-Medical Leave of Absence	135	College of Liberal Arts and Social Sciences	156
Ed.S. Degree Completion Check List	135	Department of Art	156
Preparing for Graduation	135	Fine Arts M.F.A. (Concentration in 2D Graphic Design)	156
Doctoral Degree Program Requirements	136	Fine Arts M.F.A. (Concentration in 2D Studio Art)	157
Doctoral Program Admission Requirements	136	Fine Arts M.F.A. (Concentration in 3D Studio Art)	158
Dissertation Committee	136	Department of Foreign Languages	159
DegreeWorks	136	Spanish M.A.	159
Doctoral Program of Study	137	Department of History	161
Doctoral Program Credit Requirements	137	History M.A.	161
Restricted Courses	137	Certificate in Public History	162
Independent Study	137	Department of Literature and Philosophy	162
Correspondence Study	137	English M.A.	162
Courses Applied Toward Two Doctoral Degrees	137	Department of Music	163
Inactive Status	137	Music M.M.	164
Candidacy Examination	137	Certificate in Music Performance	166
Doctoral Off-Campus Research	137	Department of Psychology	166
Degree Time Limit - Doctoral Programs	138	Clinical Psychology Psy.D.	167
Practicum Requirement	138	Psychology M.S.	170
Grade Requirements - Doctoral Programs	138	Psychology M.S. (Psy.D. Track)	170
Academic Probation - Doctoral Students	138	Department of Sociology and Anthropology	170
Exclusion - Doctoral Students	138	Social Science M.A.	171
Reinstatement Appeal	138	Department of Writing and Linguistics	171
Medical Withdrawals or Leave of Absence	138	Teaching English to Speakers of Other Languages (TESOL)/ Applied Linguistics Certificate (Online)	171
Non-Medical Leave of Absence	138	Institute for Public and Nonprofit Studies	172
Dissertation	139	Public Administration M.P.A.	172
Dissertation Continuous Enrollment Requirement	139	Certificate in Public and Nonprofit Management	173
Electronic Thesis and Dissertation Requirements	139	Secondary P-12 Education Programs	174
Doctoral Degree Completion Check-List	140	Structure	174
Preparing for Graduation	140		
College of Health and Human Sciences	141		

Giann-Ping Hsu College of Public Health	175	CHBE Comm Hlth Behavior & Ed	221
Master of Public Health	176	CHEM Chemistry	221
Doctor of Public Health	179	CHFD Child and Family Devel	223
Department of Biostatistics	182	CIED-Valdosta State-Franchise	223
Biostatistics M.P.H.	183	CISM Computer Infor Systems	223
Biostatistics Dr.P.H.	183	COHE Community Health	225
Department of Community Health Behavior and Education	185	COML Comparative Literature	225
Community Health M.P.H.	185	COMM Communication Arts	225
Community Health Behavior and Education Dr.P.H.	186	COUN Counseling Education	225
Department of Environmental Health Sciences	188	CRJU Criminal Justice	228
Environmental Health Sciences M.P.H.	188	CSCI Computer Science	229
Department of Epidemiology	189	ECED Early Childhood Ed	231
Epidemiology M.P.H.	189	ECON Economics	232
Department of Health and Policy Management	190	EDAT Accomplished Teaching	233
Public Health Leadership Dr.P.H. (Partially Online)	190	EDCI-Education GAState Franchi	234
Health Policy and Management M.P.H.	192	EDET Education-GOML	234
Master of Healthcare Administration	193	EDLD Educational Leadership	234
Healthcare Administration M.H.A.	194	EDMS-Ed Accplish Teach CSU-GML	241
Health Services Administration Concentration	195	EDMT-Educ Math-GOML	241
Structure	195	EDRD-Georgia State Univ-Franch	241
College of Science and Mathematics	196	EDSC Sci for Teachers	241
Department of Biology	196	EDUC Curriculum	242
Biology M.S.	196	EDUF Educational Foundations	243
Department of Chemistry	198	EDUR Educational Research	244
Applied Physical Science M.S.	198	EENG Electrical Engineering	245
Department of Mathematical Sciences	200	ENGL English	246
Mathematics M.S.	201	ENVH Environmental Hlth Scienc	249
Secondary or P-12 Education Certification	201	EPID Epidemiology	250
Structure	204	EPRS-Georgia State Univ-Franch	251
Course Descriptions	206	EPSF Education Foundations-GML	251
Course Description Index	207	EPY-ED Psys- GOML	251
AAST Africana Studies	207	ESED Element - Secondary Educa	251
ACCT Accounting	207	ESPY School Psychology	253
ADED Adult Education	209	EMBA Executive MBA	255
AL-Ling-GOML	209	FINC Finance	255
AMST American Studies	209	FORL Foreign Language	256
ANTH Anthropology	209	FRCT Curriculum Theory	256
ART	210	FREC-Early Childhood	256
ARTH Art History	212	FREN French	256
ASTR Astronomy	213	FRER-Educational Research	257
BIOL Biology	213	FRIT-Instructional Technology	257
BIOS Biostatics	217	FRLT-Educational Foundations	258
BUSA Business Administration	219	FRMS Middle & Secondary Ed	258
CENG Civil Engineering	220	GCM Graphic Comm Management	258

GEOG Geography	259	SPAN Spanish	308
GEOL Geology	260	SPED Special Education	309
GRMN German	261	STAT Statistics	310
GSU GSU	261	TBCC Building Construction Tech	312
HIST History	261	TCGT General Technology	312
HLTH Health	264	TCM Construction Management	312
HSPM Hlth Service Policy Mgnt	264	TEET Elect Engineering Tech	313
INTS International Studies	266	TGET Engineering Tech - Grad	313
IT Information Technology	267	THEA Theatre	313
ITEC Instructional Tech Ed	267	TMAE Applied Engineering	313
KINS Kinesiology	268	TMET Mech Engineering Tech	315
LAST Latin American Studies	271	TMFG Manufacturing Technology	316
LING Linguistics	272	TSEC Safety and Environmental Compliance	316
LOGT Log/Intermodal Transpor.	272	TSLE-North Georgia-Franchise	317
LSTD Legal Studies	272	TFG Technology-Fort Gordon	317
MATH Mathematics	272	WBUS Web Business Administration	317
MENG Mechanical Engineering	276	WGST Women and Gender Studies	317
MGED Middle Grades Education	279	WLST Web Legal Studies	317
MGMS-Valdosta State-Franchise	279	WMAC Web Masters of Accounting	318
MGNT Management	280	WMBA Web MBA	318
MKTG Marketing	281	WRIT Writing	319
MSED Middle Grades & Second Ed	282	Graduate Degrees, Endorsements and Certificate Programs	321
MUSA Applied Music	284	Institutional Testing Schedule 2015-2016	324
MUSC Music	285	National Testing Schedule 2015-2016	325
MUSE Music Ensemble	287	The University System of Georgia	326
NTFS Nutrition and Food Science	287	System Administration	326
NURS Nursing	288	System Institutions	326
PBAD Public Administration	292	Faculty	328
PHIL Philosophy	294	Index	374
PHLD Public Health Leadership	294		
PHYS Physics	295		
POLS Political Science	296		
PSYC Psychology	298		
PSYG Psychology-GOML	300		
PUBH Public Health	301		
READ Reading	303		
RECR Recreation	304		
RELS Religious Studies	304		
SCED Secondary Education	304		
SEAC-Valdosta State-Franchise	305		
SEGC-Valdosta State-Franchise	305		
SERD GOML Valdosta	305		
SMGT Sport Management	305		
SOCI Sociology	306		

Graduate Catalog

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 Commission on Colleges to award baccalaureate, masters, specialists, and doctorate degrees. Contact the Commission on Colleges at:

1866 Southern Lane,
Decatur, Georgia 30033-4097

or call (404) 679-4500 (<http://www.sacscoc.org>) for questions about the accreditation of Georgia Southern University.

Normal inquiries about the institution, such as admission requirements, financial aid, educational programs, etc. should be addressed directly to the institution and not to the Commission's office. The Commission should be contacted only if there is evidence that appears to support an institution's significant non-compliance with a requirement or standard.

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 contact us at (912) 478-8043.

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, gender identity or expression, 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 EEO and Title IX
P.O. Box 8035
Statesboro, GA 30460-8035
(912) 478-5136

Accommodations for Individuals 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 any disability for which an accommodation is being sought to the Student Disability Resource Center (SDRC) before academic or other accommodations can be implemented. For additional information, please call the Director of EEO and Title IX 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 intended for individuals 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 his/her 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.

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.

General Information

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 discipline area at the time of admission into 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 mentor students in their development of self-direction and career pathways.

Division of Continuing Education

The mission of the Division of Continuing Education (CE) is to support Georgia Southern University's commitment to advance the State of Georgia and the region through offering a variety of outreach programs and Academic Affairs' commitment to extend the learning environment beyond the classroom and promote life success. Guided by these commitments, the Division serves as the educational liaison between the academic colleges and administrative units at Georgia Southern University and our constituents (citizens, companies, governmental units, non-profit agencies, and professional organizations) of this region, state, nation, and world in delivering lifelong learning opportunities and provides Statesboro, Savannah, and surrounding communities with technologically advanced meeting, classroom and conference facilities. The facilities managed by the Division of Continuing Education include the Nessmith-Lane Conference Center located on the campus of Georgia Southern University and the Coastal Georgia Center nestled in the heart of the beautiful Historic District of Savannah, Georgia, adjacent to the Savannah Visitors Information Center.

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

Military and Veteran Student Center (MVSC)

Georgia Southern is one of the nation's best comprehensive universities and proudly continues its student-centered heritage. Adhering to our principles of respect and encouragement, Georgia Southern's staff, faculty, and students strive to ensure the academic and personal success of our military students and veterans, along with our students who are military family members. Our goal is to ensure that military and veteran students transition to college as smoothly as possible. In collaboration with a variety of University departments and organizations, the Military and Veteran Student Center (MVSC) provides coordinated

services and resources in a one-stop location to ensure that all veterans, military service members, and their families are afforded the greatest opportunities for success. Members of our military community will experience individually-tailored support of the highest quality through the MVSC. Visit our website at <http://deanofstudents.georgiasouthern.edu/military/>.

Outreach Facilities on the Georgia Southern Campus

• Garden of the Coastal Plain

Centered on an early 20th century farmstead, the Garden offers visitors a unique view of the cultural and natural heritage of the Southeastern Coastal Plain, an area rich in unique and endangered plants. The Garden's nearly 11 acre site, located in the middle of the growing city of Statesboro, includes walking woodland trails, Bland Cottage, Heritage Garden, Rose Arbor, Children's Learning Garden, Camellia Garden, Native Plant Landscape Garden, Native Azalea Collection, and Bog Garden. The Garden is a research and educational resource for faculty and students and provides educational and cultural programs for the public. The Garden is also available for rentals such as photography sessions, weddings and receptions. The Garden's grounds are open 9:30 a.m. to 7 p.m. Monday through Friday and 1 p.m. until 4 p.m. on Sunday. Buildings are open Monday through Friday, 9:30 a.m. to 5:30 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://academics.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 also presents several offsite exhibits on local and University history. 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 Tuesday through Friday 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://academics.georgiasouthern.edu/museum/>.

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

Since its opening in 1990, the Center for Wildlife Education has grown into one of the leading environmental education facilities in Georgia. At over 17 acres in size, the Center supports Georgia Southern University's environmental education programs with a mission to provide wildlife encounters for the school children and citizens of the region. This nature center displays numerous 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. The 12-acre expansion, the Wetland Preserve, opened in 2009 and focuses on ornithology and water resource conservation. Inquiries may be directed to the Center at (912) 478-0831. Visit the website at <http://academics.georgiasouthern.edu/wildlife/>.

• The Center for the Performing Arts

The Georgia Southern University Performing Arts Center is located in the Nessmith-Lane Conference Center. The 34,000 square foot facility houses an 825-seat theatre with state-of-the-art lighting and sound systems. Programming is booked to reflect the Center's mission: "To present diverse, quality cultural experiences to the Georgia Southern University and regional communities through the performing arts. To support and enhance the University's performing art departments. To promote the discovery, appreciation, and enrichment of the performing arts to all with accessibility to perform and train in a professional, state-of-the-art performing arts center." Inquiries may be directed to the Box Office at (912) 478-7999 or to the Center's administrative offices at (912) 478-0830. Visit the website atgeorgiasouthern.edu/pac.

University Advancement

The Division of University Advancement strives to build relationships with the external and internal 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, parents, friends, businesses, corporations and foundations 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. Fund-raising efforts include the Phonathon, the annual campus and community campaign (A Day for Southern), Annual Giving, and major gift solicitations by Development Officers to alumni, parents, friends, businesses, corporations, and foundations. 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 Alumni Relations serves the University by establishing lifelong relationships with alumni and friends which result in alumni participating in and contributing to the continued growth of the University.

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 one of the most extensive operating schedules 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 electronic resources, book and periodical collections, reserve reading collections, individual and collaborative study areas, and 400+ computers including laptops and iPads.

As of July 2014, the Library's collections contained 649,338 bound volumes; 896,632 microform units; and 773,206 government documents. The Library maintains subscriptions to 426 serial and periodicals titles, and 47,862 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 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.

The Library offers the Discover search tool that provides a single search box for simultaneously searching the Library's catalog and many databases. Searches begin with materials available in Henderson Library, but they can be expanded beyond the Library's collections for more comprehensive results. It has been referred to as a Google search for research materials. Access to the Library's catalog is available using a separate search box, and it is 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 four 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.

Digital Commons@Georgia Southern is an open access digital collection implemented by the Library to collect and disseminate the intellectual and creative output of the University's faculty, staff and students. Contributions come from all over campus and include theses/dissertations, conference proceedings, research publications, brochures, and newsletters. Besides housing our University's scholarship and creative works, Digital Commons has the capacity to publish online journals and manage conferences. The site also hosts SelectedWorks web pages for our faculty, which are profiles that highlight faculty publications and achievements. All these features of the repository help to expand the visibility and influence of Georgia Southern University to outside academic communities by making publications more readily available on the open web.

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.

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 Sun Belt 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, rifle, golf, 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, women's soccer, softball, women's tennis, outdoor track and volleyball. Georgia Southern University moved to the Football Bowl Subdivision (FBS) in 2014, and the 2014-2015 season was its first as members of the Sun Belt Conference.

Printing & Postal Services

Printing & Postal Services is a University owned and operated facility located in the Main Dining Commons. 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 Main Dining Commons. 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://auxiliary.georgiasouthern.edu/storesandshops/printshop/> or the lobby counter in the Main Dining Commons 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 Printing and Postal Services at (912) 478-6245.

Student Disability Resource Center

The Student Disability Resource Center (SDRC) is committed to ensuring an equal educational opportunity for all qualified students with disabilities. A unit of Student Affairs and Enrollment Management (SAEM), the Student Disability Resource Center supports both the SAEM mission and the University's Strategic Plan by promoting and contributing to a university community centered on student learning and success. The SDRC office staff is responsible for the coordination of all services for students with disabilities. Our objectives are to provide reasonable academic accommodations and coordinate appropriate services based on the student's individual needs.

Students initiate services by completing the Voluntary Declaration of Disability (VDD) form located at <http://studentsupport.georgiasouthern.edu/sdrc/> under the Receiving Services tab. The VDD is returned to us along with documentation of the disability. Academic accommodations are determined on a case-by-case basis using USG documentation guidelines found at: http://www.usg.edu/academic_affairs_handbook/section3/C793/#pappendix_e_specific_documentation_guidelines

Our office is located on the second floor of Cone Hall. Please contact us at (912) 478-1566 or VP at (912) 225-9877.

Regents Center for Learning Disorders

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 10 additional institutions in the southern area of the state. Students with a history and/or those perceived as having learning disorders, ADHD, or psychological disorders 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. In addition to providing comprehensive evaluations for students, 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://academics.georgiasouthern.edu/rclid/>.

Visual Art Exhibitions and Permanent Collections

Gallery programming in the Betty Foy Sanders Department of Art offers students and the community multiple galleries to view contemporary and traditional art.

Housed in the Center for Art & Theatre, the Department's contemporary art galleries feature both solo and group exhibitions of modern artworks by world-renowned artists working in a range of media from traditional paintings to multi-media installations, as well as exhibitions highlighting outstanding student work created by Georgia Southern art and design students.

In addition, two permanent collections are featured in the Center for Art & Theatre. The Betty Foy Sanders Georgia Artists Collection is a permanent exhibition of artwork curated by Betty Foy Sanders since 1968. Art found in the Georgia Artists Collection is either by Georgia artists, created with materials found in Georgia or themed around the state itself. Also on permanent display, the Smith Callaway Banks Southern Folk Art Collection showcases an unprecedented collection of folk art of varying genres and media from the southeastern United States. This collection was donated by Bulloch County Historian, Smith Callaway Banks in 2007.

Nestled between the Center for Art & Theatre and the Visual Arts Building, a sculpture garden offers visitors the opportunity to enjoy changing exhibitions of three-dimensional works of art created by students and alumni of the Betty Foy Sanders Department of Art.

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, Wind Symphony, Georgia Southern Opera, Jazz Band, Southern Pride Marching Band, University Band, and chamber ensembles such as the Percussion Ensemble, Clarinet Quartet, Southern Saxophones, Jazz Combo, Brass Quintet, Magnolia String Quartet, Mellow-Cello-Fellowship, and GSU String Camerata. 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 the Georgia Southern University faculty, staff and students in the acquisition, performance and administration of projects and programs funded from sources outside the University. ORSSP is a full-service research administration office, providing cradle-to-grave support for sponsored activity:

1. Pre-award services include - 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 include – award acceptance on behalf of the institution; materials transfer, data use and contract negotiations; assistance to faculty in managing project budgets; submission of formal requests for award modification and extension; and project close-out.

In addition, the ORSSP Office of Research Integrity (ORI) 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), and the Institutional Biosafety Committee (IBC). The ORI also administers the university processes for reviewing financial conflict of interest and export control issues.

The ORSSP provides support for the Faculty Research Committee, a Faculty Senate 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) is a nonprofit partner organization that assists, supports, and furthers the research, service, and educational missions of Georgia Southern University. The Foundation functions in cooperation with the University to simplify business processes and other interactions between the private sector and the University. The Foundation, in conjunction with the Vice President for Research and Economic Development, manages intellectual property resources for the discovery, development and commercialization of new ideas and technologies. The GSURSF receives all incoming external awards and assigns the performance of sponsored research projects and service delivery programs to the University.

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 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
- 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, DSST Exams, Graduate Record Exam – Subject Test (GRE-Subject), Institutional SAT and ACT Exams (On-Campus SAT/ACT-Residual), Law School Admission Test (LSAT), Legislative Exemption Exams, American Council on Exercise Exams (ACE), Certification for Health Educators Specialists (CHES), Master Certification for Health Educators Specialists (MCHES), BOC Athletic Training Exam, Miller Analogies Test (MAT), Microsoft Certification Exams, SAT, TOEFL Exam, and placement tests are administered through this office. The Testing Office also assists students and community members by providing a secure center for proctoring exams for other institutions or agencies. The Testing Office is also a Certified Testing Center for the certifications exams administered through Castle Worldwide, Certipoint, ISO Quality Testing, and Kryterion certification exams. 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://studentsupport.georgiasouthern.edu/asc/testing>, or email at testing@georgiasouthern.edu.

Directory Information

Georgia Southern has defined Directory Information to include the student's first and last name, post office box, local telephone number, classification (freshman, sophomore, junior, senior, or graduate student), major, photograph, participation in activities, weight and height of members of athletic teams, dates of attendance, degrees and awards received, and most recent educational institution attended. This information is considered public information and will be released to those requesting such information unless the student has specifically requested that the information in this category be restricted. Students who wish to prohibit the release of Directory Information may present a written request to the Registrar and such information will not be released. However, requests that Directory Information be withheld from a written publication must be received in sufficient time to prevent delay in processing that publication.

Annual Notice of Privacy Rights

Georgia Southern 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 within 45 days after the day the institution receives a request for access. A student should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect.;
2. The right to request the amendment of the student's education records that the student believes are inaccurate, misleading or a violation of privacy or other rights. A student who wishes to ask the institution to amend a record should write to the Office of the Registrar, clearly identifying the part(s) of the record the student wants changed, and specifying why the information should be changed.
3. The right to provide written consent before the institution discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent. Georgia Southern.

University discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official typically includes a person employed by the institution in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff); or a student serving on an official committee, such as a disciplinary or grievance committee. A school official also may include a volunteer or contractor outside of the institution who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of PII from education records, such as an attorney, auditor, or collection agent or a student volunteering to assist another school official in performing his or her tasks. A school official typically has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the institution.

Upon request, the school also discloses education records without consent to officials of another school in which a student seeks or intends to enroll.

4. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the institution to comply with the requirements of FERPA. The name and address of the office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Accreditation

Georgia Southern University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, masters, specialists, and doctorate degrees. Contact the Commission on Colleges at:

1866 Southern Lane
Decatur, Georgia 30033-4097

or call (404) 679-4500 (<http://www.sacscoc.org>) for questions about the accreditation of Georgia Southern University.

Normal inquiries about the institution, such as admission requirements, financial aid, educational programs, etc. should be addressed directly to the institution and not to the Commission's office. The Commission should be contacted only if there is evidence that appears to support an institution's significant non-compliance with a requirement or standard.

Departments/Programs	Accrediting Organization
Athletics Program	National Collegiate Athletic Association
Child Development Center	National Association for the Education of Young Children
Counseling and Career Development Center	International Association of Counseling Services
Health Services	Accreditation Association for Ambulatory Health Care
Museum	American Alliance of Museums
College of Business Administration	
Accounting (Undergraduate and Graduate)	Association to Advance Collegiate Schools of Business
College of Business Administration (Undergraduate and Graduate)	Association to Advance Collegiate Schools of Business
College of Education	
College of Education (Undergraduate and Graduate)	National Council for Accreditation of Teacher Education and Georgia Professional Standards Commission (Program Approval)
Counselor Education	Council for Accreditation of Counseling and Related Educational Programs
School Psychology	National Association of School Psychologists
College of Health and Human Sciences	
Athletic Training	Commission on Accreditation of Athletic Training Education
Coaching Education	National Council for Accreditation of Coaching Education Level 3
Interior Design	Council for Interior Design Accreditation and National Association of Schools of Art and Design
Nursing (Undergraduate and Graduate)	Commission on Collegiate Nursing Education and Georgia Board of Nursing (approval to operate in the state of Georgia)
Nutrition and Food Science	Accreditation Council for Education in Nutrition and Dietetics
Dietetics Internship	Accreditation Council for Education in Nutrition and Dietetics
Recreation (Undergraduate)	National Recreation and Park Association/American Association for Leisure and Recreation Council on Accreditation
Jiann-Ping Hsu College of Public Health	
Public Health (Undergraduate and Graduate)	Council on Education for Public Health
College of Liberal Arts and Social Sciences	
Art (Undergraduate and Graduate)	National Association of Schools of Art and Design

Music (Undergraduate and Graduate)	National Association of Schools of Music
Doctor of Psychology in Clinical Psychology	American Psychological Association
Theatre	National Association of Schools of Theatre (Associate Membership)
Allen E. Paulson College of Engineering and Information Technology	
Civil Engineering	Engineering Accreditation Commission of ABET
Civil Engineering Technology	Technology Accreditation Commission of ABET
Computer Sciences	Computing Accreditation Commission of ABET
Construction Management	American Council for Construction Education
Electrical Engineering	Engineering Accreditation Commission of ABET
Electrical Engineering Technology	Technology Accreditation Commission of ABET
Information Technology	Computing Accreditation Commission of ABET
Mechanical Engineering	Engineering Accreditation Commission of ABET
Mechanical Engineering Technology	Technology Accreditation Commission of ABET
College of Science and Mathematics	
Chemistry	American Chemical Society
Master of Science in Applied Physical Sciences	Designation as a Professional Science Master's - Affiliate Membership (non-thesis track only)

Administrative Structure

JEAN BARTELS, B.S.N., M.S.N., Ph.D.	Interim President
SALINDA ARTHUR, B.A., M.S.	Vice President for University Advancement and President, Georgia Southern University Foundation
DIANA CONE, B.S., M.S., Ph.D.	Interim Provost and Vice President for Academic Affairs
STEVEN BURRELL, B.S., M.Ed., Ed.S., Ed.D.	Vice President for Information Technology and Chief Information Officer
CHARLES E. PATTERSON, B.S., Ph.D.	Vice President for Research and Economic Development 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
ROBERT WHITAKER, B.B.A., M.B.A.	Vice President for Business and Finance
MARTHA L. ABELL, B.S., M.S., Ph.D.	Dean, College of Science and Mathematics
ALLEN AMASON, B.B.A., Ph.D.	Dean, College of Business Administration
MOHAMMAD DAVOUD, B.S., M.S., Ph.D.	Founding Dean, Allen E. Paulson College of Engineering and Information Technology

GREG EVANS, B.A., M.S., Ph.D.	Dean, Jiann-Ping Hsu College of Public Health
PATRICE BUCKNER JACKSON, B.S., M.A.	Dean of Students
BARRY JOYNER, B.S., M.Ed., Ph.D.	Dean, College of Health and Human Sciences
THOMAS R. KOBALLA, JR., B.S., M.A.Ed., Ph.D.	Dean, College of Education
W. BEDE MITCHELL, B.A., M.L.S., Ed.D.	Dean of the Library and University Librarian
CURTIS EUGENE RICKER, B.A., M.A., D.A.	Dean, College of Liberal Arts and Social Sciences

College Structure

The academic credit programs of the University are administered by eight colleges: 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 Allen E. Paulson College of Engineering and Information Technology, the Jiann-Ping Hsu College of Public Health, the College of Science and Mathematics, and the Jack N. Averitt College of Graduate Studies. Except for the College of Graduate Studies, 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. Allen C. Amason, Dean
School of Accountancy	Dr. Timothy A. Pearson, Director
Department of Finance and Economics	Dr. Rand W. Ressler, Chair
Department of Information Systems	Dr. Camille Rogers, Interim Chair
Department of Logistics and Supply Chain Management	Dr. Gerard Burke, Chair
Department of Management	Dr. Robert Hoell, Interim Chair
Department of Marketing	Dr. Michael L. Thomas, Interim Chair
II. College of Education	Dr. Thomas R. Koballa, Jr., Dean
Department of Curriculum, Foundations, and Reading	Dr. Kent Rittschof, Chair
Department of Leadership, Technology, and Human Development	Dr. Beth Durodoye, Chair
Department of Teaching and Learning	Dr. Bruce Field, Chair
III. Allen E. Paulson College of Engineering and Information Technology	Dr. Mohammad Davoud, Dean
Department of Civil Engineering and Construction Management	Dr. N. Michael Jackson, Chair
Department of Electrical Engineering	Dr. Youakim Kalaani, Interim Chair
Department of Mechanical Engineering	Dr. Brian Vcek, Chair
Department of Computer Sciences	Dr. Muralidhar Medidi, Chair
Department of Information Technology	Dr. Susan Rebstock Williams, Interim Chair
IV. College of Health and Human Sciences	Dr. Barry Joyner, Dean
School of Human Ecology	Dr. Cynthia Elaine Johnson, Chair

Department of Health and Kinesiology	Dr. James McMillan, Interim Chair	Dr. Charles E. Patterson, Vice President for Research and Economic Development and Dean, Jack N. Averitt College of Graduate Studies	912-478-8641	Veazey Hall	2000D
School of Nursing	Dr. Sharon Radzysinski, Chair	Audie Graham, Executive Assistant to the Vice President and Dean	912-478-0851	Veazey Hall	2000A
V. College of Liberal Arts and Social Sciences	Dr. Curtis Eugene Ricker, Dean	Lisa Bridges, Special Projects Coordinator	912-478-8615	Veazey Hall	2000B
Betty Foy Sanders Department of Art	Mr. Robert Farber, Chair	Erin Shuman, Business Manager	912-478-5150	Veazey Hall	2000C
Department of Communication Arts	Dr. Pamela Bourland-Davis, Chair	Jack N. Averitt College of Graduate Studies			
Department of Criminal Justice and Criminology	Dr. Brenda Sims Blackwell, Chair	Dr. Devon Jensen, Interim Associate Dean	912-478-1710	Veazey Hall	1012
Department of Foreign Languages	Dr. Eric J. Kartchner, Chair	Marla Bruner, Director of Graduate Student Services	912-478-5457	Veazey Hall	1014C
Department of History	Dr. Johnathan O'Neill, Chair	Randi Sykora-McCurdy, Administrative Specialist	912-478-7579	Veazey Hall	1013C
Department of Literature and Philosophy	Dr. Mary Villeponteaux, Chair	Mary Jernigan, Senior Administrative Assistant	912-478-2647	Veazey Hall	1000F
Department of Music	Dr. Steven Harper, Chair	Jeb Barger, Systems Support Specialist	912-478-2588	Veazey Hall	1014A
Department of Political Science	Dr. Barry Balleck, Chair	Graduate Admissions			
Department of Psychology	Dr. Michael Nielson, Chair	Tristam Aldridge, Director of Graduate Admissions	912-478-5635	Veazey Hall	1003C
Department of Sociology and Anthropology	Dr. Marieke Van Willigen, Chair	Perla Middleton, Associate Director of Graduate Enrollment Management	912-478-8622	Veazey Hall	1003A
Department of Writing and Linguistics	Dr. Dan Bauer, Chair	Megan Murray, Graduate Admissions Recruitment Coordinator	912-478-2302	Veazey Hall	1004C
Institute for Public and Nonprofit Studies	Dr. Trent Davis, Director	Naronda Wright, Graduate Administrative Specialist	912-478-8626	Veazey Hall	1004A
VI. Jiann-Ping Hsu College of Public Health	Dr. Greg Evans, Dean				
Department of Biostatistics	Dr. Robert Vogel, Chair				
Department of Community Health Behavior and Education	Dr. Joseph Telfair, Chair				
Department of Environmental Health Sciences	Dr. Joseph Telfair, Chair				
Department of Epidemiology	Dr. Robert Vogel, Chair				
Department of Health Policy and Management	Dr. Gerald Ledlow, Chair				
VII. College of Science and Mathematics	Dr. Martha L. Abell, Dean				
Department of Biology	Dr. Stephen P. Vives, Chair				
Department of Chemistry	Dr. John C. DiCesare, Chair				
Department of Geology and Geography	Dr. Jeffery Underwood, Chair				
Department of Mathematical Sciences	Dr. Sharon E. Taylor, Chair				
Department of Military Science	MAJ Erik Kjonnerod, Chair				
Department of Physics	Dr. Clayton Heller, Chair				
Institute for Coastal Plain Science	Dr. Daniel Gleason, Director				
VIII. Jack N. Averitt College of Graduate Studies	Dr. Charles E. Patterson, Dean				

Directory Page

Office of the Vice President for Research and Economic Development and Dean, Jack N. Averitt College of Graduate Studies

	Phone	Building	Room
Office of the Vice President and Dean			

Vacant, Graduate 912-478-8623 Veazey Hall 1004D
Administrative
Specialist

Additional Numbers

Financial 912-478-5413
Aid Office,
Rosenwald
Building, Second
Floor

Bursar's Office, 912-478-0999
Deal Hall

Registrar's Office, 912-478-5152
Rosenwald
Building, Third
Floor

Office of 912-478-5465
Research
Services &
Sponsored
Programs,
Veazey Hall

Henderson 912-478-5115
Library

Testing Center, 912-478-5415
Cone Hall,
Second Floor

Center for 912-478-0332
International
Studies, Forest
Drive Building

Parking and 912-478-7275
Transportation
Services Office

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 program elements such as admission, provides approval for Programs of Study, handles student appeals, and coordinates Thesis and Dissertation committees. 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 Graduate 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;
- endorsing Programs of Study for final 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; and
- reviewing student appeals regarding academic program matters.

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 with 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; and
- 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; and
- 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 Faculty Senate Graduate Committee must approve these criteria.

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. These schools were 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 order to accurately reflect the addition of an engineering college, in 2012, the College of Science and Technology was renamed the College of Science and Mathematics, and the College of Information Technology became the Allen E. Paulson College of Engineering and Information Technology. 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.

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 Jack N. Averitt 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 who encompass the graduate education enterprise at Georgia Southern, supporting 63 degree majors and programs offered to more than 2,600 graduate students. Working independently and collaboratively, Georgia Southern graduate faculty members offer committed graduate student unlimited opportunities for development. The University's facilities provide outstanding opportunities for distinguished careers in the science and mathematics, public health, health and human sciences, nursing, engineering and information technology, the arts and social sciences, business, and education.

This Graduate Catalog provides an overview of the many academic colleges and graduate programs across campus, as well as 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 Economic Development and
Dean, Jack N. Averitt College of Graduate Studies

Office of Institutional Effectiveness

The mission of the Office of Institutional Effectiveness (OIE) is to support Georgia Southern University's pursuit of academic distinction in teaching, scholarship, and service in a student-centered environment by providing leadership for assessment, institutional effectiveness, planning, and accreditation activities to academic and administrative units. Guided by a dedication to a culture of systematic self-reflection, evidence-based decision-making, and improvement, the Office of Institutional Effectiveness ensures that academic, administrative, and support units engage in assessment practices that accurately and comprehensively reflect their primary functions. Additional information is available at OIE's website at <http://academics.georgiasouthern.edu/vpie/index.php>.

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, residential development, and a community of entrepreneurs.

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 less than 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.

The Jack N. Averitt College of Graduate Studies

The Jack N. Averitt College of Graduate Studies is the only academic unit at Georgia Southern University whose sole concern and primary advocacy is graduate education. The Jack N. Averitt College of Graduate Studies provides institutional oversight for 63 graduate curricula programs established across eight academic colleges, with nearly 2600 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 Jack N. Averitt College of Graduate Studies works closely with the Faculty Senate Graduate Committee, the deans, and graduate faculties of the eight academic colleges and external accrediting organizations to ensure excellence in all aspects of the graduate experience. The Jack N. Averitt 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.

The University Strategic Plan Themes

Georgia Southern University's strategic vision is to be recognized as one of the best public doctoral-research universities in the country within the next 10 years. Our journey is guided by four essential strategic themes:

Promote Academic Excellence

Enhance Student Success

Increase Research, Scholarship, and Creative Achievement

Maintain Fiscal Sustainability

University Calendars

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 on our web site, <http://em.georgiasouthern.edu/registrar/resources/calendars>.*

Fall Semester 2015

April 1	GOML (Georgia ONmyLINE), WebBSIT (Web Bachelor of Science Information Technology), Registration begins for Fall 2015 Full, Short I, and Short II sessions
April 1	Final deadline for EdD Educational Leadership applicants for Fall 2015 admission
April 1	Priority deadline for freshman students to apply for Fall 2015 admission
April 1	Final deadline for undergraduate students to apply for Summer 2015 admission
May 1	Final deadline for freshman students to apply for Fall 2015 admission
June 1	Final deadline for international graduate students to apply for Fall 2015 admission
July 1	Final deadline for domestic graduate students to apply for Fall 2015 admission
July 1	Final deadline MEd Higher Education Administration applicants for Fall 2015 admission

July 31	Final deadline for WebMBA (Web Master Business Administration) applicants for Fall 2015 admission	August 31	Fee payment deadline for final SOAR registration, registration or changing registration during the Drop/Add period
August 1	Final deadline for transfer, transient, post-baccalaureate, Accel, and mature students to apply for Fall 2015 admission	September 7	Labor Day Holiday – Administrative offices closed – No classes
August 5	Employee Tuition Assistance Program (TAP) registration for Fall 2015, via the web beginning at 8:30 a.m.	September 11	GOML (Georgia ONmyLINE), WebBSIT (Web Bachelor of Science Information Technology), Last day to withdraw without academic penalty, Short I session
August 6	Academic Standards Committee meeting, 1:00 p.m.	September 18-20	Fall Family Weekend
August 6-7	New Faculty Orientation	September 22	MBA, ten-week session, Coastal Georgia Center, Last day to withdraw without academic penalty; See the Policy for Limiting Individual Course Withdrawals for additional information (http://em.georgiasouthern.edu/registrar/students/withdrawal/)
August 10	Academic Year begins	October 1	Final deadline for international graduate students to apply for Spring 2016 admission
August 12	University Fall Convocation (for Faculty and Staff)	October 2	Last day to submit required early alerts for freshmen
August 12	Academic Standards Committee meeting, 2:00 p.m.	October 2	GOML (Georgia ONmyLINE), WebBSIT (Web Bachelor of Science Information Technology), Classes end for Short I session
August 12	WebMBA (Web Master Business Administration), classes begin for Fall 2015, fee payment deadline	October 7	GOML (Georgia ONmyLINE), WebBSIT (Web Bachelor of Science Information Technology), Last day to withdraw without academic penalty, Full session
August 14	Operation Move In at the RAC, 9:00 a.m. - 5:00 p.m. and 5:30 p.m. - 10:00 p.m. in the residence halls	October 9	GOML (Georgia ONmyLINE), WebBSIT (Web Bachelor of Science Information Technology), Final Exams for Short I session
August 14	GOML (Georgia ONmyLINE), WebBSIT (Web Bachelor of Science Information Technology), Final deadline for applicants for Fall 2015 admission	October 12	Last day to withdraw without academic penalty; see the Policy for Limiting Individual Course Withdrawals for additional information (http://em.georgiasouthern.edu/registrar/students/withdrawal/)
August 15	New Student Orientation and Registration for Undergraduate Students, Russell Union, 8:00 a.m. - NOTE: Enrolled and former students should refer to WINGS (http://em.georgiasouthern.edu/registrar/resources/registrationtimes/) for specific registration times	October 12	GOML (Georgia ONmyLINE), WebBSIT (Web Bachelor of Science Information Technology), Classes begin for Short II session
August 16	Conversations with Professors for all new first-year students, 3:30-4:45 p.m.	October 12-14	GOML (Georgia ONmyLINE) WebBSIT (Web Bachelor of Science Information Technology), Late Registration/Add period for Short II session
August 17	Fee payment deadline for Fall 2015, including GOML (Georgia ONmyLINE), WebBSIT (Web Bachelor of Science Information Technology) Full and Short I session, (First Day of University Classes)	October 12-16	GOML (Georgia ONmyLINE), WebBSIT (Web Bachelor of Science Information Technology), Drop period for Short II Session
August 17	Classes Begin, Attendance Verification must be completed on the first class meeting day	October 15-21	GOML (Georgia ONmyLINE), WebBSIT (Web Bachelor of Science Information Technology), Attendance Verification must be completed for Short II session
August 17	GOML (Georgia ONmyLINE), WebBSIT (Web Bachelor of Science Information Technology), Full and Short I session, Classes Begin	October 17	Homecoming – Classes canceled beginning at 2:00 p.m. on Friday, October 16th
August 17	Faculty may begin entering early alerts for freshmen (due October 2)	October 23	MBA, Ten week session, Coastal Georgia Center, Last day of classes
August 17	Final date for undergraduate students to apply for Fall 2016 graduation	October 24	MBA, Ten week session, Coastal Georgia Center, Final Exams
August 17	Final date for graduate students to apply for Fall 2015 graduation	October 26	Early Registration for Spring 2016 and Summer 2016 begins (Students should view WINGS for individual date and time)
August 17	MBA, Ten week session, Coastal Georgia Center, Classes Begin, Attendance Verification must be completed on the first class meeting day	October 26	MBA, Five week session, Coastal Georgia Center, Classes begin; Attendance Verification must be completed on August 17
August 17-19	GOML (Georgia ONmyLINE), WebBSIT (Web Bachelor of Science Information Technology), Full and Short I sessions, Add period	October 26-28	MBA, Five week session, Coastal Georgia Center, Drop/Add
August 17-20	Drop/Add Fall Semester	November 1	Final deadline MEd Higher Education Administration applicants for Spring 2016 admission
August 17-20	MBA, Ten week session, Coastal Georgia Center, Drop/Add	November 1	GOML (Georgia ONmyLINE), WebBSIT (Web Bachelor of Science Information Technology), Early Registration, for Spring 2016 Full, Short I, and Short II sessions
August 17-21	GOML (Georgia ONmyLINE), WebBSIT (Web Bachelor of Science Information Technology), Full and Short I sessions, Drop period		
August 18	\$75 Late fee in effect for graduate students who missed the August 17 deadline to apply for Fall 2015 Graduation		
August 20-26	GOML (Georgia ONmyLINE), WebBSIT (Web Bachelor of Science Information Technology), Attendance Verification must be completed for Full and Short I sessions		
August 21	\$100 Late Registration Fee begins		

November 1	Deadline for submission and acceptance of \$75 Late Graduation Application Fee for Fall 2015 graduation for graduate students
November 5	GOML (Georgia ONmyLINE), WebBSIT (Web Bachelor of Science Information Technology), Last day to withdraw without academic penalty for Short II session
November 11	MBA, five-week session, Coastal Georgia Center, Last day to withdraw without academic penalty; See the Policy for Limiting Individual Course Withdrawals for additional information (http://em.georgiasouthern.edu/registrar/students/withdrawal/)
November 12	Final date to hold terminal or comprehensive examination, theses and dissertation defenses
November 13	Final deadline for University System of Georgia full-time employees to apply for the Employee Tuition Assistance Program (TAP) for Spring 2016
November 13	WebMBA (Web Master Business Administration), last day of classes
November 13	Final deadline for domestic graduate students to apply for Spring 2016 admission
November 14-17	WebMBA (Web Master Business Administration), Final Exams
November 19	Deadline to submit electronic theses and dissertations to College of Graduate Studies for final format review
November 23-27	Thanksgiving Holidays for students, Residence halls open – Administrative offices open November 23-25, closed November 26-27 for Thanksgiving Holidays
December 1	Final Deadline for Undergraduate Students to apply for Spring 2016 admission
December 1	Final deadline for WebMBA (Web Master Business Administration) applicants for Spring 2016
December 2	GOML (Georgia ONmyLINE), WebBSIT (Web Bachelor of Science Information Technology), Classes end for Full session
December 3-5	GOML (Georgia ONmyLINE), WebBSIT (Web Bachelor of Science Information Technology), Final Exams for Full session
December 4	Last day of classes
December 4	MBA, Five week session, Coastal Georgia Center, Last day of classes
December 4	GOML (Georgia ONmyLINE), WebBSIT (Web Bachelor of Science Information Technology) Classes end for Short II session
December 5	MBA, Five week session, Coastal Georgia Center, Final Exams
December 7-10	Final exams
December 8	GOML (Georgia ONmyLINE), WebBSIT (Web Bachelor of Science Information Technology), Final Exams for Short II session
December 11	Deadline to submit final verified (approved) electronic theses or dissertations to College of Graduate Studies
December 11	Residence halls close at 12:00 noon (with the exception of students living in Centennial Place building 2, University Villas and Freedom's Landing)
December 11	Commencement at Hanner Fieldhouse
December 12	Residence halls close at 12:00 noon for students participating in Commencement activities (permission required)
December 12	Winter Break for students begins

December 16	Employee Tuition Assistance Program (TAP) registration for Spring 2016, via the web beginning at 8:30 a.m.
-------------	--

Dec. 24 - Jan. 1 Winter Break – Administrative offices closed

Spring Semester 2016

November 1	Final deadline for MEd Higher Education Administration applicants for Spring 2016 admission
November 1	GOML (Georgia ONmyLINE), WebBSIT (Web Bachelor of Science Information Technology), Early Registration, for Spring 2016 Full, Short I, and Short II sessions
December 1	Final deadline for Undergraduate Students to apply for Spring 2016 admission
December 1	Final deadline for WebMBA (Web Master Business Administration) applicants for Spring 2016
December 16	Employee Tuition Assistance Program (TAP) registration for Spring 2016, via the web beginning at 8:30 a.m.
January 1	New Year's Day Holiday - Administrative offices closed - No classes
January 5	Academic Standards Committee meeting, 1:00 p.m.
January 7	Academic Standards Committee meeting, 10:00 a.m.
January 7	Residence hall check-in, 12:00 noon at the Residence Halls
January 8	GOML (Georgia ONmyLINE), Final deadline for applicants for Spring 2016 admission
January 8	New Student Orientation and Registration for Undergraduate Students, Russell Union, 8:00 a.m. NOTE: Enrolled and former students should refer to WINGS (http://em.georgiasouthern.edu/registrar/resources/registrationtimes/) for specific registration times.
January 10	Conversations with Professors for all new first-year students, 3:30-4:45 p.m.
January 11	Fee payment deadline for Spring 2016, including GOML (Georgia ONmyLINE), WebBSIT (Web Bachelor of Science Information Technology), and Short I Session, (First Day of University Classes)
January 11	Classes Begin, Attendance Verification must be completed on the first class meeting day
January 11	Faculty may begin entering early alerts for freshmen (due February 26)
January 11	MBA, Ten week session, Coastal Georgia Center, Classes Begin, Attendance Verification must be completed on the first class meeting day
January 11	GOML (Georgia ONmyLINE), WebBSIT (Web Bachelor of Science Information Technology), Full and Short I session, Classes Begin
January 11	Final Date for Undergraduate students to apply for Spring 2017 and Summer 2017 graduation
January 11	Final Date for Graduate students to apply for Spring 2016 and Summer 2016 graduation
January 11-13	GOML (Georgia ONmyLINE), WebBSIT (Web Bachelor of Science Information Technology), Full and Short I session, Last Registration/Add period
January 11-14	Drop/Add Spring Semester
January 11-14	MBA, Ten week session, Coastal Georgia Center, Drop/Add
January 11-15	GOML (Georgia ONmyLINE), WebBSIT (Web Bachelor of Science Information Technology), Full and Short I session, Drop period

January 12	\$75 Late fee in effect for graduate students who missed the January 11 deadline to apply for Spring 2016 or Summer 2016 Graduation	March 14-18	Spring break, WebMBA (Web Master Business Administration)
January 13	WebMBA (Web Master Business Administration), classes begin for Spring 2016, fee payment deadline	March 18	MBA, Ten week session, Coastal Georgia Center, Last Day of classes
January 14-21	GOML (Georgia ONmyLINE), WebBSIT (Web Bachelor of Science Information Technology), Full and Short I session, Attendance Verification must be completed	March 19	MBA, Ten week session, Coastal Georgia Center, Final Exams
January 15	Application deadline for Doctor of Psychology applicants for Fall 2016 admission (Domestic & International)	March 21	Early Registration for Fall 2016 begins (Students should view WINGS for individual date and time.)
January 15	\$100 Late Registration Fee begins	March 21	MBA, Five week session, Coastal Georgia Center, Classes begin, Attendance Verification must be completed on January 11
January 18	Martin Luther King Jr. Holiday - Administrative offices closed - No classes	March 21-23	MBA, Five week session, Coastal Georgia Center, Drop/Add
January 25	Fee payment deadline for final SOAR registration, or changing registration during Drop/Add period	March 31	GOML (Georgia ONmyLINE), WebBSIT (Web Bachelor of Science Information Technology), Last day to withdraw without academic penalty for Short II session
January 30	Final deadline for EdD Curriculum Studies applicants for Summer 2016	April 1	Final deadline MEd Higher Education Administration applicants for Summer 2016 admission
February 1	Final deadline for International Graduate Students to apply for Summer 2016 admission	April 1	Application deadline for Undergraduate Students to apply for Summer 2016 Admission
February 5	GOML (Georgia ONmyLINE), WebBSIT (Web Bachelor of Science Information Technology), Last day to withdraw without academic penalty, Short I session	April 1	GOML (Georgia ONmyLINE), WebBSIT (Web Bachelor of Science Information Technology), Registration Begins for Summer 2016 and Fall 2016
February 16	MBA, ten-week session, Coastal Georgia Center, Last day to withdraw without academic penalty; See the Policy for Limiting Individual Course Withdrawals for additional information (http://em.georgiasouthern.edu/registrar/students/withdrawal/)	April 1	Final deadline for EdD Educational Leadership applicants for Fall 2016
February 26	Last day to submit required early alerts for freshmen	April 1	Final deadline for domestic Graduate Students to apply for Summer 2016 admission, unless otherwise specified by program
March 1	Deadline for receipt of Graduate Assistantship Applications to have priority consideration for Fall 2016	April 1	Deadline for submission and acceptance of \$75 Late Graduation Application Fee for Spring or Summer graduation for graduate students
March 1	Application deadline for Doctorate of Nursing Practice applicants for Fall 2016 (Domestic and International)	April 1	Application deadline for MS Kinesiology-Coaching applicants for Summer 2016 (no Fall or Spring admission)
March 1	Application deadline for MEd Counselor Education applicants for Summer 2016 and Fall 2016 admission (no Spring 2016 admission)	April 6	Honors Day, Nessmith-Lane Conference Center 8:30 a.m. Classes beginning at 8:00 and 9:00 a.m. will not be canceled
March 2	GOML (Georgia ONmyLINE), WebBSIT (Web Bachelor of Science Information Technology), Last day of class for Short I session	April 6	MBA, five week session, Coastal Georgia Center, Last day to withdraw without academic penalty; See the Policy for Limiting Individual Course Withdrawals for additional information (http://em.georgiasouthern.edu/registrar/students/withdrawal/)
March 2	GOML (Georgia ONmyLINE), WebBSIT (Web Bachelor of Science Information Technology), Full session, Last day to withdraw without academic penalty	April 8	Final date to hold terminal or comprehensive examination, theses or dissertation defenses
March 4	GOML (Georgia ONmyLINE), WebBSIT (Web Bachelor of Science Information Technology), Final Exams for Short I session	April 15	Final Deadline for University System of Georgia full-time employees to apply for the Employee Tuition Assistance Program (TAP) for Summer 2016
March 7	Last day to withdraw without academic penalty; See the Policy for Limiting Individual Course Withdrawals for additional information (http://em.georgiasouthern.edu/registrar/students/withdrawal/)	April 15	Deadline to submit electronic theses and dissertations to College of Graduate Studies for final format review
March 7	GOML (Georgia ONmyLINE), WebBSIT (Web Bachelor of Science Information Technology), Classes begin for Short II session	April 20	WebMBA (Web Master Business Administration), last day of classes
March 7-9	GOML (Georgia ONmyLINE), WebBSIT (Web Bachelor of Science Information Technology), Short II session, Late Registration/Add period	April 21-24	WebMBA (Web Master Business Administration), Final Exams
March 7-11	GOML (Georgia ONmyLINE), WebBSIT (Web Bachelor of Science Information Technology), Short II session, Drop period	April 22	GOML (Georgia ONmyLINE), WebBSIT (Web Bachelor of Science Information Technology), Classes end for Full Session
March 10-16	GOML (Georgia ONmyLINE), WebBSIT (Web Bachelor of Science Information Technology), Attendance Verification must be completed for Short II session	April 26	GOML (Georgia ONmyLINE), WebBSIT (Web Bachelor of Science Information Technology), Last day of class for Short session II
March 14-18	Spring break for students – Administrative offices open – Residence halls open	April 26-28	GOML (Georgia ONmyLINE), WebBSIT (Web Bachelor of Science Information Technology), Final Exams for Full Session

April 27	Employee Tuition Assistance Program (TAP) Registration for Summer 2016, via the web beginning at 8:30 a.m.	May 10	GOML (Georgia ONmyLINE), WebBSIT (Web Bachelor of Science Information Technology), First Day of Classes
April 28	GOML (Georgia ONmyLINE), WebBSIT (Web Bachelor of Science Information Technology), Final Exams for Short II session	May 10-12	GOML (Georgia ONmyLINE), WebBSIT (Web Bachelor of Science Information Technology), Late Registration/ Add period
April 29	Last day of classes	May 10-16	GOML (Georgia ONmyLINE), WebBSIT (Web Bachelor of Science Information Technology), Drop period
April 29	MBA, Five week session, Coastal Georgia Center, Last day of classes	May 12	Academic Standards Committee meeting, 2:00 p.m.
April 30	MBA, Five week session, Coastal Georgia Center, Final Exams	May 13	Residence hall check-in for Long Term and Term A, 12:00 noon in the Residence Halls
May 2	WebMBA (Web Master Business Administration), classes begin for Summer 2016, fee payment deadline	May 13-19	GOML (Georgia ONmyLINE), WebBSIT (Web Bachelor of Science Information Technology), Attendance Verification must be completed for Summer 2015
May 2-6	Final Exams, May 6 Exams will be in the morning only	May 14	New Student Orientation and Registration for Undergraduate Students, Russell Union, 8:00 a.m. NOTE: Enrolled and former students should refer to WINGS (http://em.georgiasouthern.edu/registrar/resources/registrationtimes/) for specific registration times
May 6	Deadline to submit final verified (approved) electronic theses or dissertations to College of Graduate Studies	May 16	Academic Standards Committee meeting, 10:00 a.m.
May 6	Commencement for Graduate students at Hanner Fieldhouse, 1:00 p.m.	May 16	Fee payment deadline for Summer 2016 (First Day of University Classes) for Long Term, Term A, College of Public Health Graduate Evening Session, and College of Education Graduate Session
May 7	Commencement for Undergraduate Students at Paulson Stadium, 9:00 a.m.	May 16	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 7	Residence halls close, 12:00 noon	May 16	Faculty may begin entering early alerts for freshmen for Term A (due May 31)
May 8	Residence Halls close at 12:00 noon for students participating in Commencement activities (permission required)	May 16	Faculty may begin entering early alerts for freshmen for Long Term (due June 9)
May 9	GOML (Georgia ONmyLINE), WebBSIT (Web Bachelor of Science Information Technology), Final deadline for applicants for Summer 2016 admission	May 16-18	Drop/Add for Long Term and Term A and College of Public Health Graduate Session
June 1	Final deadline for International Graduate Students to apply for Fall 2016 admission	May 17	Classes begin for College of Public Health Graduate Evening Tuesday/Thursday Session, Attendance Verification must be completed on the first class meeting day

Summer Semester 2016

January 11	Final Date for undergraduate students to apply for Spring 2017 and Summer 2017 graduation	May 30	Memorial Day – Administrative offices closed – No classes
January 11	Final Date for graduate students to apply for Spring 2016 and Summer 2016 graduation	May 31	Fee payment deadline for final SOAR registration or changing registration during Drop/Add period (May 16-18)
January 12	\$75 Late fee in effect for graduate students who missed the January 11 deadline to apply for Spring 2016 or Summer 2016 graduation	May 31	Classes begin for College of Education Graduate Tuesday/Thursday Session, Attendance Verification must be completed on the first class meeting day
April 1	Final deadline for MEd Higher Education Administration applicants for Summer 2016 admission	May 31	Last day to submit required early alerts for freshmen for Term A
April 1	Final deadline for EdD Educational Leadership applicants for Fall 2016	May 31- June 1	Drop/Add College of Education Graduate Session
April 1	Final deadline for undergraduate students to apply for Summer 2016 admission	June 1	Classes begin for College of Education Graduate Monday/Wednesday Session, Attendance Verification must be completed on the first class meeting day
April 1	GOML (Georgia ONmyLINE), WebBSIT (Web Bachelor of Science Information Technology) Early Registration, for Summer 2016 and Fall 2016	June 1	Final deadline for international graduate students to apply for Fall 2016 admission
April 1	Deadline for submission and acceptance of \$75 Late Graduation Application Fee for Spring 2016 or Summer 2016 graduation for graduate students	June 2	Last day to withdraw without academic penalty, Term A
April 15	Final Deadline for University System of Georgia full-time employees to apply for the Employee Tuition Assistance Program (TAP) for Summer 2016	June 9	Last Day to submit required early alerts for freshmen for Long Term
April 27	Employee Tuition Assistance Program (TAP) Registration for Summer 2016, via the web beginning at 8:30 a.m.	June 10	Last day to withdraw without academic penalty, College of Public Health Graduate Evening Session
May 2	WebMBA (Web Master Business Administration), classes begin for Summer 2016, fee payment deadline	June 13	Last day to withdraw without academic penalty, College of Education Graduate Session
May 9	GOML (Georgia ONmyLINE), Final deadline for applicants for Summer 2016 admission		

June 14	Final exams Evening classes, Term A, COE Graduate Evening Classes Tuesday/Thursday begin at 4:00 p.m.	July 13	Final exams for Monday/Wednesday, Evening Classes, Long Term
June 15	Last day of classes for Term A	July 13-14	Final exams, Long Term
June 15	Last day to withdraw without academic penalty, Long Term	July 14	Final exams for Tuesday/Thursday, College of Education Graduate Session
June 16	Final exams, Term A	July 15	Final Deadline for University System of Georgia full-time employees to apply for the Employee Tuition Assistance Program (TAP) for Fall 2015
June 16	Final exams for Evening classes, Term A, 6:00-8:00 p.m.	July 15	Residence halls close at 12:00 noon for students attending, Long Term
June 16	Final exams Evening classes, Term A, COBA Graduate Evening Classes Monday/Wednesday, 6:00 pm and Tuesday/Thursday, 8:00 p.m.	July 18	GOML (Georgia ONmyLINE), WebBSIT (Web Bachelor of Science Information Technology), Classes end
June 16	Residence halls open at 12:00 noon for EIP Students	July 19	Final exams, Term B, COE Graduate Classes, Tuesday/Thursday, 11:00 a.m. or 4:00 p.m.
June 17	GOML (Georgia ONmyLINE), WebBSIT (Web Bachelor of Science Information Technology), Last day to withdraw without academic penalty	July 19-21	GOML (Georgia ONmyLINE), WebBSIT (Web Bachelor of Science Information Technology), Final Exams
June 17	Academic Standards Committee meeting, 10:00 a.m.	July 20	Final exams, Term B, COE Graduate Classes, Monday/Wednesday, 11:00 a.m. or 4:00 p.m.
June 17	Residence halls close at 12:00 noon for students attending Term A	July 20	Last day of classes for Term B
June 19	Residence hall check-in for Term B at 12:00 noon in the Residence Halls	July 21	Final exams, Term B, COBA Graduate Evening Classes, Monday/Wednesday 6:00 p.m.
June 19	Conversations with Professors for all new first-year students, 3:30-4:45 p.m.	July 21	Final exams, Term B, COBA Graduate Evening Classes, Tuesday/Thursday 8:00 p.m.
June 20	Classes begin for Term B; Attendance Verification must be completed on the first class meeting day	July 21	Final exams for Evening classes, Term B, 6:00-8:00 p.m.
June 20	Faculty may begin entering early alerts for freshmen for Term B (due July 5)	July 21	Final Exams, Term B
June 20-22	Drop/Add for Term B	July 21	Deadline to submit final verified (approved) electronic theses or dissertations to College of Graduate Studies
June 21	Last day to withdraw without academic penalty, College of Education Graduate Session	July 22	Residence halls close at 12:00 noon for Term B and EIP
June 23	Last day of classes for College of Public Health Graduate Evening Tuesday/Thursday Session	July 25	WebMBA (Web Master Business Administration), last day of classes
June 24	Final date to hold terminal or comprehensive examination, theses or dissertation defense for Summer 2016 graduates	July 26-28	WebMBA (Web Master Business Administration), Final Exams
June 27	Last day of classes for College of Public Health Graduate Evening Monday/Wednesday Session	August 1	Final deadline for WebMBA (Web Master Business Administration) admissions for Fall 2015
June 28	Final exams for Tuesday/Thursday, College of Public Health Graduate Evening Session	August 4	Academic Standards Committee meeting, 2:00 p.m.
June 29	Final exams for Monday/Wednesday, College of Public Health Graduate Evening session	August 15	Final date for undergraduate students to apply for Fall 2017 graduation
July 1	Final deadline for domestic graduate students to apply for Fall 2016 admission, unless otherwise specified by program	August 15	Final date for Graduate students to apply for Fall 2016 graduation
July 1	Deadline to submit electronic theses and dissertations to College of Graduate Studies for final format review	Fall Semester 2016	
July 4	Independence Day Holiday Observed – Administrative offices closed – No classes	August 8	Academic Year begins
July 5	Fee payment deadline for final SOAR registration or changing registration during Drop/Add period (June 20-22) for Term B and EIP Students	August 13	Final registration
July 5	Last day to submit required early alerts for freshmen for Term B	August 15	Fee payment deadline, Fall Semester 2016 (First Day of University Classes)
July 7	Last day to withdraw without academic penalty, Term B	August 15	Classes begin
July 7	Final exams for Tuesday/Thursday Evening Classes, Long Term	August 15	Final date for undergraduate students to apply for Fall 2017 graduation
July 11	Last day of classes for College of Education Graduate Monday/Wednesday Session	August 15	Final date for graduate students to apply for Fall 2016 graduation
July 12	Last day of Classes for Long Term	August 15-18	Drop/Add
July 12	Last day of classes for College of Education Graduate Tuesday/Thursday Session	September 5	Labor Day
July 13	Final exams for Monday/Wednesday, College of Education Graduate Session	November 21-25	Thanksgiving Holidays for students – Administrative offices closed November 24-25
		December 2	Last day of classes
		December 5-8	Final exams
		December 9	Commencement

Spring Semester 2017

January 2	New Year's Day Holiday (Observed) – Administrative offices closed
January 6	Final registration
January 9	Fee payment deadline, Spring Semester 2017 (First Day of University Classes)
January 9	Classes begin
January 9	Final date for undergraduate students to apply for Spring 2018 graduation
January 9	Final date for graduate students to apply for Spring and Summer 2017 graduation
January 9-12	Drop/Add
January 16	Martin Luther King Jr. Holiday – Administrative offices closed – No classes
March 13-17	Spring Break
April 28	Last day of classes
May 1-5	Final exams
May 5	Graduate Commencement
May 6	Undergraduate Commencement

Summer Semester 2017

January 9	Final date for undergraduate students to apply for Spring and Summer 2018 graduation
January 9	Final date for graduate students to apply for Spring and Summer 2017 graduation
May 13	Final Registration
May 15	Classes begin for Term A, Long Term, and College of Public Health Graduate Monday/Wednesday classes
May 15	Classes begin for College of Public Health Graduate Tuesday/Thursday classes
May 15-17	Drop/Add for Term A, Long Term, and College of Public Health Graduate classes.
May 29	Memorial Day Holiday – Administrative Offices closed – No classes
May 30	Classes begin for College of Education Graduate Tuesday/Thursday classes
May 30-31	Drop/Add for College of Education Graduate Monday/Wednesday and Tuesday/Thursday classes
May 31	Classes begin for College of Education Graduate Monday/Wednesday classes
June 14	Last day of classes for Term A
June 15	Final Exams for Term A
June 19	Classes begin for Term B
June 19-21	Drop/Add for Term B
June 22	Last day of classes for College of Public Health Graduate Tuesday/Thursday classes
June 26	Last day of classes for College of Public Health Graduate Monday/Wednesday classes
June 27	Final exams for College of Public Health Graduate Tuesday/Thursday classes
June 28	Final exams for College of Public Health Graduate Monday/Wednesday classes
July 4	Independence Day Holiday – Administrative Offices closed – No classes
July 6	Last day of classes for College of Education Graduate Tuesday/Thursday classes
July 10	Last day of classes for College of Education Graduate Monday/Wednesday classes
July 11	Last day of classes for Long Term

July 11	Final exams for College of Education Graduate Tuesday/Thursday classes
July 12	Final Exams for College of Education Graduate Monday/Wednesday classes
July 12-13	Final Exams for Long Term
July 19	Last day of classes for Term B
July 20	Final Exams for Term B

Fall Semester 2017

August 7	Academic Year begins
August 12	Final registration
August 14	Fee payment deadline, Fall Semester 2017 (First Day of University Classes)
August 14	Classes begin
August 14	Final date for undergraduate students to apply for Fall 2018 graduation
August 14	Final date for graduate students to apply for Fall 2017 graduation
August 14-17	Drop/Add
September 4	Labor Day
November 20-24	Thanksgiving Holidays for students – Administrative offices closed November 24-25
December 1	Last day of classes
December 4-7	Final exams
December 8	Commencement

Spring Semester 2018

January 1	New Year's Day Holiday – Administrative offices closed
January 5	Final registration
January 8	Fee payment deadline, Spring Semester 2018 (First Day of University Classes)
January 8	Classes begin
January 8	Final date for undergraduate students to apply for Spring 2019 graduation
January 8	Final date for graduate students to apply for Spring and Summer 2018 graduation
January 8-11	Drop/Add
January 15	Martin Luther King Jr. Holiday – Administrative offices closed – No classes
March 12-16	Spring Break
April 27	Last day of classes
April 30-May 4	Final exams
May 4	Graduate Commencement
May 5	Undergraduate Commencement

Summer Semester 2018

January 9	Final date for undergraduate students to apply for Spring and Summer 2019 graduation
January 9	Final date for graduate students to apply for Spring and Summer 2018 graduation
May 12	Final Registration
May 14	Classes begin for Term A, Long Term, and College of Public Health Graduate Monday/Wednesday classes
May 14-16	Drop/Add for Term A, Long Term, and College of Public Health classes
May 15	Classes begin for College of Public Health Graduate Tuesday/Thursday classes

May 28	Memorial Day Holiday – Administrative offices closed – No classes
May 29	Classes begin for College of Education Graduate Tuesday/Thursday classes
May 29-30	Drop/Add for College of Education Graduate Monday/Wednesday and Tuesday/Thursday classes
May 30	Classes begin for College of Education Graduate Monday/Wednesday classes
June 13	Last day of classes for Term A
June 14	Final Exams for Term A
June 18	Classes begin for Term B
June 18-20	Drop/Add for Term B
June 21	Last day of classes for College of Public Health Graduate Tuesday/Thursday classes
June 25	Last day of classes for College of Public Health Graduate Monday/Wednesday classes
June 26	Final exams for College of Public Health Graduate Tuesday/Thursday classes
June 27	Final exams for College of Public Health Graduate Monday/Wednesday classes
July 4	Independence Day Holiday – Administrative Offices closed – No classes
July 9	Last day of classes for College of Education Graduate Monday/Wednesday classes
July 10	Last day of classes for College of Education Graduate Tuesday/Thursday classes
July 10	Last day of classes for Long Term
July 11	Final Exams for College of Education Graduate Monday/Wednesday classes
July 11-12	Final Exams for Long Term
July 12	Final exams for College of Education Graduate Tuesday/Thursday classes
July 18	Last day of classes for Term B
July 19	Final Exams for Term B

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.

University Programs

Additional Programs and Services

Study Abroad and Exchange Programs

Studying abroad provides students with a transcultural experience that has many major benefits such as 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. Semester, year-long exchange, summer, language immersion, and alternative break programs are available.

Georgia Southern University offers short-term study abroad programs in a variety of disciplines. Each program is approved by the Office of the Provost and coordinated by the Center for International Studies. Although program offerings differ from year to year, Georgia Southern has sponsored programs to: Albania, Botswana, Costa Rica (Nursing and Spanish), Dominican Republic (Spanish), Ecuador (Geography), France (French), Germany and Poland (History), Ghana (Public Health), England (Education), Italy (Nutrition and Health Science), Spain (Spanish), and Switzerland (Biology). Music International Studies provides opportunities for students in the Department of Music to perform, study, and travel abroad.

The *European Council* of the University System of Georgia sponsors summer study abroad programs to London, England; Paris, France; Berlin, Germany; Waterford, Ireland; St. Petersburg, Russia; and Madrid, Spain. A program in Montepulciano, Italy is co-sponsored by Georgia Southern University, Kennesaw State University, Georgia College and State University, and Valdosta 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 apply for these programs on campus through the Center for International Studies.

Graduate students are required to have a 3.0 GPA. Participating students register for classes and pay tuition and fees to Georgia Southern. Students are encouraged to contact the Office of Financial Aid for information about how to apply their available financial aid resources toward the cost of study abroad.

Exchange programs for Georgia Southern students are currently available at the Fachhochschule Ingolstadt and the University of Kassel in Germany; Roskilde University in Denmark; University of South Bohemia in the Czech Republic; Keimyung University and Chung-Ang University in South Korea; Nagoya University of Foreign Studies in Japan; Central China (Huazhong) Normal University and United International College in China; Wilfrid Laurier University, Mount Allison University, and the University of New Brunswick-Saint John in Canada; the Universidad Veracruzana and Tecnológico de Monterrey-Campus Ciudad de Mexico in Mexico; 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 300 member institutions in the United States and 49 other countries. Students may pursue academic

year or semester programs of study through the ISEP network. More information can be viewed at ISEP (<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) 478-0499 for more information.

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

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

International Student Programs and Services

There are nearly 350 international students and scholars in F-1 (student) and J-1 (exchange visitor) visa status from about 80 countries at the University. The Center for International Studies helps international students acclimate to their new environment at Georgia Southern, provides support services, processes visa-related documents, educates students and scholars on the visa laws to help them maintain their status with U.S. Homeland Security, and maintains the university's compliance with the visa laws.

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 (including academic advisement and registration), English proficiency testing/placement, assistance with health insurance coverage, and visa and cultural advisement.

For more information about programs and services, please contact:

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

Center for Teaching and Technology (CT2)

The Center for Teaching and Technology (CT2), which is located in the Henderson Library, offers Graduate Teaching Enhancement Programs that are designed to help Georgia Southern graduate Teaching Assistants (TAs) develop and refine their teaching skills. All graduate TA2s involved in face-to-face instruction must have completed training, which consists of centralized training offered by the Center for Teaching & Technology (CT2) or decentralized training within the academic program. Decentralized training must have prior approval from the College of Graduate Studies, CT2, and the Office of the Provost. TA2s may also be required to participate in additional in-service training within their College or Department, as determined by their program. Centralized TA2 training in CT2 consists of the Orientation to Teaching portion of the program, consisting of three 3-hour seminars conducted prior to the beginning of each semester.

In addition to the basic orientation, two different university teaching certification programs are offered to interested participants. All programs

are coordinated by the Center for Teaching and Technology, with administrative support from the College of Graduate Studies. All TAs are further invited to individually consult with CT2 staff regarding their teaching related questions.

For more information about programs and services please contact:

Patricia Hendrix
Centers for Teaching and Technology
Henderson Library 1303
(912) 478-0049
phendrix@georgiasouthern.edu
<http://academics.georgiasouthern.edu/ct2/>

Center for International Studies

Interim Director: Ms. Danielle Smith
Forest Drive Bldg. 1313
P.O. Box 8106
(912) 478-7968
E-mail: daniellesmith@georgiasouthern.edu

Director, English Language Program: Vacant
Forest Drive Bldg. 1327
P.O. Box 8106
(912) 478-0693

Assistant Professor: Dr. Matthew Flynn
Forest Drive Bldg. 1325
P.O. Box 8106
(912) 478-5929
E-mail: mflynn@georgiasouthern.edu

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

Lecturer: Dr. Christopher M. Brown
Forest Drive Bldg. 1319
P.O. Box 8106
(912) 478-7946
E-mail: cmbrown@georgiasouthern.edu

The Center for International Studies (CIS) at Georgia Southern University is an independent academic unit committed to maximizing opportunities for providing the campus and local communities with exposure to a variety of international perspectives, ideologies, and philosophies. Through the development and implementation of both curricular and extracurricular programs, the Center aims to instill the knowledge, skills, and abilities necessary for preparing students to be successful in a globalized world. The infusion of global and interdisciplinary education into Georgia Southern's curricula, research, and service activities to develop high quality, globally-focused degrees, initiatives, programs, and projects are at the core of this mission, serving as a catalyst for interdisciplinary, experiential, and innovative engagement among faculty and students across the institution. The CIS promotes and administers Georgia Southern's global partnerships and study abroad programs, offers an array of interdisciplinary academic services, promotes on-campus community and international outreach, houses International Student Services and the English Language Program, and supports global learning, business, and economic development in Southeast Georgia.

Objectives:

1. Improve degree programs in International Studies and International Trade in accordance with the Center's strategic vision

2. Enhance the global dimension in other degree programs and across the campus through interdisciplinary minors, concentrations, programs, and relevant international content courses
3. Develop study abroad, exchange, research, and internship programs by establishing linkages with foreign institutions of higher education
4. Provide excellent services and programs for international students at the university
5. Support faculty development by providing and encouraging opportunities for international teaching and research
6. Promote extracurricular programs aimed at increasing international awareness on the Georgia Southern campus, in the Statesboro community, and throughout Southeast Georgia
7. Offer services to regional businesses and industries interested in conducting business in the global marketplace

Georgia Southern University Online Degrees

Center for Online Learning

Georgia Southern University offers the following online degree programs:

Graduate Programs

- Doctor of Nursing Practice
- Education Specialist in Early Childhood Education
- Education Specialist in Instructional Technology with concentrations in School Library Media Specialist or Instructional Technology
- Education Specialist in Middle Grades Education
- Education Specialist in Reading Education
- Education Specialist in Secondary Education
- Education Specialist in Special Education
- Master of Education with a major in Curriculum & Instruction - 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, Instructional Technology or Dual Certification in School Library Media and Instructional Technology
- Master of Education in Early Childhood Education
- Master of Education in Middle Grades Education
- Master of Education in Reading Education
- Master of Education in Secondary Education
- Master of Education in Special Education
- Master of Arts with a major in Teaching, concentration in Special Education
- Master in Accounting (WebMAcc)
- 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
- Master of Science in Nursing (some onsite coursework required)
- WebMBA-Master of Business Administration

Graduate Endorsement Programs

- K-5 Mathematics Endorsement
- Online Teaching and Learning Endorsement
- Reading Endorsement: Classroom Teacher of Reading Program

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
- Public and Nonprofit Management
- Teaching English to Speakers of Other Languages (TESOL)/Applied Linguistics

Undergraduate Programs

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

Online Course Support Services

Center for Online Learning (COL)

The COL provides technical and pedagogical training and support for faculty who develop online courses. For more information, call (912) 478-0049 or visit the COL website at: <http://academics.georgiasouthern.edu/col/>.

Center for Academic Technology Support (CATS)

CATS provides technical problem support for online courses for students and faculty. For more information call (912) 478-0882 or visit the CATS website at: <http://academics.georgiasouthern.edu/cats/>.

Online Programs at Georgia Southern University

For more information about online program at Georgia Southern University, please see the following website: <http://academics.georgiasouthern.edu/online/>.

Student Services

Student Services

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: 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 aid eligibility. Contact the Office of Financial Aid at (912) 478-5413 for assistance. The Office of Financial Aid, 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) 478-7418.

Mailing address:

Office of Financial Aid
P.O. Box 8065
Georgia Southern University
Statesboro, Georgia 30460-8065
<http://em.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 the Federal government or from a private lender.
- **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 the student plans to enroll. Georgia Southern University's federal school code, 001572, must be listed 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 Office of Financial Aid at finaid@georgiasouthern.edu or at the website: <http://em.georgiasouthern.edu/finaid>.

Class Attendance Verification

In accordance with federal regulations, financial aid cannot be released to the student's account until the professors have verified the student's class attendance. Class attendance will be taken by professors on the first day of each class for which the student is registered.

Drug Policy - Anti-Drug Abuse Act of 1988

It is the policy of Georgia Southern University and the Financial Aid Office that when the University or the Financial Aid Office 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 Office 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.

Graduate Assistantships

Graduate assistantships are essential to the success of the graduate programs at Georgia Southern University. The assistantship not only enables the student to complete the program of study in a timely fashion, but also affords the opportunity to be involved in full-time study at the University. Graduate assistants enliven the academic environment of the university by adding to the community of scholars within the institution. A graduate assistant is a graduate student who is appointed to a Teaching Assistantship, Research Assistantship, Graduate Assistantship, or Doctoral Fellowship and receives a stipend and a tuition waiver.

Definition

A graduate assistant is a graduate student employee appointed to the position title of Teaching Assistant (TA1 or TA2), Research Assistant (RA) or Graduate Assistant (GA). These are defined according to the emphasis placed on the student employee's teaching, research, or general experience. Appointments and initial stipend are determined on the basis of academic background, prior experience, scholarship, and general potential. All graduate assistants receive a tuition waiver of the standard in-state and out-of-state tuition but must pay a reduced matriculation fee of \$25 per semester along with all assessed university fees. Some programs are approved to charge a premium tuition rate that is not covered by the standard tuition waiver.

Financial Aid and Veterans' Benefits

To qualify as a full-time graduate student for financial aid and veterans' benefits, a student must be enrolled in the required number of credit hours set by regulations governing financial aid or veteran's benefits. Students should contact the Financial Aid Office of the Office of Veterans Affairs in the Registrar's Office for information about minimum enrollment requirements.

Work Study

Graduate students may qualify for work-study. Applicants must submit the application for work-study to the Financial Aid Office.

Graduate Teaching Assistant (TA1)

A Graduate Teaching Assistant (TA1) is a graduate student who works under the direct supervision of regular faculty members and may be assigned only to duties related to instruction. A TA1 may not have primary responsibility for a course or serve as the instructor of record, but may assist in the instructional process by serving as a discussion leader in breakout sections, grade papers, proctor exams, or assist the primary

instructor of record in other ways. The department chair and graduate program director shall determine that the credentials of a student assigned as TA1 qualify the individual to assist in instruction activities.

Graduate Teaching Assistant (TA2)

A Graduate Teaching Assistant (TA2) is an advanced graduate student who is given primary responsibility for teaching courses and may have autonomy for assigning grades and providing laboratory instruction/ setup as part of a regularly schedule course. A TA2 must be under the supervision of a Georgia Southern faculty member that teaches in the discipline, but the student may be listed as instructor of record. A TA2 must have completed 18 credit hours of graduate course credit hour in the discipline and must have completed training, which consists of centralized training offered by the Center for Teaching & Technology (CT2) or decentralized training within the academic program. Decentralized training must have prior approval from COGS, CT2 and the Office of the Provost. TA2s may also be required to participate in additional in-service training within their College or Department, as determined by their Program. The department chair and graduate program director shall determine that the credentials of a student assigned as TA2 qualify the individual to undertake the assignment of instruction and must submit all required documentation to the Office of the Provost.

Graduate Research Assistant (RA)

Graduate Research Assistant (RA) is a graduate student whose responsibilities are other than teaching. An RA position is one that allows a graduate student to conduct research of a scholarly nature, normally under faculty supervision. Services provided by a research assistant may include, but is not limited to, the production and analysis of data, the development of theoretical analyses and models, the production or publication of scholarly journals and research reports to develop his or her own research agenda and for the benefit of the University, faculty or academic staff supervisor, or granting agency.

Graduate Assistant (GA)

A Graduate Assistant (GA) is a graduate student who provides general administrative support to academic and administrative units within the University. The assigned duties to the GA should be relevant to the graduate program and the professional goals of the student whenever possible.

Graduate assistants, regardless of their functional classification as TAs, RAs or GAs, are to work under the supervision of faculty who are experienced and knowledgeable in their field. Supervision of graduate assistants includes providing appropriate training prior to and during the assistants' assumption of responsibility for assigned tasks. Academic and non-academic units of the University may employ graduate assistants. Funding for the graduate assistantship may come from allocated funds (provided to the unit from the College of Graduate Studies for the purpose of assistantship support) or from unallocated funds (provided separately by the department or other budgetary unit).

Doctoral Fellowships (Assistantship)

A limited number of Doctoral Graduate Assistantships may be awarded by the respective colleges/department that house doctoral programs. Doctoral Graduate Assistantships are awarded on a competitive basis by the college/department and may include an annual appointment as determined by the college.

Eligibility

Assistantships may only be awarded to graduate students who have unqualified admission to the College of Graduate Studies under the

"Regular" (not Provisional) classification to a degree seeking program. Qualifications to hold a Graduate assistantship include:

- Admission to COGS under the "Regular" degree admission classification,
- Enrolled full-time as defined by the program, and
- A cumulative GSU graduate GPA of at least 3.0 (3.25 for Ed.D. Curriculum Studies or 3.50 for Ed.D. Educational Leadership students) in all coursework.

Students enrolled in certificate or endorsement only programs are not eligible to hold an Assistantship.

ASSISTANTSHIPS FOR FULLY#ONLINE STUDENTS

At the discretion of the dean of the respective college, a limited number of assistantships may be provided to students enrolled in programs or classes that are delivered fully#online AND where the student will be employed as a TA, RA or GA in the home college/department of the graduate program. In cases where the employing unit and the academic unit are NOT one and the same, the employing unit MUST seek prior approval from the dean of the academic unit in advance of offering the student an assistantship. To be eligible, fully#online students must be able to meet the same eligibility requirements and are required to fulfill the same on#campus work schedule as a traditional graduate assistant. As such, it is anticipated that fully#online graduate assistants will reside within a reasonable distance to the University.

Students who are enrolled in Georgia On My Line Programs (GOML) are not eligible to hold an Assistantship.

Credit Hour Requirements

Graduate Assistants must be registered for a minimum of 9 credit hours of course work for Fall or Spring semester, within the program of study throughout the period of the assistantship. The only exceptions are:

- Master of Music students must register for a minimum of 7 credit hours to be eligible.
- Master of Public Administration students must register for a minimum of credit hours to be eligible.
- Master of Science in Nursing must register for a minimum of 5 credit hours to be eligible.
- EdD students in Educational Leadership must be registered in a minimum of 6 credit hours to be eligible.

Summer Assistantships

A student granted an assistantship during the Summer term must be enrolled during the Summer to be eligible to hold an assistantship. The student must be enrolled in 3 credit hours for a short term A or B and 6 credit hours for Summer Long Term.

Graduate Assistantship Appointment

The head of the academic unit makes appointments of graduate assistants. The dean of the college in which the academic unit is located and the dean of the College of Graduate Studies must approve appointments subsequently. The head of the academic unit offering the assistantship is responsible for making the offer of appointment in an official letter. At the time assistantship offers are accepted, the heads of the appointing units should provide recipients with a copy of any applicable departmental policies relating to graduate assistants.

All graduate assistants must be registered for classes prior to the first day of classes for each semester. A graduate assistant who withdraws or drops a course resulting in the registration total to fall below full-time will

lose the assistantship, and the student will be required to pay full tuition and fees for the remaining number of enrolled credit hours. Graduate assistants are not permitted to enroll in courses for which they are assigned assistantship responsibilities and may require special permission to enroll in courses that are not part of their program of study.

Workload and Responsibilities

A normal workload for a full time graduate assistant is twenty (20) hours per week. Federal law generally limits the number of hours that international students can work on campus to twenty (20) hours per week in the fall and spring semesters. The Dean of the College of Graduate Studies may grant exceptions to this limitation. The standard starting date for a graduate assistant shall be one week before the first day of classes and the standard ending date shall be the last day of final exams. Students on assistantships may not otherwise be employed at Georgia Southern University.

Compensation

The stipend for a full time graduate assistantship is determined by the department/unit awarding the assistantship, with the minimum amount being determined by the College of Graduate Studies. A graduate student to whom an assistantship is awarded will receive a waiver of standard tuition (in- and out-of-state if student is classified as a non-resident). A graduate assistant is required to pay a \$25 matriculation fee each semester of enrollment while holding an assistantship. Graduate assistants are responsible for paying all University Fees including the Institutional Fee, Health Insurance Premium, and the Technology Fee each semester.

To appoint a graduate assistant, the unit must have the necessary funds to cover the assistantship stipend and must meet the qualification to conduct the assistantship activities prescribed by the department.

Tuition Waivers on Sponsored Programs

If funding for an assistantship is derived from an external source (e.g. sponsored programs), a tuition waiver is not granted and either the student or the external agency is responsible for full tuition, including any fees and premium tuition.

In some cases, the Vice President for Research may provide a tuition waiver for RAs, and in rare cases TAs, receiving full stipend supported from funding received by the Office of Research Services and Sponsored Programs. Graduate students supported by sponsored programs must meet and maintain enrollment and eligibility requirements and work only on tasks towards the sponsored program. If modifications to the sponsored program exclude the graduate assistant from working on the project, the principal investigator is responsible for issuing a termination notice for the position.

Graduate Assistant Health Insurance Requirement

All graduate students receiving a tuition waiver as a result of a graduate assistantship or doctoral fellowship are required to have health insurance that is provided through the University System of Georgia Board of Regents approved provider.

Graduate Assistant Appointment Duration

In most cases, assistantship appointments should be made for an academic or fiscal year so that employing units and assistants can plan effectively. In some instances, appointments may be made for one semester only. To be eligible for reappointment, the assistant must have maintained eligibility and must have received acceptable performance evaluations from their immediate supervisor.

Deadline

March 1 is the deadline for the receipt of graduate assistantship applications by the College of Graduate Studies to receive priority consideration for employment during the upcoming fall semester. A student's acceptance of a graduate assistantship for the next academic year constitutes an agreement, which the College of Graduate Studies expects the student to honor. If the student accepts the offer and subsequently desires to withdraw, the student may submit, in writing, a resignation of the appointment within two weeks after accepting the offer. However, an acceptance given or left in force after this date prevents the student from accepting another offer without first obtaining a written release from the College of Graduate Studies.

Termination and Resignation

A graduate assistant will be ineligible to continue and/or will be terminated if any of the following conditions occur:

- Placed on academic probation.
- The cumulative graduate GPA falls below 3.0 (3.25 for Ed.D. Curriculum Studies students; 3.50 for Ed.D. Educational Leadership students).
- An "I" grade has not been cleared by the end of the next semester after which it was recorded. This includes summer.
- The graduate assistant does not meet the mandatory insurance policy.
- Full-time enrollment is not maintained.
- Assistantship responsibilities are not performed in a satisfactory manner.
- Loss of unit or department funding.

If a graduate assistantship is terminated or resigns, the student loses the assistantship tuition waiver and is assessed the full tuition and fee amount for the term.

All graduate assistants should receive prior written notice of termination, with a minimum expectation of two weeks' notice. Failure to satisfactorily perform work assignments in particular needs to be documented in writing prior to the dismissal notification. Additionally, the University reserves the right to terminate a graduate assistant if, in the sole discretion of the Dean of the College of Graduate Studies, the circumstances of a particular situation warrant such action.

The College of Graduate Studies and the department/unit to which the student is assigned have the joint responsibility to ensure that appropriate procedures are followed before termination of the assistantship. A student choosing to resign or terminate employment must submit a letter of resignation to the Dean of the College of Graduate Studies through the Department/Division Chair of the employing unit.

Graduate Assistant Rights

Graduate assistants are granted rights as outlined in the American Association of University Professors' Statement on Graduate Students. Graduate assistants must be notified in writing of all decisions that affect their status as temporary student employees. They will be given advanced notice of evaluation procedures and must receive notice of reappointment procedures in time to permit preparation of their assistantship applications. All graduate assistants, regardless of classification as RAs, TAs or GAs, have access to appeal and grievance procedures operative to the University. Appeals resulting from academic decisions are usually directed to the unit responsible for the decision. An unfavorable ruling may be appealed to successive levels in the University and ultimately to the Board of Regents of the University System of Georgia. Information on appeals of academic matters may be obtained from the College of Graduate Studies.

Complaints of discrimination based on race, color, religion, national origin, sex, age, handicap, or veteran's status may be heard through the

University's Grievance Procedures. Under these procedures, a grievance panel will also hear complaints that allege deviation from official University policy.

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://em.georgiasouthern.edu/finaid/types-of-aid/scholarships>. Other helpful websites to use in searching for external scholarships may be found on our financial aid website under Types of Aid at <http://em.georgiasouthern.edu/finaid/external-scholarships/>.

Grant Programs

(All grant program amounts are subject to change.)

Teacher Education Assistance for College and Higher Education (TEACH)

This program provides grant assistance to juniors, seniors, and graduate students who have been accepted into the College of Education in specified "high-need" fields and who have a 3.25 GPA or better. Students who receive the TEACH Grant must fulfill a service obligation. If a student does not complete the service obligation, all TEACH Grant funds received will be converted to a Federal Direct Unsubsidized Loan.

Loan Programs

Federal Direct Stafford Loan

The unsubsidized 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. Eligible students must be admitted and enrolled in good standing at least half-time in a program leading to a degree. If the student drops below half-time status during a semester, the remainder of the loan may be canceled. Half-time is defined as 4 credit hours unless the student is enrolled in one of the 3-credit hour degree programs listed below:

- Master of Science in Applied Economics (MSAE)
- Master of Computer Science (MSCS)
- Master of Music (MM)
- Doctor of Nursing Practice (DNP)
- Master of Science in Nursing (MSN)

Doctor of Psychology (PsyD) students enrolled in a one-hour internship are eligible to receive student loans.

The amount students may borrow is determined by federal guidelines. The federal maximum that graduate students are allowed to borrow is \$20,500 per academic year. Repayment normally begins six months following graduation or when the student ceases to be enrolled at least half-time. Payments and the length of the repayment period depend upon the size of the student's 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 the student is eligible for a Federal Direct Stafford Loan, one will be awarded. First-time borrowers of a Federal Direct Stafford Loan are required to complete entrance loan counseling and electronically sign a master promissory note.

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 received from the school and any outside source.

The interest rate is variable but will not exceed 8.25 percent. Interest accrues on the unsubsidized Federal Direct Stafford Loan while in school and during the six-month grace period before repayment begins. Students 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 required to repay. For additional information visit our website at <http://em.georgiasouthern.edu/finaid>.

Federal Direct Graduate PLUS Loan

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 unsubsidized Federal Direct 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 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.

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 Office of the Registrar for evaluation. Two (2) credit hours will be allowed for Kinesiology (Physical Education Credit) for active service less than one year. Four (4) credit hours will be allowed for Kinesiology (Physical Education Credit) for one year or more active service. For more information please visit our web page at <http://em.georgiasouthern.edu/registrar/students/veteranaffairs/>.

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>.

Repeated Coursework

Federal regulations limit the number of times a student may repeat a course and receive Federal financial aid for that course:

- A student may receive aid when repeating a course for the first time (course was previously failed or passed first time).
- A student may receive aid to repeat a previously passed course one additional time (students are no longer eligible to receive aid for courses they repeat twice and receive a passing grade).
- A student may receive aid for a repeated course which was previously failed regardless of the number of times the course was attempted and failed.

The federal regulations apply whether or not the student received aid for earlier enrollments in the course.

SAP Appeal Process

Appeal process for students on Financial Aid Suspension due to failure to progress toward academic degree completion:

- Students requesting an appeal for financial aid must do so by completing the Satisfactory Academic Progress Financial Aid Appeal Form found on the Georgia Southern University Financial Aid website under Policies.
- Submit the completed SAP Appeal Form along with all appropriate documentation to the Office of Financial Aid as early as possible for review. The documentation submitted must include the basis on which the student is submitting an appeal (e.g., serious injury, illness, or mental health condition of student or immediate family member; birth or adoption of a child; death of an immediate family member; divorce/separation; military service; personal difficulties; academic difficulties; or other circumstances related to exceeding maximum timeframe) and information about what has changed in the student's situation that will allow the student to demonstrate satisfactory academic progress at the next evaluation.
- Students completing the SAP appeal process are required to pay current term fees by the fee payment deadline. Questions regarding

student fee payments should be directed to the Office of Student Accounts at (912) 478-0999.

- Notification of the appeal decision will be sent by mail and/or email to the student's GSU email.

Satisfactory Academic Progress Policy

Requirement and Definition

Federal and state regulations require the University to establish and apply reasonable satisfactory academic progress standards and to review applicable student records to ensure students receiving financial assistance under the programs authorized by Title IV of the Higher Education Act or Georgia state law are complying with these standards. Georgia Southern University students who wish to receive financial aid must maintain satisfactory academic progress in their selected course of study as set forth in this policy.

Students are notified of the SAP policy in the GSU on-line Catalog, which is available at <http://em.georgiasouthern.edu/registrar/resources/catalogs/>. In addition, the SAP policy is sent to students' GSU email account and postcards are mailed to the home address. Further, copies of the SAP policy, the SAP Appeal Form, and a SAP calculator are available in the University's Financial Aid Office and on our website at <http://em.georgiasouthern.edu/finaid/policies/satisfactory-academic-progress-sap/>.

Programs affected are: Federal Perkins Loan, Federal Pell Grant, Federal Stafford Direct Loan Programs, Federal Work Study, Federal Supplemental Education Opportunity Grant, and Federal PLUS Loan, Federal TEACH Grant, Georgia HOPE Scholarship, Zell Miller Scholarship, and HERO Scholarship.

Institutional SAP Policy

Financial aid academic progress standards for students are evaluated on the basis of grade point average (GPA), credit hour completion (PACE), and maximum time frame.

Financial aid standards of satisfactory academic progress for students will be checked at the end of each payment period, i.e., at the end of Fall, Spring, and Summer (if the student is enrolled for Summer) terms.

Georgia Southern University's SAP policy requires maintaining academic standards based on the following three criteria:

1. Grade Point Average (GPA)

Undergraduate students (other than students who have been accepted into the Education Major):

Undergraduate students will be evaluated at the end of each term on the basis of cumulative GPA. The cumulative GPA required to maintain SAP for the total number of attempted hours is 2.0.

Undergraduate Education Majors:

Undergraduate Education Majors will be evaluated at the end of each term on the basis of cumulative GPA. Under the University's academic policy, students who have been accepted into one of the Bachelor of Science in Education programs (i.e., B.S. Ed. in Early Childhood Education, Health and Physical Education, Middle Grades Education, or Special Education) and have been formally declared an Education Major are required to maintain a cumulative GPA of at least 2.50 from the time of the formal declaration as an Education Major -- which cannot happen until a student has been accepted into one of the Bachelor of Science in Education programs -- until graduation. As a result, the cumulative GPA required for Education Majors to maintain SAP at each evaluation is 2.50.

Under the University's academic policy, students who have been accepted into the Education Major but do not maintain the required cumulative GPA of at least 2.50 may not continue as Education Majors. However, these students may choose to switch to another major in order to complete their degree. If an Education Major is determined not to be making SAP because he or she has not maintained the required 2.50 GPA, and he or she subsequently chooses to switch to another major, at the next SAP evaluation, the student's GPA will be evaluated as compared to the requirement for the new major (i.e., 2.0). For purposes of that evaluation, all grades earned to date will be included in the GPA calculation.

Note: Students must apply and gain acceptance to the Bachelor of Science in Education programs (i.e., B.S. Ed. in Early Childhood Education, Health and Physical Education, Middle Grades Education, or Special Education). In order to be accepted into the Education programs, a student must satisfy several requirements, including having completed a minimum of 50 semester credit hours (including completion of certain specified coursework), and having earned a cumulative GPA of at least 2.50 (including all coursework completed at GSU and any transfer credit accepted by GSU). As a result of these requirements, students generally are not accepted into the Education programs until after they have completed at least four semesters of coursework. Students who have expressed an interest in the Education programs but have not been accepted into the Education programs are classified as "pre-education" and are evaluated using the 2.0 GPA standard for non-Education Major undergraduate students. Students are not treated as Education Majors unless and until they are accepted into one of the Bachelor of Science in Education programs and have been formally declared an Education Major.

Post baccalaureate students:

Post baccalaureate students will be evaluated at the end of each term on the basis of cumulative GPA. The cumulative GPA required to maintain SAP for the total number of attempted hours is 2.0.

Graduate students:

Graduate students will be evaluated at the end of each term. Students enrolled in master's degree and PhD programs must have a cumulative GPA of 3.0 or higher at the end of each term.

Failure to maintain the required minimum cumulative GPA standards will result in the loss of eligibility to receive financial aid.

2. PACE of Progression (Credit Hour Completion)

All students will be evaluated at the end of each term to determine if they are making satisfactory pace of progression in their academic program. Pace is calculated by dividing the cumulative number of hours the student has successfully completed by the cumulative number of hours the student has attempted. Undergraduate, post baccalaureate, and graduate students who enroll for full-time, three-quarter time or part-time course work throughout each academic year must complete at least 67% of all attempted hours registered for during each academic term.

3. Maximum Time Frame

Students must progress through their educational programs at a pace that will allow the student to complete the program within the maximum timeframe allowed for their program.

Undergraduate:

Undergraduate students must be projected to complete their program in a period of time that is not longer than 150 percent of the published length of the educational program, as measured in credit hours. For example, students in a 4-year, 126-credit program who have attempted more than 189 semester credit hours will become ineligible to receive financial aid. Degree programs that require more than 126 hours for graduation will have the 189 hours maximum

timeframe increased proportionally by the number of hours above 126 required to receive the degree. A student must have at least a 2.0 cumulative grade point average and be projected to receive his/her degree the term immediately after earning the 189 hour maximum (or proportionally increased maximum) to be considered making satisfactory academic progress.

Post Baccalaureate:

Post Baccalaureate students must be projected to complete their post Baccalaureate program in a period of time that is not longer than 150 percent of the published length of the educational program, as measured in credit hours. Post Baccalaureate students must be enrolled in a bachelor's degree program in order to receive financial aid. Post baccalaureate students not enrolled in a degree program are not eligible to receive financial aid.

Graduate:

Graduate students must be projected to complete their program in a period of time that is not longer than 150 percent of the published length of the educational program, as measured in credit hours. For example, students in a 60-credit graduate program who have attempted more than 90 semester credit hours will become ineligible to receive financial aid. Degree programs that require more than 60 hours for graduation will have the 90 hours maximum timeframe increased proportionally by the number of hours above 60 required to receive the degree. A graduate student must have at least a 3.0 cumulative grade point average and be projected to receive his/her degree the term immediately after earning the 90 hour maximum (or proportionally increased maximum) to be considered making satisfactory progress.

Institutional SAP Status

Students not maintaining Satisfactory Academic Progress are notified of their SAP status and related consequences in writing by the Financial Aid Office. At the end of each SAP evaluation period, one of the following SAP statuses will be assigned:

SATISFACTORY:

Student is making Satisfactory Academic Progress, as measured by all of the following requirements: GPA, Pace of Progression, and/or Maximum Time Frame. Student is eligible to continue receiving financial aid.

FINANCIAL AID WARNING:

Student is not making Satisfactory Academic Progress as measured by one or more of the following requirements: GPA, Pace of Progression, and/or Maximum Time Frame. For the next term in which the student is enrolled, the student remains eligible to continue receiving financial aid. The student must make SAP at the time of the next SAP evaluation period, or the student will be deemed ineligible to receive financial aid and will be placed on Financial Aid Suspension (unless and until he or she appeals that determination successfully and is placed subsequently on Financial Aid Probation).

FINANCIAL AID SUSPENSION:

Student (1) is not making Satisfactory Academic Progress based on one or more of the requirements (i.e., GPA, Pace of Progression and/or Maximum Time Frame) after a term on Financial Aid Warning status and has not appealed successfully to be placed on Financial Aid Probation or (2) has not satisfied the requirements of the academic plan developed for the student when he or she was placed on Financial Aid Probation. Financial aid eligibility is terminated until the deficient requirement(s) are achieved at the required minimum standards to make SAP.

FINANCIAL AID PROBATION:

A student placed on Financial Aid Suspension is given a Financial Aid Probation status if the student completes a Georgia Southern University Financial Aid Appeal with all required documentation, and an academic plan and the appeal was approved by the Georgia Southern University

Financial Aid SAP Committee. Students with approved SAP appeals are monitored by the Financial Aid Office every term of enrollment to determine if they have achieved the goals of their academic plan. Failure to make progress as set out in the academic plan will result in the loss of eligibility to receive financial aid (i.e., Financial Aid Suspension).

Special Circumstances Affecting SAP Criteria

Learning Support Classes:

Learning support students will have their first 30 credit hours of learning support course work excluded from the maximum time frame calculation defined above. Learning support credit hours in excess of 30 credit hours will be included in the calculation of the maximum time frame and the required percentage of credit hour completion. Grades earned through learning support course work will be included in the calculation of the cumulative GPA.

Dropped and Repeated Courses:

All credit hours attempted during each term in which a student is enrolled and receives aid 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 the second day of each academic term. 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. All grades earned in repeated courses will be used to calculate the GPA for purposes of satisfactory academic progress. Grades of A, B, C, D, or S represent satisfactory completion of a course. Grades of F, I, W, WF, U, or Audit represent unsatisfactory completion of a course. Grades of IP or V will not be included in the number of hours earned toward the completion of a degree.

Withdrawal from School:

A financial aid student who withdraws 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, any student 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.

Effect of Grades on GPA:

Grades of A, B, C, D, F, or WF are included in determination of GPA for purposes of satisfactory academic progress. Grades of I, IP, K, NR, S, U, V, W, or WM are not included in this calculation. 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.

Transfer Credits:

Credits transferred from other institutions will count toward maximum time frame and credit hour completion percentage. Credits transferred from other institutions will not count toward the cumulative GPA calculation for SAP evaluation purposes.

Consortium Agreements:

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

Reestablish Financial Aid Eligibility

A student seeking to reestablish eligibility of financial aid may do so by:

- achieving satisfactory academic progress standards towards their course of study, as set forth in this policy, at the time of a future SAP evaluation, or
- acquiring a successful appeal through the appeal process and being placed on Financial Aid Probation status.

Graduate Academic Information

The general academic regulations of the university that apply to graduate degree and certificate programs are developed by the Faculty Senate Graduate Committee and administered by the College of Graduate Studies (COGS). 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 Faculty Senate 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 semesters (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 in the university academic calendar (<http://em.georgiasouthern.edu/registrar/resources/calendars/.html>). Consecutive fall and spring semesters constitute an academic year.

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.

Adjunct Faculty Status

All non-Georgia Southern professionals who are being proposed by a department to carry out **graduate course teaching responsibility** must be recommended by the department for Adjunct Faculty status.

To be recommended for Adjunct Faculty status, the department must complete and submit the required documents (<http://academics.georgiasouthern.edu/forms>).

1. A non-Georgia Southern professional appointed to adjunct status may be appointed to "Affiliate Graduate Faculty Status, Course Instruction" if teaching graduate courses. Persons in this classification will be required to submit a transcript and background investigation check.
2. A non-Georgia Southern professional may be appointed to "Affiliate Graduate Faculty Status, Non-Instruction" if serving on a thesis or dissertation committee only. Persons in this classification will NOT be required to submit a transcript but will be required to submit a current vitae (<https://w3.georgiasouthern.edu/cogs/externalcommiteemembers>).

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 discipline area at the time of admission into 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 mentor students in their development of self-direction and career pathways.

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 (email).

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 hour 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 Student Disability Resource Center (SDRC).

Auditing Courses

A student may audit a course by submitting a written request to the Office of the Registrar. Academic credit hour is not awarded for auditing a class. Students may not transfer from audit to credit hour 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.

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 graduate catalog in effect for the semester 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.

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 are verified as "Not Attending" 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. For online classes, students are usually required to make a discussion posting or send an email to the course instructor on the first day or before the first day of class noting attendance in the class. Instructors are required to report attendance for all students registered in their classes. It is the students' 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 "First Day Exemption Request" form available online through the student's MyGeorgiaSouthern account (<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) 478-5152.

Exemption Request Forms are sent via email to both the Office of the Registrar and the instructor. The Office of the Registrar is only able to excuse an absence for the first day of class and only for documented instances related to military duty, court appearances, funerals or health issues such as a doctor's appointment or surgery. If the absence is for one day and meets the above criteria the Office of the Registrar will approve the absence by holding the seat for the student and notifying the student via email. The instructor will be copied on this email. Student documentation for the absence should be sent to the Office of the Registrar within the first two weeks of class. Requests for attendance exemptions that are not for the reasons specified above will not be approved by the Office of the Registrar. In this situation the student will receive an email notification that the Office of the Registrar is not able to verify their attendance and to contact the instructor directly. The instructor will be copied on this reply email. Only the instructor and/or the Provost can hold seats if the absence is for more than the first day of class. Questions about this process can be directed to the Office of the Registrar at 912-478-5152 or sent via email to attendance@georgiasouthern.edu.

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.

Course Load

The standard maximum credit hour course load per semester is:

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

Credit Hour Policy

Georgia Southern University's Credit Hour Policy follows the Federal Definition and the policies in effect at our accrediting body, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) as well as at the University System of Georgia (USG).

Policy Statement

The Federal Definition

"A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than –

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work as required in paragraph (1) of this definition for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credits.

SACSCOC Credit Hour Policy

<http://www.sacscoc.org/subchg/policy /CreditHours.pdf>

As part of its review of an institution seeking continuing accreditation, SACSCOC conducts reviews of an institution's assignment of credit hours. Academic credit has provided the basis for measuring the amount of engaged learning time expected of a typical student enrolled not only in traditional classroom settings but also laboratories, studios, internships, and other experiential learning and distance and correspondence education. Students, institutions, employers, and others rely on the common currency of academic credit to support a wide range of activities,

including the transfer of students from one institution to another. For several decades, the federal government has relied on credits as a measure of student academic engagement as a basis of awarding financial aid. The University System of Georgia's definition of credit hours states "The academic year shall consist of two (2) regular semesters, each not to be less than fifteen (15) calendar weeks in length excluding registration....A minimum of 750 minutes of instruction or equivalent is required for each semester credit hour." (USG Policy Manual Section 3.4)

The Georgia Southern University Credit Hour Policy

applies to all courses at all levels (undergraduate, graduate, and professional) that award academic credit on an official transcript regardless of the mode of delivery including, but not limited to, fully online, hybrid, lecture, seminar, laboratory, studio, directed study, or study abroad. The academic units are responsible for ensuring that credit hours are awarded only for work that meets the requirements outlined in this policy.

Lecture Courses:

Traditional lecture-based courses that meet only in a face-to-face format must meet for 750 minutes for each semester credit hour, whether offered in a full-semester, half-semester, or 5-week format. When courses are offered in hybrid or fully online format, 750 engaged minutes are still required and expected for each hour of credit and course content and learning outcomes should be equivalent to those established in face-to-face sections of the same course.

Laboratory/Studio/Clinical Courses:

Georgia Southern University will require 1500 engaged minutes for each semester credit hour. In the case of laboratory, studio, or clinical courses, most of these engaged minutes will be spent in the actual execution of the laboratory, studio, or clinical exercises. When the laboratory, studio, or clinical is offered in an online format, 1500 engaged minutes are still required for each hour of credit and course content and learning outcomes should be equivalent to those established in face-to-face sections of the same course.

Additionally, there is an expectation that students spend a minimum of two hours on course work outside of class for every hour spent in class. Out of course work might include, but not be limited to, such assignments as course related readings, research activity, project development, written theme or research papers, preparation for examinations, participation in discussion boards or focused chat rooms.

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.

Earning a Duplicate Degree

A student with a master's, education specialist, or doctorate earned from GSU or another institution may earn the same degree in the same field or in a different field at Georgia Southern University. The rules governing transfer credit hour for the first degree will apply.

Full-Time/Half-Time Enrollment

Full-Time enrollment Fall/Spring Semester is nine (9) credits for all programs **except**:

Program	Credit Hours
Master of Public Administration	8
Master of Music	7
Master of Science in Applied Economics	6
Master of Science in Computer Science	6
Master of Science in Nursing	5
Doctor of Nursing Practice	5

Full-Time enrollment for Summer Semester is six (6) credits for all programs **except**:

Program	Credit Hours
Master of Science in Nursing	5
Doctor of Nursing Practice	5

Half-Time enrollment Fall/Spring Semester is four (4) credits for all programs **except**:

Program	Credit Hours
Master of Music	3
Master of Science in Applied Economics	3
Master of Science in Computer Science	3
Master of Science in Nursing	3
Doctor of Nursing Practice	3

Half-Time enrollment Summer Semester is three (3) credits for all programs **except**:

Program	Credit Hours
Doctor of Psychology	1 plus Full-Time Internship

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 ¹	Withdrew Failing	0.0	Yes

¹ 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:

Symbols	Explanation	Grade Points	Used to Calculate GPA
---------	-------------	--------------	-----------------------

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

Symbols	Explanation
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 nonacademic 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 semester, 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 semester (one calendar year), it will be changed to an "F" by the Office of the Registrar.
IP	This symbol indicates that credit has not been given in courses that require an "IP" continuation of work beyond the semester for which the student signed up for the course. The use of this symbol is approved for dissertation and thesis hours and project courses.
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. Grade of "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 grade of "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 academic 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/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 Office of the Registrar. 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.¹

¹ See "Military Withdrawals (<http://deanofstudents.georgiasouthern.edu/resources/student-withdrawal-procedures>)" for further information.

Other Transcript Designations

Symbols	Explanation
%	Institutional Credit - No Earned Hours - not used in calculating GPA
CR	Credit earned through military experience - not used in calculating GPA
K	Credit earned in high school - 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

Graduate Credit

All courses carrying graduate credit at Georgia Southern University numbered 5000G and above are open to graduate students. Courses 6000 through 9999 are open to graduate students ONLY. Courses numbered 9000-9999 and above are open to doctoral ONLY. Graduate courses numbered 5000G-5999G may not be counted toward doctoral degree program requirements.

At least 50% of the courses applicable to earn a degree must be courses in which enrollment is restricted to graduate students.

A maximum of 6 credits earned in "Independent Study" may apply toward a graduate degree, with the approval of the advisor, provided the student is classified under Regular admission when the credits were taken.

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 program matters such as admission, approval for Programs of Study, Thesis and Dissertation committees, and student appeals. 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). The GPD also 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 but are not limited to:

- 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;
- endorsing Programs of Study for final 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; and

- reviewing student appeals regarding academic program matters.

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; and/or
- 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; and/or
- 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; and
- 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 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 he/she has enrolled by level. It is obtained by dividing the total number of grade points earned by the total number of credit 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.

Credit hours 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 total institution GPA falls below the required 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 see your current GPA and to calculate your projected GPA, check DegreeWorks (<https://my.georgiasouthern.edu>).

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.

Guidance for Graduate Students

Upon acceptance in a graduate program, a graduate student will come under the guidance of an advisor who is assigned by the 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 advisors, graduate program directors, coordinators, and the graduate faculty.

Information on Adjunct (Unpaid Appointments) Faculty

The University System of Georgia defines adjunct faculty as uncompensated appointments that are courtesy or honorary in nature (not part-time appointments).

For candidates new to Georgia Southern University, the following paperwork is required:

- Personnel Action Form (be sure to include the search number on the form);
- Faculty Information Data Form (FID);
- Curriculum Vitae;
- Official transcripts of all academic degrees (undergraduate and graduate); and
- Email from Human Resources indicating that the individual has successfully completed the background investigation check.

Medical Withdrawals or Leave of Absence

Graduate 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 must contact the Counseling Center. Medical withdrawals are not permitted after the semester is completed (last day of classes). Students granted a medical withdrawal will not be responsible for maintaining the continuous

enrollment policy during the length of their medical leave and the time to Degree completion will be suspended during the approved Medical Leave.

Non-Medical Leave of Absence

A graduate student may request a non-medical Leave of Absence from the degree program. To request a Leave of Absence, one must complete the General Policy Appeal Form found at the COGS web site; select Leave of Absence from the Appealing for selection menu and submit supporting documents as needed. A Leave of Absence may be granted for up to one year. Registration is not required during the approved Leave of Absence period and the time to Degree completion will be suspended during the approved Leave of Absence period.

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 the Office of the Registrar with a copy of his/her orders stating the date and place of deployment assigned by the military. Military withdrawals are exempt from the Limited Withdrawal Policy.

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. This policy applies to Fall, Spring, and Summer semesters.

Stages Two through Four must be completed during the semester immediately following the semester 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 14 working days after the first day of class of the semester which immediately follows the semester for which the grade was 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.

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; and
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 of the relevant College. 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.

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 should and are encouraged to communicate with their advisor.

Registration is held at the beginning of each semester, including summer. 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. To register on-line, you must have current admission eligibility and must have a Registration Access Number (RAN) for each semester. Graduate students may access their RAN through their MyGeorgiaSouthern 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 semester. In WINGS, the student will click on "Student", then "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. 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

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 Georgia Southern University 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.

Repeating a Course

Graduate courses in which a grade of "D" or "F" was earned will not count toward degree requirements and must be repeated if required in the degree program. 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 Georgia Southern University graduate grades and credits attempted count toward the institutional cumulative GPA. This includes repeated courses.

Retroactive Withdrawal

A student who wishes to leave the University for nonacademic reasons is expected to withdraw during the current semester as described in the Withdrawal from School section. Requests to withdraw after the semester is over are rare and considered only if the student was somehow unable to withdraw. For example, students who were hospitalized or incarcerated,

asked to perform military service on short notice, or seriously debilitated by a physical or mental illness may be unable to withdraw during the semester in which they are enrolled. In such cases, students may submit a letter of appeal to the Associate Provost along with the appropriate documentation (medical records, court documents, etc.) during the next long-session semester after the grade is reported. Requests made after that time will not be considered. Retroactive withdrawals will not be considered if the student has completed all course requirements such as a final examination and/or a final project.

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, or
- 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.

To appeal an academic policy or regulation (except a change of grade appeal) the student must complete and submit the online web based appeal for at Graduate Student Academic Appeal (<http://cogs.georgiasouthern.edu/student/academicappeal>). Information regarding required documents to support an appeal for reinstatement is found at that web site. A student may attach documents files to appeal form. Appellants may track the status of their appeal through the online web site.

Academic Appeal Procedures

The responsibility of the College of Graduate Studies is to review an academic appeal for procedural fairness and to maintain and protect the rights of the graduate students, graduate faculty, and institutional policy. Within the limits set by faculty and administrative policy, members of the graduate faculty and graduate administrators act in good faith within the area of their academic expertise, provided their decisions are consistent with general policies established by the College of Graduate Studies and the Graduate Committee or its representative bodies. Graduate programs may utilize their own program, department or college-level process to consider an appeal and other measures required to assess the circumstances of a student's request for an appeal. In any event, the appeal process must not conflict with the College of Graduate Studies Policy on Academic Appeals.

Subject to these limitations, the College of Graduate Studies will assume that actions taken by the graduate faculty of the program or department concerning course requirements, graduation requirements, and similar matters are final and binding with all parties concerned. Only if it is found or determined by the College of Graduate Studies that the department, program, or academic college did not follow documented procedures, or that the student's appeal did not have a fair review, or that there is evidence on the part of the faculty which may be perceived to have materially affected the academic decision, will a decision imposed by the academic unit be subject to reversal by the College of Graduate Studies.

Student Appeal Steps

Step 1

Graduate students wishing to appeal must complete and submit their appeal online through the Graduate Student Academic Appeal (<http://cogs.georgiasouthern.edu/student/academicappeal>) portal. The appeal will be directed to the student's graduate program director who must review and take action on the appeal by indicating his/her appeal decision at the

appeal portal. In some instances, the appeal may then be forwarded to the Department Chair and then the Dean of the relevant College for review. Normally, the Program Director's decision will be reviewed by the Dean of the College of Graduate Studies or his/her delegate acting on behalf of the Dean. A favorable appeal decision by the Program Director will indicate approval of the appeal unless the decision is determined to be counter to COGS policy. If determined to be counter to COGS policy, the Dean of the College of Graduate Studies will consult with the Program Director regarding the best action to be taken on the appeal. The student would then be informed of the appeal decision by the Dean of the College of Graduate Studies. The student may review the Program Director's appeal decision at the web Appeal Portal.

Step 2

If the Program Director's decision is not acceptable to the student, the student may choose to appeal the Program Director's decision to the Department Chairperson after notification of the Program Director's appeal decision. The student's appeal to the Department Chair must contain:

1. an explanation specifying the points on which the student disagrees with the program director's decision; and
2. all evidence supporting the student's perspective.

The Department Chair's decision will be recorded on the web Appeal Portal.

Step 3

If the student does not accept the appeal decision by the Department Chair, the student may elect to appeal to the next appeal level. To do so, the student must direct the appeal to the Academic College Dean. The student's appeal to the Academic College Dean must contain:

1. an explanation specifying the points on which the student disagrees with the department chair's decision; and
2. all evidence supporting the student's perspective.

The Academic College Dean will review the appeal submit his/her decision. The Academic College Dean may review the decisions of the Department Chair and the Program Director and/or discuss the appeal with the Department Chair and/or Program Director prior to rendering the decision.

Step 4

If the student does not accept the decision of the Academic College Dean, the student may appeal the decision to the Dean of the College of Graduate Studies. The student's appeal to the Dean of the College of Graduate Studies must contain:

1. an explanation specifying the points on which the student disagrees with the Academic Dean's decision; and
2. all evidence supporting the student's perspective.

The Dean of the College of Graduate Studies may charge a subcommittee of the Graduate Committee (hereafter referred to as the Appeals Subcommittee) to review the student's appeal. The Appeals Subcommittee will consist of a five (5) member ad hoc panel drawn from members of the Graduate Committee. The Graduate Student Organization member of the Graduate Committee shall be an ex-officio member of the Appeals Subcommittee. In accepting to serve as a member of the Appeals Subcommittee, each member of the subcommittee shall declare that no actual or perceived conflict of interest exists between the member and any party involved in the appeal.

The Appeals Subcommittee will convene **within fifteen (15) working days** of the request of the Dean of College of Graduate Studies. If the appeal is submitted to the Dean of the College of Graduate Studies during the summer, the subcommittee's review may, at the discretion of the Graduate College Dean, be delayed until after the beginning of the

academic year. The subcommittee will review all available documentation, written responses to prior decisions, and convene interviews with individuals, necessary to determine whether the action(s) being appealed by the student were arbitrary, capricious, or contrary to University policy. A recommendation will be made **within fifteen (15) working days** after the Appeals Subcommittee's review of the materials or following the conclusion of the Appeals Subcommittee meeting(s), whichever is later. This recommendation shall be transmitted to the Dean of the College of Graduate Studies. The Dean of the College of Graduate Studies shall render a decision following receipt of the Appeals Subcommittee recommendation. The decision of the Dean of the College of Graduate Studies will be recorded in the web Appeals database for viewing by the student. The Graduate College Dean may elect to forward notice of the decision to others who have been involved in the appeal process to this stage.

Step 5

If the student does not accept the decision of the Dean of the College of Graduate Studies, the student may make a final appeal to the Provost and Vice President for Academic Affairs (hereinafter Provost). The student's appeal to the Provost must contain:

1. an explanation specifying the points on which the student disagrees with the Appeals Subcommittee's decision (step 4 above); and
2. all evidence supporting student's perspective.

The Provost shall review all materials and documentation of the prior appeals and shall render a decision.

All appeal decisions and recommended actions by the Provost are considered actionable and final.

Simultaneous Enrollment in More Than One Graduate Program

A graduate student at Georgia Southern University may be enrolled in more than one Master's or more than one Education Specialist program at the same 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 credit hours from one previously earned master's degree or education specialist degree, toward the requirements of the second Master's or Education Specialist providing the courses are approved and recommended by the student's advisor for the second program.

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.

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 63 graduate curricula programs established across eight academic colleges, with nearly 2600 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 Faculty Senate Graduate Committee, the deans, graduate faculties of the eight academic colleges, and external accrediting organizations 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.

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(s) 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.
3. The student submits the thesis or dissertation to the College of Graduate Studies for format check in the required electronic Thesis and Dissertation (ETD) (URL) style via the ETD web site by the format submission deadline - <http://em.georgiasouthern.edu/registrar/resources/calendars/>

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

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 - <http://em.georgiasouthern.edu/registrar/resources/calendars/>.

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 (<http://em.georgiasouthern.edu/registrar/resources/calendars/>) as posted for the semester. The student should check with his/her dissertation chair and committee members to determine if the dissertation committee chooses to re-review the document before final electronic submission to the College of Graduate Studies.

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 Dean of the College of Graduate Studies 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.

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 Office of the Registrar
PO Box 8092
Georgia Southern University
Statesboro, Georgia 30460, U.S.A.

Transcripts

Former students, as well as current students, may request a transcript by completing, signing, and sending the Transcript Request Form to the Office of the Registrar. The form is available on the Office of the Registrar's website (em.georgiasouthern.edu/registrar/students/forms/) under the Downloadable Forms section entitled Paper Transcript Request Form (<https://docs.google.com/a/georgiasouthern.edu/file/d/0BxNAGJ9mw9c3Tmt1NDU5eFRBUms/edit>). The Transcript Request Form may be faxed to (912) 478-1448, scanned and emailed to regrecords@georgiasouthern.edu, or mailed 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 my.georgiasouthern.edu in WINGS. Select "Student," then "Student Records." 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 account by selecting "Student" then "Student Records." Go to "View Academic/Unofficial Transcript" to print your unofficial transcript.

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)**¹ transferred **semester** hours may apply toward a Master's or Education Specialist's degree provided the following conditions are met.

- 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.)
- 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 Georgia Southern University 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 semester in which he/she is enrolled as a transient student at another institution.
- No grade lower than a "B" in a course earned at another institution may be accepted in transfer toward a graduate degree at Georgia Southern University.

¹ **Each College of Education program involved in a University System of Georgia (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 credits, and will be published in program materials.**

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 semester must complete and submit an official Withdrawal Form. Both forms are available at <http://em.georgiasouthern.edu/registrar/students/forms/>. 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. 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 of "W", the Office of the Registrar 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.

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 paper "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 a student withdraws from a course after the Drop/Add dates.

Graduate Admissions

The College of Graduate Studies invites 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 graduate study at Georgia Southern University. (See Equal Opportunity Policy statement inside the front cover.)

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

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

The College of Graduate Studies reserves the right to require additional indicators demonstrating the applicant's ability to successfully complete graduate study prior to rendering an admission decision.

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.usg.edu/academics/academic_common_market). 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.

Admission by Appeal

Applicants who believe they were unfairly or arbitrarily denied admission 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. The request for an appeal must be submitted in writing to the Director of Graduate Admissions. The Dean of the College of Graduate Studies will make the final decision on an appeal.

Application Deadlines - College of Graduate Studies

Application deadlines vary by program and are specific to a given semester to which each program admits applicants. Application deadlines are also subject to change. Therefore, applicants are encouraged to check the application deadline (<http://cogs.georgiasouthern.edu/admission/GraduatePrograms/gradprograms.php>) for the program in which they are interested. All items required for admission must be received by the published deadline. International applicants should apply significantly in advance of the deadline to allow time for the arrival of any required admission items via international mail. For those programs with rolling admission, in general, priority deadlines are specified below:

U.S. Citizens/Naturalized Citizens

Fall Semester

March 1 (Priority)

July 1 (Final Deadline)

Spring Semester

October 1 (Priority)

November 15 (Final Deadline)

Summer Semester

March 15 (Priority)

April 1 (Final Deadline)

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.

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. Georgia Southern University graduate students who live in an out-of-state county that borders Chatham County in Georgia, (Jasper and Beaufort, SC) and attend classes at the Coastal Georgia Center in Savannah are eligible for this waiver. Also, Georgia Southern University graduate students who attend the Augusta Center in Augusta, Georgia and are majoring in the Ed.D. Educational Administration program who live in an out-of-state county that borders Richmond County in Georgia, (Aiken and Edgefield, SC) are eligible for this waiver.

English Proficiency for International Students

International applicants and U.S. Citizens whose native language is not English must demonstrate English proficiency. Prior to consideration for admission, international applicants whose native language is not English must take and post acceptable scores on the Test of English as a Foreign Language (TOEFL) (<http://www.ets.org/toefl>) or the International English Language Testing System (IELTS) (<http://www.ielts.org>) 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 and IELTS examinations are administered at various times of the year and in many centers throughout the world.

A score of at least 80 (internet-based test, IBT) or 550 (paper-based test) on the TOEFL and 6.0 on the IELTS is normally required to be considered for regular admission to the College of Graduate Studies. The official TOEFL and the official IELTS scores 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. Successful completion of Intensive English Programs (IEPs) at other English Language Program (ELP) providers will be considered on a case-by-case basis.

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

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 through either Degree Admission or Non-Degree Admission.

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 Graduate Admissions. Enrollment in the Non-Degree Limited category is limited to a maximum of nine (9) credit hours 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 credit hours earned under this non-degree admission category that may count toward graduate degree requirements to less than 18 credit 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 credit hours required for the certificate program, not to exceed 18 credit hours in graduate courses in any seven contiguous years unless additional credit 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 credit hours required for certification and/or endorsement not to exceed 18 credit hours. 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.

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. Standardized admission tests are listed among each program's itemized list of requirements for admission. To determine which admission test is required for each program, review the admission requirements on the program's webpage. Test scores must be sent from the testing agency directly to the Office of Graduate Admissions. Further information on test dates and fees may be obtained from:

Office of Testing Services (<http://studentsupport.georgiasouthern.edu/asc/testing>)
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).

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 Dean of the College of Graduate Studies following a review of the recommendation by the respective Graduate Program Director and Department Chair.

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, standardized exam scores, letters of recommendation, and any supplemental material required by the department and/or program. While certification of finances forms (international applicants only) may be submitted during the application process, the documents are forwarded directly to the Center for International Studies and are not used to determine academic admissibility. All application materials, unless otherwise specified, should be provided electronically at the time of submitting the on-line application for admission to the Office of Graduate Admissions. Only those application materials required by specific programs not available for electronic submission can be submitted in hard-copy format to the Office of Graduate Admissions or to the academic program. These items must be received prior to the deadline.

An applicant wishing to defer an application to a subsequent semester may submit a one-time request to the Office of Graduate 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 be

considered for admission to a future semester. Deferred applications are referred to the department for reconsideration and a new admissions recommendation.

The College of Graduate Studies will 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. Citizens and Resident Alien) Applicants

Must fulfill the following requirements.

- Submit a completed on-line Graduate Application for Admission Form.
- Pay the \$50.00 non-refundable application fee (subject to change).
- Submit 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 Graduate Admissions. Transcripts marked "Issued to Student" will not be accepted as official. Applicants who have attended Georgia Southern University are not required to submit official Georgia Southern transcripts. Applicants who attended foreign institutions not regionally accredited by a US regional accrediting body may be required to have transcripts evaluated by a member of the National Association of Credential Evaluations Services, Inc. (NACES).
- Provide official test scores as required for the selected program. Scores must be within the last five years (two years for the TOEFL/IELTS) and sent directly from the testing agency to the Office of Graduate Admissions.
- Submit the Certificate of Immunization Form. (**Not required for applicants in fully on-line programs.**) This form should be completed and sent directly to the Office of Health Services.
- Provide 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 an immigration status 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 non-refundable application fee (subject to change).
- 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 in a sealed envelope to the Office of Graduate Admissions. Transcripts

marked "Issued to Student" will not be accepted as official. Applicants who have attended Georgia Southern University are not required to submit official Georgia Southern transcripts. Applicants may 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 or IELTS scores not more than two years old.
- SEVIS Data Form. This form should be completed and sent directly to the Center for International Studies.
- 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 Center for International Studies.
- 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>

Graduate Credit for Seniors (Senior Privilege)

A Georgia Southern University senior within nine (9) credit 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 credit hours) for graduate credit providing:

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

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.

How to Apply for Admission to the College of Graduate Studies

The application for admission may be accessed from the COGS web site (<http://cogs.georgiasouthern.edu/admission>). 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 Graduate 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 a 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. Official transcripts must be submitted by all applicants offered admission and are required for each college or university attended. 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.

Immunization Requirements

Please refer to the Health Services (<http://auxiliary.georgiasouthern.edu/healthservices>) section of the catalog.

International Students

Course Load - International Graduate Students

US immigration law requires international students on a student visa to participate in a full course of study which consists of nine (9) credit hours for most majors. In addition, at least six (6) of those credit hours must require physical presence in a classroom or other designated location. Failure to maintain full-time study will result in the loss of immigration

status, and the student may be required to leave the United States. Questions regarding the effect of course load upon immigration status should be directed to immigration advisors in the Center for International Studies.

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 graduate 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 or apply for a change of status if within the United States. Note that immigration law restricts the time between completing a degree or practical/academic training and having a new I-20 or DS-2019 issued to 60 and 30 days respectively and classes must start within five months.

International Graduate Student Advisor

The Center for International Studies at Georgia Southern has experienced and qualified advisors available to help international students with maintaining immigration status and becoming oriented to campus. Advisors are available for advice and support, and a full social and cultural program is available. To help students successfully adjust, international graduate students are required to attend orientation with the Center for International Studies, which is usually scheduled the Friday before classes begin.

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.

Minimum Admission Requirements

In general, 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 College of Graduate Studies (COGS). 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.

Admission is granted for a specific semester 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 Graduate Admissions as long as the request occurs before the start of the original semester of matriculation.

Applicants must be admitted to COGS before they are eligible to register for classes. Only students formally admitted to 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 electronic letter issued by the College of Graduate Studies Dean.

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. Typically, review of an application cannot begin until all application documents are received, including those that are specific to a program. Applicants can check the status of their application and the receipt of application documents by visiting the website (<http://cogs.georgiasouthern.edu/admission>) of the Office of Graduate Admissions.

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; and
- Must pay for supplies, laboratory or fees.

An eligible student may petition for the Senior Citizen Fee Waiver by visiting the website below (click on Senior Citizen Waiver), printing the form, and providing the completed petition and documentation to the Office of the Registrar:

<http://em.georgiasouthern.edu/registrar/students/tuitionclassificationfeewaivers/>

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 graduate admission requirements;
- The applicant must submit all college or university transcripts;

- If a course of study is pursued to degree, all institutional and system degree requirements must be met.

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 hour(s) in a Master's or Education Specialist's program of study. A maximum of six (6)¹ transferred credit hours may apply toward a Master's or Education Specialist's degree provided the following are met:

- 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 earned should be no more than seven (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 to count toward a graduate degree at Georgia Southern University.

¹ *Each College of Education program involved in a USG franchise program will allow for additional graduate course credit hours to be received from other USG institutions involved in the respective franchise. The maximum number of transfer credit hours allowed will be identified by the specific program, ranging from 9 to 27 credit hours, and will be published in program materials.*

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 for a term greater than two years.
- A current ID issued by the State of Georgia after January 1, 2008.
- A current Military ID (service member only, not dependent). A photocopy is not acceptable.
- 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 by going 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 \$11,490 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.cfm>). 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 considered 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.

TERM DEADLINES for submitting a Petition for Classification of Students for Tuition Purposes:

Fall - August 1st
 Spring - November 1st
 Summer - April 1st

Student Responsibilities

1. **Student Responsibility to Register under Proper Classification**
 - The responsibility of being classified 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 the deadlines set on the Residency website, 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 (http://www.usg.edu/academics/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 two 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.
3. **University System Employees and Dependents.** Full-time employees of the University System, their spouses, and their dependent children.
4. **Full-Time Public 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.
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 may apply for a waiver of non-resident (out-of-state) tuition assessment. Georgia Southern University graduate students who live in an out-of-state county that borders Chatham County in Georgia, (Jasper and Beaufort, SC) and attend graduate classes at the Coastal Georgia Center in Savannah are eligible for this waiver. Also, Georgia Southern University graduate students who attend the Augusta Center in Augusta, Georgia and are majoring in the Ed.D. Education Administration and who live in an out-of-state county that borders Richmond County in Georgia, (Aiken and Edgefield, SC) 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.** As of the first day of classes for the term, an Economic Advantage waiver may be granted under the following conditions:
 - U.S. Citizens, Permanent Residents, and Other Eligible Non-Citizens
 - i Dependent Students
 Dependent students providing clear and convincing evidence that the student's parent or U.S. court-appointed legal guardian relocated to the state of Georgia to accept full-time, self-sustaining employment. The relocation must be for reasons other than enrolling in an institution of higher education and appropriate steps to establish domicile in the state must be taken. The employment upon which the

relocation was based must be held at the time the waiver is awarded.

ii Independent Students

Independent students providing clear and convincing evidence that they, or their spouse, relocated to the state of Georgia to accept full-time, self-sustaining employment. The relocation to the state must be for reasons other than enrolling in an institution of higher education and appropriate steps to establish domicile in the state must be taken. The employment upon which the relocation was based must be held at the time the waiver is awarded.

- iii U.S. refugees, asylees, and other eligible noncitizens as defined by the federal Title IV regulations may be extended the same consideration for the Economic Advantage waiver as citizens and lawful permanent residents of the United States.

Waiver eligibility for the above qualifying students expires twelve (12) months from the date the waiver is awarded. Non-Citizens

• Non-Citizens

i Dependent Students

Non-citizen dependent students providing clear and convincing evidence that the student's parent or U.S. court-appointed legal guardian relocated to the state of Georgia to accept full-time, self-sustaining employment and entered the state in a valid, employment-authorized status. The relocation must be for reasons other than enrolling in an institution of higher education and appropriate steps to establish domicile in the state must be taken. The employment upon which the relocation was based must be held at the time the waiver is awarded. Additionally, the non-citizen dependent student must provide clear evidence that the parent, or U.S. court-appointed legal guardian, is taking legally permissible steps to obtain lawful permanent resident status in the United States.

ii Independent Students

Non-citizen independent students must provide clear and convincing evidence that they, or their spouse, relocated to the state of Georgia to accept full-time, self-sustaining employment and entered the state in a valid, employment authorized status. The relocation must be for reasons other than enrolling in an institution of higher education and appropriate steps to establish domicile in the state must be taken. The employment upon which the relocation was based must be held at the time the waiver is awarded. Additionally, non-citizen independent students must provide clear evidence that they, or their spouse, are taking legally permissible steps to obtain lawful permanent resident status in the United States.

Waiver eligibility for the above qualifying students may continue provided full-time, self-sustaining employment in Georgia and the employment-authorized status are maintained. Furthermore, there must be continued evidence of Georgia domicile and efforts to pursue an adjustment to United States lawful permanent resident status

11. **Recently Separated Military Service Personnel.** Members of a uniformed military service of the United States who, within 3 years/36 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. There is no limit to the number of terms a student may be awarded the Recently Separated Military Personnel waiver provided the student remains continuously enrolled.
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:

• Student under 24

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.

• Student 24 or Older

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 (p. 47) in the Graduate Admissions section of the catalog.

Special Institutional Fee Waiver

Special Institutional Fee Waiver for Active Duty U.S. Military Students

This fee waiver eliminates the Special Institutional Fee charged by University System of Georgia institutions. If approved to receive the waiver, the active duty military member will be awarded the waiver for three consecutive terms (one academic year).

Eligibility:

- Members of the United States Reserve Components serving on active duty or full-time training duty.
- Members of the Georgia National Guard who are employed full-time by the Georgia National Guard.
- Members of the Georgia National Guard who have been called into active service by the Governor of the State of Georgia.

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:

1. Students who reside or study at another institution.
2. Students enrolled in practicum experiences (e.g., student teachers) or internships located at least 50 miles from the institution.
3. 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.
4. 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.

Student Accounts

The Bursar's Office is comprised of three departments: Cashier's Office, Office of Student Accounts, and Accounts Receivable. These offices provide financial services to students, faculty, and staff of the University. Operations are guided by two major criteria: customer service and requirements for completing financial transactions within the guidelines provided by Federal and State regulations, as well as GASB (Governmental Accounting Standards Board).

Mailing address:

Office of Student Accounts, PO Box 8155, Statesboro, GA 30460-8155

<http://businesssrvs.georgiasouthern.edu/bursar/>

Phone number: 912-478-0999

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, Discover and Visa 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 & fees then 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 fees that could include collection agency fees, attorney fees, court costs and other charges necessary for the collection of the debt. In addition, a financial hold will be added to the account that will prevent any changes to current or future registration, access to transcripts and graduation.

The University reserves the right to make changes in its fees, which are regulated by the University System of Georgia Board of Regents, at the beginning of any semester and without previous notice. **At press time, Tuition and Fees were unavailable for Fall 2015 and Spring 2016. As soon as they are available, Tuition and Fees will be posted on the web at <http://businesssrvs.georgiasouthern.edu/bursar/office-of-student-accounts/tuition-and-fees/>.*

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.

Dining Plans

Eagle Dining Services offers students the ability to enjoy great food while on campus with their Eagle Unlimited Dining Plan options. 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 Dining Commons, through the Eagle Dining Services website at <http://eagledining.georgiasouthern.edu>, or through their my.georgiasouthern.edu account. Dining Dollars are accepted at all dining locations on campus and Guest Passes may only be used at Lakeside and the Dining Commons.

Dining Plans

1	Eagle Unlimited Blue, 7-day unlimited access to the Dining Commons (Landrum and Lakeside) \$100 Dining Dollars Five (5) Guest Passes	\$1725.00/semester ¹
2	Eagle Unlimited Gold, 7-day unlimited access to the Dining Commons (Landrum and Lakeside) \$300 Dining Dollars Eight (8) Guest Passes	\$1875.00/semester ¹

- ¹ Dining Dollars and Guest Passes expire at the end of the semester. The Rates quoted above are for Fall 2015 and Spring 2016. Please visit the Eagle Dining Services website for current Dining Plan pricing.

Freshmen living in on campus housing are required to have a Dining Plan and information about this requirement is included on the University Housing contract. Please read and understand this information before signing your housing contract. Freshmen may choose either of the Eagle Unlimited Dining Plans for the duration of their first two semesters on campus.

Beginning each semester, the Eagle Card Center offers students the ability to add Eaglexpress Packages to their invoice prior to the first

financial aid disbursement. Descriptions of the Eaglexpress Packages are listed below. Students may register for one of the Eaglexpress Packages by stopping by the Eagle Card Center in the Dining Commons, through the Eaglexpress web portal at <http://eaglecard.georgiasouthern.edu>, or their my.georgiasouthern.edu account. Dining Dollars are accepted at all dining locations on campus.

Eaglexpress Packages

1	Eaglexpress 350, \$350 on your Eaglexpress +10% in Dining Dollars (\$35)	\$350.00 ¹
2	Eaglexpress 700, \$700 on your Eaglexpress +10% in Dining Dollars (\$70)	\$700.00 ¹

¹ Dining Dollars expire at the end of the semester. The Rates quoted above are for Fall 2015 and Spring 2016. Please visit the Eagle Card Center website for current Eaglexpress Package pricing.

Eagle Dining Services offers students the ability to enjoy great food while on campus with their Eagle Unlimited Dining Plan options. 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 Student Union, through the Eagle Dining Services website at <http://eagledining.georgiasouthern.edu>, or through their my.georgiasouthern.edu account. Dining Dollars are accepted at all dining locations on campus and Guest Passes may only be used at Lakeside and the Dining Commons.

EAGLEXPRESS

EAGLEXPRESS® is a stored value plan you can use at campus restaurants, stores, snack centers, Printing and Postal Services, the University Store and Tech Corner. You can even use it to pay parking, health services, and at selected off-campus restaurants and retail locations. All students have an EAGLEXPRESS® account. It is activated by depositing funds into your EAGLEXPRESS® account.

To add funds to an EAGLEXPRESS® account, **deposit money** at the EagleCard Center located in the new Dining Commons or through your eAccount (<https://georgiasouthern-sp.blackboard.com/eaccounts/AnonymousHome.aspx>).

You, your parents, family members or friends may make deposits with cash, a money order, a check, MasterCard, Visa, American Express or Discover. No minimum deposit is required and no service fees are charged. You may make deposits by phone with MasterCard, Visa, American Express or Discover by calling (912) 478-5311 or toll free at 1-(888) 346-3478. Mail checks or money orders to:

EagleCard Center
P.O. Box 8079
Georgia Southern University
Statesboro, GA 30460-8079

You can also go to your **eAccount** to add money to your EAGLEXPRESS® account or get a statement of your account activity for the last 30 days. You may use your EagleCard to make EAGLEXPRESS® purchases. When you make a purchase the amount of the transaction is deducted from your EAGLEXPRESS® account, and it can never be overdrawn.

Money in your EAGLEXPRESS® account never expires and it can be used any time of the year both on and off campus. You cannot withdraw cash from the account during a semester, but may make a written request for a withdrawal when you graduate from Georgia Southern University.

You will find EAGLEXPRESS® is a great way to manage money needed to buy books, meals and other Georgia Southern goods and services.

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 full term semester dates are used for the tuition refund calculation. 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 five or more consecutive days. For example, if a semester has 112 days and 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). For students receiving financial aid, please refer to section "Refunds for a Student Receiving Federal Title IV Financial Assistance."

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 (i.e.; 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.

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.

A \$75 late graduation fee will be assessed to graduate students who miss the posted deadline to apply for graduation for the semester they expected to graduate. The deadline on which no further late applications will be accepted or processed is posted in the University calendars.

In-State Tuition

Tuition is charged to all students based on the number of credit hours for which the student is registered. In-state undergraduate students who register for 15 or more credit hours will be charged \$2,549¹ per semester; students registering for fewer than 15 credit hours will be charged \$169.93¹ per credit hour. More information on 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 \$199¹ per credit hour. This rate will not apply to higher cost programs such as WebBSIT.

In-state graduate students registering for 12 or more credit hours (with the exception of Professional Programs, Distance Education, and Online Programs) will be charged \$3,318¹ per semester; students

registering for fewer than 12 credit hours will be charged \$277¹ per credit 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://businesssrvs.georgiasouthern.edu/bursar/office-of-student-accounts/tuition-and-fees/>.

Graduate students who enroll in an Online Degree Program (degree is offered entirely online) will be charged based on their program's rate per credit hour. Please see Online Degree Programs (<http://catalog.georgiasouthern.edu/graduate/university-programs/georgia-southern-university-online-degrees>) for more information.

¹ *Fees quoted are for Fall 2014 and Spring 2015. At press time, Tuition and Fees were unavailable for Fall 2015 and Spring 2016. As soon as they are available, Tuition and Fees will be posted on our website at: <http://businesssrvs.georgiasouthern.edu/bursar/office-of-studentaccounts/tuition-and-fees/>*

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 \$100¹.

The College of Graduate Studies Continuous Enrollment policy requires students to be enrolled continuously in those programs that require a thesis or dissertation. Should a student not register each semester as required by the continuous enrollment policy, the student will be required to register and pay tuition and fees for the missed semesters. Tuition and fee payment is due for the missed registration semesters at the beginning of the semester the student resumes his/her study, providing the student is eligible to return and resume registration.

¹ *Fees quoted are for Fall 2014 and Spring 2015. At press time, Tuition and Fees were unavailable for Fall 2015 and Spring 2016. As soon as they are available, Tuition and Fees will be posted on our website at: <http://businesssrvs.georgiasouthern.edu/bursar/office-of-studentaccounts/tuition-and-fees/>*

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 register for 15 or more credit hours will be charged \$8,997¹ per semester; students registering for fewer than 15 credit hours will be charged \$599.80¹ per credit hour. More information on 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 \$199¹ per credit hour. This rate will not apply to higher cost programs such as WebBSIT.

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 credit hours (with the exception of Professional Programs, Distance Education, and Online Programs) will be charged \$13,259¹ per semester; students registering for fewer than 12 credit hours will be charged \$1105¹ per credit 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://>

businesssrvs.georgiasouthern.edu/bursar/office-of-student-accounts/tuition-and-fees/.

Graduate students who enroll in a Online Degree Program (degree is offered entirely online) will be charged based on their program's rate per credit hour. Please see Online Degree Programs (p. 115) for more information.

¹ *Fees quoted are for Fall 2014 and Spring 2015. At press time, Tuition and Fees were unavailable for Fall 2015 and Spring 2016. As soon as they are available, Tuition and Fees will be posted on our website at: <http://businesssrvs.georgiasouthern.edu/bursar/office-of-studentaccounts/tuition-and-fees/>*

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 Dining Commons on Chandler Road across the street from Subway.

Resident permits and Commuter Permits are \$160.¹ Free parking is available for those who park at Paulson Stadium and ride the bus to campus. Car Pool permits are available for those wanting to share the cost of parking. Permits are available for purchase on the Web through the My.GeorgiaSouthern.edu portal. 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.

¹ *Fees quoted are for Fall 2014 and Spring 2015. At press time, Tuition and Fees were unavailable for Fall 2015 and Spring 2016. As soon as they are available, Tuition and Fees will be posted on our website at: <http://businesssrvs.georgiasouthern.edu/bursar/office-of-studentaccounts/tuition-and-fees/>*

Refunds for a Student Receiving 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, Teach Grant 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. If a waiver or contract is treated as a payment of tuition and fees that have actually been charged to a student, then the waiver or contract is considered estimated financial assistance, and the full amount of the tuition and fees must be included in the Return calculation.

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.¹

¹ 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.

Returned Check Procedure

Checks (paper or electronic) returned for any reason will be handled in accordance with the state laws of Georgia and the Board of Regents policies. Returned items will be assessed a service fee of \$30.00, or 5% of the face value of the check, whichever is greater, and a hold will be placed on the student's record. The University will notify the student (maker) of the returned item via certified mail detailing the payment options available.

Tuition/fee payments returned for non-sufficient funds will be re-deposited the first three weeks of class. Tuition/fee payments returned after the cancellation date must be paid within 10 days of the date of the notice or the student may be administratively withdrawn from all classes and charged for the time enrolled according to the University catalog.

After three checks (paper or electronic) have been returned, the student's (maker's) privilege of writing checks to the University will be suspended.

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

Technology Fee

A \$100¹ 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.

¹ *Fees quoted are for Fall 2014 and Spring 2015. At press time, Tuition and Fees were unavailable for Fall 2015 and Spring 2016. As soon as they are available, Tuition and Fees will be posted on our website at: <http://businesssrvs.georgiasouthern.edu/bursar/office-of-studentaccounts/tuition-and-fees/>.*

Textbooks and Supplies

The University Store offers all required textbooks and basic supplies Georgia Southern University students need for their courses. By selling new textbooks, used textbooks and eBooks, as well as offering competitive pricing and rental programs, the University Store gives students multiple purchasing options. Depending on course selection, the average cost per semester is approximately \$600. Accepted forms of payment are: cash, check, MasterCard, Visa, Discover, American

Express, University Store gift cards and EAGLEXPRESS (<http://auxiliary.georgiasouthern.edu/eaglecard/eaglexpress>). 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 financial aid availability each semester. These charges are then added to the student's bursar account and paid for out of the student's financial aid funds. The University Store offers a wide selection of course material options in store and online at gsustore.com (<http://gsustore.com>).

Transportation Fee

A \$55¹ per semester Transportation Fee is charged to Georgia Southern University students as part of their University Fees (See University Fees (<http://businesssrvs.georgiasouthern.edu/bursar/office-of-studentaccounts/tuition-and-fees/>)). 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/>.

¹ *Fees quoted are for Fall 2014 and Spring 2015. At press time, Tuition and Fees were unavailable for Fall 2015 and Spring 2016. As soon as they are available, Tuition and Fees will be posted on our website at: <http://businesssrvs.georgiasouthern.edu/bursar/office-of-studentaccounts/tuition-and-fees/>.*

University Fees

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 \$1046.00¹ is charged. All students must pay this fee unless they are registered for fewer than four credit hours or enrolled in all off campus courses.

An Institution Fee of \$290.00¹ (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.

¹ *Fees quoted are for Fall 2014 and Spring 2015. At press time, Tuition and Fees were unavailable for Fall 2015 and Spring 2016. As soon as they are available, Tuition and Fees will be posted on our website at: <http://businesssrvs.georgiasouthern.edu/bursar/office-of-studentaccounts/tuition-and-fees/>.*

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.

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, borrows directly from another person's work without proper documentation, or re-submits his or her own work that has been previously submitted without explicit approval from the instructor. For example, academic dishonesty occurs whenever a student participates in any of the following:

Cheating

- submitting material that is not yours as part of your course performance;
- using information or devices that are not allowed by the faculty;
- obtaining and/or using unauthorized materials;
- fabricating information, research, and/or results;
- violating procedures prescribed to protect the integrity of an assignment, test, or other evaluation;
- collaborating with others on assignments without the faculty's consent;
- cooperating with and/or helping another student to cheat;
- demonstrating any other forms of dishonest behavior.

Plagiarism

- directly quoting the words of others without using quotation marks or indented format to identify them;
- using sources of information (published or unpublished) without identifying them;
- paraphrasing materials or ideas without identifying the source;
- self-plagiarism - re-submitting work previously submitted without explicit approval from the instructor;
- unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material.

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.

Suspected cases of Academic Dishonesty will be handled by the professor in consultation with the Office of Student Conduct.

For more information about academic honesty, see the Student Code of Conduct which can be found on the Office of Student Conduct webpage at <http://deanofstudents.georgiasouthern.edu/conduct>.

Dean of Students Office

Our team finds pleasure in interacting with students on campus, and we are enthusiastic about assisting the University in providing an environment that is conducive to learning and personal development. As a unit of the Division of Student Affairs and Enrollment Management the Dean of Students Office upholds the values of the division by putting STUDENTS FIRST. We pride ourselves on service to students, and are committed to fostering the type of environment that is characterized by collegiality, civility, safety, free-expression, and respect regardless of differences. The Dean of Students Office works collaboratively with other offices on campus to enhance the quality of student life.

Our Mission

The mission of the Dean of Students Unit supports the mission of the University and the Division of Student Affairs and Enrollment Management by promoting "student growth and life success" through advocacy, education, and communication according to the ethical standards of the National Association of Student Affairs Administrators in Higher Education.

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://deanofstudents.georgiasouthern.edu>.

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.

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://deanofstudents.georgiasouthern.edu/conduct>. 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://deanofstudents.georgiasouthern.edu/conduct>.

Support Services

Campus Recreation and Intramurals

Campus Recreation & Intramurals, an integral and active service of the diverse university community, supports and strengthens the mission of Georgia Southern University and the Division of Student Affairs and Enrollment Management by fostering a culture of engagement that is dedicated to nurturing the whole student through wellness. As a department, our purpose is to provide growth opportunities and educational experiences which will enhance the quality of life and maximize the learning potential of each student. Through the provision of high quality, safe, and enriching programs and facilities in Fitness, Aquatics, Southern Adventures, Intramural Sports, Club Sports, Golf, and Wellness; we strive to promote and develop healthy life-style choices that

will contribute positively to the overall wellness of the students, faculty, and staff at Georgia Southern.

M.C. Anderson Recreational Park - 2687 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 (basketball, volleyball, indoor soccer)
- 3 Racquetball courts
- 3 Multipurpose rooms for dance and martial arts
- Southern Adventures Center
- 45-foot climbing wall and bouldering cave
- Aquatics Center complete with 25yd x 25m lap pool, whirlpool, sauna, 1m and 3m diving boards, and locker room facilities

Outdoor venues:

- Outside leisure pool and whirl pool
- Sand volleyball courts
- Band shell
- Multiplex and Club Sports fields (softball, soccer, flag football, lacrosse, and rugby)
- Pavilion that can accommodate a variety of events
- Challenge Course featuring low, high, and static elements

Georgia Southern University Golf Course at University Park - 1031 Golf Club Road

- 18-hole golf course on 167 acres
- 30-station driving range
- Practice greens for chipping and putting
- 8,000 square foot clubhouse

Shooting Sports Education Center

- 30,000 square foot indoor archery center and firing range
- 20 acre outdoor archery park

CRI is comprised of nine recreational areas: Aquatics, Club Sports, Fitness, Informal Recreation, Intramural Sports, Southern Adventures, Golf, a Shooting Sports Education Center, and a University Wellness Program.

- The *Aquatics Center* provides the campus and surrounding community with a variety of recreational and educational programs designed to promote fun and safety on the water. We offer open swimming, diving, aqua aerobics, swim lessons, and lifesaving classes certified through the American Red Cross. Our facilities includes an indoor pool that is handicap accessible, 1m and 3m diving boards, an outdoor leisure pool with basketball goals and a volleyball net, two whirlpools, a dry sauna, and a locker room with showers.
- *Club Sports* are unique student organizations in which the overall functions of the organization are student operated. Club Sports offer a way of finding others who share similar recreational interests, and may be organized for instructional, recreational and/or competitive purposes. Current organized clubs include Aikido, Archery, Baseball, Bass Fishing, Bowling, Cheer, Climbing, Cycling, Equestrian, Fencing, Cross Country, Lacrosse, Mixed Martial Arts, Rugby, Scuba, Soccer, Softball, Southern Explosion (dance), Swimming, Table Tennis, Tennis, Tae-Kwon-Do, Ultimate Frisbee, Volleyball, and Wrestling.
- The *Fitness Program* promotes health and wellness in many ways. Group fitness includes Yoga, Pilates, resistance, and traditional aerobic classes that help participants improve their cardiorespiratory

fitness while also building strength and endurance. Personal training and fitness assessments are available to assist in evaluating fitness levels and providing guidance to reach or maintain fitness and wellness goals, while lifestyle and weight management workshops provide education and support for creating a personal health strategy. Massage therapy is also available to aid in relaxation and stress relief.

- The *Georgia Southern University Golf Course at University Park* provides an 18-hole championship golf course and comprehensive practice facility that is open to students, faculty, staff, and the community. Programs and clinics are scheduled throughout the year to help introduce the fundamentals and build the skills necessary to enjoy a lifetime of golf. For those seeking to take their game to the next level, instruction by 2 PGA professionals is available.
- *Informal Recreation* allows participants to engage in a variety of unstructured recreation activities such as basketball, volleyball, racquetball, walking, or jogging. To support this mission, CRI also offers an equipment-lending program at no additional charge. Items available for checkout include: hand wraps, boxing gloves, racquetballs, racquets, 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 range of skill and competition levels. Participants can compete in flag football, dodge ball, basketball, indoor/outdoor soccer, swimming, softball, golf, tennis, ultimate frisbee, bowling, 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 outings around the southeast, to extended travel around the globe. Their equipment rental center also provides all the gear necessary for embarking on your own adventures. The challenge course is designed to provide exciting, experiential opportunities that focus on leadership, communication, self-awareness, and interpersonal skills. A 45-foot climbing wall and bouldering cave allow 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 necessary to confidently and safely enjoy outdoor recreation.
- The *Shooting Sports Education Center* seeks to assist students, faculty, staff, and the general public in developing the knowledge, skills, and appreciation necessary to be a responsible hunter, archer, or shooting sports enthusiast. A trained and certified staff provides instruction in the classroom and on the range to promote both competency and safe archery and firearms handling. The 30,000 square foot center is composed of a firing range and indoor archery center, as well as a 20-acre outdoor archery park with covered shooting lines.
- The *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 throughout the year, with Wellness Week 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://recreation.georgiasouthern.edu>.

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 career advisors, 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, career assessments, investigation of careers through a comprehensive collection of literature, and resources located in our Career Resource Center. Opportunities for Experiential Education are developed through the outreach efforts of the Employer Relations team in Career Services, and the students are prepared for these experiences through mock interview training, résumé/cover letter critique assistance, and structured academic courses that focus on Emotional Intelligence development and professionalism in the workplace. Professional Employment opportunities are available through the Eagle Career Net online job board and are open to all Georgia Southern University active students and alumni.

Experiential learning provides a valuable opportunity for students to acquire relevant work experience that will increase their marketability upon graduation. Internships and Co-ops provide an opportunity for students to evaluate whether their chosen career path or field of study is a good fit for them, develop their professional skills, and apply their academic knowledge while obtaining valuable real world experience in their field. The Office of Career Services at Georgia Southern University is committed to actively recruiting and promoting Internship and Co-op opportunities for all students and provides a centralized contact for all academic and non-academic related issues associated with experiential learning for all Colleges and majors.

Our professional staff advises and assists students in developing professional skills during their academic career so that they may complete an effective job search campaign prior to graduation. Workshops, class presentations, individual career advisement appointments, along with resources provided on the Career Services website, help 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 students and alumni through resume referrals, on-campus interviewing, and by allowing employers to post positions on Eagle Career Net. By participating in On-Campus Recruiting opportunities, students are able to network with potential employers from all industries to inquire about full-time employment upon graduation. Career Services works collaboratively with the academic and local communities to provide all Georgia Southern University students with the tools necessary to be highly marketable and competitive in the job market arena.

For more information, please visit the [Career Services website](http://students.georgiasouthern.edu/career) (<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.

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.

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. The GSO seeks to support scholarly activities and professional development as well as promote social opportunities for all graduate students.

The GSO council consists of representatives from each of the colleges on campus. The members are elected by application and nomination process. The council is the main governing body of the GSO and their duties include, but are not limited to, making final decisions regarding grant applications, running GSO meetings, and helping to organize social and professional development events sponsored by the GSO for graduate students. The GSO accepts grant proposals for research and conference travel to the Graduate Student Professional Development Fund each semester.

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 nationally accredited 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, 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 Response Call Service; and health

education, disease prevention, & wellness promotion programs/services including free HIV counseling and testing.

The Health Center is centrally located on Forest Drive across from Watson Hall near the Centennial Place residence hall complex. Operating hours are 8:00 a.m. to 5:00 p.m., Monday through Friday during semesters. Health Center hours are 10:00 a.m. to 4:30 p.m. when school is not in session. Limited clinic hours are available when school is not in session. As noted above, an after hour and weekend Nurse Response Call Service is available for students by calling the main Health Service phone number ((912) 478-5641 ([http://catalog.georgiasouthern.edu/graduate/student-services/student-life/support-services/health-services/tel:\(912\)%20478-5641](http://catalog.georgiasouthern.edu/graduate/student-services/student-life/support-services/health-services/tel:(912)%20478-5641))). This service is staffed by experienced registered nurses and nurse practitioners who assist student callers with after hour and weekend referral to the Health Center or Statesboro area medical providers specific to the health care situation; as well as assisting students with general health and wellness questions, concerns, and issues. The information for all calls made to the Nurse Response Call Service is shared with the Health Center for appropriate student follow-up.

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 credit 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) credit hours may choose to pay an office visit fee (same price as the health fee) at the Health Center to receive the same level of medical services as students who pay the health fee at registration. Students who are engaged in off-campus 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. This includes Health Center Pharmacy prescription medications which are typically offered at or below health insurance plan pharmacy coverage co-pays.

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 well trained, experienced Health Services staff includes the following full-time positions: physicians, a physician assistant, 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/aux/departments/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 ([http://catalog.georgiasouthern.edu/graduate/student-services/student-life/support-services/health-services/tel:\(912\)%20478-5234](http://catalog.georgiasouthern.edu/graduate/student-services/student-life/support-services/health-services/tel:(912)%20478-5234)) 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 ([http://catalog.georgiasouthern.edu/graduate/student-services/student-life/support-services/health-services/tel:\(912\)%20478-5641](http://catalog.georgiasouthern.edu/graduate/student-services/student-life/support-services/health-services/tel:(912)%20478-5641)) 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, including monthly public health updates by the Medical Director, at <http://services.georgiasouthern.edu/aux/departments/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.

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 Certificate of Immunization form. This form 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). Visit the Health Service web site at <http://services.georgiasouthern.edu/aux/departments/health> for more information.

HEALTH SERVICES

P.O. Box 8043

Statesboro, GA 30460-8043

Main Phone: (912) 478-5641 ([http://catalog.georgiasouthern.edu/graduate/student-services/student-life/support-services/health-services/tel:\(912\)%20478-5641](http://catalog.georgiasouthern.edu/graduate/student-services/student-life/support-services/health-services/tel:(912)%20478-5641))

Fax: (912) 478-1893 ([http://catalog.georgiasouthern.edu/graduate/student-services/student-life/support-services/health-services/tel:\(912\)%20478-1893](http://catalog.georgiasouthern.edu/graduate/student-services/student-life/support-services/health-services/tel:(912)%20478-1893))

E-mail: health@georgiasouthern.edu

Immunization Office Phone: (912) 478-0743 ([http://catalog.georgiasouthern.edu/graduate/student-services/student-life/support-services/health-services/tel:\(912\)%20478-0743](http://catalog.georgiasouthern.edu/graduate/student-services/student-life/support-services/health-services/tel:(912)%20478-0743))

Immunization Office Fax: (912) 478-0792 ([http://catalog.georgiasouthern.edu/graduate/student-services/student-life/support-services/health-services/tel:\(912\)%20478-0792](http://catalog.georgiasouthern.edu/graduate/student-services/student-life/support-services/health-services/tel:(912)%20478-0792))

Immunization E-mail: immunization@georgiasouthern.edu

Appointment Office Phone: (912) 478-5484 ([http://catalog.georgiasouthern.edu/graduate/student-services/student-life/support-services/health-services/tel:\(912\)%20478-5484](http://catalog.georgiasouthern.edu/graduate/student-services/student-life/support-services/health-services/tel:(912)%20478-5484))

Web Page: <http://services.georgiasouthern.edu/aux/departments/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 offered through the Multicultural Student Center visit www.georgiasouthern.edu/MSC or visit the Multicultural Student Center on the 2nd floor of the Russell Union Room #2070. You may also contact us at (912) 478-5409 or by email at MSC@georgiasouthern.edu.

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.

In addition to facilitating diversity workshops in the classroom and for student organizations, the Multicultural Student Center also organizes and promotes campus-wide diversity events which includes but is not limited to: lectures, conferences, trips and leadership workshops. The Multicultural Student Center also collaborates with student organizations and faculty on cultural heritage month celebrations which include but are not limited to: Hispanic Heritage; Lesbian, Gay, Bisexual, Transgender & Questioning (LGBTQ) Awareness; Women's History Month, Black History Month, Religious Awareness and much more.

For more information about programs and services offered through the Multicultural Student Center visit www.georgiasouthern.edu/MSC or the office located on the 2nd floor of the Russell Union Room 2070. You may also contact us at (912) 478-5409 or by email at msc@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 Russell Union Facilities and Event Services. Housing is the responsibility of the student. The Russell Union does not approve, license, or inspect properties. Services provided by the Russell Union include facilitating housing fairs and providing information to off-campus properties about campus programming. Additional information is available by calling our office at (912) 478-0441 or through the web at <http://students.georgiasouthern.edu/offcampushousing/>.

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://deanofstudents.georgiasouthern.edu/conduct>.

Russell Union Facilities and Event Services

The mission of the Russell Union Facilities and Event Services 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 in an atmosphere that fosters a sense of community. Each of these spaces 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 Life, Office of Student Conduct, Russell Union Operations, 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, wireless Internet, 14 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. The Williams Center's Office of Student Activities and the Student Organization Resource Center is a resource for students, organizations, and advisors with helpful information on organizational development, event planning resources, and full-time staff to support your co-curricular needs. The Williams Center includes a Multi-purpose Room that holds over 400 people, 26-seat conference room, and multiple meeting and work spaces available to students, faculty, and staff. The Offices of Student Media, Career Services, First Year Experience, and Educational Opportunity Programs also reside within the Williams Center building.

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 publishes news and entertainment online including video. Students perform all editorial, advertising, and marketing functions.

The mission of Student Media is to promote and build a sense of community by helping students learn about each other and how to become engaged in campus life and in the affairs of Georgia Southern University. The students who lead and work for these media outlets gain real-world experience and develop critical thinking and communication skills which are valuable in any career path.

For more information, contact the office at (912) 478-7459, or visit <http://deanofstudents.georgiasouthern.edu/student-media/>.

The University Store

As the official campus store of Georgia Southern University, the University Store provides the products, services and programs that support student success. At the University Store, students enjoy the convenience of one-stop shopping in a dynamic Georgia Southern environment. The Eagle-

centric shop sells licensed apparel, home decor and gift items to suit every Southern fan's needs.

The University Store offers all required textbooks and is a trusted campus resource for course materials and basic supplies. Georgia Southern University faculty work directly with the store to ensure a complete selection of required course materials. Unlike other stores and websites, the University Store only sells the correct and complete editions of textbooks and course materials. The store takes pride in its offerings and is confident in the unsurpassed customer service provided.

By selling new textbooks, used textbooks and eBooks, as well as offering competitive pricing and rental programs, the University Store gives students multiple purchasing options. The store partners with Georgia Southern University's Office of Financial Aid and accepts all forms of financial aid awarded through the Office. The University Store offers a wide selection of course material options in store and online.

Having a daily buyback program is one way the University Store puts cash back in the hands of students. If a book is required for a course the following semester, the store will pay up to 50% of the book's retail value unless the buying quota has already been met. The University Store understands the expense of a quality education and through buyback and an array of purchasing options is working to drive down the costs of textbooks and course materials.

Because the University Store is owned and operated by Georgia Southern University, store profits are reinvested into the campus providing financial support for facilities and programs benefiting students. For your shopping convenience or questions, the University Store is available 24 hours a day, seven days a week at gsustore.com (<http://gsustore.com>).

University Programming Board

University Programming Board is Georgia Southern University's student-led programming board that consists of four Executive Officers, 4 student programming chairs, and sixty general members. This student organization provides programming that allows students to maintain a healthy balance between academic pursuits and social activities. University Programming Board offers a diverse selection of popular entertainment, spirited events, and campus traditions throughout the year and supports the academic mission of Georgia Southern University by collaborating with various academic departments, organizations, and offices to provide programming based on a variety of topics and interests.

Major events produced by University Programming Board during the fall semester include Homecoming, Finals Feast and the Lighting of Sweetheart Circle. The Miss Georgia Southern University Scholarship Pageant, outdoor movies, concerts, and Lantern Walk are among the many programs coordinated during the spring semester. All events are open to Georgia Southern University students, faculty, and staff with their Eagle 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 Williams Center, or visit the website at <http://students.georgiasouthern.edu/upb/>. Also, check us out on <http://www.facebook.com/gsupb>.

University Housing

University Housing at Georgia Southern University operates eight housing units providing a living-learning environment for approximately 5,030 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, University Housing is committed to assisting students in making a smooth transition to college life.

Applying for Campus Housing

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

Graduate Student On-Campus Housing

Graduate students are eligible to apply for any upper-class space available. Currently we have no housing that is restricted to just graduate students. 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>.

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 Office website for additional information.

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:

University Housing
Post Office Box 8102
Georgia Southern University
Statesboro, GA 30460-8102
(912) 478-5406
FAX: (912) 478-1148
housing@georgiasouthern.edu
<http://www.gsuhousing.com>

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.

College of Business Administration

Dean: Allen Amason
Business Administration Room 2254
P.O. Box 8002
(912) 478-2622
E-mail address: aamason@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

Assistant Dean of Student and External Relations: Cindy H. Randall
Business Administration Room 2253
P.O. Box 8002
(912) 478-5107
E-mail address: crandall@georgiasouthern.edu

The College of Business Administration 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 Business Administration, Master of Accounting and Master of Science in Applied Economics 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 cultivates an invigorating academic environment that supports lifelong learning, individual growth, and a global mindset. The college distinguishes itself from colleges of business at other large, nationally recognized research universities by emphasizing close interactions and engagement among faculty, students, and the business community. We produce and share useful research. Our teaching reflects our concerns for academic excellence and student success. Our faculty, staff, students, and alumni use their diverse strengths to advance our core values: excellence, integrity, accountability, respect, and an appreciation for sustainability.

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. The support of and involvement in our community make it a better place in which to live and provides 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 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 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.

Experiential Learning Opportunities

Internships

Internship opportunities are available through the Office of Experiential Learning and Corporate Relations 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 contact the Director, for further information.

Location: Room 2232, College of Business Administration
Telephone: (912) 478-5820.

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 credit 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 hour 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 the College of Business Administration 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 the College of Business Administration.
- In order to change from "Pre-Business" to "BBA" status, a student must have
 - a. an institutional GPA of at least 2.5,
 - b. completed at least 45 credit hours, and
 - c. earned a "C" or better in Financial Accounting (ACCT 2101).
- BBA majors enrolling in upper division business courses for the first time must have completed or be concurrently enrolled in Managerial Accounting (ACCT 2102) and Business Economics (ECON 2106).
- BBA degrees require 24 credit 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 credit hours of courses related to the major. In addition to University graduation requirements, at least half of this 48 credit hour total (i.e., 24 credit hours) must be taken at Georgia Southern for a BBA student to qualify for graduation.
- To qualify for graduation, BBA students must
 - a. make a minimum grade of "C" in all courses used to satisfy their "Major Requirements" and
 - b. make a minimum grade of "C" in Managerial Accounting (ACCT 2102) and Business Economics (ECON 2106) as well as in the business core courses:

Credit Hours

BUSA 3131	Business Statistics	3
BUSA 3132	Applied Statistics and Optimization	3
BUSA 4131	Strategic Management	3
FINC 3131	Principles of Corporate Finance	3
MGNT 3130	Principles of Management	3
MGNT 3430	Operations Management	3
MKTG 3131	Principles of Marketing	3
CISM 3131	Management Information Systems	3
orACCT 4130	Accounting Information Systems	
orCISM 4135	Project Management and Development	

Advisement

Undergraduate

Academic advisement for all pre-business and most B.B.A. majors is managed by the College of Business Administration Student Services Center.

Location: Room 1100, College of Business Administration
Telephone: (912) 478-0085

Academic advisement for B.B.A. in Accounting majors is managed through the School of Accountancy.

Location: Room 2200 in the College of Business Administration
Telephone: (912) 478-1184

Graduate

Academic advisement for Graduate Programs occurs in the Office of Graduate Programs in the College of Business Administration.

Location: Room 3300, College of Business Administration
Telephone: (912) 478-5767

Academic advisement for the Enterprise Resources Planning (ERP) Certificate program occurs through the Department of Information Systems.

Location: Room 3126, College of Engineering and Information Technology
Telephone: (912) 478-4747

Doctoral

- Business Administration Ph.D. (Logistics and Supply Chain Management) (p. 65)

Masters

- Accounting M.Acc. (p. 68)
- Accounting M.Acc. (Forensic Accounting Concentration) (p. 70)
- Accounting WebM.Ac. (The Web-Based Master of Accounting) (p. 71)
- Applied Economics M.S (p. 73).
- Business Administration M.B.A. (p. 73)
- Business Administration M.B.A. (The Georgia WebMBA) (p. 75)
- Business Administration M.B.A. (With Area Concentration) (p. 76)
- Applied Economics Certificate (Online) (p. 76)
- Enterprise Resources Planning (ERP) Certificate Program (Online) (p. 64)
- Secondary or P-12 Education Certification (p. 77)

Department of Information Systems

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.

Information Systems Certificate

- Enterprise Resources Planning (ERP) Certificate Program (Online) (p. 64)

Enterprise Resources Planning (ERP) Certificate Program (Online)

Degree Requirements: 15 Credit Hours (Online)

Advising

College of Business Administration
Office of Graduate Programs
P.O. Box 8050
Statesboro, GA 30460
(912) 478-5767
FAX: (912) 478-7480

Program

The ERP Certificate program consists of five 3-credit hour graduate-level CISM courses, all of which will be delivered online. Students completing the ERP Certificate Program have the opportunity to attend a TERP10-SAP Academy on campus.

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:

- Admission to the Georgia Southern University College of Graduate Studies as a Non-Degree Certificate student. This requires the following:
 - 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.
 - Official copies of all undergraduate and graduate, if appropriate, transcripts.

- An updated resume that includes the following:
 - Work history,
 - Education history,
 - Professional experiences related to the academic program, and
 - Contact information for a minimum of three references.
- A personal statement that includes a description of career goals and reasons for applying to the graduate ERP Certificate program.
- 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.
- 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.
- 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 or Transient Credit

Due to the lock-step nature of the program, credit hour 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 Accounting and Control (ACCT 6130) or its undergraduate equivalent, Survey of Accounting (ACCT 2030), prior to Fall Semester.

		Credit Hours
Course requirements (15 Credit 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 Review	3
Select one of the following Prescribed Electives will be scheduled for each cohort:		3
CISM 7235	ERP Customization for SAP	
CISM 7336	Enterprise Information Systems	
Total Credit Hours		15

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 (p. 70).

Office of Graduate Programs

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 credit 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 credit hours of accounting and 12 credit 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 calendar 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 (<http://catalog.georgiasouthern.edu/graduate/business-administration/college-business-administration-programs/accounting->

[macc-forensic-accounting-concentration](#)) 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. 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.

Office of Graduate Programs Degrees

Doctoral Degree

- Business Administration Ph.D. (Logistics and Supply Chain Management) (p. 65)

Masters Degrees

- Accounting M.Acc. (p. 68)
- Accounting M.Acc (Forensic Accounting Concentration) (p. 70)
- Accounting WebM.Acc. (The Web-Based Master of Accounting) (p. 71)
- Applied Economics M.S.A.P.S. (p. 73)
- Business Administration M.B.A. (p. 73)
- Business Administration M.B.A. (The Georgia WebMBA) (p. 75)
- Business Administration M.B.A. (With Area Concentration) (p. 76)

Office of Graduate Programs Certificate

- Applied Economics Certificate (Online) (p. 76)

Business Administration Ph.D. (Logistics and Supply Chain Management)

Degree Requirements: 60 Credit Hours

Advising

Ph.D. Program
College of Business Administration
P.O. Box 8050
Statesboro, GA 30460-8154, or
(912) 478-5767
phd@georgiasouthern.edu
Fax: (912) 478-7480

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/admission/start/applynow/>)
- \$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/new-current-students/graduate-assistantships-information/>) and submit it to the Jack N. Averitt College of Graduate Studies.

Program Requirements

Graduate Transfer or Transient Credit

The College of Business Administration accepts graduate transfer or transient credit only from AACSB accredited programs. A maximum of two courses not to exceed six (6) credits may be considered for graduate transfer or transient 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.)

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 is consistent with the College of Graduate Studies dissertation committee and appointment policy and 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 Dissertation (LSCM 9999), Dissertation credit hour during each semester the dissertation is in progress, earning a minimum of 18 credit hours of Dissertation by the end of their program. Furthermore, the students must register continuously in Dissertation (LSCM 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 the completed dissertation in electronic format style consistent with that required by the College of Business Administration dissertation publication and consistent with the required College of Graduate Studies front-matter style per the College of Graduate Studies Electronic Thesis and Dissertation (ETD) policy.

Leave of Absence

If it is necessary to interrupt progress toward the degree, the student may petition for a non medical 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 COGS 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. Students approved for a leave of absence are not required to be registered during the approved leave period and the leave time does not count in the degree time limit. Students seeking a Medical Leave of Absence may apply for Medical Leave as outlined under "Medical Leave". For full Leave of Absence information refer to the Doctoral Degree Program Requirements (p. 136) section of the Graduate college catalog.

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 and Supply Chain Management Degree

A student admitted to the College of Graduate Studies as a prospective candidate for the Ph.D. in Logistics and 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

Prerequisites (12 Credit Hours)		Credit Hours
CISM 7330	Information Technology Management	3
MGNT 7331	Managerial Decision Analysis	3
MGNT 7430	Management of Operations for Competitive Advantage	3
MKTG 7431	Strategic Marketing Management	3
Total Credit Hours		12

Requirements

		Credit Hours
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
LSCM 9131	Logistics Management	3
LSCM 9331	Analysis of Secondary Data for Supply Chain Management Research	3
LSCM 9630	Supply Chain Management Theories	3
LSCM 9631	Research Processes and Philosophies in Supply Chain Management	3
LSCM 9632	Operations Management	3
LSCM 9633	Research Trends in Logistics	3
LSCM 9634	Supply Chain Management Research	3
LSCM 9999	Dissertation (A minimum of 18 total hours)	18
Focused Methods (3-6 Credit Hours)		
Additional depth in any method suitable for LSCM research in COBA or across GSU. To be arranged and subject to program's administrative approval.		3 - 6
Directed Study (3-6 Credit Hours)		
Project-based, independent, special topics or other studies available and approved prior to or along with dissertation work. Must be suitable for LSCM research and offered in COBA or across GSU. To be arranged and subject to program's administrative approval.		3 - 6
Total Credit Hours		60

Accounting M.Acc.

Degree Requirements: 30 Credit Hours

Advising

College of Business Administration
Office of Graduate Programs
P.O. Box 8050
Statesboro, GA 30460
(912) 478-5767
maccordinator@georgiasouthern.edu
Fax: (912) 478-7480.

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 credit hours of accounting and 12 credit 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. Admission is a competitive and the following will be considered extremely important elements of the application: Undergraduate GPA, GMAT score, and any other required test scores. 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) credit hours 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) credit hours in graduate courses in any seven contiguous years. A student may count a maximum of nine (9) credit hours 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 credit 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 hour only from AACSB accredited programs not to exceed six (6) credits subject to review and approval by the Director of the School of Accountancy.

WEBMAcc courses cannot be used to fulfill the requirements for the MAcc. Degree, nor can ACCT or LSTD courses be applied for credit hour in the WEBMAcc program. However, a student currently enrolled in one program can, under special circumstances, apply for admission to the other program and request that credit hour be transferred. The request to transfer courses must be approved by the Director of the School of Accountancy and the Graduate Programs Committee.

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:

	Credit Hours
Accounting	
Intermediate Accounting	
Georgia Southern equivalents are:	
ACCT 3131 Intermediate Accounting I	
ACCT 3132 Intermediate Accounting II	
ACCT 4133 Intermediate Accounting III	
Managerial Accounting	
Georgia Southern equivalents are:	
ACCT 3231 Managerial Accounting II	
Income Tax	
Georgia Southern equivalents are:	
ACCT 3330 Income Tax	
Accounting Information Systems	
Georgia Southern equivalents are:	

ACCT 4130 Accounting Information Systems	
Auditing	
Georgia Southern equivalents are:	
ACCT 4430 Auditing	
General Business	
Accounting Fundamentals	
Georgia Southern equivalents are:	
ACCT 2101 Financial Accounting	
ACCT 2102 Managerial Accounting	
Foundations of Economics	
Georgia Southern equivalents are:	
ECON 2105 Economics in a Global Society	
ECON 2106 Business Economics	
Fundamentals of Corporate Finance	
Georgia Southern equivalents are:	
FINC 3131 Principles of Corporate Finance	
Legal and Ethical Issues in Business	
Georgia Southern equivalents are:	
LSTD 2106 Legal Environment of Business	
Foundations of Management and Marketing	
Georgia Southern equivalents are:	
MGNT 3130 Principles of Management	
MKTG 3131 Principles of Marketing	
Business Statistics using Spreadsheet Analysis	
Georgia Southern equivalents are:	
BUSA 3131 Business Statistics	

Requirements

	Credit Hours
Required Courses (18 Credit 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 Credit Hours)	
Selected from 7000-level courses offered by the College of Business Administration, or from approved electives offered elsewhere in the University.	12
Total Credit Hours	30

School of Accountancy (SOA) Progression Requirements

1. Students must have a GPA of 3.0 in all accounting courses plus the required legal studies (LSTD) course in order to graduate with a MAcc degree. (in addition to the 3.0 overall GPA required by the university)
2. Students cannot retake a course in the MAcc program more than once. Failure to complete a course ("D", "F", "WF", or "W") on the second attempt will result in dismissal from the program.
3. Students cannot repeat more than one graduate course in the MAcc program. Failure to complete a second course ("D", "F", "WF", or "W") in the program will result in dismissal from the program.
4. Students cannot earn more than 2 grades of "C" or below during their tenure in the Masters of Accountancy program. A third or more grade of "C" or below will result in immediate dismissal from the program

and the student will not be allowed to graduate with a MAcc degree if the third (or more) "C" or below occurs in the last semester of the program.

5. Students who are dismissed from the MAcc program may appeal the program dismissal to the SOA Graduate Curriculum & Programs Committee (GCPC). Students who wish to appeal their dismissal should write a letter to the SOA GCPC requesting permission to continue in the MAcc Program.
6. Strict adherence to the American Institute of Certified Public Accountants' Code of Professional Conduct is required of all accounting students. Failure to comply with these professional standards will result in review and action by the School of Accountancy faculty and could result in the student's dismissal from the accounting program.

Accounting M.Acc. (Forensic Accounting Concentration)

Degree Requirements: 30 Credit Hours

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 MAcc 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 MAcc 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.

- **Other Required Scores:** Competitive scores on any other required tests will also be considered and are an extremely important component of the application.

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://cogs.georgiasouthern.edu/admission/start/applynow/>.
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 maccoordinator@georgiasouthern.edu

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) credits subject to review and approval by the Director of the School of Accountancy.

WebMAcc courses cannot be used to fulfill the requirements for the MAcc Degree with Forensic Accounting concentration, nor can ACCT or LSTD courses be applied for credit in the WebMAcc program. However, a student currently enrolled in one program can, under special circumstances, apply for admission to the other program and request that credit hour be transferred. The request to transfer courses must be approved by the Director of the School of Accounting and the Graduate Programs Committee.

Program of Study

Prerequisites

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.

		Credit Hours
Fraud Examination Prerequisite Courses (15 Credit Hours)		
ACCT 4631	Macro Fraud Examination	3
ACCT 4632	Micro Fraud Examination	3

ACCT 4830	Special Problems in Accounting	3	Statesboro, GA 30460
LSTD 3631	Fraud and the Law	3	(912) 478-5767
LSTD 4633	Forensic Interviews and Interrogations	3	maccordinator@georgiasouthern.edu
			Fax: (912) 478-7480

Requirements

		Credit Hours
Program of Study (18 Credit 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
Forensic Accounting Concentration (12 Credit Hours)		
ACCT 7635	Fraud and Society	3
ACCT 7636	Expert Witnessing	3
ACCT 7637	Forensic Accounting Capstone	3
ACCT 7639	Cyber Forensics and Data Analytics	3
Total Credit Hours		30

School of Accountancy (SOA) Progression Requirements

1. Students must have a GPA of 3.0 in all accounting courses plus the required legal studies (LSTD) course in order to graduate with a MAcc degree. (in addition to the 3.0 overall GPA required by the university)
2. Students cannot retake a course in the MAcc program more than once. Failure to complete a course ("D", "F", "WF", or "W") on the second attempt will result in dismissal from the program.
3. Students cannot repeat more than one graduate course in the MAcc program. Failure to complete a second course ("D", "F", "WF", or "W") in the program will result in dismissal from the program.
4. Students cannot earn more than 2 grades of "C" or below during their tenure in the Masters of Accountancy program. A third or more grade of "C" or below will result in immediate dismissal from the program and the student will not be allowed to graduate with a MAcc degree if the third (or more) "C" or below occurs in the last semester of the program.
5. Students who are dismissed from the MAcc program may appeal the program dismissal to the SOA Graduate Curriculum & Programs Committee (GCPC). Students who wish to appeal their dismissal should write a letter to the SOA GCPC requesting permission to continue in the MAcc Program.
6. Strict adherence to the American Institute of Certified Public Accountant's Code of Professional Conduct is required of all accounting students. Failure to comply with these professional standards will result in review and action by the School of Accountancy faculty and could result in the student's dismissal from the accounting program.

Accounting WebM.Acc. (The Web-Based Master of Accounting)

Degree Requirements: 30 Credit Hours

Advising

College of Business Administration
Office of Graduate Programs
P.O. Box 8050

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 credit hours of coursework. The 30 credit hours includes 18 credit hours of required courses that will not change between cohorts. The remaining 12 credit 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:

- Probability of success in the program,
- Space availability in the program, and
- 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 credit 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:

	Credit Hours
Accounting	
Intermediate Accounting	
Georgia Southern equivalents are:	
ACCT 3131	Intermediate Accounting I
ACCT 3132	Intermediate Accounting II
ACCT 4133	Intermediate Accounting III

Managerial Accounting

Georgia Southern equivalents are:

ACCT 3231 Managerial Accounting II

Income Tax

Georgia Southern equivalents are:

ACCT 3330 Income Tax

Accounting Information Systems

Georgia Southern equivalents are:

ACCT 4130 Accounting Information Systems

Auditing

Georgia Southern equivalents are:

ACCT 4430 Auditing

General Business

No general business courses are required for the WEBMAcc. program, but individual elective courses may require prerequisite courses. Students are responsible for meeting course prerequisites 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.

Requirements

	Credit Hours
Core Courses (18 Credit 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 Courses (12 Credit 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.	12
Total Credit Hours	30

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 credit 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.

Degree Requirements: 30 Credit Hours

Advising

College of Business Administration
Office of Graduate Programs
Georgia Southern University
P. O. Box 8050
Statesboro, GA 30460
phone (912) 478-5767
email: msae@georgiasouthern.edu
website: <http://coba.georgiasouthern.edu/msae.htm>

Admission Requirements

Regular

Admission into the Master of Science in Applied Economics program is competitive. To be considered for regular admission students must satisfy the following requirements:

1. Bachelor's degree from an accredited college or university
2. Undergraduate GPA: minimum of 3.00 on a 4.00 point scale
3. Competitive GRE scores
4. Completed courses in calculus, statistics, intermediate macroeconomics, and intermediate microeconomics with a minimum grade of "C" in each course and a minimum GPA of 3.00 on a 4.00 scale in these courses
5. Completed Math for Applied Economics (ECON 7110) with a minimum grade of "C"

Students who apply by the deadlines below and meet the first four requirements will be conditionally admitted and given the opportunity to take Math for Applied Economics before beginning the program. The Math for Applied Economics requirement will be waived upon demonstration of current proficiency in algebra and calculus. Contact the Program Director for details. The GRE requirement may be waived at the discretion of the Program Director for applicants holding a graduate degree in a quantitative field.

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 regular admission requirements or applicants who require prerequisite coursework prior to entering the program.

Application Deadlines

The deadline for completed applications for fall semester admissions is May 1st with decisions being made on or before June 1st. Applications for spring semester are due by October 1st with decisions being made on or before October 15th. Applications completed after the deadline will be considered at the discretion of the program director.

Program of Study

Credit Hours

Required Courses (18 Credit Hours)

ECON 7131	Microeconomics	3
ECON 7132	Macroeconomics	3
ECON 7133	International Economics	3
ECON 7232	History of Economic Thought	3
ECON 7331	Applied Econometrics I	3
ECON 7332	Applied Econometrics II	3

Electives (12 Credit Hours)

Select four of the following courses:		12
ECON 7431	Regional Economic Development	
ECON 7531	Industrial Organization	
ECON 7631	Advanced Financial Economics	
ECON 7632	Financial Economics and Risk	
ECON 8131	Health Economics	
ECON 8231	Behavioral Economics	
ECON 8331	Applied Dynamic Optimization	

Total Credit Hours **30**

Business Administration M.B.A.

Degree Requirements: 30 Credit Hours

Advising

College of Business Administration
Office of Graduate Programs
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) credits 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) credits 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) credits in graduate courses in any seven contiguous years. A

student may count a maximum of nine (9) credits 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 credits) 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) credits subject to review and approval by the COBA Graduate Curriculum and Programs Committee.

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

		Credit Hours
Core/Foundation/Prerequisites (15 Credit Hours)		
ACCT 2101	Financial Accounting	3
BUSA 3131	Business Statistics	3
CISM 2530	Advanced Business Applications	3
ECON 2106	Business Economics	3
FINC 3131	Principles of Corporate Finance	3
Total Credit Hours		15

Requirements

		Credit Hours
General MBA Requirements (27 Credit 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 Credit Hours)		

Selected from 7000-level courses offered by the College of Business Administration or from approved electives offered elsewhere in the University.

Total Credit Hours

30

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: Managerial Decision Analysis (MGNT 7331) MUST BE TAKEN DURING THE STUDENT'S FIRST SEMESTER OF 7000 LEVEL COURSE WORK.

Business Administration M.B.A. (The Georgia WebMBA)

Degree Requirements: 30 Credit Hours

Advising

College of Business Administration
College of Graduate Programs
P.O. Box 8050
Statesboro, GA 30460
(912) 478-5767, or
mba@georgiasouthern.edu

The Georgia WebOnline MBA® curriculum consists of 10 courses, plus a one (1) credit 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. The program is administered through a consortium of six University System of Georgia institutions comprising the Georgia WebMBA.

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 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://auxiliary.georgiasouthern.edu/healthservices/>.

- 3 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 successfully completing online course content modules. Modules information is available on request from the Office of Graduate Studies.

Graduate Prerequisite Requirements

Credit Hours

Graduate Prerequisite Requirements

Foundation to Business Statistics (3)

Georgia Southern equivalent is:

BUSA 3131 Business Statistics

Foundations of Macroeconomics (3)

Georgia Southern equivalents are:

ECON 2106 Business Economics

Foundations of Financial Accounting (3)

Georgia Southern equivalents are:

ACCT 2101 Financial Accounting

Foundations of Corporate Finance (3)

Georgia Southern equivalent is:

FINC 3131 Principles of Corporate Finance

Requirements

Credit Hours

WebMBA® Requirements (30 Credit Hours)

WMBA 6000	Human Behavior in Organizations	3
WMBA 6010	Managerial Accounting	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 6070	Entrepreneurship-New Venture Analysis	3
WMBA 6080	Management Information Systems	3
WMBA 6100	Production Operations Management	3
WMBA 6110	Business Strategy	3

Total Credit Hours

30

Business Administration M.B.A. (With Area Concentration)

Degree Requirements: 36 Credit Hours

Advising

College of Business Administration
Office of Graduate Programs
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 (p. 73)" described above must be part of the Program of Study.

Health Service Administration Concentration, 36 Credit Hours

	Credit Hours
General MBA Requirements	27
Concentration Requirements	9
HSPM 7XXX Choose three Health Services Policy Management courses	
Total Credit Hours	36

Information Systems Concentration, 36 Credit Hours

	Credit Hours
General MBA Requirements	27
Concentration Requirements	9
CISM 7XXX Choose three Information Systems courses	
Total Credit Hours	36

International Business Concentration, 36 Credit Hours

	Credit Hours
General MBA Requirements	27
Concentration Requirements	9
Choose three courses from:	
ECON 7133 International Economics	
FINC 7232 Global Finance	
MGNT 7334 Global Management	
MKTG 7435 Global Marketing	
Total Credit Hours	36

Applied Economics Certificate (Online)

Requirements: 18 Credit Hours

Advising

College of Business Administration
Department of Finance and Economics
Dr. Rand Ressler
Georgia Southern University
P. O. Box 8050
Statesboro, GA 30460
phone (912) 478-6723
email: msae@georgiasouthern.edu
website: <http://coba.georgiasouthern.edu/msae.htm>

Admission Requirements

Admission into the Master of Science in Applied Economics program is competitive. To be considered for regular admission students must satisfy the following requirements:

1. Bachelor's degree from an accredited college or university
2. Undergraduate GPA: minimum of 3.00 on a 4.00 point scale
3. Competitive GRE scores
4. Completed courses in calculus, statistics, intermediate macroeconomics, and intermediate microeconomics with a minimum grade of "C" in each course and a minimum GPA of 3.00 on a 4.00 scale in these courses
5. Completed Math for Applied Economics (ECON 7110) with a minimum grade of "C"

Students who apply by the deadlines below and meet the first four requirements will be conditionally admitted and given the opportunity to take Math for Applied Economics before beginning the program. The Math for Applied Economics requirement will be waived upon demonstration of current proficiency in algebra and calculus. Contact the Program Director for details. The GRE requirement may be waived at the discretion of the Program Director for applicants holding a graduate degree in a quantitative field.

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 regular admission requirements or applicants who require prerequisite coursework prior to entering the program.

Application Deadlines

The deadline for completed applications for fall semester admissions is May 1st with decisions being made on or before June 1st. Applications for spring semester are due by October 1st with decisions being made on or before October 15th. Applications completed after the deadline will be considered at the discretion of the program director.

Program of Study

	Credit Hours
Required Courses (9 Credit Hours)	
ECON 7131 Microeconomics	3
ECON 7132 Macroeconomics	3
ECON 7133 International Economics	3
Electives (9 Credit Hours)	
Select three of the following courses:	9

ECON 7232	History of Economic Thought
ECON 7331	Applied Econometrics I
ECON 7332	Applied Econometrics II
ECON 7431	Regional Economic Development
ECON 7531	Industrial Organization
ECON 7631	Advanced Financial Economics
ECON 7632	Financial Economics and Risk
ECON 8131	Health Economics
ECON 8231	Behavioral Economics
ECON 8331	Applied Dynamic Optimization

Total Credit Hours

18

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.

		Credit Hours
CSCI 1230	Introduction to BASIC Programming	3
GCM 1321	Desktop Publishing	2
GCM 1411	Desktop Publishing Laboratory	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:

		Credit Hours
ITEC 3430	Instructional Technology for P-12 Teaching Fields	3
READ 3330	Content Literacy	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 credit PPB block of courses with the required 50 credits of field experience; **OR**
- BA/BS/BBA majors can take Exploring Learning and Teaching (EDUC 2130) concurrently with PPB Practicum (EDUC 2090) (50 contact hours in a school) – total of 3 credits. After taking Exploring Learning and Teaching (EDUC 2130), those students can take one or

both of the other PPB courses with approximately 10 credits of field experience with each course. These courses are:

- Investigating Critical and Contemporary Issues in Education (EDUC 2110) (3)
- Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts (EDUC 2120) (3)

NOTE: GACE Program Admission Assessment 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:

		Credit Hours
ITEC 3430	Instructional Technology for P-12 Teaching Fields	3
READ 3330	Content Literacy	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 credit PPB block of courses with the required 50 credits of field experience; **OR**
- BA/BS/BBA majors can take Exploring Learning and Teaching (EDUC 2130) concurrently with PPB Practicum (EDUC 2090) (50 contact hours in a school) – total of 3 credits. After taking Exploring Learning and Teaching (EDUC 2130), those students can take one or both of the other PPB courses with approximately 10 credits of field experience with each course. These courses are:
 - Investigating Critical and Contemporary Issues in Education (EDUC 2110) (3)
 - Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts (EDUC 2120) (3)

NOTE: GACE Program Admission Assessment 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 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 Education and Research: Tracy 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

We envision a College of Education that continues to grow in its national recognition for excellence and innovation in teaching, scholarship, and outreach; and becomes the choice for novice and experienced professionals desiring a high quality, flexible education to help them meet their individual intellectual and career goals.

Mission

The mission of the College of Education is to prepare students to teach, lead, counsel, and model life-long learning; engage in scholarship that provides new pathways to meet the needs of a dynamic, diverse society; and facilitate access to learning opportunities that are authentic, student-centered, and technology-rich.

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 Educator Preparation Committee (EPC), which includes representatives from the College of Education, other colleges on campus, public schools, and related agencies, provides a forum for coordinating these efforts.

"*Reflective Educators for Diverse Learners*" is the theme of the College of Education's conceptual framework. This theme, as articulated in the *Four Commitments*, clearly reflects the mission of the College and University. The University's focus is on providing a culture of engagement that bridges theory with practice. This focus is reflected in the COE vision "We envision a College of Education that continues to grow in its national recognition for excellence and innovation in teaching, scholarship, and outreach; and becomes the choice for novice and experienced professionals desiring a high quality, flexible education to help them meet their individual intellectual and career goals." To achieve its mission,

the College is committed to academic distinction in undergraduate and graduate education, collaboration, diversity, professional development, and regional service. These College-level commitments are reflected in the *four commitments* we seek to instill in our candidates. Embedding the *four commitments* in the Teacher Education Program (TEP) Standards and aligning them with competencies required by the Georgia Professional Standards Commission and Specialized Professional Associations in all initial and advanced 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 in-depth knowledge of their disciplines and/or 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 who support the learning of their students. Campus, P-12 schools, and community-based collaborations and partnerships result in richer programs and enhance learning opportunities for all candidates. 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, particularly underserved populations including English language learners, students with exceptionalities, students of color, and those living in poverty. 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, language, emotional, social, and cultural development. We believe that our candidates must understand the interrelatedness of individuals, small groups, and society, both locally and globally. To support the learning of all students, educators must be active in working with issues of culture, diversity, and equity; understand the political and humanistic nature of education; and have the knowledge and skills to deliver curriculum, instruction and services from multiple perspectives. 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 candidates' curriculum, field experiences, clinical practice, and key assessments 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, all candidates in initial and advanced programs integrate technology and other multimedia resources. Candidates will use technology-based best practices to engage all students and maximize their learning as well as enabling them to become proficient in the use of technologies. The College of Education uses a technology-based assessment system that continuously gathers data at the unit and program levels for formative and summative assessment purposes. Through data analysis, the College of Education's professional community ensures that candidates meet technology-related professional and state standards.

C.4 Commitment to the Practice of Continuous Reflection and Assessment - We believe that reflective educators continually engage in data-based assessment, familiarize themselves with the culture of the students they serve, study the history of education on a local, state, and national level, and listen to the personal and familial stories of the students in front of them. As part of this process, candidates who work directly with students must monitor, assess and analyze student learning, and make appropriate adjustments to instruction and the learning environment. 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 use multiple sources of data to evaluate and improve their practice in an effort to ensure that the educational needs of all learners are met. They have the ability to define and frame a problem from multiple perspectives, to consider reasoned courses of action, to act, and, finally, to reflect on the effectiveness of their actions, as demonstrated by a variety of student assessment measures.

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.

Advisement

Students in M.A.T., M.Ed., Ed.S., and Ed.D. programs are assigned to faculty advisors or professional advisors in the Graduate Academic Services Center. 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 credit 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.

Doctoral Degrees

- Curriculum Studies Ed.D. (p. 81)
- Educational Leadership Ed.D. (p. 88)

Specialist Degrees (p. 88)

- Counselor Education Ed.S. (p. 87)
- Early Childhood Education (Grades P-5) Ed.S. (Online) (p. 101)
- Educational Leadership Ed.S. (p. 90)
- Instructional Technology Ed.S. (p. 91)
- Middle Grades Education (Grades 4-8) Ed.S. (Online) (p. 102)
- Reading Education (K-12) Ed.S. (Online) (p. 84)
- School Psychology Ed.S. (p. 92)
- Secondary Education (Grades P-12) Ed.S. (Online) (p. 103)
- Special Education (Grades P-12) Ed.S. (Online) (p. 104)

Masters Degrees

- Counselor Education M.Ed. (p. 93)
- Curriculum and Instruction - Accomplished Teaching M.Ed. (Online) (p. 105)
- Early Childhood Education (Grades P-5) M.Ed. (Online) (p. 106)
- Educational Leadership M.Ed. (p. 95)
- Higher Education Administration M.Ed. (p. 96)
- Instructional Technology M.Ed. (Georgia ONmyLINE) (p. 96)
- Middle Grades Education (Grades 4-8) M.Ed. Online (p. 106)
- Reading Education M.Ed. (p. 85)
- Secondary Education (Grades 6-12) M.Ed. (Online) (p. 107)
- Special Education (Grades P-12) M.Ed. Online (p. 108)
- Teaching MAT (p. 109)
- Instructional Technology Certification (Non-degree) (Online) (p. 98)
- School Library Media Certification (Non-degree) (Online) (p. 99)
- English for Speakers of Other Languages (ESOL) Education Endorsement (p. 113)
- Online Teaching and Learning Endorsement (Online) (p. 100)
- Reading Endorsement: Classroom Teacher of Reading Program (Online) (p. 86)

Admission and Retention in College of Education Programs

A student must be formally admitted to the graduate degree program for which he/she intends to earn a degree. Refer to the College of Graduate Studies for limits on the number of courses that may be applied to a program for non-degree seeking students.

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.
3. Disclose any previous misconduct or professional ethics violations—must not have a warning, reprimand, suspension, denial, or revocation 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.

Prior to a structured field placement (i.e., an internship, practicum, and on-going experience that is more than a one-time classroom project), 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 or any pending professional ethics violations (e.g., pending PSC investigations).
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 recheck. Please be aware that if a criminal background check (or recheck) shows a pending criminal charge or a criminal conviction, this may prevent you from receiving a field placement.
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 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. Failure to report any violation of state or federal law to the Professional Standards Commission within 90 days is grounds for exclusion from a program.
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 structured field placements as part of their graduate program are required to complete a criminal background recheck on admission to the program and before commencing the structured field placement. Students will be required to undergo a criminal background recheck once every two years but will not be required to perform a background recheck more than one time per year if their program requires multiple structured field placements.
10. Meet all retention criteria established by the College of Graduate Studies.

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 (<http://catalog.georgiasouthern.edu/undergraduate>) 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. 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 Program Admission 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.
11. Opened an active account with the College of Education's electronic assessment and data management system.
12. Created a MyPSC account with the Georgia Professional Standards Commission and claim Georgia Southern University as your program provider.
13. Completed the Georgia Educator Ethics-Program Entry (350).
14. Received a Preservice Certificate from the Georgia Professional Standards.

All of the following requirements must be met for **retention** in the Teacher Education Program:

1. Students must maintain a cumulative GPA of 3.0 or higher, in the MAT program.
2. Students must earn a minimum grade of "C" in all professional education and all teaching field course work.
3. Students must successfully complete all field experiences.
4. 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.
5. Students must not have violated the Georgia Professional Standards 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.
6. 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.

- Students must maintain liability insurance.
- Students must maintain an active account with the College of Education's electronic assessment and data management system.

Admission to Student Teaching/ Internship

Student Teaching is required in all teacher preparation programs at the initial preparation level. In order to participate in the student teaching program, a teacher candidate must:

- Meet all admission and retention requirements for the Teacher Education Program.
- Have earned an overall cumulative GPA of 2.50 or higher on all college course work attempted.
- Make application to Student Teaching no later than one semester prior to the academic year semester in which registration for the course occurs.
- Meet admission requirements for Student Teaching no later than one semester prior to enrollment for the course.
- Have met the College and department prerequisites for majoring in the field.
- Have a disciplinary record clear of any actions which might be a detriment to successful performance in the classroom.
- Possess mental, emotional, and physical health compatible with the expectations of the profession.
- Participate in the mandatory orientation for Student Teaching.
- Complete the professional education program and courses in the teaching field with a grade of "C" or better and an adjusted GPA of 2.75 or better.
- Take the GACE Content Assessment appropriate to the field.
- Purchase liability insurance.
- Pass the Georgia Educators Ethics – Program Exit (360).
- Possess a Preservice Certificate from the Georgia Professional Standards Commission.

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. 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 College of Education candidates completing programs that qualify and plan to seek initial certification in Georgia must file an application for an induction certificate. This will include opening a MyPSC account with the Georgia Professional Standards Commission and claiming Georgia Southern University as the program provider. The applications for initial certification along with the verification of legal presence (forms are available at www.gapsc.com (<http://www.gapsc.com>)) will be filed through the College of Education Certification Officer, Ms. Christina Thompson, 912-478-0698 or cjthomp@georgiasouthern.edu. The Certification Officer will also verify program completion to the Georgia Professional Standards Commission.

College of Education candidates, who are employed as educators in the State of Georgia, will complete the application process through their local units of administration (LUA). Program completion will be verified to the Georgia Professional Standards Commission through the College of Education Certification Officer, Ms. Christina Thompson, 912-478-0698 or cjthomp@georgiasouthern.edu

Department of Curriculum, Foundations, and Reading

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, reading education, and educational research. A master's degree program in reading education, an education specialist degree program in reading 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.

Curriculum, Foundations, and Reading Degrees

Doctoral Degrees

- Curriculum Studies Ed.D. (p. 81)

Educational Specialist Degrees

- Reading Education (K-12) Ed.S. (p. 84)

Master's Degrees

- Reading Education M.Ed. (Online) (p. 85)

Curriculum, Foundations, and Reading Endorsement

- Reading Endorsement: Classroom Teacher of Reading Program (Online) (p. 86)

Curriculum Studies Ed.D.

Degree Requirements: 63 Credit Hours beyond Master's Including Dissertation, 54 Credit Hours beyond Master's Excluding Dissertation

Advising

Department of Curriculum
Foundations, and Reading
Dr. Daniel Chapman
Program Coordinator
P. O. Box 8144
Statesboro, GA 30460
(912) 478-5715
dechapman@georgiasouthern.edu
Fax: (912) 478-5382
<http://coe.georgiasouthern.edu/cs/>

Admission Requirements

The following minimum admission requirements must be met:

- 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 official report from the Graduate Record Examination (GRE) General or the Miller's Analogies Test (MAT) showing competitive scores. 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. Students seeking a certificate upgrade must identify a concentration (i.e., certification field) on the Ed.D. admission application.

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 five areas:

1. Curriculum Studies Core,
2. Research and Inquiry Core,
3. Advanced Doctoral Core (with certification/non-certification options),
4. Emphasis Area, and
5. Dissertation.

The first two areas require a combined minimum of 33 credit hours of course work, the third area requires a minimum of 9 credit hours of course work, the fourth area requires a minimum of 12 credit hours, and the fifth area requires a minimum of 9 credit hours. The complete program requires a minimum of 54 credit hours of course work plus 9 credit hours of dissertation.

Prerequisite(s)

Students must meet prerequisites required by the program and by certain courses within the program. Prerequisite courses do not apply toward degree requirements. The program prerequisites are:

		Credit Hours
EDUC 7130	Curriculum, Theories and Design	3
EDUF 7130	Learning Theories and Applications	3

EDUF 7235	Multicultural Education	3
EDUR 7130	Educational Research	3
EDUR 8131	Educational Statistics I	3

Some students might enter the program carrying course work beyond the Master's degree. Once admitted and a Candidacy Committee Chair is identified, up to 9 credit hours of applicable and appropriate post-Master's work may apply toward degree requirements with the approval of the student's Candidacy Committee Chair.

Curriculum Studies 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 Core

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 the Research and Inquiry Core 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 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.

Advanced Doctoral Core

This segment of the program of study provides an option to students regarding required courses. Students will select either the certification option (advanced pedagogy coursework) or the non-certification option (advanced Curriculum Studies coursework). Students seeking a certificate upgrade must select the certification option and apply the advanced pedagogy coursework to their certification field.

Emphasis Areas

This program offers four interdisciplinary emphasis areas covering a broad terrain of scholarly inquiry and educational application.

1. Cultural Curriculum Studies

This emphasis area provides intensive exposure to critical aspects of the Curriculum Studies field. 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.

2. Instructional Improvement

This emphasis 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.

3. Multicultural/International Studies

This emphasis area reflects the growing importance of multicultural and international studies at all levels of education. The emphasis area allows examination of the needs of culturally diverse groups, the relationship between culture and academic achievement, and the nature of international schooling.

4. Teaching and Learning

This emphasis area, which combines theory and practice, provides a critical examination of enduring and contemporary issues, reform

efforts, and practices associated with the teaching and learning process.

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. If a student fails the Candidacy Exam, she/he has one more opportunity to re-take it. If the student fails the second attempt, she/he will be excluded from the program.

The Candidacy Committee

The committee will be comprised of three faculty, each responsible for one of the examination blocks (Core, Research, Advanced Doctoral Core/ Emphasis Areas). 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.

Prerequisites

Program Prerequisites (15 Credit Hours)		Credit Hours
EDUC 7130	Curriculum, Theories and Design	3
EDUF 7130	Learning Theories and Applications	3
EDUF 7235	Multicultural Education	3
EDUR 7130	Educational Research	3
EDUR 8131	Educational Statistics I	3

Requirements

Curriculum Studies Core (18 Credit Hours)		Credit Hours
EDUC 9230	Power and Schooling	3
EDUC 9631	Advanced Seminar in Curriculum Theory	3
EDUF 8831	Philosophies of Education	3
EDUF 9131	Ethical Dimensions of Education	3
EDUF 9132	History of American Curriculum	3
EDUF 9234	History of American Education	3
Research and Inquiry Core (15 Credit Hours)		Credit Hours
EDUC 9232	Forms of Curriculum Inquiry	3
EDUF 9133	Theories of Educational Inquiry	3
EDUR 8132	Educational Statistics II	3
orEDUR 9232	Advanced Qualitative Research	3
EDUR 9131	Doctoral Research Methods	3
EDUR 9231	Qualitative Research in Education	3

Advanced Doctoral Core (9 Credit Hours)

Select one of the following Options: 9

Certification Option (Advanced Pedagogy) ¹

ESED 9131	Inquiry and Development of Educational Practice ²
ESED 9231	The Teacher Educator ²
ITEC 8630	Advanced Seminar in Instructional Technology ²

Non-Certification Option (Advanced Curriculum Studies)

Select three of the following courses:	
EDUC 9130	Contemporary Curriculum Theorists (may be repeated once for emphasis area/elective credit hour)
EDUC 9132	Critical Reading in Curriculum (may be repeated once for emphasis area/elective credit hour)
EDUC 9632	Advanced Seminar in Qualitative Dissertation Writing
EDUC 9633	Research Seminar in Curriculum Studies (may be repeated once for elective credit hour)

Emphasis Area (12 Credit Hours)

Select one of the following Emphasis Areas: 12

Cultural Curriculum Studies

EDUC 9130	Contemporary Curriculum Theorists
EDUC 9132	Critical Reading in Curriculum
EDUF 9631	Seminar in Cultural Studies
	Elective

Instructional Improvement

EDUC 8230	Curriculum Design and Evaluation
Select two of the following:	
EDUF 8131	Theories of Adolescence
EDUF 8133	Interaction and Learning
EDUF 8134	Models of Motivation
EDUF 8135	Thinking and Problem Solving
EDUF 8136	Theories of Human Development
	Elective

Multicultural/International Studies

EDUF 8231	Global Education
EDUF 8233	Regional Issues In Multicultural Education
EDUF 8236/8236S	International Study of Educational Practices
	Elective

Teaching and Learning

ESED 9132	Critical Analysis of Schools and Educational Practices
ESED 9232	Supervision of Teachers
ESED 9631	Advanced Seminar in Teaching and Learning
	Elective

Dissertation (9 Credit Hours)

EDUC 9999	Dissertation (minimum of 9 credit hours)	9
-----------	--	---

Total Credit Hours 63

¹ Candidates are eligible for a certificate upgrade in any Georgia Professional Standards Commission approved certification area. Students seeking a certificate upgrade must identify a concentration (i.e., certification field) during the Ed.D. admission process in order for the concentration to appear on their transcript.

² Students must apply coursework to their certification field.

Other Program Requirements

- Must successfully complete assessments identified at each program transition point

Reading Education (K-12) Ed.S. (Online)**Degree Requirements: 33 Credit 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/read/literacy-programs/eds/>

Certificate upgrade information: The educator who holds a level five certificate in Reading, Middle Grades Reading, Early Childhood Education, or Special Education with a cognitive area in Reading will qualify for a level six certificate upgrade upon successful completion of all program requirements.

Admission Requirements**Regular**

1. Complete requirements for a Master's degree from a regionally accredited institution.
2. Possess or be eligible for a level five certificate. Candidates who have completed all eligibility requirements for the Professional Level Five Certificate have until the end of the first semester to obtain the certificate.
3. Present a 3.25 or higher GPA on all graduate work attempted.
4. Present current official report from the verbal, quantitative and analytical writing sections of the Graduate Record Examination (GRE) showing competitive scores. 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) credits of course work after admission and meet any other stipulations outlined by the department to be converted to regular status.

Prerequisite Coursework

		Credit Hours
EDUF 7130	Learning Theories and Applications	3
EDUR 7130	Educational Research	3

Requirements

		Credit Hours
Core Requirements (15 Credit Hours)		
EDUR 8131	Educational Statistics I	3
ESED 5233G	Applied Linguistics: ESOL	3
ESED 8130	Research on Current Trends and Issues 1	3
ESED 8131	Teacher Leadership ²	3
ITEC 8231	Transforming Learning with Technology	3
Content Specific Requirements (9 Credit Hours)³		
EDUR 8434	Field-Based Educational Research ⁴	3
ESED 8132	Curriculum and Instruction ²	3
READ 8839	Field Project in Reading ⁵	3
Restricted Elective (3 Credit Hours)		
Select 3 credit hours from the following:		3
READ 7090	Selected Topics in Reading	
READ 8130	Literacy Assessment and Correction II (field experience required)	
READ 8230	Organization and Supervision of Reading Programs	
READ 8630	Critical Readings in Reading/Literacy Education	
READ 8734	Practicum in Literacy Instruction	
Electives (6 Credit Hours)		
Select 6 credit hours of Electives		6
Total Credit Hours		33

¹ Must be taken during the first nine (9) credits; Prerequisite(s): Admission into the Ed.S. in Reading Education.

² Prerequisite(s): Research on Current Trends and Issues (ESED 8130) or concurrently enrolled.

³ Ed.S. candidates must complete the Content Specific Requirements in Reading Education.

⁴ Prerequisite(s): Educational Statistics I (EDUR 8131), Research on Current Trends and Issues (ESED 8130), Teacher Leadership (ESED 8131), Curriculum and Instruction (ESED 8132), Transforming Learning with Technology (ITEC 8231)

⁵ Prerequisite(s): Educational Statistics I (EDUR 8131), Field-Based Educational Research (EDUR 8434), Research on Current Trends and Issues (ESED 8130), Teacher Leadership (ESED 8131), Curriculum and Instruction (ESED 8132), Transforming Learning with Technology (ITEC 8231)

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.

- Maintain an active account with the COE electronic data management system.

- Claim Georgia Southern University as your program provider in your My PSC Account during your first term of enrollment (see information under My PSC Account in Graduate Catalog, College of Education).

Reading Education M.Ed. (Online)

Degree Requirements: 36 Credit 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/read/literacy-programs/med/>

Certificate Upgrade Information: The educator will qualify for a level 5 Georgia certificate upgrade with a new Field program upon successful completion of all program requirements, achieving a passing score on the required GACE Content Assessments for Reading, and applying for and successfully adding the Reading Education Specialist Program to the educator's GaPSC certificate.

Admission Requirements

Regular

1. Complete requirements for a bachelor's degree from a regionally accredited institution.
2. Possess a valid, level four or higher, Professional, Advanced Professional, or Lead Professional teaching certificate, leadership certificate, service certificate, or Life certificate.
3. Have at least three years teaching experience.
4. Present a cumulative 2.50 (4.0 scale) grade point average or higher on all undergraduate and graduate work combined.
5. Present current official report from the Miller Analogies Test (MAT) or the verbal, quantitative and analytical writing sections of the Graduate Record Examination (GRE) showing competitive scores.
6. 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.
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.

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) credit hours of course work after admission and meet any other stipulations outlined by the department to be converted to regular status.

Requirements

		Credit Hours
Professional Education Core Requirements (9 Credit Hours)		
EDUC 7130	Curriculum, Theories and Design	3

EDUF 7130	Learning Theories and Applications	3
EDUR 7130	Educational Research	3
Specific Requirements (21 Credit Hours)		
READ 7131	Approaches to Literacy Instruction	3
READ 7132	Literacy Assessment and Correction (field experience required)	3
READ 7230	Issues and Trends in Literacy	3
READ 7330	Literacy in the Content Areas	3
READ 7431	Digital Literacies in the 21st Century	3
READ 7432	Teaching Literacy with English Language Learners (field experience required)	3
READ 8734	Practicum in Literacy Instruction (field experience required)	3
Restricted Electives (3 Credit Hours)		
Select 3 credit hours from the following:		3
ECEd 7232	Children's Literature	
MSED 8331	Trends in the Content Areas	
MSED 7331	Early Adolescent Literature	
MSED 7333	Writing Instruction for the Middle and Secondary Schools	
READ 7234	The Role of the Literacy Coach in Today's Schools	
READ 8130	Literacy Assessment and Correction II (field experience required)	
SPED 7136	Language Development	
WRIT 5130G	Modern English Grammar	
WRIT 5330G	History of English Language	
WRIT 5530G	Sociolinguistics	
WRIT 7260	Writing Project	
Free Elective (3 Credit Hours)		
Select 3 credit hours of Free Elective		3
Total Credit Hours		36

Other Program Requirements

- Must successfully complete assessments identified at each program transition point including the Literacy Exit Experience.
- All students in the M.Ed. program must pass the GACE to obtain initial certification in Reading Education.
- Maintain an active account with the COE electronic data management system.
- Claim Georgia Southern University as your program provider in your MyPSC Account during your first term of enrollment (see information under MyPSC Account in Graduate Catalog, College of Education).

Reading Endorsement: Classroom Teacher of Reading Program (Online)

Requirements: 9 Credit 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/degrees/endorsements/>

Requirements

1. Hold a bachelor's degree from a regionally accredited institution.
2. Possess a valid, level four or higher Induction, Professional, Advanced Professional, or Lead Professional teaching certificate.
3. Complete 9 credit hours of prescribed course work.

		Credit Hours
READ 7131	Approaches to Literacy Instruction	3
READ 7132	Literacy Assessment and Correction	3
READ 7330	Literacy in the Content Areas	3
Total Credit Hours		9

4. Successfully complete all program key assessments.

Department of Leadership, Technology, and Human Development

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 clinical mental health counseling, higher education student services, educational leadership, higher education administration, instructional technology, and school psychology. A doctoral degree program in educational leadership is also offered by this department. In addition to degree programs, the department offers the online teaching and learning endorsement.

Leadership, Technology, and Human Development Degrees

Doctoral Degrees

- Educational Leadership Ed.D. (p. 88)

Educational Specialist Degrees

- Counselor Education Ed.S. (p. 87)
- Educational Leadership Ed.S. (p. 90)
- Instructional Technology Ed.S. (p. 91)
- School Psychology Ed.S. (p. 92)

Masters Degrees

- Counselor Education M.Ed. (p. 93)
- Educational Leadership M.Ed. (p. 95)
- Higher Education Administration M.Ed. (p. 96)
- Instructional Technology M.Ed. (Georgia ONmyLINE) (p. 96)

Leadership, Technology, and Human Development Certificates

- Instructional Technology Certification (Non-degree) (Online) (p. 98)
- School Library Media Certification (Non-degree) (Online) (p. 99)

Leadership, Technology, and Human Development Endorsement

- Online Teaching and Learning (Online) (p. 100)
- Teacher Leadership Endorsement (Online)

Counselor Education Ed.S.

Degree Requirements: 30 Credit Hours

Advising

Department of Leadership
Technology and Human Development
Dr. Pamela Wells
P. O. Box 8131
Statesboro, GA 30460
(912) 478-5917
pwells@georgiasouthern.edu (jim_bergin@georgiasouthern.edu)
Fax: (912) 478-7104
<http://coe.georgiasouthern.edu/coun/programs/>

Effective Fall 2015, the Ed.S. Counselor Education Program will not be accepting new applications. If you have questions concerning this program, please contact the program coordinator listed above.

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) credits of course work after admission and meet any other stipulations outlined by the department to be converted to regular status.

Acquiring School Counseling Certification

1. Persons seeking initial certification in School Counseling and who hold a 48 credit hour (CACREP equivalent) master's degree in a counseling field other than School Counseling may qualify for the School Counseling Level Six Certificate by completing the Ed.S. in School Counseling, and all of the following school specialty courses: School Counseling Program Coordination and Curriculum (COUN 7437), Ethics and Foundations of School Counseling (COUN 7445), Leadership, Consultation and Intervention in the Schools (COUN 7448), Family/School/Community Collaboration (COUN 7449), Internship I (COUN 7738), and Internship II (COUN 7739).

2. Persons seeking initial certification in School Counseling and who hold less than a 48 credit hour (CACREP curriculum equivalent) master's degree in School Counseling or in a counseling field other than School Counseling may qualify 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. (See Certification Section in Graduate Catalog for more information)

Prerequisites

		Credit Hours
EDUR 7130	Educational Research	3

Requirements

		Credit Hours
Research Sequence Requirements (9 Credit Hours)		
COUN 8839	Action Research ¹	3
EDUR 8434	Field-Based Educational Research ²	3
EDUR 8131	Educational Statistics I	3
Counselor Education Core Requirements (9 Credit Hours)		
COUN 8536	Counseling 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 Credit Hours)		
Advisor approved electives may be chosen from Counselor Education, Educational Leadership, Instructional Technology, School Psychology, or other areas related to projected work settings.		12
Total Credit Hours		30

¹ IRB approval of research proposal required before enrolling.

² Advisory approval of research topic is a prerequisite to enrolling.

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.
- Maintain an active account with the COE electronic data management system.
- For Concentration One, claim Georgia Southern University as your program provider in your MyPSC Account during your first term of enrollment (see information under MyPSC Account in Graduate Catalog, College of Education).

Educational Leadership Ed.D.

Degree Requirements: 69 Credit Hours beyond Master's Including Dissertation (60 Credit Hours of Course Work, Plus Minimum of 9 Dissertation Credit Hours).

Advising

Department of Leadership
Technology and Human Development
Dr. Devon Jensen
P.O. Box 8131
Statesboro, GA 30460
(912) 478-7267
devonjensen@georgiasouthern.edu
FAX: (912) 478-7104
<http://coe.georgiasouthern.edu/edld/edd/>

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 Leadership. Applicants who wish to pursue advanced professional preparation in Educational Leadership 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. When applying for admission, applicants must indicate whether they are applying for the cohort for specialization in Higher Education Leadership or the cohort for specialization in P-12 Educational Leadership. 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 Leadership 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. Applicants will be invited to interview with EDLD faculty and produce a writing sample.
4. The Higher Education and P-12 Leadership cohorts may be combined based on the number of students admitted in each area.

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 credit hours of Final Dissertation (EDLD 9999) 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 Tier II 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. When extenuating circumstances exist, students may apply for an extension of the time requirement. If an extension is granted, then the student must complete degree requirements consistent with the conditions and terms specified in the time extension notification.

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.

Qualifying 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 qualifying 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 Dissertation 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 Dissertation 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 Dissertation 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 Courses	Credit Hours
Satisfaction of Tier I (30 post-Master's graduate credits) requirements for admission to Tier II may be met through one of the following pathways:	30
P-12 Educational Leadership:	
1. EDUCATIONAL SPECIALIST DEGREE IN A FIELD OTHER THAN EDUCATIONAL LEADERSHIP: the applicant will be required to satisfy the requirement of 9 semester graduate credit hours in educational leadership to include: EDLD 7531 - Legal and Ethical Issues, EDLD 7530 - Democracy Centered Leadership, and one other EDLD Leadership class available in the relevant semester, plus a course in educational statistics equivalent to EDUR 8131. This pathway will satisfy requirements for Tier I, but it will NOT result in leadership/administration certification.	
2. ED.S. IN EDUCATIONAL LEADERSHIP/ ADMINISTRATION (CERTIFICATION TRACK): Completion of an Ed.S. in Educational Leadership/ Administration including certification. Details of the Georgia Southern University Ed.S. in Educational Leadership Program may be viewed at http://coe.georgiasouthern.edu/edld/ed-s/ .	
3. ADMITTED POST-MASTER'S DEGREE, WITHOUT EDUCATIONAL SPECIALIST DEGREE: Completion of a total of 30 graduate credits post-master's degree, to include 15 credits from topics in the fundamental concepts of leadership and management, educational law, educational finance, and instructional supervision, plus EDUR 8131, plus an additional 12 credits in a related field or additional credits in educational leadership. 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.	
Tier I P-12 Program of Study - Non-certification Route leading to Ed.D	
Required Research Core	
EDLD 8839	Directed Research in Educational Leadership (Taken in Final spring semester of Tier I)
EDUR 8131	Educational Statistics I (Prerequisite to EDUR 8434)
EDUR 8434	Field-Based Educational Research (Prerequisite to EDLD 8839)
Leadership Professional Core	
EDLD 7530	The Democracy-Centered School Leader
EDLD 7531	Legal and Ethical Issues in School Leadership
One additional EDLD Leadership class in consultation with advisor	
Leadership Elective	
EDLD 7235	School Business Administration
EDLD 7532	Empowering Human Resources
EDLD 7533	Mobilizing Communities
EDLD 7534	Leading Innovation and Change
EDLD 7535	Using Data in Leadership for Learning
EDLD 8438	Organizational Leadership
EDUF 7140	Learning, Cognition, and Curriculum
Higher Education Leadership:	

1. EDUCATIONAL SPECIALIST DEGREE IN A FIELD OTHER THAN HIGHER EDUCATION LEADERSHIP/ ADMINISTRATION: the applicant will be required to satisfy a three-course, nine (9) credits prerequisite, the Higher Education Professional Core, plus EDUR 8131.

2. ADMITTED POST-MASTER'S DEGREE, WITHOUT EDUCATIONAL SPECIALIST DEGREE: Completion of the Tier I track for the Higher Education Administration program (30 graduate credits). 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

EDUR 8131	Educational Statistics I (Prerequisite to EDLD 8434)
EDUR 8434	Field-Based Educational Research (Prerequisite to EDLD 8839)
EDLD 8839	Directed Research in Educational Leadership (Taken in final semester Spring semester of Tier I)

Leadership Core

EDLD 8135	Educational Planning
EDLD 8436	Grant Development/Administration
EDLD 8439	Politics of Higher Education
orITEC 8435	Program Evaluation

Higher Education Professional Core

Select four of the following:

EDLD 7431	Higher Education Administration
EDLD 7432	History of American Higher Education
EDLD 8431	Higher Education Law
EDLD 8432	Higher Education Finance
EDLD 8433	Higher Education Governance
EDLD 8435	Higher Education Policy

Substitutions may be authorized with the advisor's approval.

Course credit is given for Tier I coursework to a maximum of 30 credits, provided the coursework was completed in a timely manner at an institution accredited by the appropriate regional accrediting agency. Questions regarding Higher Education Leadership area of specialization at the Tier I level should be directed to the Ed.D. Program Coordinator; questions regarding P-12 Educational Leadership area of specialization at the Tier I level should be directed to the Ed.S. Program Coordinator.

Tier II Core Courses

30

There are two areas of specialization in Educational Leadership: 1) Higher Education Leadership and 2) P-12 Educational Leadership. Students complete Tier II courses according to the area of specialization designated at the time of admission.

Research Core required for both areas of specialization:

EDLD 9432	Program Evaluation for School Leaders
EDLD 9631	Research Seminar I
EDLD 9632	Research Seminar II
EDUR 9131	Doctoral Research Methods
EDUR 9231	Qualitative Research in Education

Tier II courses for P-12 Educational Leadership

EDLD 9331	Building Leadership Capacity
EDLD 9332	Organizational Behavior in Education
EDLD 9333	Ethics in Educational Leadership
EDLD 9434	Transformative Practice I

EDLD 9435	Transformative Practice II	
Tier II courses for Higher Education Leadership		
EDLD 9531	Leadership in Higher Education	
EDLD 9532	Higher Education Resource Allocation and Deployment	
EDLD 9533	Globalization and Higher Education	
EDLD 9534	Cognitive Issues in Higher Education	
EDLD 9535	Executive Leadership in Higher Education	
Tier III Dissertation		9
EDLD 9997	Preprospectus (Can register for 2 semesters independently, then need instructor approval)	
EDLD 9998	Prospectus (Can register for 2 semesters independently, then need instructor approval)	
EDLD 9999	Final Dissertation (Can register for 2 semesters independently, then need instructor approval)	
Total Credit Hours		69

Educational Leadership Ed.S.

Degree Requirements: 33 Credit Hours

Advising

Department of Leadership
Technology, and Human Development
Dr. Mohomodou Boncana
(912) 478-7576
mboncana@georgiasouthern.edu
Direct inquiries to gasc@georgiasouthern.edu
Fax: (912) 478-7104
<http://coe.georgiasouthern.edu/edld/ed-s/>

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 prerequisite educational leadership coursework (6 credit hours minimum) to include a course in school law and ethics and one organizational leadership course.
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 passing scores on the Georgia Assessments for the Certification of Educators (GACE) Educational Assessment or another exam designated by the Georgia Professional Standards Commission (PSC) to replace this exam for use with the performance-based certification.
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. The statement must include whether Building or District Level Certification (or both) is being sought.

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 Residency at the Building or District level.
8. Three years school/district experience 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 nine (9) credits of course work after admission and meet any other stipulations outlined by the department to be converted to regular status.

Concentration: School Administration, 33 Credit Hours

For Students Holding Level 5 (or NL-5) Certification and Seeking PL-6 Certification. The Program is administered through the Cohort Process, and the course sequence is prescribed and provided to candidates at orientation. The Residency is a performance-based internship, which is guided cooperatively by the university and the school/district partner.

Prerequisites

		Credit Hours
EDUR 7130	Educational Research	3
EDUR 8131	Educational Statistics I	3

Requirements

		Credit Hours
Research Core (6 Credit Hours)		
EDLD 8839	Directed Research in Educational Leadership ¹	3
EDUR 8434	Field-Based Educational Research (Prerequisite to EDLD 8839)	3
Educational Leadership Residency Core (9 Credit Hours)		
EDLD 8737	Residency I ²	3
EDLD 8738	Residency II ²	3
EDLD 8739	Residency III ²	3
Educational Leadership Specialized Content (18 Credit Hours)		
EDLD 8630	Planning for Change ³	3
EDLD 8631	Implementing Change ³	3
EDLD 8632	Organizational Culture ³	3
EDLD 8633	Curriculum and Instructional Leadership ³	3
EDLD 8634	Managing Operations and Processes ³	3
EDLD 8635	Leading School Renewal ³	3
Total Credit Hours		33

¹ The course is taken in the final semester.

² On-site Performance-based Residency in a leadership position at either the building or district level. The Residency will span Spring, Summer, and Fall semesters as planned and directed by Beginning Leader Support Team.

³ A Key Assessment will be a major component of this course's requirements.

Instructional Technology Ed.S.

Degree Requirements: 30 Credit Hours

Advising

Department of Leadership
Technology and Human Development
Dr. Stephanie Jones
P.O. Box 8131
Statesboro, GA 30460-8131
(912) 478-5250
sjones@georgiasouthern.edu (itec@georgiasouthern.edu)
Fax: (912) 478-7104
<http://coe.georgiasouthern.edu/itec/eds-programs/>

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 credits 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. Students seeking certification in Instructional Technology through the Ed.S. program must possess a valid level four or higher teaching, leadership, service field, or Life certificate. Initial certification in school library/media is not available through the Ed.S. program.
4. 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.
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) credits of course work after admission and meet any other stipulations outlined by the department to be converted to regular status.

This program is approved by the Georgia Professional Standards Commission as a program leading to certification in Instructional Technology. Completing the program will prepare candidates for certification, but candidates should consult with program faculty, the College of Education Graduate Academic Services Center, or the Georgia Professional Standards Commission regarding current certification rules upon entering the program.

Concentration: School Library Media Specialist

		Credit Hours
Research Sequence Requirements (9 Credit Hours)		
EDUR 8131	Educational Statistics I	3
EDUR 8434	Field-Based Educational Research ¹	3
ITEC 8838	Field-Based Research in School Library Media ²	3
Major Requirements (15 Credit Hours)		
ITEC 8130	Advanced Media Management and Supervision	3
ITEC 8133	Current Trends and Issues in Instructional Technology	3
ITEC 8134	Theories and Models of Instructional Design ⁴	3
ITEC 8135	Pedagogy of Online Learning ⁵	3
ITEC 8636	Technology, Leadership, and Change	3
Electives (6 Credit Hours)		
Select 6 credit hours of Electives (must include 3 hours of ITEC electives) ⁶		6
Total Credit Hours		30

- 1 *Prerequisite(s): Educational Statistics I (EDUR 8131), Current Trends and Issues in Instructional Technology (ITEC 8133), Theories and Models of Instructional Design (ITEC 8134), Pedagogy of Online Learning (ITEC 8135), Technology, Leadership, and Change (ITEC 8636)*
- 2 *Prerequisite(s): Educational Statistics I (EDUR 8131), Field-Based Educational Research (EDUR 8434), Current Trends and Issues in Instructional Technology (ITEC 8133), Theories and Models of Instructional Design (ITEC 8134), Pedagogy of Online Learning (ITEC 8135), Technology, Leadership, and Change (ITEC 8636)*
- 4 *Prerequisite(s): Instructional Design (ITEC 7430) or a course in Instructional Design*
- 5 *Prerequisite(s): Theories and Models of Instructional Design (ITEC 8134)*
- 6 *Candidates must select electives in consultation with their advisor or the program coordinator.*

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.
- ITEC 7530 may not be used as credit toward the Instructional Technology Ed.S. Program elective.
- Must successfully complete assessments identified at each program transition point.
- Maintain an active account with the COE electronic data management system.
- Claim Georgia Southern University as your program provider in your MyPSC Account during your first term of enrollment (See information under MyPSC Account in Graduate Catalog, College of Education).

Concentration: Instructional Technology

		Credit Hours
Research Sequence Requirements (9 Credit Hours)		
EDUR 8131	Educational Statistics I	3
EDUR 8434	Field-Based Educational Research ¹	3
ITEC 8839	Field-Based Research in Instructional Technology ²	3
Major Requirements (12 Credit Hours)		
ITEC 8133	Current Trends and Issues in Instructional Technology	3
ITEC 8134	Theories and Models of Instructional Design ⁴	3
ITEC 8135	Pedagogy of Online Learning ⁵	3
ITEC 8636	Technology, Leadership, and Change	3
Electives (9 Credit Hours)		
Select 9 credit hours of Electives (must include 6 hours of ITEC electives) ⁶		9
Total Credit Hours		30

¹ Prerequisite(s): *Educational Statistics I (EDUR 8131), Current Trends and Issues in Instructional Technology (ITEC 8133), Theories and Models of Instructional Design (ITEC 8134), Pedagogy of Online Learning (ITEC 8135), Technology, Leadership, and Change (ITEC 8636)*

² Prerequisite(s): *Educational Statistics I (EDUR 8131), Field-Based Educational Research (EDUR 8434), Current Trends and Issues in Instructional Technology (ITEC 8133), Theories and Models of Instructional Design (ITEC 8134), Pedagogy of Online Learning (ITEC 8135), Technology, Leadership, and Change (ITEC 8636)*

⁴ Prerequisite(s): *Instructional Design (ITEC 7430) or a course in Instructional Design*

⁵ Prerequisite(s): *Theories and Models of Instructional Design (ITEC 8134)*

⁶ Candidates must select electives in consultation with their advisor or the program coordinator.

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.
- Candidates seeking certification in Instructional Technology must focus required course activities in Current Trends and Issues in Instructional Technology (ITEC 8133), Theories and Models of Instructional Design (ITEC 8134) and Field-Based Research in Instructional Technology (ITEC 8839) on their field of initial certification.
- Candidates must maintain an account on the electronic data-based management system used by the College.
- All program requirements, including the Comprehensive Exit Assessment, will be completed online using appropriate technologies.
- ITEC 7530 may not be used as credit toward the Instructional Technology Ed.S. Program elective.
- Must successfully complete assessments identified at each program transition point.
- Maintain an active account with the COE electronic data management system.

- Claim Georgia Southern University as your program provider in your MyPSC Account during your first term of enrollment (see information under MyPSC Account in Graduate Catalog, College of Education).

School Psychology Ed.S.

Degree Requirements: 78 Credit Hours

Advising

Department of Leadership, Technology and Human Development
 Dr. Dawn Tysinger
 P.O. Box 8131
 Statesboro, GA 30460
 (912) 478-5792
 dtysinger@georgiasouthern.edu
 Fax: (912) 478-7104
<http://coe.georgiasouthern.edu/espy/eds/>

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 credits 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 credits required for the interim M.Ed. include the following courses: Professional Education Core Requirements (6 credits), Specific Requirements (27 credits), and Educational Research (EDUR 7130) (3 credits). Professional entry-level in the field of School Psychology requires 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 from the Miller Analogies Test (MAT) or the verbal, quantitative and analytical writing sections of the Graduate Record Examination (GRE) showing competitive scores.
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) credits of course work

after admission and meet any other stipulations outlined by the department to be converted to regular status.

Certification

Required for Certification (3 Credit Hours)		Credit Hours
SPED 6130	Introduction to Special Education	3

Requirements

Professional Education Core Requirements (6 Credit Hours)		Credit Hours
EDUC 7130	Curriculum, Theories and Design	3
orREAD 7131	Approaches to Literacy Instruction	
EDUF 7130	Learning Theories and Applications	3
Specific Requirements (27 Credit 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 Requirements (12 Credit Hours)		
EDUR 7130	Educational Research	3
EDUR 8131	Educational Statistics I	3
EDUR 8434	Field-Based Educational Research ¹	3
ESPY 8839	Action Research in School Psychology	3
Specialized School Psychology Content Requirements (24 Credit 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 8136	School, Home, and Community Partnering	3
ESPY 8230	Consulting in Educational Settings	3
ESPY 8631	Seminar in School Psychology	3
Applied School Psychology Content Requirements (9 Credit Hours)		
ESPY 8737	Practicum in School Psychology	3
ESPY 8738	School Psychology Internship I	3
ESPY 8739	School Psychology Internship II	3
Total Credit Hours		78

¹ This course requires approval of a research topic before entering the class.

Other Program Requirements

- Successful completion of 36 credits 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.
- Maintain an active account with the COE electronic data management system.
- Claim Georgia Southern University as your program provider in your MyPSC Account during your first term of enrollment (see information under MyPSC Account in Graduate Catalog, College of Education).

NOTE: Successful completion of GACE Examination required for S-6 Certification in School Psychology.

Counselor Education M.Ed.

Degree Requirements: 48-60 Credit Hours

Advising

Department of Leadership
Technology and Human Development
Dr. Jim Bergin
P.O. Box 8131
Statesboro, GA 30460
(912) 478-0873
jim_bergin@georgiasouthern.edu
Fax: (912) 478-7104
<http://coe.georgiasouthern.edu/coun/programs/>

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 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 Program Admission 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) credits 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

1. Persons who hold a master's degree in a field other than School Counseling may qualify 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.
2. Persons seeking initial certification in School Counseling and who hold a 48 credit hour (CACREP equivalent) master's degree in a counseling field other than School Counseling may qualify for the School Counseling Level Six Certificate by completing the Ed.S. in School Counseling, and all of the following school specialty courses: Ethics and Foundations of School Counseling (COUN 7445), School Counseling Program Coordination and Curriculum (COUN 7437), Leadership, Consultation and Intervention in the Schools (COUN 7448), Family/School/Community Collaboration (COUN 7449), Internship I (COUN 7738), and Internship II (COUN 7739).
3. Persons seeking initial certification in School Counseling and who hold less than a 48 credit hour (CACREP curriculum equivalent) master's degree in School Counseling or in a counseling field other than School

Counseling may qualify 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. (See Certification Section in Graduate Catalog for more information)

Concentration One: School Counseling, 51 Credit Hours

		Credit Hours
Professional Education Core Requirements (6 Credit Hours)		
EDUF 7130	Learning Theories and Applications	3
EDUR 7130	Educational Research	3
Specific Requirements (24 Credit Hours)		
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 (21 Credit Hours)		
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
Total Credit Hours		51

Concentration Two: Clinical Mental Health Counseling, 60 Credit Hours

		Credit Hours
Professional Education Core Requirements (6 Credit Hours)		
EDUF 7130	Learning Theories and Applications	3
EDUR 7130	Educational Research	3
Specific Requirements (24 Credit Hours)		
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 (30 Credit Hours)		
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, Rational Emotive Behavioral, Motivational Interview	3
ESPY 8135	Crisis Intervention and Prevention	3
Total Credit Hours		60

Concentration Three: Student Services in Higher Education, 48 Credit Hours

		Credit Hours
Professional Education Core Requirements (6 Credit Hours)		
EDUF 7130	Learning Theories and Applications	3
EDUR 7130	Educational Research	3
Specific Requirements (24 Credit Hours)		
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 (18 Credit 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
COUN 7798	Internship I in Higher Education	3
COUN 7799	Internship II in Higher Education	3
Total Credit Hours		48

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.
- Maintain an active account with the COE electronic data management system.
- For Concentration One, claim Georgia Southern University as your program provider in your MyPSC Account during your first term of enrollment (see information under MyPSC Account in Graduate Catalog, College of Education).

Educational Leadership M.Ed.

Degree Requirements: 36 Credit Hours

Advising

Department of Leadership

Technology, and Human Development
 Dr. Mohomodou Boncana
 P.O. Box 8131
 Statesboro, GA 30460
 (912) 478-7576
 mboncana@georgiasouthern.edu
 Fax: (912) 478-7104

<http://coe.georgiasouthern.edu/edld/p-12-leadership/masters-p-12/>

** New Admission to the M. Ed. Educational Leadership Program will be suspended until fall semester of 2016. If you have questions regarding this program, please contact the program coordinator listed above **.

Admission Requirements

Regular

1. Complete requirements for a Bachelor's degree from a regionally accredited institution.
2. Possess a Clear Renewable Professional Level Four Certificate or higher in a teacher, service, or leadership field.
3. Present a cumulative 2.75 (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 Supervised Field Experience.
8. Three (3) years of teaching experience 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 nine (9) credits of course work after admission and meet any other stipulations outlined by the department to be converted to regular status.

Concentration: Educational Leadership

36 Credit Hours

		Credit Hours
Professional Education Core Requirements (12 Credit 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 Requirements (24 Credit Hours)		
EDLD 7530	The Democracy-Centered School Leader ¹	3
EDLD 7531	Legal and Ethical Issues in School Leadership ¹	3
EDLD 7532	Empowering Human Resources ¹	3

EDLD 7533	Mobilizing Communities ¹	3
EDLD 7534	Leading Innovation and Change ¹	3
EDLD 7535	Using Data in Leadership for Learning ¹	3
EDLD 7737	Supervised Field Experience I ¹	3
EDLD 7738	Supervised Field Experience II ¹	3
Total Credit Hours		36

Notes:

- The M.Ed. in Educational Leadership with Concentration in Educational Leadership is not an Educational Leadership certification program. Initial certification in educational leadership in Georgia is offered through the Ed.S. in Educational Leadership.

Higher Education Administration M.Ed.

Degree Requirements: 36 Credit Hours

Pre-Admission Advising

Graduate Academic Services Center
gasc@georgiasouthern.edu

Program Coordination

Department of Leadership
Technology, and Human Development
Dr. Daniel Calhoun
P.O. Box 8131
Statesboro, GA 30460
(912) 478-1428
dwcalhoun@georgiasouthern.edu
Fax: (912) 478-7104
<http://coe.georgiasouthern.edu/edld/m-ed/higher-education/>

Admission Requirements

Regular

- Complete requirements for a Bachelor's degree from a regionally accredited institution.
- Present a cumulative 2.75 (4.0 scale) grade point average or higher on all undergraduate and graduate work combined.
- 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). The GRE is recommended for application to the Ed.D. Program.
- 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.
- 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) credits of course work after admission and meet any other stipulations outlined by the department to be converted to regular status.

Requirements

		Credit Hours
Professional Education Core Requirements (9 Credit Hours)		
EDUF 7130	Learning Theories and Applications	3
EDUR 7130	Educational Research	3
ITEC 7430	Instructional Design	3
orITEC 7530	Instructional Technology Foundations	
Higher Education Administration Core (18 Credit Hours)		
COUN 7132	Contemporary College Student	3
EDLD 7430	American Higher Education	3
EDLD 7431	Higher Education Administration	3
EDLD 7432	History of American Higher Education	3
EDLD 8431	Higher Education Law	3
EDLD 8735	Higher Education Practicum (Must be taken in final semester)	3
Specialized Content Courses (9 Credit Hours)		
Select three of the following in consultation with advisor		9
COUN 7131	Student Services in Higher Education	
COUN 7133	Administration and Leadership in Higher Education Student Services	
COUN 7134	Ethical and Professional Issues in Student Services	
EDLD 8432	Higher Education Finance	
EDLD 8433	Higher Education Governance	
EDLD 8434	The Community College	
EDLD 8439	Politics of Higher Education	
EDUF 7235	Multicultural Education	
If an equivalent course was taken, student may substitute with Advisor approval.		
Total Credit Hours		36

Other Program Requirements

- Successful completion of a professional portfolio¹ with practicum
- Must successfully complete key assessments related to specific courses in the Program of Study.

Instructional Technology M.Ed. (Georgia ONmyLINE)

Degree Requirements: 36-42 Credit Hours

The courses in this program are offered 100% online.

Advising

Graduate Academic Services Center
Benjamin Wentworth
P.O. Box 8083
Statesboro, GA 30460
(912) 478-3166
bwentworth@georgiasouthern.edu
Fax: (912) 478-5093
<http://coe.georgiasouthern.edu/itec/med-programs/>

Admission Requirements

Regular

1. Complete requirements for a Bachelor's degree from a regionally accredited institution.
2. For admission to the Instructional Technology Concentration or the Dual Certification Concentration, a valid, level 4 or higher Induction, Professional, Advanced Professional, or Lead Professional teaching certificate, leadership certificate, service field certificate, or Life certificate is required.
3. For admission to the non-degree certification only program in Instruction Technology, a valid, level 4 or higher Induction, Professional, Advanced Professional, or Lead Professional teaching certificate, leadership certificate, service field certificate, or Life certificate and a master's degree in any field in education are required.
4. For admission to the Media Specialist Concentration, certification is not required, but the program will exceed 36 hours to meet certification requirement.
5. Present a cumulative 2.50 (4.0 scale) grade point average or higher on all undergraduate and graduate work combined..
6. For students who do not possess a level four or higher Georgia 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 valid, level four or higher certificate are not required to submit GRE or MAT scores.
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.
8. Persons seeking initial certification not holding level four certification must submit passing scores on the GACE Program Admission Assessment or be exempt by acceptable SAT, ACT, or GRE scores.

This program is approved by the Georgia Professional Standards Commission as a program leading to certification in Instructional Technology. Completing the program will prepare candidates for certification, but candidates should consult with program faculty, The College of Education Graduate Academic Services Center, or the Georgia Professional Standards commission regarding current certification rules upon entering the program.

Concentration: Instructional Technology, 36 Credit Hours

Concentration Intent: This program meets the content requirements for a level five Service Certificate in Instructional Technology in Georgia.

	Credit Hours
Professional Education Core Requirements (6 Credit Hours)	
FRLT 7130	Learning Theories and Applications 3
FRER 7130	Educational Research 3
Specific Requirements (24 Credit Hours)	
FRIT 7231	Instructional Design 3
FRIT 7232	Visionary Leadership in Instructional Technology 3
FRIT 7233	Selection and Development of Digital Tools and Resources 3
FRIT 7234	Information Fluency and Inquiry Learning 3
FRIT 7235	Digital Learning Environments ¹ 3
FRIT 7236	Technology-Based Assessment and Data Analysis 3

FRIT 7237	Evaluation of Educational Needs and Programs	3
FRIT 7739	Practicum in Instructional Technology ²	3
Content Electives (6 Credit Hours)		
Select 6 credit hours of Content Electives (Must have Advisor approval.)		6
Total Credit Hours		36

¹ Requires Instructional Design (FRIT 7231) as a prerequisite.

² Admission into Practicum in Instructional Technology (FRIT 7739) requires completion of all program specific required courses and acceptable level performance on all program key assessments.

Other Program Requirements

- Must maintain an account on the College's electronic data-management system.
- Must successfully complete assessments identified at each program transition point.
- Instructional Technology Foundations (ITEC 7530) may not be used as credit hour toward the Instructional Technology M.Ed. Program elective.
- Claim Georgia southern University as your program provider in your MyPSC Account during your first term of enrollment (See information under MyPSC Account in the Graduate Catalog).

Concentration: School Library Media Specialist, 36 Credit Hours

Concentration Intent: This program meets the content requirements for level five Service certification as a media specialist in Georgia.

	Credit Hours	
Professional Education Core Requirements (6 Credit Hours)		
FRLT 7130	Learning Theories and Applications 3	
FRER 7130	Educational Research 3	
Specific Requirements (21 Credit Hours)		
FREC 7232	Children's Literature 3	
orFRMS 7331	Early Adolescent Literature	
FRIT 7231	Instructional Design 3	
FRIT 7233	Selection and Development of Digital Tools and Resources 3	
FRIT 7234	Information Fluency and Inquiry Learning 3	
FRIT 7235	Digital Learning Environments ¹ 3	
FRIT 7331	Leadership of the School Library Media Program 3	
FRIT 7332	The School Library Literacy Environment 3	
Select one of the following: 3-6		
FRIT 7734	Practicum in School Library Media ²	
FRIT 7765	Clinical Practice in School Library Media ³	
Content Electives (6 Credit Hours)		
Select 6 credit hours of Content Electives		
Total Credit Hours		36

- ¹ Requires Instructional Design (FRIT 7231) as a prerequisite.
- ² Admission into Practicum in School Library Media (FRIT 7734) requires completion of all program specific required courses and acceptable level performance on all program key assessments.
- ³ Candidates who are not certified to teach in Georgia enroll in Clinical Practice in School Library Media (FRIT 7765) in place of Practicum in School Library Media (FRIT 7734) and one content elective.

Other Program Requirements

- If the student does not possess a level four certificate in a teaching field, a course in the identification and instruction of children with special needs is required for school library certification (S-5). This course should be selected following consultation with an advisor.
- Must maintain an account on the College's electronic data-management system.
- Must successfully complete assessments identified at each program transition point.
- Instructional Technology Foundations (ITEC 7530) may not be used as credit hour toward the Instructional Technology M.Ed. Program elective.
- Claim Georgia Southern University as your program provider in your MyPSC Account during your first term of enrollment (See information under MyPSC Account in the Graduate Catalog).

Dual Certification Concentration: School Library Media Specialist and Instructional Technology, 42 Credit Hours

	Credit Hours
Professional Education Core Requirements (6 Credit Hours)	
FRER 7130 Educational Research	3
FRLT 7130 Learning Theories and Applications	3
Specific Requirements (36 Credit Hours)	
FREC 7232 Children's Literature	3
orFRMS 7331 Early Adolescent Literature	
FRIT 7231 Instructional Design	3
FRIT 7232 Visionary Leadership in Instructional Technology	3
FRIT 7233 Selection and Development of Digital Tools and Resources	3
FRIT 7234 Information Fluency and Inquiry Learning	3
FRIT 7235 Digital Learning Environments ¹	3
FRIT 7236 Technology-Based Assessment and Data Analysis ¹	3
FRIT 7237 Evaluation of Educational Needs and Programs ¹	3
FRIT 7331 Leadership of the School Library Media Program	3
FRIT 7332 The School Library Literacy Environment	3
FRIT 7734 Practicum in School Library Media ²	3
FRIT 7739 Practicum in Instructional Technology ³	3
Total Credit Hours	42

- ¹ Requires Instructional Design (FRIT 7231) as a prerequisite.
- ² Admission into Practicum in School Library Media (FRIT 7734) requires completion of all program specific required courses and acceptable level performance on all program key assessments.
- ³ Admission into Practicum in Instructional Technology (FRIT 7739) requires completion of all program specific required courses and acceptable level performance on all program key assessments.

Candidates completing this course of study do not take any electives.

Other Program Requirements

- Must maintain an account on the College's electronic data-management system.
- Must successfully complete assessments identified at each program transition point.
- Instructional Technology Foundations (ITEC 7530) may not be used as credit hour toward the Instructional Technology M.Ed. Program elective.
- Claim Georgia Southern University as your program provider in your MyPSC Account during your first term of enrollment (See information under MyPSC Account in the Graduate Catalog).

Instructional Technology Certification (Non-degree) (Online)

Requirements: 24 Credit Hours

The courses in this program are offered 100% online.

Advising

Graduate Academic Services Center
Benjamin Wentworth
P.O. Box 8083
Statesboro, GA 30460
(912) 478-3166
bwentworth@georgiasouthern.edu (itec@georgiasouthern.edu)
Fax: (912) 478-5093
<http://coe.georgiasouthern.edu/itec/certification-only-programs/>

Admission Requirements

Regular

1. Complete requirements for a Master's degree in education from a regionally accredited institution.
2. Possess a valid, level four or higher Induction, Professional, Advanced Professional, or Lead Professional teaching certificate, leadership certificate, service field certificate, or Life certificate.
3. Present a cumulative 2.50 (4.0 scale) grade point average or higher on all undergraduate and graduate work combined.
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.

Requirements

	Credit Hours
Specific Requirements (24 Credit Hours)	
FRIT 7231 Instructional Design	3
FRIT 7232 Visionary Leadership in Instructional Technology	3

FRIT 7233	Selection and Development of Digital Tools and Resources	3
FRIT 7234	Information Fluency and Inquiry Learning	3
FRIT 7235	Digital Learning Environments ¹	3
FRIT 7236	Technology-Based Assessment and Data Analysis ¹	3
FRIT 7237	Evaluation of Educational Needs and Programs ¹	3
FRIT 7739	Practicum in Instructional Technology ²	3
Total Credit Hours		24

¹ Requires Instructional Design (FRIT 7231) as a prerequisite

² Admission into Practicum in Instructional Technology (FRIT 7739) requires completion of all program specific required courses and acceptable level performance on all program key assessments

Other Program Requirements

- Must maintain an account on the College's electronic data-management system.
- Must successfully complete assessments identified at each program transition point.
- Instructional Technology Foundations (ITEC 7530) (or equivalent course) may not be used as credit toward Instructional Technology certification.
- Claim Georgia Southern University as your program provider in your MyPSC Account during your first term of enrollment (see information under MyPSC Account in Graduate Catalog, College of Education).

This program is approved by the Georgia Professional Standards Commission as a program leading to certification in Instructional Technology. Completing the program will prepare candidates for certification, but candidates should consult with program faculty, the College of Education Graduate Academic Services Center, or the Georgia Professional Standards commission regarding current certification rates upon entering the program.

School Library Media Certification (Non-degree) (Online)

Requirements: 24 Credit Hours

The courses in this program are offered 100% online.

Advising

Graduate Academic Services Center
Benjamin Wentworth
P.O. Box 8083
Statesboro, GA 30460
(912) 478-3166
bwentworth@georgiasouthern.edu (itec@georgiasouthern.edu)
Fax: (912) 478-5093
<http://coe.georgiasouthern.edu/itec/certification-only-programs/>

Admission Requirements

Regular

1. Complete requirements for a Master's degree from a regionally accredited institution.
2. Possess an Induction or Professional Certificate or equivalent in a teaching field or a Certificate of Eligibility for an Induction Certificate

in a teaching field. Persons not holding level four certification may be admitted, however, additional hours will be required.

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.
6. Persons seeking initial school library media certification not holding Level Four Certification must submit passing scores on the GACE Program Admission Assessment or be exempt by acceptable SAT, ACT, or GRE scores.

Requirements

		Credit Hours
Specific Requirements (24 Credit Hours)		
FREC 7232	Children's Literature	3
orFRMS 7331	Early Adolescent Literature	
FRIT 7231	Instructional Design	3
FRIT 7233	Selection and Development of Digital Tools and Resources	3
FRIT 7234	Information Fluency and Inquiry Learning	3
FRIT 7235	Digital Learning Environments ¹	3
FRIT 7331	Leadership of the School Library Media Program	3
FRIT 7332	The School Library Literacy Environment	3
FRIT 7734	Practicum in School Library Media ²	3
Total Credit Hours		24

¹ Requires Instructional Design (FRIT 7231) as a prerequisite

² Admission into Practicum in School Library Media (FRIT 7734) requires completion of all program specific required courses and acceptable level performance on all program key assessments

Other Program Requirements

- Must maintain an account on the College's electronic data-management system.
- Must successfully complete assessments identified at each program transition point.
- Instructional Technology Foundations (ITEC 7530) (or equivalent course) may not be used as credit toward certification.
- Claim Georgia Southern University as your program provider in your MyPSC Account during your first term of enrollment (see information under MyPSC Account in Graduate Catalog, College of Education).

Teacher Leadership Endorsement (Online)

Requirements: 9 Credit Hours

Advising

Department of Leadership, Technology, and Human Development
Dr. Mohomodou Boncana

P.O. Box 8131
 Statesboro, GA 30460
 (912) 478-7576
 mboncana@georgiasouthern.edu
 Fax: (912) 478-7104
 http://coe.georgiasouthern.edu/lthd/

Admission Requirements

Non-Degree

For non-degree admission, those interested in an endorsement to an existing certificate must be admitted to graduate study as a non-degree student. For non-degree admission to the College of Graduate Studies for the Teacher Leadership Endorsement, the applicant must:

1. Posses a Master's degree or higher in an educational field from a regionally accredited institution.
2. Posses a Clear Renewable Professional Level Four Certificate or higher in a teacher, serve, or leadership field
3. Present a 2.75 (4.0 scale) or higher GPA on all graduate work attempted.
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.
5. Submit school/district endorsement and agreement for Supervised Field Experience.
6. Have three year's successful classroom teaching experience.

Required Program Courses

		Credit Hours
EDLD 7530	The Democracy-Centered School Leader ¹	3
EDLD 7738	Supervised Field Experience II ¹	3

¹ A Key Assessment will be a major component of this course's requirements.

Note:EDLD 7738 Supervised Field Experience II, is the final field experience for students pursuing the Teacher Leader Endorsement. For the Teacher Leadership endorsement, this is the only field experience.

Teaching and Learning Endorsement (Online)

Requirements: 9 Credit Hours

Advising

Department of Leadership, Technology and Human Development
 Dr. Stephanie Jones
 P.O. Box 8131
 Statesboro, GA 30460-8131
 (912) 478-5250
 s (edowns@georgiasouthern.edu)jones@georgiasouthern.edu
 (sjones@georgiasouthern.edu)
 Fax: 912-478-7104
 http://coe.georgiasouthern.edu/degrees/endorsements/

Admission Requirements

1. Possess a valid, level four or higher Induction, Professional, Advanced Professional, or Lead professional teaching certificate.
2. Present a 3.25 or higher GPA on all graduate work attempted.

3. Submit a completed Disclosure and Affirmation Form that addresses misconduct disclosure, criminal background check, the Code of Ethics for Educators, and tort liability insurance.

Required Program Courses

		Credit Hours
ITEC 8134	Theories and Models of Instructional Design	3
ITEC 8135	Pedagogy of Online Learning	3
ITEC 8136	Field Experience in Online Teaching and Learning	3
Total Credit Hours		9

Other Program Requirements

- Successful completion of the program key assessments
- Must successfully complete assessments identified at each program transition point
- Maintain an active account with the COE electronic data management system.
- Claim Georgia Southern University as your program provider in you MyPSC Account during your first term of enrollment (see information under MyPSC Account in Graduate Catalog, College of Education).

Department of Teaching and Learning

The Department of Teaching and Learning offers undergraduate teacher preparation programs with study concentrations in early childhood education and early childhood/special 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, broad fields science, business, chemistry, economics, English, family and consumer sciences, history, geography, mathematics, physics, political science, and Spanish, as well as middle grades and special education. The department offers a Master of Education (M.Ed.) program in curriculum and instruction - accomplished teaching, as well as Master of Education (M.Ed.) and Education Specialist (Ed.S.) degrees in early childhood education; special education with concentrations in general or adaptive curriculum; middle grades education with concentrations in language arts, mathematics, reading, science, and social studies; and secondary education with concentrations in biology, broad fields science, business, chemistry, economics, English, geography, history, mathematics, physics, and political science. 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 diverse, intensive field experiences in a range of grade levels and school settings.

Teaching and Learning Degrees

Educational Specialist Degrees

- Early Childhood Education (Grades P-5) Ed.S. (Online) (p. 101)
- Middle Grades Education (Grades 4-8) Ed.S. (Online) (p. 102)
- Secondary Education (Grades 6-12) Ed.S. (Online) (p. 103)
- Special Education (Grades P-12) Ed.S. (Online) (p. 104)

Masters Degrees

- Curriculum and Instruction - Accomplished Teaching M.Ed. (Online) (p. 105)
- Early Childhood Education (Grades P-5) M.Ed. (Online) (p. 106)

- Middle Grades Education (Grades 4-8) M.Ed. (Online) (p. 106)
- Secondary Education (Grades 6-12) M.Ed. (Online) (p. 107)
- Special Education (Grades P-12) M.Ed. (Online) (p. 108)
- Teaching M.A.T. (p. 109)

Teaching and Learning Endorsements

- English for Speakers of Other Languages (ESOL) Education (p. 113)

Early Childhood Education (Grades P-5) Ed.S. (Online)

Degree Requirements: 33 Credit Hours

Advising

Graduate Academic Services Center
Mrs. Lydia Cross
P.O. Box 8083
Statesboro, GA 30460
(912) 478-8664
lcross@georgiasouthern.edu
Fax: (912) 478-5093
<http://coe.georgiasouthern.edu/eced/eds/>

Certificate Upgrade Information: An educator who holds a level five Georgia certificate in Early Childhood Education will qualify for a level six certificate upgrade upon successful completion of all program requirements. (See catalog section on Certification).

Admission Requirements

Regular

1. Complete requirements for a Master's degree from a regionally accredited institution.
2. Possess or be eligible for a Georgia level five certificate in Early Childhood Education, or possess or be eligible for a Georgia Certificate of Eligibility for level five Induction Certificate in Early Childhood Education. Candidates who have completed all requirements for the Georgia Certificate of Eligibility for a level five Induction Certificate have until the end of the first semester to obtain the certificate.
3. Present a 3.25 or higher GPA on all graduate work attempted.
4. Present current official report from the verbal, quantitative and analytical writing sections of the Graduate Record Examination (GRE) showing competitive scores. 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) credits of course work after admission and meet any other stipulations outlined by the department to be converted to regular status.

Prerequisites

		Credit Hours
Prerequisite Coursework (6 Credit Hours)		
EDUF 7130	Learning Theories and Applications	3
EDUR 7130	Educational Research	3

Requirements

		Credit Hours
Core Requirements (15 Credit Hours)		
EDUR 8131	Educational Statistics I	3
ESED 5233G	Applied Linguistics: ESOL ¹	3
ESED 8130	Research on Current Trends and Issues ²	3
ESED 8131	Teacher Leadership ³	3
ITEC 8231	Transforming Learning with Technology	3
Content Specific Requirements (9 Credit Hours) ⁴		
EDUR 8434	Field-Based Educational Research ⁵	3
ESED 8132	Curriculum and Instruction ³	3
ESED 8839	Seminar and Field Study ⁶	3
Electives (9 Credit Hours)		
Select 9 credit hours of Electives		9
Total Credit Hours		33

- ¹ If Applied Linguistics: ESOL (ESED 5233)/Applied Linguistics: ESOL (ESED 5233G) was taken previously, acceptable alternatives include the following: Cultural Issues: ESOL (ESED 5234G); Methods for ESOL (ESED 5235G); Teaching Literacy with English Language Learners (READ 7432); Applied English Grammar (LING 6133); Language, Nation, and Globalization (LING 6231); or Teaching English Internationally (LING 6233).
- ² Must be taken during the first 9 credit hours; Prerequisite(s): Admission into the Ed.S. in Early Childhood Education
- ³ Prerequisite(s): Research on Current Trends and Issues (ESED 8130) or concurrently enrolled.
- ⁴ Ed.S. candidates must complete the Content Specific Requirements (⁴) in Early Childhood Education.
- ⁵ Prerequisite(s): Educational Statistics I (EDUR 8131), Research on Current Trends and Issues (ESED 8130), Teacher Leadership (ESED 8131), Curriculum and Instruction (ESED 8132), Transforming Learning with Technology (ITEC 8231)
- ⁶ Prerequisite(s): Educational Statistics I (EDUR 8131), Field-Based Educational Research (EDUR 8434), Research on Current Trends and Issues (ESED 8130), Teacher Leadership (ESED 8131), Curriculum and Instruction (ESED 8132), Transforming Learning with Technology (ITEC 8231)

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.
- Maintain an active account with the COE electronic data management system.

- Claim Georgia Southern University as your program provider in your MyPSC Account during your first term of enrollment (see information under MyPSC Account in Graduate Catalog, College of Education).

Middle Grades Education (Grades 4-8) Ed.S. (Online)

Degree Requirements: 33 Credit Hours

Advising

Graduate Academic Services Center
Mrs. Lydia Cross
P.O. Box 8083
Statesboro, GA 30460
(912) 478-8664
lcross@georgiasouthern.edu
Fax: (912) 478-5093
<http://coe.georgiasouthern.edu/mged/eds/>

Concentrations

Candidates must select one area of concentration from the areas in which they are currently certified:

- Middle Grades Language Arts
- Middle Grades Mathematics
- Middle Grades Reading
- Middle Grades Science
- Middle Grades Social Studies.

Certificate Upgrade Information: An educator who holds a level five Georgia certificate in Middle Grades Education will qualify for a level six certificate upgrade upon successful completion of all program requirements. (See catalog section on Certification).

Admission Requirements

Regular

1. Complete requirements for a Master's degree from a regionally accredited institution.
2. Possess or be eligible for a Georgia level five certificate in Middle Grades Education or a Certificate of Eligibility for a level five Induction certificate in Middle Grades Education. Certification must be in one of the following concentration areas: Middle Grades Language Arts, Middle Grades Mathematics, Middle Grades Reading, Middle Grades Science, and Middle Grades Social Studies. Candidates who have completed all requirements for the Certificate of Eligibility for a level five Induction certificate have until the end of the first semester to obtain the certificate.
3. Present a 3.25 or higher GPA on all graduate work attempted.
4. Present current official report from the verbal, quantitative and analytical writing sections of the Graduate Record Examination (GRE) showing competitive scores. 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) credits of course work after admission and meet any other stipulations outlined by the department to be converted to regular status.

Prerequisite Coursework

		Credit Hours
EDUF 7130	Learning Theories and Applications	3
EDUR 7130	Educational Research	3

Requirements

		Credit Hours
Core Requirements (15 Credit Hours)		
EDUR 8131	Educational Statistics I	3
ESED 5233G	Applied Linguistics: ESOL ¹	3
ESED 8130	Research on Current Trends and Issues ²	3
ESED 8131	Teacher Leadership ³	3
ITEC 8231	Transforming Learning with Technology	3
Content Specific Requirements (9 Credit Hours) ⁴		
EDUR 8434	Field-Based Educational Research ⁵	3
ESED 8132	Curriculum and Instruction ³	3
ESED 8839	Seminar and Field Study ⁶	3
Electives (9 Credit Hours)		
Select 9 credit hours of Electives		9
Total Credit Hours		33

- ¹ If Applied Linguistics: ESOL (ESED 5233)/Applied Linguistics: ESOL (ESED 5233G) was taken previously, acceptable alternatives include the following: Cultural Issues: ESOL (ESED 5234G); Methods for ESOL (ESED 5235G); Teaching Literacy with English Language Learners (READ 7432); Applied English Grammar (LING 6133); Language, Nation, and Globalization (LING 6231); or Teaching English Internationally (LING 6233).
- ² Must be taken during the first 9 credit hours; Prerequisite(s): Admission into the Ed.S. in Middle Grades Education
- ³ Prerequisite(s): Research on Current Trends and Issues (ESED 8130) or concurrently enrolled.
- ⁴ Ed.S. candidates must complete the Content Specific Requirements in one's concentration area: Middle Grades Language Arts, Middle Grades Mathematics, Middle Grades Reading, Middle Grades Science, and Middle Grades Social Studies.
- ⁵ Prerequisite(s): Educational Statistics I (EDUR 8131), Research on Current Trends and Issues (ESED 8130), Teacher Leadership (ESED 8131), Curriculum and Instruction (ESED 8132), Transforming Learning with Technology (ITEC 8231)
- ⁶ Prerequisite(s): Educational Statistics I (EDUR 8131), Field-Based Educational Research (EDUR 8434), Research on Current Trends and Issues (ESED 8130), Teacher Leadership (ESED 8131), Curriculum and Instruction (ESED 8132), Transforming Learning with Technology (ITEC 8231)

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.
- Maintain an active account with the COE electronic data management system.
- Claim Georgia Southern University as your program provider in your My PSC Account during your first term of enrollment (see information under My PSC Account in Graduate Catalog, College of Education).

Secondary Education (Grades 6-12) Ed.S. (Online)

Degree Requirements: 33 Credit Hours

Advising

Graduate Academic Services Center
Mrs. Lydia Cross
P.O. Box 8083
Statesboro, GA 30460
(912) 478-8664
lcross@georgiasouthern.edu
Fax: (912) 478-5093
<http://coe.georgiasouthern.edu/sced/eds/>

Concentrations

Candidates must select a concentration in their area of certification:

- Biology Education
- Broad Fields Science Education
- Business Education
- Chemistry Education
- Economics Education
- English Education
- Geography Education
- History Education
- Mathematics Education
- Physics Education
- Political Science Education

Certificate Upgrade Information: An educator who holds a level five Georgia certificate in a Secondary Education field will qualify for a level six certificate upgrade upon successful completion of all program requirements. (See catalog section on Certification.)

Admission Requirements

Regular

1. Complete requirements for a Master's degree from a regionally accredited institution.
2. Possess or be eligible for a Georgia level five certificate or a Certificate of Eligibility for a level five Induction certificate in one of the secondary education certification fields: biology, broad fields science, business, chemistry, economics, English, geography, history, mathematics, physics, or political science. Candidates who have completed all requirements for the Certificate of Eligibility for a level five Induction certificate have until the end of the first semester to obtain the certificate.
3. Present a 3.25 or higher GPA on all graduate work attempted.

4. Present current official report from the verbal, quantitative and analytical writing sections of the Graduate Record Examination (GRE) showing competitive scores. 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) credits of course work after admission and meet any other stipulations outlined by the department to be converted to regular status.

Prerequisite Coursework

	Credit Hours
EDUF 7130	
EDUR 7130	

Requirements

	Credit Hours
Core Requirements (15 Credit Hours)	
EDUR 8131 Educational Statistics I	3
ESED 5233G Applied Linguistics: ESOL ¹	3
ESED 8130 Research on Current Trends and Issues ²	3
ESED 8131 Teacher Leadership ³	3
ITEC 8231 Transforming Learning with Technology	3
Content Specific Requirements (9 Credit Hours) ⁴	
EDUR 8434 Field-Based Educational Research ⁵	3
ESED 8132 Curriculum and Instruction ³	3
ESED 8839 Seminar and Field Study ⁶	3
Electives (9 Credit Hours)	
Select 9 credit hours of Electives	9
Total Credit Hours	33

- ¹ If Applied Linguistics: ESOL (ESED 5233)/Applied Linguistics: ESOL (ESED 5233G) was taken previously, acceptable alternatives include the following: Cultural Issues: ESOL (ESED 5234G); Methods for ESOL (ESED 5235G); Teaching Literacy with English Language Learners (READ 7432); Applied English Grammar (LING 6133); Language, Nation, and Globalization (LING 6231); or Teaching English Internationally (LING 6233).
- ² Must be taken during the first 9 credits; Prerequisite(s): Admission into the Ed.S. in Secondary Education.
- ³ Prerequisite(s): Research on Current Trends and Issues (ESED 8130) or concurrently enrolled.
- ⁴ Ed.S. candidates must complete the Content Specific Requirements in one's secondary certification field: biology, broad fields science, business, chemistry, economics, English, geography, history, mathematics, physics, or political science.

- ⁵ Prerequisite(s): Educational Statistics I (EDUR 8131), Research on Current Trends and Issues (ESED 8130), Teacher Leadership (ESED 8131), Curriculum and Instruction (ESED 8132), Transforming Learning with Technology (ITEC 8231)
- ⁶ Prerequisite(s): Educational Statistics I (EDUR 8131), Field-Based Educational Research (EDUR 8434), Research on Current Trends and Issues (ESED 8130), Teacher Leadership (ESED 8131), Curriculum and Instruction (ESED 8132), Transforming Learning with Technology (ITEC 8231)

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.
- Maintain an active account with the COE electronic data management system.
- Claim Georgia Southern University as your program provider in your MyPSC Account during your first term of enrollment (see information under MyPSC Account in Graduate Catalog, College of Education).

Special Education (Grades P-12) Ed.S. (Online)

Degree Requirements: 33 Credit Hours

Advising

Graduate Academic Services Center
 Mrs. Lydia Cross
 P.O. Box 8083
 Statesboro, GA 30460
 (912) 478-8664
 lcross@georgiasouthern.edu
 Fax: (912) 478-5093
<http://coe.georgiasouthern.edu/sped/eds/>

Concentrations

Candidates must select one area of concentration from the areas in which they are currently certified: Adaptive Curriculum or General Curriculum.

Certificate Upgrade Information: An educator who holds a level five Georgia certificate in Special Education Adaptive Curriculum or General Curriculum will qualify for a level six certificate upgrade upon successful completion of all program requirements. (See catalog section on Certification.)

Admission Requirements

Regular

1. Complete requirements for a Master's degree from a regionally accredited institution.
2. Possess or be eligible for a Georgia level five certificate or a Certificate of Eligibility for a level five Induction certificate in Special Education with certification in one of the concentration areas: Adaptive Curriculum or General Curriculum. Candidates who have completed all eligibility requirements for the Certificate of Eligibility for a level five Induction certificate have until the end of the first semester to obtain the certificate.

3. Present a 3.25 or higher GPA on all graduate work attempted.
4. Present current official report from the verbal, quantitative and analytical writing sections of the Graduate Record Examination (GRE) showing competitive scores. 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) credits of course work after admission and meet any other stipulations outlined by the department to be converted to regular status.

Prerequisite Coursework

	Credit Hours
EDUF 7130	
EDUR 7130	

Requirements

	Credit Hours
Core Requirements (15 Credit Hours)	
EDUR 8131 Educational Statistics I	3
ESED 5233G Applied Linguistics: ESOL ¹	3
ESED 8130 Research on Current Trends and Issues ²	3
ESED 8131 Teacher Leadership ³	3
ITEC 8231 Transforming Learning with Technology	3
Content Specific Requirements (9 Credit Hours) ⁴	
EDUR 8434 Field-Based Educational Research ⁵	3
ESED 8132 Curriculum and Instruction ³	3
ESED 8839 Seminar and Field Study ⁶	3
Electives (9 Credit Hours)	
Select 9 credit hours of Electives	9
Total Credit Hours	33

- ¹ If Applied Linguistics: ESOL (ESED 5233)/Applied Linguistics: ESOL (ESED 5233G) was taken previously, acceptable alternatives include the following: Cultural Issues: ESOL (ESED 5234G); Methods for ESOL (ESED 5235G); Teaching Literacy with English Language Learners (READ 7432); Applied English Grammar (LING 6133); Language, Nation, and Globalization (LING 6231); or Teaching English Internationally (LING 6233).
- ² Must be taken during the first 9 credits; Prerequisite(s): Admission into the Ed.S. in Special Education
- ³ Prerequisite(s): Research on Current Trends and Issues (ESED 8130) or concurrently enrolled.
- ⁴ Ed.S. candidates must complete the Content Specific Requirements in one's concentration area in Special Education: Adaptive Curriculum or General Curriculum.

- ⁵ *Prerequisite(s): Educational Statistics I (EDUR 8131), Research on Current Trends and Issues (ESED 8130), Teacher Leadership (ESED 8131), Curriculum and Instruction (ESED 8132), Transforming Learning with Technology (ITEC 8231)*
- ⁶ *Prerequisite(s): Educational Statistics I (EDUR 8131), Field-Based Educational Research (EDUR 8434), Research on Current Trends and Issues (ESED 8130), Teacher Leadership (ESED 8131), Curriculum and Instruction (ESED 8132), Transforming Learning with Technology (ITEC 8231)*

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.
- Maintain an active account with the COE electronic data management system.
- Claim Georgia Southern University as your program provider in your MyPSC Account during your first term of enrollment (see information under MyPSC Account in Graduate Catalog, College of Education).

Curriculum and Instruction - Accomplished Teaching M.Ed. (Online)

Degree Requirements: 36 Credit Hours

(Collaborative Degree with Valdosta State University and Columbus State University)

Advising

Department of Teaching and Learning
Dr. Kimberly Harris
P.O. Box 8134
Statesboro, GA 30460
(912) 478-5041
kharris@georgiasouthern.edu
Fax: (912) 478-0026
<http://coe.georgiasouthern.edu/curr-instru-accom-teaching/>

Certificate Upgrade Information: The educator will qualify for a level 5 Georgia certificate upgrade with a new Field program upon successful completion of all program requirements, achieving a passing score on the required GACE Content Assessments for Curriculum & Instruction, and applying for and successfully adding Curriculum & Instruction to the educator's GaPSC certificate.

This program is approved by the Georgia Professional Standards Commission as a program leading to certification in Curriculum and Instruction. Completing the program will prepare candidates for certification, but candidates should consult with program faculty, the College of Education Graduate Academic Services Center, or the Georgia Professional Standards Commission regarding current certification rules upon entering the program.

Admission Requirements

Regular

1. Complete requirements for a bachelor's degree from an accredited institution.

2. Possess a valid, level four or higher Induction, Professional, Advanced Professional, or Lead Professional teaching certificate, leadership certificate, service field certificate, or Life certificate.
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) credits of course work after admission and meet any other stipulations outlined by the department to be converted to regular status.

		Credit Hours
Professional Education Core (9 Credit Hours)		
EDAT 6159	Multicultural Studies across the Curriculum ¹	3
EDAT 7100	Research Methodology in Education ²	3
EDAT 7133	Trends, Issues, & Research in Education ³	3
Content-Specific Requirement (12 Credit Hours) ⁴		
EDAT 6001	Using Assessment to Improve Teaching and Learning ²	3
EDAT 6226	Curriculum Design for Student Achievement ¹	3
EDAT 7131	Enhancing Student Performance ³	3
EDAT 7132	Framework for Teaching ³	3
Specific Program Requirements (6 Credit Hours)		
EDAT 6000	Professional Decision Making ²	3
EDAT 6115	Knowledge of Students and Their Learning ¹	3
Approved Electives (9 Credit Hours)		
Select 9 credit hours of Approved Electives		9
Total Credit Hours		36

¹ Taught by Columbus State University

² Taught by Valdosta State University

³ Taught by Georgia Southern University

⁴ Candidates must complete the Content-Specific Requirements in their area of certification/content field.

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 credits of course work, including the GPA and performance on the key assessments embedded in the courses, including dispositions.
- Maintain an active account with the COE electronic data management system.

- Claim Georgia Southern University as your program provider in your MyPSC Account during your first term of enrollment (see information under MyPSC Account in Graduate Catalog, College of Education).

Early Childhood Education (Grades P-5) M.Ed. (Online)

Degree Requirements: 36 Credit Hours

Advising

Graduate Academic Services Center
 Mrs. Theresa Duggar
 P.O. Box 8083
 Statesboro, GA 30460
 (912) 478-8598
 tduggar@georgiasouthern.edu
 Fax: (912) 478-5093
<http://coe.georgiasouthern.edu/eced/med/>

Certificate Upgrade Information: An educator who holds a level four Georgia certificate in Early Childhood Education will qualify for a level five certificate upgrade upon successful completion of all program requirements. (See catalog section on Certification).

Admission Requirements

Regular

1. Complete requirements for a Bachelor's degree from a regionally accredited institution.
2. Possess or be eligible for a Georgia level four certificate in Early Childhood Education, or possess or be eligible for a Georgia Certificate of Eligibility for an Induction Certificate in Early Childhood Education. Candidates who have completed all requirements for the Georgia Certificate of Eligibility have until the end of the first semester to obtain the certificate.
3. Present a cumulative 2.50 (4.0 scale) grade point average or higher on all undergraduate and graduate work combined.
4. Present current official report from the Miller Analogies Test (MAT) or the verbal, quantitative and analytical writing sections of the Graduate Record Examination (GRE) showing competitive scores.
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) credits of course work after admission and meet any other stipulations outlined by the department to be converted to regular status.

		Credit Hours
Professional Education Core Requirements (9 Credit 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 (15 Credit Hours)		

(Professional Education Prerequisites)		
ECED 7230	Advanced Language Arts Methods	3
ECED 7330	Advanced Mathematics Methods	3
ECED 7430	Advanced Science Methods	3
ECED 7530	Advanced Social Studies Methods	3
ESED 5234G	Cultural Issues: ESOL ¹	3

Culmination Course (3 Credit Hours)		
(Professional Education and Specialized Content Prerequisites)		
ECED 7639	Seminar in P-5	3
Open Electives (9 Credit Hours)		
Select 9 credit hours of Open Electives (approved by advisor)		9

Total Credit Hours **36**

¹ If Cultural Issues: ESOL (ESED 5234)/Cultural Issues: ESOL (ESED 5234G) was taken previously, acceptable alternatives include the following: Applied Linguistics: ESOL (ESED 5233G); Methods for ESOL (ESED 5235G); Teaching Literacy with English Language Learners (READ 7432); Applied English Grammar (LING 6133); Language, Nation, and Globalization (LING 6231); or Teaching English Internationally (LING 6233).

Other Program Requirements

- Successfully complete assessments identified at each program transition point.
- Maintain an active account with the COE electronic data management system.
- Claim Georgia Southern University as your program provider in your MyPSC Account during your first term of enrollment (see information under MyPSC Account in Graduate Catalog, College of Education).

Middle Grades Education (Grades 4-8) M.Ed. (Online)

Degree Requirements: 36 Credit Hours

Advising

Graduate Academic Services Center
 Mrs. Theresa Duggar
 P.O. Box 8083
 Statesboro, GA 30460
 (912) 478-8598
 tduggar@georgiasouthern.edu
 Fax: (912) 478-5093
<http://coe.georgiasouthern.edu/mged/med/>

Concentrations

Candidates must select one area of concentration from the areas in which they are currently certified.

- Middle Grades Language Arts
- Middle Grades Mathematics
- Middle Grades Reading
- Middle Grades Science
- Middle Grades Social Studies.

Certificate Upgrade Information: An educator who holds a level four Georgia certificate in Middle Grades Education will qualify for a level

five certificate upgrade upon successful completion of all program requirements. (See catalog section on Certification).

Admission Requirements

Regular

1. Complete requirements for a Bachelor's degree from a regionally accredited institution.
2. Possess or be eligible for a Georgia Induction or Professional Certificate or the equivalent, or possess or be eligible for a Georgia Certificate of Eligibility for an Induction Certificate. The certificate must be in Middle Grades Education, with certification in one of the following concentration areas: Middle Grades Language Arts, Middle Grades Mathematics, Middle Grades Reading, Middle Grades Science, and Middle Grades Social Studies. Candidates who have completed all requirements for the Georgia Certificate of Eligibility have until the end of the first semester to obtain the certificate.
3. Present a cumulative 2.50 (4.0 scale) grade point average or higher on all undergraduate and graduate work combined.
4. Present current official report from the Miller Analogies Test (MAT) or the verbal, quantitative and analytical writing sections of the Graduate Record Examination (GRE) showing competitive scores.
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) credits of course work after admission and meet any other stipulations outlined by the department to be converted to regular status.

Requirements

	Credit Hours
Professional Education Core Requirements	6
EDUF 7130 Learning Theories and Applications	
EDUR 7130 Educational Research	
Content-Specific Concentration Requirements ¹	12
MSED 8333 Readings and Research in the Content Areas	
Complete one advanced pedagogy course in one's concentration area	
MSED 7331 Early Adolescent Literature	
MSED 7535 Teaching Middle Grades and Secondary Mathematics	
MSED 8231 Trends in Middle and Secondary Science	
MSED 8434 Trends in Middle and Secondary Social Studies	
READ 7330 Literacy in the Content Areas	
Complete two additional content courses	
Advanced content or content pedagogy course in the concentration area	
MSED 8331 Trends in the Content Areas	
Specific Requirements	15
ESED 5234G Cultural Issues: ESOL ²	

ESED 7131	Enhancing Student Performance	
ESED 7133	Trends, Issues, and Research in Education	
MGED 8132	Effective Middle Schools	
MSED 7639	MED Seminar in Middle Grades and Secondary Education ³	
Elective (approved by the advisor)		3
Total Credit Hours		36

1. Candidates must complete the Content-Specific Concentration Requirements in one's concentration area: Middle Grades Language Arts, Middle Grades Mathematics, Middle Grades Reading, Middle Grades Science, or Middle Grades Social Studies.
2. Prerequisite(s): Educational Research (EDUR 7130), , Effective Middle Schools (MGED 8132), Trends in the Content Areas (MSED 8331) or Readings and Research in the Content Areas (MSED 8333), and advanced pedagogy course in one's certified concentration area.
3. If Cultural Issues: ESOL (ESED 5234)/Cultural Issues: ESOL (ESED 5234G) was taken previously, acceptable alternatives include the following: Applied Linguistics: ESOL (ESED 5233G); Methods for ESOL (ESED 5235G); Teaching Literacy with English Language Learners (READ 7432); Applied English Grammar (LING 6133); Language, Nation, and Globalization (LING 6231); or Teaching English Internationally (LING 6233).

Other Program Requirements

- Successfully complete assessments identified at each program transition point.
- Maintain an active account with the COE electronic data management system.
- Claim Georgia Southern University as your program provider in your My PSC Account during your first term of enrollment (see information under My PSC Account in Graduate Catalog, College of Education).

Secondary Education (Grades 6-12) M.Ed. (Online)

Degree Requirements: 36 Credit Hours

Advising

Graduate Academic Services Center
Mrs. Theresa Duggar
P.O. Box 8083
Statesboro, GA 30460
(912) 478-8598
tduggar@georgiasouthern.edu
Fax: (912) 478-5093
<http://coe.georgiasouthern.edu/sced/med/>

Concentrations

Candidates must select a concentration in their area of certification:

- Biology Education
- Broad Fields Science Education
- Business Education
- Chemistry Education
- Economics Education
- English Education
- Geography Education

- History Education
- Mathematics Education
- Physics Education
- Political Science Education

Certificate Upgrade Information: An educator who holds a level four Georgia certificate in Secondary Education will qualify for a level five certificate upgrade upon successful completion of all program requirements. (See catalog section on Certification.)

Admission Requirements

Regular

1. Complete requirements for a Bachelor's degree from a regionally accredited institution.
2. Possess a Georgia Induction or Professional Certificate or the equivalent, or possess or be eligible for a Georgia Certificate of Eligibility for an Induction Certificate. The certificate must be in one of the following certification areas: biology, broad fields science, business, chemistry, economics, English, geography, history, mathematics, physics, or political science. Candidates who have completed all requirements for the Georgia Certificate of Eligibility have until the end of the first semester to obtain the certificate.
3. Present a cumulative 2.50 (4.0 scale) grade point average or higher on all undergraduate and graduate work combined.
4. Present current official report from the Miller Analogies Test (MAT) or the verbal, quantitative and analytical writing sections of the Graduate Record Examination (GRE) showing competitive scores.
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) credits of course work after admission and meet any other stipulations outlined by the department to be converted to regular status.

Requirements

	Credit Hours
Professional Education Core Requirements	6
EDUF 7130 Learning Theories and Applications	
EDUR 7130 Educational Research	
Content-Specific Requirements ¹	12
MSED 8333 Readings and Research in the Content Areas	
READ 7330 Literacy in the Content Areas	
MSED 7331 Early Adolescent Literature	
MSED 7433 Teaching Business Education in the Secondary Schools	
MSED 7535 Teaching Middle Grades and Secondary Mathematics	
MSED 8231 Trends in Middle and Secondary Science	
MSED 8434 Trends in Middle and Secondary Social Studies	
MSED 8331 Trends in the Content Areas	

Specific Requirements	12
ESED 5234G Cultural Issues: ESOL ²	
ESED 7131 Enhancing Student Performance	
ESED 7133 Trends, Issues, and Research in Education	
MSED 7639 MED Seminar in Middle Grades and Secondary Education ³	
Electives (approved by the advisor)	6
Total Credit Hours	36

- ¹ Candidates must complete the Content-Specific Requirements in their area of certification: Biology Education, Broad Fields Science Education, Business Education, Chemistry Education, Economics Education, English Education, Geography Education, History Education, Mathematics Education, Physics Education, or Political Science Education.
- ² If Cultural Issues: ESOL (ESED 5234)/Cultural Issues: ESOL (ESED 5234G) was taken previously, acceptable alternatives include the following: Applied Linguistics: ESOL (ESED 5233G); Methods for ESOL (ESED 5235G); Teaching Literacy with English Language Learners (READ 7432); Applied English Grammar (LING 6133); Language, Nation, and Globalization (LING 6231); or Teaching English Internationally (LING 6233).
- ³ Prerequisite(s): Educational Research (EDUR 7130), and Trends in the Content Areas (MSED 8331) or Readings and Research in the Content Areas (MSED 8333), and an advanced pedagogy course in one's certified concentration area.

Other Program Requirements

- Successfully complete assessments identified at each program transition point.
- Maintain an active account with the COE electronic data management system.
- Claim Georgia Southern University as your program provider in your MyPSC Account during your first term of enrollment (see information under MyPSC Account in Graduate Catalog, College of Education).

Special Education (Grades P-12) M.Ed. (Online)

Degree Requirements: 36 Credit Hours

Advising

Graduate Academic Services Center
 Mrs. Theresa Duggar
 P.O. Box 8083
 Statesboro, GA 30460
 (912) 478-8598
 tduggar@georgiasouthern.edu
 Fax: (912) 478-5093
<http://coe.georgiasouthern.edu/sped/med/>

Concentrations

Candidates must select one area of concentration from the areas in which they are currently certified: Adaptive Curriculum or General Curriculum.

Certificate Upgrade Information: An educator who holds a level four Georgia certificate in Special Education Adaptive Curriculum or General Curriculum will qualify for a level five certificate upgrade upon successful completion of all program requirements. (See catalog section on Certification.)

Admission Requirements

Regular

1. Complete requirements for a Bachelor's degree from a regionally accredited institution.
2. Possess or be eligible for a Georgia level four certificate or equivalent or possess or be eligible for a Certificate of Eligibility for an Induction certificate. Certification must be in Special Education: Adaptive Curriculum or Special Education: General Curriculum. Candidates who have completed all requirements for the Certificate of Eligibility for an Induction certificate have until the end of the first semester to obtain the certificate..
3. Present a cumulative 2.50 (4.0 scale) grade point average or higher on all undergraduate and graduate work combined.
4. Present current official report from the Miller Analogies Test (MAT) or the verbal, quantitative and analytical writing sections of the Graduate Record Examination (GRE) showing competitive scores.
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) credits of course work after admission and meet any other stipulations outlined by the department to be converted to regular status.

Prerequisites

		Credit Hours
READ 4131	The Teaching of Reading	3
or READ 7131	Approaches to Literacy Instruction	
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

		Credit Hours
Professional Education Core Requirements (6 Credit Hours)		
EDUF 7130	Learning Theories and Applications	3
EDUR 7130	Educational Research	3
Concentration Area Courses (12 Credit Hours) ¹		
Select one of the following Curriculum Areas in which one is currently certified:		12
Moderate-Severe Disabilities-Adaptive Curriculum		
SPED 7630	Seminar in Special Education	
SPED 7634	Characteristics and Assessment of Low Incidence Populations	
SPED 7635	Methods for Low Incidence Populations	
SPED 7633	Introduction to Augmentative Language	
or SPED 7136	Language Development	
Mild Disabilities - General Curriculum		

SPED 7630	Seminar in Special Education	
SPED 7631	Perspectives on Mild Disabilities	
SPED 7632	Methods for Mild Disabilities	
SPED 7136	Language Development	
Specialized Content for Teaching (9 Credit Hours)		
ESED 5234G	Cultural Issues: ESOL ²	3
SPED 7133	Collaboration Across the Life Span	3
SPED 7796	Internship in Special Education	3
Reading Electives (9 Credit Hours)		
READ 7132	Literacy Assessment and Correction	3
READ 7230	Issues and Trends in Literacy	3
READ 7330	Literacy in the Content Areas	3
Total Credit Hours		36

1. Concentration must be in a curriculum area in which one is currently certified: Adaptive Curriculum or General Curriculum.
2. If Cultural Issues: ESOL (ESED 5234)/Cultural Issues: ESOL (ESED 5234G) was taken previously, acceptable alternatives include the following: Applied Linguistics: ESOL (ESED 5233G); Methods for ESOL (ESED 5235G); Teaching Literacy with English Language Learners (READ 7432); Applied English Grammar (LING 6133); Language, Nation, and Globalization (LING 6231); or Teaching English Internationally (LING 6233).

Other Program Requirements

- 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.
- Successfully complete assessments identified at each program transition point.
- Maintain an active account with the COE electronic data management system.
- Claim Georgia Southern University as your program provider in your MyPSC Account during your first term of enrollment (see information under MyPSC Account in Graduate Catalog, College of Education).

Teaching M.A.T.

Degree Requirements: 36-51 Credit Hours

Advising

Department of Teaching and Learning
P.O. Box 8134
Statesboro, GA 30460
<http://coe.georgiasouthern.edu/MAT>

Concentration One and Two:
Dr. Missy Bennett
(912) 478-0356
mbennett@georgiasouthern.edu
Fax: (912) 478-0026

Concentration Three:
Ms. Shelley Woodward
(912) 478-8408
swoodward@georgiasouthern.edu
Fax: (912) 478-0026

Concentration Four:

Dr. Marcela Ruiz-Funes
(912) 478-0113
mruizfunes@georgiasouthern.edu
Fax: (912) 478-0652

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 bachelor's 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 language arts, science, social studies, and mathematics.
- **Study Concentration 3:** Special Education certification (P-12) for candidates who hold a bachelor's degree in counseling, child and family development, English, mathematics, psychology, science, social science, or a closely-related field.
- **Study Concentration 4:** P-12 Education certification for candidates who hold a bachelor's degree in Spanish or related field.

The total credit 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 from the Miller Analogies Test (MAT) or the verbal, quantitative, and analytical writing sections of the Graduate Record Exam (GRE) showing competitive scores. For Study Concentration Four (Spanish), candidates are not required to take either the MAT or the GRE; rather, they must pass an Oral Proficiency Interview and a Writing Proficiency Test in Spanish at the ACTFL-defined IH or above (tests administered by the Department of Foreign Languages).
6. Submit passing scores on the GACE Program Admission 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. Complete the state-required Georgia Educator Ethics--Program Entry (350) assessment. A minimum score is not required.

9. Qualify for a Georgia Pre-Service certificate or Induction Pathway 4 certificate (see Certification section in the Graduate Catalog)
10. 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.
11. Submit a completed "Disclosure and Affirmation Form" that addresses misconduct disclosure, criminal background check, the Code of Ethics for Educators, and tort liability insurance.
12. 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. For Study Concentration Four (Spanish), candidates are not required to take the TOEFL: rather, those individuals who did not complete their undergraduate degree in the English language must pass an Oral Proficiency Interview and a Writing Proficiency Test in English at the ACTFL-defined IH or above (tests administered by the Department of Foreign Languages).
13. 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 nine (9) credits 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, 42 Credit Hours

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).

Prerequisite(s)

	Credit Hours
ITEC 7530 Instructional Technology Foundations (or equivalent)	3

Degree Requirements

	Credit Hours
Step One - The Following Courses are Prerequisites to Steps Two and Three (Fall Semester Only) (9 Credit Hours)	
MSED 6120 Introduction to the Middle and Secondary School	2
MSED 6122 Curriculum and Instruction	2

MSED 6123 Middle and Secondary School Practicum 2

SPED 6130 Introduction to Special Education 3

Step Two: Secondary Education Block (Spring Semester Only) (taken concurrently) (9 Credit Hours)

SCED 6131 Curriculum for Secondary Education 3

SCED 6738 Supervised Practicum in Secondary Education (Candidates who are currently teaching full-time on an Induction Pathway 4 certificate enroll in SCED 6739 - M.A.T. Internship I: Secondary) 3

Select one of the following Appropriate Subject-Specific Courses: 3

MSED 6237 Science Methods

MSED 6337 Language Arts Methods

MSED 6437 Social Science Methods

MSED 6537 Mathematics Methods

MSED 6637 Business Education Methods

MSED 6737 Family and Consumer Sciences Methods

Step Three: Student Teaching/Supervised Internship Semester: (See Admission to Student Teaching/ Internship section in Graduate Catalog) (12 Credit Hours)

Select one of the following: 9

SCED 5799G Student Teaching in Secondary Education (Candidates who are not teaching full-time enroll)

SCED 6799 Supervised Internship: Secondary (Candidates who are currently teaching full-time on an Induction Pathway 4 certificate enroll)

MSED 7635 MAT Seminar in Middle Grades and Secondary Education 3

Step Four: Additional Course Work Required for Initial Certification (3 Credit Hours)

MSED 7132 Assessment of Student Learning 3

[Upon successful completion of steps 1-4, successful completion of the state-required content pedagogy assessment (edTPA), and successful completion of the state-required Educator Ethics--Program Exit (360) assessment, candidates who are teaching full-time on an Induction Pathway 4 certificate may apply for a level 4 Induction Pathway 1 certificate, and candidates who are not teaching may apply for a Certificate of Eligibility for a level 4 Induction Pathway 1 certificate.]

Step Five: Course Work Required for Completion of the MAT Degree (9 Credit Hours)

EDUR 7130 Educational Research 3

ESED 5234G Cultural Issues: ESOL 3

MSED 7130 Middle and Secondary School Colloquium 3

[Candidates who are teaching full-time on a level 4 Induction Pathway 1 certificate may apply for the level 5 Induction Pathway 1 certificate upon successful completion of all program requirements. Candidates who are not teaching during the program may apply for a level 5 Induction Pathway 1 certificate after successful completion of all program requirements and obtaining a teaching position.]

Total Credit Hours

42

Study Concentration Two, 48 Credit Hours

Middle Grades Education (Grades 4-8)

Prerequisite(s)

		Credit Hours
ITEC 7530	Instructional Technology Foundations (or equivalent)	3

Degree Requirements

Step One - The Following Courses are Prerequisites to Steps Two and Three (Fall Semester Only) (9 Credit Hours)

		Credit Hours
MSED 6120	Introduction to the Middle and Secondary School	2
MSED 6122	Curriculum and Instruction	2
MSED 6123	Middle and Secondary School Practicum	2
SPED 6130	Introduction to Special Education	3

Step Two: Middle Grades Education Block (Spring Semester Only) (taken concurrently) (9 Credit Hours)

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 an Induction Pathway 4 certificate enroll in MGED 6739 - M.A.T. Internship I: Middle Grades (3)	3

Select one of the following Appropriate Subject-Specific Methods Courses in One's Primary Concentration Area: 3

MSED 6237 Science Methods

MSED 6337 Language Arts Methods

MSED 6437 Social Science Methods

MSED 6537 Mathematics Methods

Step Three: Student Teaching/Supervised Internship: (See Admission to Student Teaching/Internship section in Graduate Catalog) (12 Credit Hours)

Select one of the following: 9

MGED 5799G Student Teaching in Middle Grades Education (Candidates who are not teaching full-time enroll)

MGED 6799 Supervised Internship: Middle Grades) (Candidates who are currently teaching full-time on an Induction Pathway 4 certificate enroll in MGED 6799 - Supervised Internship: Middle Grades (9)

MSED 7635 MAT Seminar in Middle Grades and Secondary Education 3

Step Four: Additional Course Work Required for Initial Certification (9 Credit 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: 3

MSED 6237 Science Methods

MSED 6337 Language Arts Methods

MSED 6437 Social Science Methods

MSED 6537 Mathematics Methods

[Upon successful completion of Steps 1-4, successful completion of the state-required content pedagogy assessment (edTPA), and successful completion of the state-required Educator Ethics--Program Exit (360) assessment, candidates who are teaching full-time on an Induction Pathway 4 certificate may apply for a level 4 Induction Pathway I certificate, and candidates who are not teaching may apply for a Certificate of Eligibility for a level 4 Induction Pathway I certificate.]

Step Five: Additional Course Work Required for Completion of the MAT Degree (9 Credit Hours)

EDUR 7130	Educational Research	3
ESED 5234G	Cultural Issues: ESOL	3
MSED 7130	Middle and Secondary School Colloquium	3

[Candidates who are teaching full-time on a level 4 Induction Pathway I certificate may apply for the level 5 Induction Pathway I certificate upon successful completion of all program requirements. Candidates who are not teaching during the program may apply for a level 5 Induction Pathway I certificate after successful completion of all program requirements and obtaining a teaching position.]

Total Credit Hours **48**

Study Concentration Three, 45-51 Credit Hours

Special Education (Grades P-12) (Online)

Degree Requirements

	Credit Hours
Step One - The Following Courses are Prerequisites to Steps Two and Three	6-9 hours

EDUF 7130	Learning Theories and Applications
ESED 5234G	Cultural Issues: ESOL
SPED 6130	Introduction to Special Education

(Admission criteria to the Teacher Education Program (TEP), must be met and a Georgia Pre-Service certificate must be obtained for progression to Step Two.)

Step Two: Special Education Prerequisite Content Block (6 Credit Hours)

SPED 6231	Special Education Laws and Procedures	3
SPED 7631	Perspectives on Mild Disabilities	3

Step Three: Special Education Content For Teaching Block (6 hours) (6 Credit Hours)

SPED 6230	Assessment and Procedures in Special Education	3
EDUR 7130	Educational Research *	3

Step Four: Special Education Content Block: (See admission to Student Teaching/Internship section in Graduate Catalog) (9 Credit Hours)

SPED 6330	Classroom Management	3
READ 7131	Approaches to Literacy Instruction	3
SPED 7136	Language Development *	3

Step Five: Special Education Content and Teaching Block: (9 Credit Hours)

SPED 7133	Collaboration Across the Life Span *	3
SPED 7632	Methods for Mild Disabilities	3
SPED 7736	Intern. in SPED/BD,LD,MR/Mild	3

Step Six: Student Teaching/Supervised Internship: 9-12

SPED 7630	Seminar in Special Education
-----------	------------------------------

Select one of the following:

SPED 5799G	Student Teaching in Special Education (Candidates who are not teaching full time enroll)
SPED 7796	Internship in Special Education (Candidates who are currently teaching full time on an Induction Pathway 4 certificate enroll)

Total Credit Hours **45-51**

* Candidates seeking teaching certification only may eliminate the three courses denoted with the asterisk from their course work. [After successful completion of the required courses for certification, successful completion of the state-required content pedagogy assessment (edTPA), and successful completion of the state-required Educator Ethics—Program Exit (360) assessment, candidates who are teaching full-time may apply for a level 4 Induction Pathway 1 certificate, and candidates who are not teaching may apply for a Certificate of Eligibility for a level 4 Induction Pathway 1 certificate.]

[Candidates who are teaching full-time on a level 4 Induction Pathway 1 certificate may apply for the level 5 Induction Pathway 1 certificate upon successful completion of Steps 1-6. Candidates who are not teaching during the program may apply for a level 5 Induction Pathway 1 certificate after successful completion of Steps 1-6 and obtaining a teaching position.]

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 project in order to exit the program.
- Candidates are required to complete 900 clinical hours to meet certification requirements. These clinical hours are included in the courses in this program of study.
- Although this is a fully online program, candidates are strongly encouraged to attend Student Teaching Orientation and all edTPA information sessions their final semester in the program.

Study Concentration Four, 36 Credit Hours

P-12 Education with Teaching Fields in Spanish

Prerequisite(s)

	Credit Hours	
ITEC 7530	Instructional Technology Foundations (or equivalent (This course may be taken concurrently with Step One.))	3

Degree Requirements

Credit Hours

Step One - Education and Foreign Language Pedagogy and Supervised Practicum. The following courses are prerequisites to Step Two (15 Credit Hours)

EDUF 7130	Learning Theories and Applications	3
FORL 6431	Foreign Language Methods P-8	3

FORL 6432	Foreign Languages Methods 9-12	3
FORL 6433	Practicum in Foreign Languages	3
SPED 6130	Introduction to Special Education	3

**Step Two: Student Teaching/Supervised Internship:
See Admission to Student Teaching/Internship section
in Graduate Catalog) (9 Credit Hours)**

Select one of the following:		9
ESED 5799G	Student Teaching in P-12 Education (Candidates who are not teaching full-time enroll)	
ESED 6799	Supervised Internship (Candidates who are currently teaching full-time on an Induction Pathway 4 certificate enroll)	

[Upon successful completion of ESED 5799G or ESED 6799, successful completion of the state-required content pedagogy assessment (edTPA), and successful of the state-required Educator Ethics--Program Exit (360) assessment, candidates who are teaching full-time on an Induction Pathway 4 certificate may apply for a level 4 Induction Pathway 1 certificate, and candidates who are not teaching may apply for a Certificate of eligibility for a level 4 Induction Pathway 1 certificate.]

Step Three: Additional Course Work Required for Completion of the MAT Degree. These courses may be taken concurrently with Step One (12 Credit Hours)

EDUR 7130	Educational Research	3
SPAN XXXX	Graduate level Spanish courses	9

[Candidates who are teaching full-time on a level 4 Induction pathway 1 certificate may apply for the level 5 Induction Pathway 1 certificate upon successful completion of all program requirements. Candidates who are not teaching during the program may apply for a level 5 Induction Pathway 1 certificate after successful completion of all program requirements and obtaining a teaching position.]

Total Credit Hours **36**

Other Program Requirements (For all Concentrations)

- Must successfully complete assessments identified at each program transition point.

English for Speakers of Other Languages (ESOL) Education Endorsement

Requirements: 9 Credit Hours

Purpose

Prepares individuals to teach English to speakers of other languages in grades P-12.

Advising

Department of Teaching and Learning
Dr. James Jupp
P.O. Box 8134
Statesboro, GA 30460
(912) 478-8534
jcjupp@georgiasouthern.edu (salbeck@georgiasouthern.edu)

Fax: (912) 478-0026
<http://coe.georgiasouthern.edu/degrees/endorsements/>

Requirements

1. Hold a bachelor's degree from a regionally accredited institution.
2. Hold a valid Georgia Level Four Teaching Certificate.
3. Complete 9 credits of prescribed course work.

		Credit Hours
ESED 5233G	Applied Linguistics: ESOL	3
ESED 5234G	Cultural Issues: ESOL	3
ESED 5235G	Methods for ESOL	3
Total Credit Hours		9

Doctor of Education Programs

The Ed.D. program in Curriculum Studies provides a unique and contemporary approach to doctoral study in curriculum. The program prepares graduates to work directly in the P-12 schools (e.g., master teacher, instructional coordinator, curriculum director) or to enter the professoriate as curriculum scholars. The design of the Ed.D. program in Curriculum Studies has four major components. The **Curriculum Studies core** intertwines the theoretical, ethical, and historical concepts underpinning curriculum work with advanced theories of design, development, and implementation. The **Research and Inquiry core** provides for advanced study into specific methodologies and their appropriate applications. The **Advanced Doctoral core** allows students to select either the certification option (advanced pedagogy coursework) or the non-certification option (advanced Curriculum Studies coursework.) Students seeking a certificate upgrade must select the certification option and apply the advanced pedagogy coursework to their certification field. Finally, students choose one of the four **Emphasis Areas** to complete their program of study. The Curriculum Studies program evaluates applications once per year for summer admission, and admission is competitive. See program's Catalog page for specific information on admission, program of study, and other requirements.

The Ed.D. degree program in Educational Leadership 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 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.

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 nine areas of study. Programs of study leading to the Ed.S. degree 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 Certificate.

The Ed.S. degree requires a Program of Study that includes a minimum of 30 credits of course work with at least a "B" average. The Program of Study must include a research sequence of nine (9) to twelve (12) credits, including Educational Statistics I (EDUR 8131), Field-Based Educational Research (EDUR 8434), and a directed field-based research course in the field of study, and a minimum of 12 credits in the major. Upon admission into the Ed.S. program, the student is responsible for meeting with the assigned graduate 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. 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 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 credits. Refer to program admission requirements on the program's Catalog page.
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 Level 4 or 5 Certificate 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 credit hours for the semester in which the Ed.S. enrollment is approved may not exceed nine (9) credits. 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) credits of course work after admission and meet any other stipulations outlined by the department to be converted to regular status.

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 advisor should consider possible research topics that complement the candidate's career objectives and Program of Study. Upon enrollment in Field-Based Educational Research (EDUR 8434), 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 Field-Based Educational Research (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 Field-Based Educational Research (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.

Endorsements

Endorsement programs are available in the areas of: English for Speakers of Other Languages (ESOL), Online Teaching and Learning, and Reading. 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

admissions and course requirements that pertain to each individual program.

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; the counselor education program is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP); and the school psychology program has National Association of School Psychologists (NASP) approval-full (national recognition).

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. Students will not be required to undergo a criminal background check more than once every two years.

Master of Education Programs

Master of Education (M.Ed.) degree programs are offered in eleven 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 credit hours, including a minimum of 6-9 credit hours in the professional education Core and a minimum of 15 credit 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 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 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 credit 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) credits of course work after admission and meet any other stipulations outlined by the department to be converted to regular status.

Non-Degree Graduate Studies

For non-degree admission to graduate education programs for those interested in professional development, certification renewal, or an endorsement to an existing certificate, students must be admitted to graduate study as a non-degree student. 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.
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 cannot be completed as non-degree study. To pursue certification in Educational Leadership as a non-degree student, the applicant must possess at entry a master's degree in any field and meet all admission criteria for the Education Specialist in Educational Leadership program; although the master's degree may be in any field, pre-requisites will be required if it is not in educational leadership. 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.

Online and Off-Campus Graduate Offerings

Master's core courses are offered each semester through online delivery. The M.Ed. in Higher Education Administration can be completed online if online courses are selected. Programs offered fully online are the

M.A.T. with a concentration in Special Education; M.Ed. programs in Curriculum and Instruction - Accomplished Teaching, Early Childhood Education, Educational Leadership, Instructional Technology, Middle Grades Education, Reading Education, Secondary Education, and Special Education; Ed.S. programs in Early Childhood Education, Instructional Technology, Middle Grades Education, Reading Education, Secondary Education, and Special Education; and Endorsement programs in Online Teaching and Learning, and Reading.

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 (p. 78)'s Catalog page for specific information on admission, Program of Study, and other requirements.

Policies and Procedures for Field Experiences, Internships and Clinical Experience - Initial Teacher Preparation

Field Experience Placement Policies

- Field placements are very important to candidates in the teacher preparation program. Georgia Southern University and its Partner Schools place great importance on field experiences.
- All field experiences are coordinated between the Office of Undergraduate Teacher Education, academic programs, and Partner Schools.
- An attempt will be made to place two or more teacher candidates in a school. An exception to this clustering policy could be rendered by a program or department. This exception would be a result of specialization required of the clinical supervisor.
- One geographical area will serve Georgia Southern's teacher candidate population. The primary area is an approximate 60 mile radius of Georgia Southern campus. One-way travel of 60 miles from Georgia Southern to a school placement is to be expected.
- Teacher candidates seldom receive a field placement at a school site where they have had a previous field experience placement. This policy provides candidates with diversity in placements and teaching experiences.
- Teacher candidates are not placed in schools where relatives are employed, where they have been enrolled as a student, or where relatives are enrolled as students.
- Teacher candidates will not receive a field placement with a former P-12 teacher.

Intervention Policies for Field Experiences, Student Teaching, and Internship

- Candidates are allowed a maximum of two (2) Performance Agreements (Form A) (each for different areas of difficulty) per field experience, student teaching or internship.
- Candidates are allowed a maximum of one (1) Probation (Form B) per field experience, student teaching, or internship.
- Candidates may repeat each field experience, student teaching, or internship one (1) time.
- Withdrawing without academic penalty, withdrawing failing, or withdrawing at the recommendation of the program faculty from a field

experience, student teaching, or internship will be considered one (1) attempt at that field experience.

Repeating/Extending Field Experiences, Internship and Clinical Experience

- In very rare situations an extension of a pre-student teaching or internship field experience (maximum of two weeks) may occur at the recommendation of the Program Coordinator and upon approval of the Department Chair.
- In very rare situations an extension of the student teaching experience or internship experience (maximum of three weeks) may occur at the recommendation of the Program Coordinator and upon approval of the Department Chair.
- 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.

Structure

The College of Education 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; CAEP/ NCATE/PSC accreditation; College of Education Unit and program assessment; and Educator Preparation Committee activities. The Director of Field Experiences and Clinical Experiences facilitates all field experiences and coordinates student teaching and the Partnership Council including Clinical Associates, Clinical Supervisors, and Partner Schools in collaboration with the various departments, public schools and international partners. Contact information for the Director of Field Experiences and Clinical Practice is Ms. Patricia A. Parsons, pparsons@georgiasouthern.edu, (912) 478-0499.

The **Office of Graduate Education and Research** 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.

The **Center for Educational Leadership and Service** is committed to serving school-university partnerships in preparation, certification, and support of "performance coaches" in educational leadership preparation programs. Furthermore, the Center develops leadership capacity in P-12 partner schools through sponsored research and professional development activities.

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 as needed.

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-20 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.

The **Graduate Academic Services Center** provides a comprehensive graduate experience beginning with recruiting prospective graduate students to providing student support for College of Education graduate students from program entry through graduation. The staff provides direct advisement for graduate students in several programs and provides pre-admission advisement for students in the College of Education. The Center staff also provides faculty and administrator support through the collecting, processing, and consolidating of assessment data for College of Education graduate programs.

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.

The **National Youth-At-Risk Center** develops, coordinates, and extends further the ongoing efforts of the College of Education to foster the intellectual, social, emotional, and physical well-being of youth placed at risk by providing professional development, research support, and resource assistance for educators serving these youth within the geographical service region of Georgia Southern and beyond.

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 Bryan, Bulloch, Burke, Candler, Chatham, Effingham, Emanuel, Evans, Jenkins, Liberty, Long, Screven, Tattnall, Toombs, Wayne and Vidalia City.

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.

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 Education fields (biology, broad fields science, business, chemistry, economics, English, family and consumer sciences, history, geography, mathematics, physics, and political science), and a P-12 Education field (Spanish education). 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 (<http://catalog.georgiasouthern.edu/undergraduate>)). 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 (p. 79) section of this catalog for further information on these program options.

Candidates in a 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/>

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, Secondary Education fields (biology, broad fields science, business, chemistry, economics, English, family and consumer sciences, history, geography, mathematics, physics, and political science), and a P-12 Education field (Spanish education). 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 (<http://catalog.georgiasouthern.edu/undergraduate>) 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, Secondary Education fields (biology, broad fields science, business, chemistry, economics, English, family and consumer sciences, history, geography, mathematics, physics, and political science), and a P-12 Education field (Spanish education).

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 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.

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 Program Admission 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.
10. Completed a MyPSC account with the Georgia Professional Standards Commission and claim Georgia Southern University as your program provider.
11. Completed the Georgia Educator Ethics-Program Entry (350).
12. Received a Preservice Certificate from the Georgia Professional Standards Commission.

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) credits of course work

after admission and meet any other stipulations outlined by the department to be converted to regular status.

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 (<http://catalog.georgiasouthern.edu/undergraduate>) for more information.) Non-degree initial certification students must be admitted for 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 a master's degree in any field and meet all admission criteria for the Education Specialist in Educational Leadership program; although the master's degree may be in any field, pre-requisites will be required if it is not in educational leadership. 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.

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.

Allen E. Paulson College of Engineering and Information Technology

Dean: Mohammad Davoud
IT Building Room 3400
P.O. Box 7995
(912) 478-7412
E-mail address: mdavoud@georgiasouthern.edu

Associate Dean: Frank Gross
Faculty and Research Programs
IT Building Room 3400
P.O. Box 7995
(912) 478-7412
E-mail address: fgross@georgiasouthern.edu

Associate Dean: David Williams
Students, Curriculum, and Advisement
IT Building Room 3400
P.O. Box 7995
(912) 478-7483
E-mail address: dwilliams@georgiasouthern.edu

Director: John O'Malley
RETP and Co-op Programs
IT Building Room 3400
(912) 478-5474
E-mail address: jomalley@georgiasouthern.edu

The Allen E. Paulson College of Engineering and Information Technology (CEIT) at Georgia Southern University started operations on July 1, 2012. The college offers both undergraduate and graduate degree programs. At the undergraduate level, the college offers the Bachelor of Science degree programs in Civil Engineering, Computer Science, Construction, Electrical Engineering, Information Technology, Manufacturing Engineering and Mechanical Engineering. At the graduate level, the college offers the Master of Science degree programs in Applied Engineering and Computer Science. The college also offers the Regional Engineering Transfer Program (RETP) as an option for students to complete the first two years of their engineering curriculum at designated Georgia colleges and then transfer to Georgia Southern or another engineering school in Georgia, based on the availability of a particular major, to complete their BS degree in engineering.

Vision

The College of Engineering and Information Technology (CEIT) will be a nationally recognized leader in engineering, computer science, and information technology in the areas of student-centric and application-based teaching, research, and service.

Mission

The College of Engineering and Information Technology (CEIT) will maintain a dynamic and evolutionary environment of excellence in teaching, research, and service in which students, faculty, and staff can achieve their professional goals. In these endeavors, CEIT will foster student-centric professional learning experiences utilizing advanced technologies, inspire innovation and invention, encourage sustainability, and technically and economically enrich our communities and societies.

Experiential Learning Opportunities Internships

Internship opportunities are available for all undergraduate programs in the Allen E. Paulson College of Engineering and Information Technology and are required for students majoring in Construction Management and Information Technology. Internships are supervised experiential learning programs, designed to allow students an opportunity to receive practical experience in their chosen field of study. Students should contact Dr. John O'Malley, Director of RETP and Co-op Programs in the Allen E. Paulson College of Engineering and Information Technology Office of the Dean 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. Students should contact Dr. John O'Malley, Director of RETP and Co-op Programs in the Allen E. Paulson College of Engineering and Information Technology Office of the Dean for further information.

Undergraduate Research

Undergraduate research is a primary focus of the CEIT Office of Undergraduate Research. Our administration and faculty work diligently to provide students with abundant opportunities to engage in research under faculty supervision. Examples of each department's current areas of research are included in the department brochures and Web pages. Each fall, CEIT funds student-led research projects, which are showcased in a spring Research Symposium.

Advisement

Undergraduate

Academic advisement for all majors in CEIT is conducted through the Student Services Center.

Location: IT Building, Room 1208, Telephone: (912) 478-4877

Graduate

Graduate students in CEIT are advised by the department's professional advisors and the student's major faculty advisor. For information regarding the MSAE program contact Dr. B. Samanta at MSAE@georgiasouthern.edu and for MSCS program contact Dr. M. Medidi at MSCS@georgiasouthern.edu.

Masters Degrees

- Applied Engineering M.S.A.E. (p. 121)
- Computer Science M.S. (Online) (p. 120)
- Engineering and Manufacturing Management Certificate (p. 124)
- Occupational Safety and Environmental Compliance Certificate (p. 125)

Department of 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.

Program Educational Objective (3-5 years after graduation):

- have a diverse group of graduates take on successful leadership roles in Computer Science related fields;
- have graduates remain current in their field through the pursuit of life-long learning;
- have graduates work effectively with others to make positive contributions to their employers and to society;

Outcomes

Upon graduation, students with a BS majoring in Computer Science will have:

- an ability to apply knowledge of computing and mathematics appropriate to the discipline;
- an ability to analyze a problem, and identify and define the computing requirements appropriate to its solution;
- an ability to design, implement and evaluate a computer-based system, process, component, or program to meet desired needs;
- an ability to function effectively on teams to accomplish a common goal;
- an understanding of professional, ethical, legal, security, and social issues and responsibilities;
- an ability to communicate effectively with a range of audiences;
- an ability to analyze the local and global impact of computing on individuals, organizations, and society;
- 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 practices;
- an ability to apply mathematical foundations, algorithmic principles, and computer science theory in the modeling and design of computer-based systems in a way that demonstrates comprehension of the tradeoffs involved in design choices;
- an ability to apply design and development principles in the construction of software systems of varying complexity.

The CS program is accredited by the Computing Accreditation Commission of ABET, <http://www.abet.org>.

Computer Science Degrees

- Computer Science M.S. (Online) (p. 120)

Computer Science M.S. (Online)

Degree Requirements: 30 Credit Hours

Advising

Allen E. Paulson College of Engineering and Information Technology
Department of Computer Sciences
Dr. Muralidhar Medidi
Georgia Southern University
P.O. Box 7997
Statesboro, GA 30460
(912) 478-5898
E-mail: MSCS@georgiasouthern.edu. (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

1. Bachelor of Science in Computer Science or in a related field (Computer Engineering, Information Technology, Information Systems, Software Engineering, etc.).
2. Have a cumulative GPA of 2.4/4.0 or its equivalent.
3. Have at least two years of relevant professional experience (employment) in computing.
4. 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:

		Credit Hours
CSCI 1301	Programming Principles I	4
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 credits of graduate course work, including 9 credits of core courses, 9 credits in a concentration area and either 9 credits of elective classes at the 7000 level with 3 credits of Research Project in Computer Science (CSCI 7899) (project option) or 6 credits of

elective classes at the 7000 level with 6 credits of Thesis (CSCI 7999) (thesis option).

General Requirements

		Credit Hours
Core Requirements (9 Credit Hours)		
CSCI 7130	Artificial Intelligence - Theory and Application	3
CSCI 7132	Database Systems Design-Theory and Application	3
CSCI 7136	Distributed Web Systems Design - Theory and Application	3
Area of Concentration (9 Credit Hours)		
Database and Knowledge Systems		
CSCI 7431	Distributed Database Systems	3
CSCI 7434	Data Mining	3
CSCI 7435	Data Warehousing	3
Electives (3 Credit Hours)		
Select one of the following:		3
CSCI 7090	Selected Topics in Computer Science	
Any CEIT 7XXX courses from any department of the college (with approval)		
Project Option (during the last semester) (3 Credit Hours)		
CSCI 7899	Research Project in Computer Science	3
Thesis Option (not in the same semester) (6 Credit Hours)		
CSCI 7999	Thesis	6
Total Credit Hours		30

Students with GPA over 3.8 are encouraged to take the Masters Thesis option.

Department of Mechanical Engineering

The Department of Mechanical Engineering offers students an applied laboratory oriented Bachelor of Science educational experience in Mechanical Engineering. The Mechanical Engineering curriculum is theoretical yet hands-on and career oriented. Students gain expertise and practical knowledge in Mechanical Engineering (ME) in the major areas of Mechanical Devices and Controls, Robotics, Environmental Systems, Mechanical Design and Analysis, Material Science and Processing, Renewable Energy, and Thermal-Fluid Energy Sciences. The ME Program is accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>. The MET degree program is accredited by the Engineering Technology Accreditation Commission of ABET, <http://www.abet.org>; however, the MET program no longer accepts entering or transfer students.

Faculty members mentor students in research projects, providing personalized opportunities for professional development. Active areas of research include Biofuels Development; Combustion; Engine Design and Testing; Robotics Automation; Tribology; and Sustainable Design.

Mechanical Engineering Degrees

- Applied Engineering M.S.A.E. (p. 121)

Mechanical and Electrical Engineering Certificates

- Engineering and Manufacturing Management (p. 124)
- Occupational Safety and Environmental Compliance (p. 125)

Applied Engineering M.S.A.E.

Degree Requirements: 30 Credit Hours (Thesis Track), 30 Credit Hours (Non-Thesis Track)

Total Hours: Thesis Track 24 + 6 hours thesis

Non-Thesis Track 30 hours

Advising

Allen E. Paulson College of Engineering and Information Technology
 Dr. Biswanath Samanta
 Georgia Southern University
 P.O. Box 8045
 Statesboro, GA 30460
 (912) 478-0334
 FAX: (912) 478-1455
 E-mail: bsamanta
 (bsamanta@georgiasouthern.edu)@georgiasouthern.edu
 (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. An undergraduate degree or the equivalent in the proposed or closely related field of study.
3. A 2.75 (4.0 scale) cumulative grade point average or higher on courses in undergraduate work, or equivalent.
4. International students (a) whose first language is not English and/or (b) who did not complete their undergraduate degree in the United States will have to submit TOEFL, or ISE (written) and ESL (verbal) results for review.
5. The Master of Science in Applied Engineering program with an Information Technology concentration requires: a) a bachelor's degree in computer sciences, information systems, information technology, or related field and a minimum of 2-years of work experience in IT or related field; or b) a bachelor's degree and a least 4-years of work experience in IT or related field; or c) permission of the Graduate Program Director.

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 based upon the recommendation of the Master of Science in Applied Engineering Graduate Coordinator or department chair.

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 Civil Engineering and Construction, Electrical & Electronic Systems, Mechanical Engineering, 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.

Civil Engineering and Construction Concentration

Thesis Track, 30 Credit Hours

	Credit Hours
Core Requirements (30 Credit Hours)	
TMAE 7530 Research in Applied Engineering &TMAE 7432 and Advanced Engineering Economy orFINC 7231 Financial Problems orACCT 7230 Accounting for Executives orACCT 7134 Financial Reporting and Analysis	6
Restricted Elective courses at or about the 5000 level (18) as contracted with the faculty advisor and degree coordinator	18
TMAE 7999 Thesis	6
Other Thesis Track Requirements	
Comprehensive Exam	
Total Credit Hours	30

Non-Thesis Track, 30 Credit Hours

	Credit Hours
Core Requirements (27 Credit Hours)	
TMAE 7530 Research in Applied Engineering &TMAE 7432 and Advanced Engineering Economy orFINC 7231 Financial Problems orACCT 7230 Accounting for Executives orACCT 7134 Financial Reporting and Analysis	6
Restricted Elective courses at or about the 5000 level (21) as contracted with the faculty advisor and degree coordinator	21
Other Non-Thesis Track Requirements (3 Credit Hours)	
TMAE 7891 Independent Study	3
Comprehensive Exam	
Total Credit Hours	30

Electrical & Electronic Systems Concentration

Thesis Track, 30 Credit Hours

	Credit Hours
Core Requirements (30 Credit Hours)	
MATH 5530G Mathematics for Scientists and Engineers	3
TMAE 7330 Advanced Electromagnetics	3
TMAE 7331 Advanced Digital Signal Processing	3
TMAE 7332 Digital Control Systems	3
TMAE 7530 Research in Applied Engineering	3

Restricted Elective courses at or above the 5000 level as contracted with the faculty advisor and degree coordinator	9
TMAE 7999 Thesis	6
Other Thesis Track Requirements	
Comprehensive Exam	
Total Credit Hours	30

Non-Thesis Track, 30 Credit Hours

	Credit Hours
Core Requirements (30 Credit Hours)	
MATH 5530G Mathematics for Scientists and Engineers	3
TMAE 7330 Advanced Electromagnetics	3
TMAE 7331 Advanced Digital Signal Processing	3
TMAE 7332 Digital Control Systems	3
TMAE 7530 Research in Applied Engineering	3
Restricted Elective courses at or above the 5000 level as contracted with the faculty advisor and degree coordinator	12
TMAE 7891 Independent Study	3
Other Non-Thesis Track Requirements	
Comprehensive Exam	
Total Credit Hours	30

Mechatronics Concentration

Thesis Track, 30 Credit Hours

	Credit Hours
Core Requirements (36 Credit Hours)	
MATH 5530G Mathematics for Scientists and Engineers	3
MENG 7137 Principles of Modeling and Simulation	3
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 as contracted with the faculty advisor and degree coordinator	15
TMAE 7999 Thesis	6
Other Requirements for Thesis Track	
Comprehensive Examination	
Total Credit Hours	30

Non-Thesis Track, 30 Credit Hours

	Credit Hours
Core Requirements (30 Credit Hours)	
MATH 5530G Mathematics for Scientists and Engineers	3
MENG 7137 Principles of Modeling and Simulation	3
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 as contracted with the faculty advisor and degree coordinator	12
TMAE 7891 Independent Study	3
Other Requirements for Non-Thesis Track	
Comprehensive Examination	
Total Credit Hours	30

Engineering Management Concentration

Thesis Track, 30 Credit Hours

	Credit Hours
Core Requirements (30 Credit Hours)	
TMAE 7530 Research in Applied Engineering	3
Select one of the following:	3
ACCT 7134 Financial Reporting and Analysis	
ACCT 7230 Accounting for Executives	
FINC 7231 Financial Problems	
TMAE 7432 Advanced Engineering Economy	
Restricted Elective courses at or above the 5000 level as contracted with the faculty advisor and degree coordinator	18
TMAE 7999 Thesis	6
Other Thesis Track Requirements	
Comprehensive Exam	
Total Credit Hours	30

Non-Thesis Track, 30 Credit Hours

	Credit Hours
Core Requirements (30 Credit Hours)	
TMAE 7530 Research in Applied Engineering	3
Select one of the following:	3
ACCT 7134 Financial Reporting and Analysis	
ACCT 7230 Accounting for Executives	
FINC 7231 Financial Problems	
TMAE 7432 Advanced Engineering Economy	
Restricted Elective courses at or above the 5000 level as contracted with the faculty advisor and degree coordinator	21
TMAE 7891 Independent Study	3
Other Non-Thesis Track Requirements	
Comprehensive Exam	
Total Credit Hours	30

Energy Science Concentration

Thesis Track, 30 Credit Hours

	Credit Hours
Core Requirements (30 Credit Hours)	
MATH 5530G Mathematics for Scientists and Engineers	3
MENG 5136G Introduction to Finite Element Analysis	3
MENG 7137 Principles of Modeling and Simulation	3
Restricted Elective courses at or above the 5000 level as contracted with the faculty advisor and degree coordinator	15
TMAE 7999 Thesis	6
Other Thesis Track Requirements	
Comprehensive Exam	
Total Credit Hours	30

Non-Thesis Track, 30 Credit Hours

	Credit Hours
Core Requirements (30 Credit Hours)	
MATH 5530G Mathematics for Scientists and Engineers	3
MENG 5136G Introduction to Finite Element Analysis	3
MENG 7137 Principles of Modeling and Simulation	3

Restricted Elective courses at or above the 5000 level as contracted with the faculty advisor and degree coordinator	18
TMAE 7891 Independent Study	3
Other Non-Thesis Track Requirements	
Comprehensive Exam	
Total Credit Hours	30

Information Technology Concentration

Thesis Track, 30 Credit Hours

	Credit Hours
Core Requirements (30 Credit Hours)	
CISM 7330 Information Technology Management	3
or TMAE 7531 Technical Management and Leadership	
TMAE 7530 Research in Applied Engineering	3
TMAE 7532 Global Technology	3
Restricted Elective courses at or above the 5000 level as contracted with the faculty advisor and degree coordinator	15
TMAE 7999 Thesis	6
Total Credit Hours	30

Non-Thesis Track, 30 Credit Hours

	Credit Hours
Core Requirements (30 Credit Hours)	
CISM 7330 Information Technology Management	3
or TMAE 7531 Technical Management and Leadership	
TMAE 7532 Global Technology	3
TMAE 7530 Research in Applied Engineering	3
Restricted Elective courses at or above the 5000 level as contracted with the faculty advisor and degree coordinator	18
TMAE 7891 Independent Study	3
Other Requirements for Non-Thesis Track	
Comprehensive Examination	
Total Credit Hours	30

Mechanical Engineering Concentration

Thesis Track, 30 Credit Hours

	Credit Hours
Core Requirements (30 Credit Hours)	
MATH 5530G Mathematics for Scientists and Engineers	3
MENG 7137 Principles of Modeling and Simulation	3
TMAE 7136 Mechatronics I	3
TMAE 7530 Research in Applied Engineering	3
Restricted Elective courses at or above the 5000 level as contracted with the faculty advisor and degree coordinator	12
TMAE 7999 Thesis	6
Other Thesis Track Requirements	
Comprehensive Exam	
Total Credit Hours	30

Non-Thesis Track, 30 Credit Hours

	Credit Hours
Core Requirements (30 Credit Hours)	
MATH 5530G Mathematics for Scientists and Engineers	3
MENG 7137 Principles of Modeling and Simulation	3

TMAE 7136	Mechatronics I	3
TMAE 7530	Research in Applied Engineering	3
Restricted Elective courses at or above the 5000 level as contracted with the faculty advisor and degree coordinator		15
TMAE 7891	Independent Study	3
Other Requirements for Non-Thesis Track		
Comprehensive Examination		
Total Credit Hours		30

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.
- The student must prepare the thesis for electronic submission following the latest version of the Electronic Thesis and Dissertation (ETD): Student Guide to Preparation and Processing manual.
- The thesis must be electronically submitted to the ETD site for format check by the ETD format check submission deadline as stated in the University Calendar.
- The final corrected thesis must be electronically submitted to the ETD site by the ETD format check submission deadline as stated in the University Calendar. The final document must be electronically approved by the Thesis Committee.

See the *Electronic Thesis and Dissertation (ETD): Student Guide to Preparation and Processing* (latest version at the COGS Electronic Theses and Dissertation website).

Engineering and Manufacturing Management Certificate

Requirements: 12 Credit Hours

Advising

Allen E. Paulson College of Engineering and Information Technology
Department of Mechanical Engineering and Department of Electrical Engineering
Dr. Biswanath Samanta
Georgia Southern University
P.O. Box 8046
Statesboro, GA 30460
(912) 478-0334
FAX: (912) 478-1455
E-mail: bsamanta@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 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 2.75 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 credits. This would include 6 credits of required courses and 6 credits of restricted electives. The proposed courses are as follows:

		Credit Hours
Required Courses (6 Credit Hours)		
TMAE 5134G	World Class Manufacturing	3

TMAE 7531	Technical Management and Leadership	3
Restricted Electives (6 Credit Hours)		
Select two of the following:		
BUSA 7030	Special Topics in Business	6
MGNT 7430	Management of Operations for Competitive Advantage	
TMAE 5133G	Production Planning and Facilities Design	
TMAE 7430	Industrial Case Study Analysis	
TMAE 7431	Advanced Quality Control	
TMAE 7432	Advanced Engineering Economy	
TMFG 5230G	International Manufacturing	
Total Credit Hours		12

Occupational Safety and Environmental Compliance Certificate

Requirements: 12 Credit Hours

Advising

Allen E. Paulson College of Engineering and Information Technology
Department of Mechanical Engineering and Department of Electrical Engineering

Dr. Biswanath Samanta

Georgia Southern University

P.O. Box 8046

Statesboro, GA 30460

(912) 478-0334

FAX: (912) 478-1455

E-mail: bsamanta@georgiasouthern.edu (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 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 2.75 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 credits. This would include 6 credits of required courses and 6 credits of restricted electives. The proposed courses are as follows:

	Credit Hours
Required Courses (6 Credit Hours)	
TSEC 5331G Occupational Safety	3
TSEC 5336G Environmental Law	3
Restricted Electives (6 Credit Hours)	
Select two of the following:	
ENVH 7233 Environmental Exposure and Impact Assessment	6
ENVH 7237 Risk Assessment and Communication	
TSEC 5333G Industrial Hygiene and Ergonomics	
TSEC 5334G Hazardous Waste Management	
TSEC 5335G Systems Safety in Manufacturing	
Total Credit Hours	
	12

Structure

Department of Civil Engineering and Construction Management

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 civil engineering and construction management while meeting all the requirements to earn a Bachelor of Science degree. The

department engages in the best practices of teaching, scholarship, and service to ensure that graduates serve as ethical and highly qualified leaders of civil engineering and construction management. Students will find open doors to a dedicated and diverse faculty who are well-educated yet grounded in the practical aspects of “real world” civil engineering design and construction. Civil Engineering Technology (CET) degree programs are accredited by the Engineering Technology Accreditation Commission of ABET, <http://www.abet.org>. The CET program no longer accepts entering students. The Construction Management program is accredited by the American Council on Construction Education (ACCE), <http://acce-hq.org>.

Department of 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.

Program Educational Objective (3-5 years after graduation)

- have a diverse group of graduates take on successful leadership roles in Computer Science related fields;
- have graduates remain current in their field through the pursuit of life-long learning;
- have graduates work effectively with others to make positive contributions to their employers and to society.

Outcomes

Upon graduation, students with a BS majoring in Computer Science will have:

- an ability to apply knowledge of computing and mathematics appropriate to the discipline;
- an ability to analyze a problem, and identify and define the computing requirements appropriate to its solution;
- an ability to design, implement and evaluate a computer-based system, process, component, or program to meet desired needs;
- an ability to function effectively on teams to accomplish a common goal;
- an understanding of professional, ethical, legal, security, and social issues and responsibilities;
- an ability to communicate effectively with a range of audiences;
- an ability to analyze the local and global impact of computing on individuals, organizations, and society;
- 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 practices;
- an ability to apply mathematical foundations, algorithmic principles, and computer science theory in the modeling and design of computer-based systems in a way that demonstrates comprehension of the tradeoffs involved in design choices;
- an ability to apply design and development principles in the construction of software systems of varying complexity.

The CS program is accredited by the Computing Accreditation Commission of ABET, <http://www.abet.org>.

Department of Electrical Engineering

The Department of Electrical Engineering offers students a hands-on laboratory oriented Bachelor of Science educational experience in Electrical Engineering. The Electrical Engineering curriculum is theoretical, yet hands-on and career oriented. Students gain expertise and practical knowledge in all areas of Electrical Engineering (EE). The Electrical Engineering department has several distinct areas of focus including: Communication Systems, Power Generation and Smart Grids, Fiber Optics, Electromagnetics, Antennas, Control Systems, Network Security, and Sensors. The EE Program is accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>. The EET degree program is accredited by the Engineering Technology Accreditation Commission of ABET, <http://www.abet.org>; however, the EET program no longer accepts entering students.

Department of Information Technology

The department promotes Information Technology as a profession and as an academic discipline. In pursuit of the program mission, world-class educational programs prepare students for a range of careers or graduate study. 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 in which the organization is involved. Our students are required to complete a series of major core courses, an internship experience, an IT specialization area, and a second discipline concentration. Students and faculty also conduct innovative research in all aspects of IT and its applications and participate in consulting and economic development activities that support the mission of Georgia Southern University.

Outcomes

Upon graduation, students with a BS in Information Technology will be able to:

- identify and define the requirements that must be satisfied to address user needs;
- analyze user requirements to design IT-based solutions;
- identify and evaluate current technologies and assess their applicability to address individual and organizational needs;
- work in project teams to develop and/or implement IT-based solutions;
- use current computing techniques, skills, and/or technologies.

The IT program is accredited by the Computing Accreditation Commission of ABET, <http://www.abet.org>.

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. The second purpose is to provide access to a BSIT education for Georgia citizens whose lifestyles make it difficult to attend face-to-face classes on campus. People who are currently working in IT, have family commitments, travel frequently, serve in the military, or simply prefer online learning now have the opportunity to earn a degree from Georgia Southern, one of the six institutions offering the WebBSIT program in Georgia. IT graduates use computer software and hardware tools and applications to develop, support, and manage the technology infrastructure within organizations.

Outcomes

Upon graduation, students with a BS in the Georgia WebBSIT will be able to:

- identify and define the requirements that must be satisfied to address user needs;
- analyze user requirements to design IT-based solutions;
- identify and evaluate current technologies and assess their applicability to address individual and organizational needs;
- work in project teams to develop and/or implement IT-based solutions;
- use current computing techniques, skills, and/or technologies.

These outcomes are in keeping with emerging program and curricular standards for IT education, as well as with the goals and outcomes of the traditional BSIT programs of the collaborating institutions.

Department of Manufacturing Engineering

The Department of Manufacturing Engineering, established in the fall semester 2015, offers students an applied laboratory oriented Bachelor of Science educational experience in Manufacturing Engineering. The Manufacturing Engineering curriculum is theoretical yet hands-on and career oriented. Students gain expertise and practical knowledge in Manufacturing Engineering (MfgE) in the areas of innovative technologies, advanced materials and processes, world-class quality assurance, automation and IT integration that drives today's and the future's manufacturing industries. Manufacturing Engineers work in tandem with mechanical and electrical engineers to design products and ensure their manufacturability. A manufacturing engineer concentrates on facilities, equipment, processes and methods necessary for the efficient and safe production of the product in a globally competitive environment.

With manufacturing rapidly returning to the U.S., there is a growing demand for manufacturing engineers who are trained in the latest processes, technologies and techniques. Georgia Southern's B.S. in Manufacturing Engineering, as the only one within a 500-mile radius of Statesboro, Georgia will provide highly trained manufacturing engineers to meet that growing demand.

Department of Mechanical Engineering

The Department of Mechanical Engineering offers students an applied laboratory oriented Bachelor of Science educational experience in Mechanical Engineering. The Mechanical Engineering curriculum is theoretical yet hands-on and career oriented. Students gain expertise and practical knowledge in Mechanical Engineering (ME) in the major areas of Mechanical Devices and Controls, Environmental Systems, Mechanical Design and Analysis, Material Science, Renewable Energy, and Thermal-Fluid Energy Sciences. The ME Program is accredited by the Engineering Accreditation Commission of ABET, <http://www.abet.org>. The MET degree program is accredited by the Engineering Technology Accreditation Commission of ABET, <http://www.abet.org>; however, the MET program no longer accepts entering students.

Faculty members mentor students in research projects, providing personalized opportunities for professional development. Active areas of research include Biofuels Development; Combustion; Engine Design and Testing; Robotics Automation; Tribology; and Sustainable Design.

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 additional certificate program application.

Certificate Credit Requirements

Certificate program credit requirements depend upon the specific program. To receive credit or certificate program courses, 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.

Endorsement Programs

A graduate endorsement 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 endorsement program is a structured academic accomplishment that leads to an official notation on the student transcript. An endorsement program may be a stand alone accomplishment or may be embedded within a graduate degree program. Upon endorsement program completion, the endorsement may be added to a professional certificate in teaching, service, and leadership fields through the Georgia Professional Standards Commission.

Endorsement Program Admission Requirements

Endorsement program admission requirements are set by the respective Endorsement program academic unit. Applicants are required to submit all required application documents by the submission deadline.

Endorsement Credit Requirements

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

Simultaneous Enrollment in a Graduate Endorsement and Degree Program

Students admitted to a degree program in which the endorsement program is embedded are permitted to complete the endorsement program.

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.

- **Thesis option:** As part of a degree program, the student will complete a thesis for a minimum number of credit hours 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:

1. pass a final comprehensive and/or oral examination,
2. present a satisfactory portfolio,
3. thesis defense, and/or
4. 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 (DegreeWorks) in the College of Graduate Studies and must have applied for graduation by the graduation application deadline and have satisfied all non-academic requirements to be cleared for graduation by the Office of the Registrar.

To be awarded a master's degree, the student:

1. must not be on academic probation;
2. must have a cumulative graduate grade point average (GPA) of 3.0 or higher;
3. must have an approved program of study on file (DegreeWorks) in the College of Graduate Studies;
4. must meet all the requirements of the College of Graduate Studies and the student's academic program area;
5. have no grades of "I" or "IP" on the graduate transcript; and
6. if enrolled in a program that requires a thesis, satisfy the Thesis/ Dissertation Enrollment Requirements.

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 Faculty Senate 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 Georgia Southern University 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. Neither English nor the student's native language (if other than English) may be counted to meet the Foreign Language requirement.

Master's Thesis Committee

Following admission to a masters program, the student in a degree program that requires a thesis confers with the degree program coordinator of the academic program and selects an advisor, or "major professor," from among the graduate faculty who have permission from their department chair to direct a Masters thesis and who are willing to assume the responsibility. Master's thesis committees must be formulated by masters students in masters programs requiring a thesis. In some programs, the chair may be assigned to the student. The committee must consist of a minimum of three members of the Graduate faculty, including the student's major professor, who will serve as Chair of the committee. In some instances, a Co-chair may be part of the committee makeup.

Only faculty holding Member (Full) Graduate Faculty status may serve as the Master's Thesis Committee Chair. If there are more than three members on the committee, there must be greater than 50% GSU faculty representation. The committee may include not more than one voting non-Georgia Southern University faculty. This individual must hold Affiliate Graduate Faculty status at Georgia Southern University, be appointed to the graduate faculty, and be approved by the dean of the College of Graduate Studies. Adjunct faculty can not serve on a Master's Thesis committee.

The student must submit the completed Application for Thesis Title and Committee Member Approval Form (<http://cogs.georgiasouthern.edu/student/forms>) to the College of Graduate Studies for committee approval and have the non-Georgia Southern committee member complete the online process (<https://w3.georgiasouthern.edu/cogs/externalcommiteemembers>). The Dean of the College of Graduate Studies gives final approval for non-Georgia Southern committee members. Changes in the Committee membership must be submitted on the Committee Member Change (<http://cogs.georgiasouthern.edu/student/forms>) form and be approved by the Dean of the College of Graduate Studies.

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.

Should some departments have Thesis Committee membership requirements that are more stringent than stated above, the department policy will be adhered to.

Thesis Continuous Enrollment Requirements

The College of Graduate Studies Continuous Enrollment policy states that *"All thesis students who have registered at least once for courses titled thesis or dissertation must be continuously enrolled every semester thereafter, including the semester of graduation. Summer registration is not required unless summer is the graduation semester."* Check with your major advisor to see if your college has a different, or additional, continuous enrollment requirement(s) that apply.

- A grade of "IP" will be recorded for all thesis or dissertation credit hour work in progress and will automatically be recorded each semester the student is enrolled.
- The grade of "S" or "U" must be recorded for all theses or dissertation credit hours 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" or "U" will be changed to an "S" or "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 semesters will be changed to the appropriate grade.

Should a student not register each semester as required by the continuous enrollment policy, the student will be required to register and pay tuition and fees for the missed semesters. Tuition and fee payment is due for the missed registration semesters at the beginning of the semester the student resumes his/her study providing the student is eligible to return and resume registration.

A student who has been approved for a medical or a non-medical leave of absence is not required to be registered while under the approved leave period.

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://research.georgiasouthern.edu/>.

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 Electronic Thesis and Dissertation site for format check by the semester 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 (<http://academics.georgiasouthern.edu/etd>) can be found on the COGS web site. The final corrected copy must be submitted and received by the final submission deadline stated in the university academic calendar.

University System of Georgia 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

All of the 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 transfer credits with the advisor's approval. The M.Ed. in Curriculum and Instruction - Accomplished Teaching will allow up to 27 transfer credits including 18 credits 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 (<http://www.georgiaonmyline.org>)" admission application and pay the specified application fee.
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 credits 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 (<http://www.georgiaonmyline.org>)" admission application and pay the specified application fee.
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 Curriculum and Instruction - Accomplished Teaching, must apply for and be admitted to the cooperating university from which they choose to earn the degree.

DegreeWorks

DegreeWorks is a degree auditing system. It is a web-based program that provides easy access for students and advisors to track courses completed and plan for those still needed in preparation for registration and graduation. It allows for easier, more efficient advising and it assists advisors in tracking student and advisor meetings. DegreeWorks should be used to enhance face-to-face advisement meetings. Using DegreeWorks will help students and the University with planning needs. DegreeWorks functions can be used similarly for Undergraduate and Graduate students. Information is the same for both unless otherwise noted. See DegreeWorks (<http://em.georgiasouthern.edu/registrar/students/degreeworks>).

Program of Study

Every degree seeking student who began the degree program prior to Fall 2010 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. Students in a degree program in which the requirements are the same as those under the 2010 - 2011 catalog should use DegreeWorks to document the degree completion. DegreeWorks approval is required by the Advisor as part of the requirements for graduation. A predefined note should be posted on the student's DegreeWorks audit stating approval.

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 proceeding the expected graduation semester. 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 semester 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 semester during which graduation is expected.

Grade Requirements - Master's Level

Graded Work

For graduate credit hour, the grade in a course must be a minimum grade of "C." To be awarded a graduate degree, the student:

1. must not be on probation;
2. 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;
3. must meet all the requirements of the College of Graduate Studies, the student's academic program area, and the student's supervisory committee; and
4. 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 hour 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 hour may be graded on a satisfactory/unsatisfactory (S/U) basis. A grade of "S" indicates that credit hour has been given for completion of the credit hour and the credit hour may count toward degree requirements. A grade of "U" indicates unsatisfactory progress in the course and credit hour 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 semester for which the student signed up for the course. The use of these symbols is approved for dissertation and thesis credit and project courses. With the exception of Learning Support courses, these symbols cannot be used for other courses. These symbols cannot be substituted for an "I".

Incomplete Policy

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 semester, 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 semester (one calendar year), it will be changed to an "F" by the Office of the Registrar.

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 for continuing education units (CEUs) or as experiential learning or extension credit hours, are not permitted to be counted toward degree program requirements.

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) credits 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 or an EdS here, a maximum of nine (9) credits from the doctoral or specialist work may be applied toward the Master's degree with approval of the Master's program advisor.

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 stipulate the following requirements.

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 matriculate for three or more consecutive semesters 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. Students re-accepted into the program and who are at the dissertation writing phase of their program will be required to pay for any and all missed semesters under the continuous enrollment policy.

Probation

A masters student whose cumulative graduate grade point average falls below the minimum program requirement for academic good standing upon the completion of nine (9) credits 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 credits, the student will be excluded from the program and is ineligible to continue graduate work. In certain departments, a student will be excluded from the degree program upon earning more than two (2) grades of "C" or below. See Appeals Process (p. 138). Only credit earned in graduate courses at Georgia Southern University may be used to repair a GPA deficiency.

Removal from Academic Probation

A masters 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) credits following the effective probation semester.

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; and/or
5. non-degree admission to the same major from which the student was excluded is not permitted.

Reinstatement Appeal

Students who are academically excluded from a degree program may appeal for reinstatement following exclusion. For detailed information regarding the graduate Academic Appeal procedures refer to the Academic Appeal Procedures (p. 132) section of the Catalog. To appeal for reinstatement, the student must complete and submit the online web based Appeal Form (<http://cogs.georgiasouthern.edu/student/academicappeal>). Information regarding required documents to support an appeal for reinstatement is found at the website. A student may attach document files to the appeal form. Applicants may track the status of their appeal through the online website.

Medical Withdrawals or Leave of Absence

Graduate 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 must contact the Counseling Center. Medical withdrawals are not permitted after the semester is completed (last day of classes). Students granted a medical withdrawal will not be responsible for maintaining the continuous

enrollment policy during the length of their medical leave and the time to Degree completion will be suspended during the approved Medical Leave.

Non-Medical Leave of Absence

A graduate student may request a non-medical Leave of Absence from the degree program. To request a Leave of Absence, one must complete the General Policy Appeal Form (<http://cogs.georgiasouthern.edu/students/forms/graduate-student-academic-appeal>). A Leave of Absence may be granted for up to one year. Registration is not required during the approved Leave of Absence period and the time to Degree completion is suspended during the approved Leave of Absence period. 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 thesis committee.

Master's Degree Completion Check-List

Students need to complete the following items.

- 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 for the degree.
- Have successfully completed all program requirements.
- Have an approved Program of Study on file in the College of Graduate Studies or have completed the program under DegreeWorks.
- 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.

Preparing for Graduation

Program of Study Form (For degree seeking students admitted prior to Fall 2010)

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 prior to the expected graduation term. Degree seeking students admitted Fall 2010 or later will complete their program under DegreeWorks.

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. Application for Graduation Form (<http://em.georgiasouthern.edu/registrar/students/graduationinformation/applicationforgraduation>)

A doctoral student is not permitted to walk in a graduation ceremony until all requirements for the degree have been satisfied and the student cleared for graduation.

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 semester 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 (<http://my.georgiasouthern.edu>).

A \$75 late graduation fee will be assessed to graduate students who miss the posted deadline to apply for graduation for the semester they expected to graduate. The deadline on which no further late applications will be accepted or processed is posted in the university calendars.

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
Office of the Registrar
PO Box 8092
Statesboro, GA 30460-8092
(912) 478-0432

Please refer to the Graduate in Absentia (<http://em.georgiasouthern.edu/registrar/students/graduationinformation/requesttograduateinabsentia>) website for more details.

Reserve Graduation Attire

Graduation attire must be reserved 8 weeks before graduation. 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

Graduation Attire Reservations (<http://www1.herffjones.com/college/graduation>)

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

Georgia Southern University's Office of the Registrar 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.

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, must have applied for graduation by the graduation application deadline, and have satisfied all non-academic requirements cleared by the Office of the Registrar.

To be awarded an Education Specialist (Ed.S.) degree, the student

1. must not be on academic probation;
2. must have a cumulative graduate grade point average (GPA) of 3.0 or higher;
3. must have an approved program of study on file in the College of Graduate Studies;
4. must meet all the requirements of the College of Graduate Studies and the student's academic program area;
5. have no grades of "I" or "IP" on the graduate transcript; and
6. if enrolled in a program that requires a final comprehensive examination, exit assessment, thesis, and/or residency, satisfy requirements stipulated by the program.

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.

DegreeWorks

DegreeWorks is a degree auditing system. It is a web-based program that provides easy access for students and advisors to track courses completed and plan for those still needed in preparation for registration and graduation. It allows for easier, more efficient advising and it assists advisors in tracking student and advisor meetings. DegreeWorks should be used to enhance face-to-face advisement meetings. Using DegreeWorks will help students and the University with planning needs. DegreeWorks functions can be used similarly for Undergraduate and Graduate students. Information is the same for both unless otherwise noted. See DegreeWorks (<http://em.georgiasouthern.edu/registrar/students/degreeworks>).

Program of Study

Every degree seeking student who began the degree program prior to Fall 2010 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. Students in a degree program in which the requirements are the same as those under the 2010 - 2011 catalog should use DegreeWorks to document the degree completion. DegreeWorks approval is required by the Advisor as part of

the requirements for graduation. A predefined note should be posted on the student's DegreeWorks audit stating approval.

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 proceeding the expected graduation semester. 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 semester 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 semester during which graduation is expected.

Grade Requirements - Ed.S. Level

Graded Work

For graduate credit hour, the grade in a course must be a minimum grade of "C." To be awarded a graduate degree, the student:

1. must not be on probation;
2. 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;
3. must meet all the requirements of the College of Graduate Studies, the student's academic program area, and the student's supervisory committee; and
4. 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 hour 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 hour may be graded on a satisfactory/unsatisfactory (S/U) basis. A grade of "S" indicates that credit hour has been given for completion of the credit hour and the credit hour may count toward degree requirements. A grade of "U" indicates unsatisfactory progress in the course and credit hour 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 semester for which the student signed up for the course. The use of these symbols is approved for dissertation and thesis credit and project courses. With the exception of Learning Support courses, these symbols cannot be used for other courses. These symbols cannot be substituted for an "I".

Incomplete Policy

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 semester, 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 semester (one calendar year), it will be changed to an "F" by the Office of the Registrar.

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

Credit taken by correspondence study or for continuing education units (CEUs) or as experiential learning or extension credit, are not permitted to be counted toward degree program requirements.

Courses Applied Toward Two Ed.S. Degrees

No graduate student may use credit hours 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) credits 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) credits 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 matriculate for three or more consecutive semesters 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. Students re-accepted into the program and who are at the dissertation writing phase of their program will be required to pay for any and all missed semesters under the continuous enrollment policy.

Probation

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) credits 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 credits, the student will be excluded from the program and is ineligible to continue graduate work. In certain departments, a student will be excluded from the degree program upon earning more than two (2) grades of "C" or below. See Appeals Process (p. 138). 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) credits following the effective probation semester.

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; and/or
5. non-degree admission to the same major from which the student was excluded is not permitted.

Reinstatement Appeal

Students who are academically excluded from a degree program may appeal for reinstatement following exclusion. For detailed information regarding the graduate Academic Appeal procedures refer to the Academic Appeal Procedures (p. 135) section of the Catalog. To appeal for reinstatement, the student must complete and submit the online web based Appeal Form (<http://cogs.georgiasouthern.edu/student/academicappeal>). Information regarding required documents to support an appeal for reinstatement is found at the website. A student may attach

document files to the appeal form. Applicants may track the status of their appeal through the online website.

Medical Withdrawals or Leave of Absence

Graduate 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 must contact the Counseling Center. Medical withdrawals are not permitted after the semester is completed (last day of classes). Students granted a medical withdrawal will not be responsible for maintaining the continuous enrollment policy during the length of their medical leave and the time to Degree completion will be suspended during the approved Medical Leave.

Non-Medical Leave of Absence

A graduate student may request a non-medical Leave of Absence from the degree program. To request a Leave of Absence, one must complete the General Policy Appeal Form (<http://cogs.georgiasouthern.edu/students/forms/graduate-student-academic-appeal>). A Leave of Absence may be granted for up to one year. Registration is not required during the approved Leave of Absence period and the time to Degree completion is suspended during the approved Leave of Absence period. 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.

Ed.S. Degree Completion Check List

Students need to complete the following items.

- 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 (For degree seeking students admitted prior to Fall 2010)

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 prior to the expected graduation term. Degree seeking students admitted Fall 2010 or later will complete their program under DegreeWorks.

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. Application for Graduation Form (<http://em.georgiasouthern.edu/registrar/students/graduationinformation/applicationforgraduation>)

A doctoral student is not permitted to walk in a graduation ceremony until all requirements for the degree have been satisfied and the student cleared for graduation.

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 semester 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 (<http://my.georgiasouthern.edu>).

A \$75 late graduation fee will be assessed to graduate students who miss the posted deadline to apply for graduation for the semester they expected to graduate. The deadline on which no further late applications will be accepted or processed is posted in the university calendars.

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
Office of the Registrar
PO Box 8092
Statesboro, GA 30460-8092
(912) 478-0432

Please refer to the Graduate in Absentia (<http://em.georgiasouthern.edu/registrar/students/graduationinformation/requesttograduateinabsentia>) website for more details.

Reserve Graduation Attire

Graduation attire must be reserved 8 weeks before graduation. 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

Graduation Attire Reservations (<http://www1.herffjones.com/college/graduation>)

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

Georgia Southern University's Office of the Registrar 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 expression of 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/or program 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 have permission from their department chair 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, including the student's major professor, who will serve as Chair of the committee.

Only faculty holding Member (Full) Graduate Faculty status may serve as the Dissertation Committee Chair. The committee may include not more than one voting non-Georgia Southern University faculty. This individual must hold Affiliate Graduate Faculty status at Georgia Southern University, be appointed to the graduate faculty, and be approved by the dean of the College of Graduate Studies.

The student must submit the completed Dissertation Committee Membership Approval Form (<http://cogs.georgiasouthern.edu/student/forms>) to the College of Graduate Studies for committee approval and have the non-Georgia Southern committee member complete the online process (<https://w3.georgiasouthern.edu/cogs/externalcommiteemembers>). The Dean of the College of Graduate Studies gives final approval for non-Georgia Southern committee members. Changes in the Committee membership must be submitted on the Committee Member Change form and be approved by the graduate dean.

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.

DegreeWorks

DegreeWorks is a degree auditing system. It is a web-based program that provides easy access for students and advisors to track courses completed and plan for those still needed in preparation for registration and graduation. It allows for easier, more efficient advising and it assists advisors in tracking student and advisor meetings. DegreeWorks should be used to enhance face-to-face advisement meetings. Using DegreeWorks will help students and the University with planning needs.

DegreeWorks functions can be used similarly for Undergraduate and Graduate students. Information is the same for both unless otherwise noted. See DegreeWorks (<http://em.georgiasouthern.edu/registrar/students/degreeworks>).

Doctoral Program of Study

Every doctoral degree seeking student who began their program prior to Fall 2010 must file with the College of Graduate Studies a Program of Study with 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. Undergraduate courses may not be included on the Program of Study. Students in a degree program in which the requirements are the same as those under the 2009-2010 catalog should use DegreeWorks to document the degree completion. DegreeWorks approval is required by the Advisor as part of the requirements for graduation. A predefined note should be posted on the student's DegreeWorks audit stating approval.

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 semester. 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 credit hours to satisfy the doctoral program requirements are set for each individual program. The maximum number of credit hours taken at another institution that may count as transfer credit hours 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 hour, courses numbered 9000 and above are open to doctoral degree students only. Courses numbered 5000G to 5999G may be taken for graduate credit hour 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

Credit hours taken by correspondence study or for continuing education units (CEUs) or as experiential learning or extension credit hours, 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 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 matriculate for three or more consecutive semesters must re-apply (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. Students re-accepted into the program and who are at the dissertation writing phase of their program will be required to pay for any and all missed semesters under the continuous enrollment policy.

Candidacy Examination

The student must be given a written candidacy/qualifying 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/qualifying 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/qualifying 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/qualifying 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/qualifying 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 the following.

1. The major professor and/or a competent local authority who can reliably guide the student provide continuing on-site supervision.
2. 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. 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) credits 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 credits, the student will be excluded from the program and is ineligible to continue graduate work. See Appeals Process (p. 138). 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) credits following the effective probation semester.

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 requirements as set by the program and/or department; and/or
3. failure to comply with the Academic Dishonesty section of the Student Conduct Code.

Reinstatement Appeal

Students who are academically excluded from a degree program may appeal for reinstatement following exclusion. For detailed information regarding the graduate Academic Appeal procedures refer to the Academic Appeal (p. 40) procedures section of the Catalog. To appeal for reinstatement, the student must complete and submit the online web based Appeal Form (<http://cogs.georgiasouthern.edu/student/academicappeal>). Information regarding required documents to support an appeal for reinstatement is found at the website. A student may attach document files to the appeal form. Applicants may track the status of their appeal through the online website.

Medical Withdrawals or Leave of Absence

Graduate 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 must contact the Counseling Center. Medical withdrawals are not permitted after the semester is completed (last day of classes). Students granted a medical withdrawal will not be responsible for maintaining the continuous enrollment policy during the length of their medical leave and the time to Degree completion will be suspended during the approved Medical Leave.

Non-Medical Leave of Absence

If it is necessary to interrupt progress toward the degree, the student may petition for a non-medical 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.

Students may apply for Medical Leave as outlined under "Medical Withdrawal or Leave of Absence". Students approved for medical or non-medical leave are not required to be registered during the approved

medical leave period. The approved medical leave time period does not count in the degree time limit.

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 (in some programs three 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 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 Dissertation Committee has a variety of responsibilities in the final defense process.

- The chair (and/or the committee) informs the student they are ready to schedule the dissertation defense. Agreeing to the dissertation defense scheduling does not imply that the dissertation is approved.
- Once the defense is scheduled, the committee will thoroughly review the candidate's dissertation to make an assessment of the total dissertation as to presentation, methodology, and reporting. It is best practice in the time between the confirmation of the defense date and the defense date, that committee members not engage in discussion around matters pertaining to the dissertation document. Questions about the student's work should be saved for the oral defense so that the student can defend their work in this designated forum.
- The committee also agrees to hold a public, oral dissertation defense, after the dissertation is deemed acceptable in form, at which the candidate presents and defends the dissertation.
- 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 the conclusion of the dissertation defense, there can only be one dissenting vote of the examining committee including substitutes appointed by the Dean of the College of Graduate Studies before the candidate 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 the majority 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.
- Following the defense, the committee will report the results (for both failed and passed) of this examination to the Dean of the College of Graduate Studies.
- 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 College of Graduate Studies.

Dissertation Continuous Enrollment Requirement

The College of Graduate Studies Continuous Enrollment policy states that: *"All thesis or dissertation students who have registered at least once for courses titled thesis or dissertation must be continuously enrolled every semester thereafter, including the semester of graduation. Summer registration is not required unless summer is the graduation semester."* Check with your major advisor to see if your college has a different, or additional, continuous enrollment requirement(s) that apply.

- A grade of "IP" will be recorded for all dissertation credit hour work in progress, and will automatically be recorded each semester the student is enrolled.
- The grade of "S" or "U" must be recorded for all dissertation credit hour when completed.
- The advisor and/or major professor will report a final dissertation grade of "S" or "U". Any reported grade other than "S" or "U" will be changed to an "S" or "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 semester(s) will be changed to the appropriate grade.

The College of Graduate Studies Continuous Enrollment policy states that: *"All thesis or dissertation students who have registered at least once for courses titled thesis or dissertation must be continuously enrolled every semester thereafter, including the semester of graduation. Summer registration is not required unless summer is the graduation semester."* Check with your major advisor to see if your college has a different, or additional, continuous enrollment requirement(s) that apply.

Should a student not register each semester as required by the continuous enrollment policy, the student will be required to register in thesis or dissertation credit and pay tuition and fees for the missed registration semesters at the beginning of the semester the student resumes his/her study providing the student is eligible to return and resume registration.

A student who has been approved for a medical or a non-medical leave of absence is not required to be registered while under the approved leave period.

Electronic Thesis and Dissertation Requirements

Dissertation students must submit the dissertation in electronic format. The policies, procedures, and submission links for this are presented in detail on the College of Graduate Studies website for The Electronic Thesis and Dissertation (<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.

Doctoral Degree Completion Check-List

The following are required of doctoral students for degree completion:

- satisfied the Foreign Language requirement if completing a doctoral program in which a Foreign Language is required;
- accumulated the required number of credit for the degree;
- successfully completed all program requirements;
- have an approved Program of Study on file in the College of Graduate Studies or have completed the program under DegreeWorks;
- have no grades of "I" or "IP" on your graduate transcript.
- have a cumulative graduate GPA of at least 3.0 or the cumulative GPA required by your program;
- be registered in at least one (1) credit 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;
- confirmed that your advisor has submitted the appropriate Final Dissertation Defense examination report form to the College of Graduate Studies by the deadline;
- passed the Dissertation defense by the deadline if completing a degree program in which a thesis or internship is required;
- submitted the electronic thesis for format review by the College of Graduate Studies by the deadline;
- submitted the final electronic version of the approved thesis to the College of Graduate Studies by the deadline; and
- completed 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 (For degree seeking students admitted prior to Fall 2010)

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 prior to the expected graduation term. Degree seeking students admitted Fall 2010 or later will complete their program under DegreeWorks.

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. Application for Graduation Form (<http://em.georgiasouthern.edu/registrar/students/graduationinformation/applicationforgraduation>)

A doctoral student is not permitted to walk in a graduation ceremony until all requirements for the degree have been satisfied and the student cleared for graduation.

Graduation Fee Payment

A non-refundable fee of \$35 is required to cover the processing of graduation and the diploma. Payment should be received by the end

of the semester 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.

A \$75 late graduation fee will be assessed to graduate students who miss the posted deadline to apply for graduation for the semester they expect to graduate. The deadline on which no further late applications will be accepted or processed is posted in the university calendars.

Graduate in Absentia Form

Students who do not plan on attending commencement must complete the Request to Graduate in Absentia Form. The completed form should be sent to:

Georgia Southern University
Office of the Registrar
PO Box 8092
Statesboro, GA 30460-8092
(912) 478-0432

Please refer to the Graduate in Absentia (<http://em.georgiasouthern.edu/registrar/students/graduationinformation/requesttograduateinabsentia>) website for more details.

Reserve Graduation Attire

Graduation attire must be reserved 8 weeks before graduation. 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

Graduation Attire Reservations (<http://www1.herffjones.com/college/graduation>)

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

Georgia Southern University's Office of the Registrar will mail the diploma to students 6-8 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.

College of Health and Human Sciences

Dean: A. Barry Joyner
Room 2127 Hollis Building
Post Office Box 8073
(912) 478-5322

Associate Dean: Vacant
Academic Administration
Room 2123 Hollis Building
Post Office Box 8073
(912) 478-5322

Associate Dean: Stephen Rossi
Institutional Effectiveness and Curriculum
Room 2123 Hollis Building
Post Office Box 8073
(912) 478-5322

Assistant to the Dean: Vacant
Marketing, Outreach, and Resource Management
Room 2129 Hollis Building
Post Office Box 8073
(912) 478-5195

Vision

The College of Health and Human Sciences will foster a collaborative and interdisciplinary learning community that actively engages an understanding of human environmental needs and inspires transformational thinking and action that impacts the health and quality of life for individuals, families, and communities.

Mission

The College of Health and Human Sciences provides comprehensive and innovative programs that promote health and quality of life for individuals, families, and communities within a global society. The hallmark of the college is its unique blend of disciplines which foster engaged teaching and learning opportunities, creative and contemporary scholarship and socially responsive service activities. Faculty and students are empowered to transform the human environment, promote health and quality of life, advance their discipline, and be responsible citizens. CHHS is distinguished by student preparation that extends learning beyond the classroom through service learning, practica, internships, and clinical experiences.

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

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 an Exercise Science major shadowing a physical therapist, 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 School of Human Ecology provides experiential learning opportunities which 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 School of Human Ecology 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.

Advisement

Undergraduate and Graduate

Undergraduate students in the College of Health and Human Sciences are advised in the Student Services Center which is located in Room 0101 in the Hollis Building. Post-Baccalaureate students should contact the Student Services Center at (912) 478-1931. Graduate students are advised by their academic school.

Doctoral Degrees

- Doctor of Nursing Practice D.N.P. (Online) (p. 146)

Masters Degrees

- BSN-DNP (p. 148)
- Kinesiology M.S. (p. 142)
- Nursing MSN (<http://catalog.georgiasouthern.edu/graduate/health-human-sciences/nursing/nursing-msn>)
- Sport Management M.S. (Online) (p. 143)
- Coaching Certificate Program (p. 144)
- Dietetic Internship Certificate Program (p. 145)
- Interprofessional Collaboration for Multiple Chronic Conditions Certificate (p. 153)
- Post-MSN Certificate Family Nurse Practitioner (p. 151)
- Post-MSN Certificate Psychiatric Mental Health Nurse Practitioner (p. 152)
- Post-MSN Nurse Educator Certificate (NEC) (p. 153)

School of Health and Kinesiology

School of Health and Kinesiology

Health and Kinesiology Degrees

- Kinesiology M.S. (p. 142)
- Sport Management M.S. (Online) (p. 143)

Health and Kinesiology Certificates

- Coaching Certificate Program (p. 144)
- Dietetic Internship Certificate Program (p. 145)

Kinesiology M.S.

Degree Requirements: 36 Credit Hours

Advising

School 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. Graduate Record Examination scores less than five years old.
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. Graduate Record Examination scores less than five years old.
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.

Requirements

		Credit Hours
Investigative Core (6 Credit Hours)		
KINS 6130	Research Design in Kinesiology	3
KINS 6131	Data Analysis in Kinesiology	3
Concentrations (30 Credit Hours)		
Select one of the following concentration areas:		30
Sport and Exercise Psychology Concentration		
KINS 7530	Psychology of Sport and Exercise Performance	
KINS 7531	Team Dynamics	
KINS 7533	Sport and Exercise Psychology Interventions	
KINS 7534	Current Issues in Sport and Exercise Psychology	
KINS 7539	Health and Exercise Psychology	
KINS 7733	Practicum in Sport and Exercise Psychology	

KINS 7799	Internship in Kinesiology
orKINS 7999	Thesis
Guided Major Electives (3-6)	
Athletic Training Concentration	
KINS 7234	Clinical Applications of Biomechanics
KINS 7334	Advanced Rehabilitation Skills in Athletic Training
KINS 7336	Current Issues in Athletic Training
KINS 7537	Evaluation and Rehabilitation of the Lumbar Spine
KINS 7538	Clinical Gait Analysis
KINS 7731	Clinical Practicum for Teaching Athletic Training Skills
KINS 7732	Clinical Practicum for Evaluating Athletic Training Skills
KINS 7999	Thesis
Guided Major Electives (3)	
Exercise Science Concentration	
KINS 7230	Advanced Exercise Physiology
KINS 7231	Laboratory Techniques in Exercise Physiology
KINS 7235	Instrumentation and Techniques in Biochemics
KINS 7238	Human Performance and Nutrition
KINS 7799	Internship in Kinesiology
orKINS 7999	Thesis
Guided Major Electives (9-12)	
Physical Education Concentration ¹	
Online Track:	
HLTH 7130	Issues and Trends in School Health
KINS 7590	Action Research in Physical Education
KINS 7437	Analysis of Teaching Physical Education
KINS 7438	Motor Behavior
KINS 7535	Fitness and Wellness Education
KINS 7536	Assessment and Technology in Physical Education
KINS 8430	Supervision of Instruction in Physical Education
KINS 8431	Curriculum Issues and Trends in Physical Education
KINS 8432	Advanced Teaching Techniques in Health and Physical Education
Elective (3)	
On Campus Track:	
HLTH 7130	Issues and Trends in School Health
KINS 7590	Action Research in Physical Education
KINS 7437	Analysis of Teaching Physical Education
KINS 7535	Fitness and Wellness Education
KINS 7536	Assessment and Technology in Physical Education
KINS 8430	Supervision of Instruction in Physical Education
KINS 8431	Curriculum Issues and Trends in Physical Education
KINS 8432	Advanced Teaching Techniques in Health and Physical Education

KINS 8433	Advanced Methods in Secondary Physical Education
KINS 8434	Advanced Methods in Elementary Physical Education
Sports Nutrition Concentration	
KINS 7237	Exercise and Special Populations
KINS 7238	Human Performance and Nutrition
KINS 7337	Macronutrient Metabolism in Sports Nutrition
KINS 7338	Micronutrient Metabolism
KINS 7339	Energy Balance for Weight Management
KINS 7431	Applied Sport Physiology
KINS 7799	Internship in Kinesiology
orKINS 7999	Thesis
Guided Major Electives (9) ²	
Coaching Concentration ³	
KINS 6132	Research Methods
KINS 7430	Administrative Issues in Coaching
KINS 7431	Applied Sport Physiology
KINS 7432	Applied Sport Biomechanics
KINS 7433	Prevention, Recognition and Care of Athletic Injuries
KINS 7434	Current Issues in Coaching
KINS 7437	Analysis of Teaching Physical Education
KINS 7530	Psychology of Sport and Exercise Performance
KINS 7531	Team Dynamics
KINS 7730	Practicum in Coaching
Guided Major Elective (6)	

Total Credit Hours **36**

¹ Note: The Physical Education Concentration is offered as an online track or as an on campus track.

² Note: *Students may select Thesis (KINS 7999)(6) to replace 6 credit hours of the Guided Major Electives.*

³ Note: The Coaching Concentration is offered online and does not require the 6hr Investigative Core.

Sport Management M.S. (Online)

Degree Requirements: 36 Credit Hours

Program Description

The Sport Management Program at Georgia Southern University is an intensive two year, six semester course of study that prepares students to hold a wide range of careers in the sport industry. The general focus of the program is the management of sporting events, ranging from professional sport to youth sport. Entry level jobs in the industry include: game day operations, ticket sales, event management, facility staff, youth sports administration, marketing and promotions assistant, and a host of other options. Graduates of the Georgia Southern Sport Management program can be found working for professional sport teams, college athletic departments, regional and national sport commissions, leagues and associations and many other sport based organizations.

Advising

School of Health & Kinesiology
Dr. Chris Barnhill

Georgia Southern University
 P.O. Box 8076
 Statesboro, GA 30460
 (912) 478-7427
 FAX: (912) 478-0381
 Email: cbarnhill@georgiasouthern.edu (thall@georgiasouthern.edu)

Admission Procedures

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.

Priority Application Deadline: Students interested in Teaching or Research Assistantships must apply by March 1 to receive considerations for open positions.

Application Deadline: All application materials must be received by July 1 to be considered for admission into the fall cohort.

Admission Cycle: The program follows a cohort model. Students accepted into the program will be admitted during the fall semester.

For additional information regarding admission to the program, including average GPA and test score information, please visit our website: <http://chhs.georgiasouthern.edu/hk/graduate/sport-management/>

Program of Study

The Georgia Southern Sport Management program requires 36 credits for completion. Students are expected to enroll in six consecutive semesters to complete the program in two years. To earn their degree, students must complete 24 core credits and 12 credits from guided electives, nine (9) of which must be from the Sport Management program.

Degree Requirements

	Credit Hours
Core Sport Management Requirements ¹	24
Year 1 Core	
SMGT 6132 Current Issues in Sport Administration	
SMGT 6135 Revenue Generation in Sport	
SMGT 6335 Sport Administration	
SMGT 6337 Sport Facility and Event Management	
Year 2 Core	
SMGT 7330 Research and Analysis in Sport	
SMGT 7335 Sport Law and Risk Management	

SMGT 7337 Sport Marketing	
SMGT 7339 Financial and Strategic Management in Sport	
Guided Electives ²	12
Total Credit Hours	36

- 1 Note: Students are required to enroll in summer classes. Students must enroll in six consecutive semesters to complete the program in two years.
- 2 Students will complete 12 credits of guided electives. A minimum of nine (9) credits must be completed from SMGT graduate electives. A student may complete three (3) credits outside of the Sport Management program with Coordinator's approval.

Two Year Course Rotation

	Fall Credit Hours	Spring Credit Hours	First Year Summer Credit Hours
SMGT 6132	3	3 SMGT 6337	3 SMGT 6135
Elective	3	3 Elective	3 SMGT 6335
	6	6	6
	Fall Credit Hours	Spring Credit Hours	Second Year Summer Credit Hours
SMGT 7337	3	3 SMGT 7330	3 SMGT 7335
Elective	3	3 Elective	3 SMGT 7339
	6	6	6
Total Credit Hours: 36			

For additional information regarding the Georgia Southern M.S. in Sport Management, please visit our website: <http://chhs.georgiasouthern.edu/hk/graduate/sport-management/>.

Coaching Certificate Program

Requirements: 18 Credit Hours

Advising

School 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 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:
 - i Work history,
 - ii Professional experiences,
 - iii Membership and participation in professional organizations,
 - iv Other experiences related to the academic program, and
 - v Contact information for a minimum of three references.
2. At the completion of three courses (9 credits) the student must sign a form declaring that he/she will complete the Certificate Program (total 18 credits) or will apply for admission to a degree seeking program. This is necessary because only 9 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 Requirements (18 Credit Hours)		Credit 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:	3
KINS 7530	Psychology of Sport and Exercise Performance	
KINS 7531	Team Dynamics	
KINS 7534	Current Issues in Sport and Exercise Psychology	
Total Credit Hours		18

Dietetic Internship Certificate Program

Requirements: 13 Credit Hours

Advising

School of Health & Kinesiology
 Georgia Southern University
 P.O. Box 8076
 Statesboro, GA 30460
 (912) 478-0091
 FAX: (912) 478-0381

Program

The program, with concentrations in community nutrition and school nutrition, consists of 13 credits and 1200 supervised practice hours that occur in the community nutrition, food systems administration, and clinical nutrition practice areas. Students will take five courses: Health Behavior in Nutrition, School Nutrition Administration, Applied Medical Nutrition

Therapy, and Energy Balance for Weight Management, and Nutrition in the Community. Previous graduate course work and supervised practice experience may be accepted at the discretion of the Program Director. These documented experiences will be submitted in written form and reviewed by the Program Director. Previous graduate course work must be supported by an institutional catalog description.

Admission Requirements

1. Completion of a Didactic Program in Dietetics (DPD), accredited by the Accreditation Council for Education of Nutrition & Dietetics, the accrediting agency of the Academy of Nutrition & Dietetics, with coursework completed within the last 10 years
2. Maintenance of a cumulative undergraduate grade point average (GPA) of 3.0 or higher (on a 4.0 scale), with a minimum of a 'C' in prerequisite DPD, math, and science coursework
3. TOEFL IBT score of 80 with a minimum score of 20 in each of the four exam sub-sections (international students)
4. Completion of dietetic related volunteer and work experience, in the fields of nutrition, food science, health, laboratory or clinical research, foodservice, food industry, nutrition education, or health promotion
5. Completion of the on-line Graduate Application for Admission Form.
6. Submission of the \$50.00 Graduate School application fee
7. Official transcripts from each college or university previously attended
8. Submission to the Office of Health Services the Certificate of Immunization Form, available at <http://auxiliary.georgiasouthern.edu/healthservices/immunization/>.
9. Completion of the Georgia Southern Dietetic Internship (DI) application packet with the following:
 - a. Georgia Southern DI Application Form
 - b. Intent to Complete or Verification of Completion of a Didactic Program in Dietetics
 - c. Personal statement (8000 character limit) discussing the following:
 - Why you want to enter the dietetics profession
 - Your interest in community nutrition or in school nutrition (choose only one)
 - Your short-term and long-term goals
 - Experiences and skills that reflect your ability to be successful in the dietetic internship and as a registered dietitian
 - An assessment of the qualities, knowledge, and skills you feel you need or wish to improve upon
 - Other information you consider important for the selection process
 - d. Resume that includes education, work and professional history, recognitions/awards, membership and participation in professional organizations, dietetic related volunteer experience, other experiences related to the dietetic internship, and contact information for a minimum of three references
 - e. Three letters of reference
10. Submission of the \$50 Georgia Southern DI application fee and Georgia Southern Dietetic Internship Application Fee Form; check or money order made payable to Georgia Southern Dietetic Internship
11. Completion of a pre-admission interview
12. Completion of a pre-admission math quiz
13. At the completion of three courses (9 credits) the student must sign a form declaring that he/she will complete the Certificate Program (total 13 credits) or will apply for admission to a degree seeking program. This is necessary because only 9 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 Graduate Catalog).

NOTE: Contact the Office of Graduate Admissions for other admissions related information.

Course Requirements (13 Credit Hours)		Credit Hours
NTFS 7314	Applied Medical Nutrition Therapy	1
NTFS 7335	Nutrition in the Community	3
NTFS 7336	School Nutrition Administration	3
NTFS 7339	Energy Balance for Weight Management	3
NTFS 7430	Health Behavior in Nutrition	3
Total Credit Hours		13

School of Nursing

School of Nursing

Commission on Collegiate Nursing Education (CCNE) Accredited and Georgia Board of Nursing (GBON) Approved

The School of Nursing offers fully accredited programs leading to the B.S.N., BSN-DNP and Post Master's D.N.P. Undergraduate options include Pre-Licensure B.S.N., L.P.N.-B.S.N., R.N.-B.S.N. (online program). Graduate options within the BSN -DNP program include a Nurse Practitioner major with Family Nurse Practitioner or Psychiatric Mental Health Nurse Practitioner majors (>95%). Post-M.S.N. certificate options in the aforementioned areas are also available. The Post Master's Doctor of Nursing Practice (D.N.P.) is available entirely online.

Nursing Degrees

Doctoral Degrees

- Doctor of Nursing Practice D.N.P. (Online) (p. 146)

Masters Degrees

- B (<http://catalog.georgiasouthern.edu/graduate/health-human-sciences/nursing/msn>)SN-DNP (p. 148)

Nursing Certificate

- Interprofessional Collaboration for Multiple Chronic Conditions Certificate (p. 153)
- Post-MSN Certificate Family Nurse Practitioner (p. 151)
- Post-MSN Certificate Psychiatric Mental Health Nurse Practitioner (p. 152)
- Post-MSN Nurse Educator Certificate (NEC) (p. 153)

Doctor of Nursing Practice D.N.P. (Online)

Degree Requirements: 43 Credit Hours

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 (NP), certified nurse midwives (CNM), certified registered nurse anesthetists (CRNA), and clinical nurse specialists (CNS) 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 nursing master's curriculum.

Model

The Post-Masters DNP requires a minimum of 43 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 advanced practice registered nurses and closely associated specialty areas (i.e. NP, CNS,CRNA,CNM 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.

Admission Criteria

Regular Option

1. Education
 - a. 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 a 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 Graduate 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. The Graduate Program Director may recommend a waiver of the admission test requirement.
 - 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 Graduate 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.

Accelerated Option

1. 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 3.3 (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 a 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 Miller Analogy Test (MAT), taken within the past five (5) years. An original copy of the test score, sent by the testing agency to the Office of Graduate Admissions is required before any action is taken on an application. A minimum score of 410 on the MAT or 153V/144Q IS REQUIRED
 - 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 Graduate 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. 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.
 - d. Current registered nursing (RN) licensure
 - For Post-MSN DNP, licensure in state of residence where clinical hours will be completed
 - e. Current malpractice liability insurance
 - f. American Heart Association Level C (2 person-BLS) CPR certification
 - g. Three letters of recommendation from professional colleagues who can attest to academic and clinical acumen
 - h. 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

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 credit hours required for the degree.

Progression

All students admitted to, enroll in, the DNP program are required to attend a MANDATORY on campus annual Intensive PRIOR to each fall cycle of course work. The dates of this Intensive are scheduled by the School of Nursing. Students assume responsibility for all scheduling and costs in order to attend this Intensive time period.

Enrollment

The DNP requires a minimum of one academic year of continual enrollment.

Foreign Language Requirement

There is no foreign language requirement.

Transfer Credit Hour

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 credit 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 credit 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.

Students who complete Biomedical Ethics in Practice and Leadership (NURS9126), Biometrics for Advanced Practice Nursing (NURS9131), Clinical Scholarship I: Theory, Scientific Underpinnings, and Evidence Based Practice I (NURS 9137), Clinical Scholarship II: Theory, Scientific Underpinnings, and Evidence-Based Practice II (NURS9138), and Advanced Nursing Practice and DNP Role Transition (NURS9231) while in the BSN to DNP program who "Opt Out" and obtain their MSN degree from Georgia Southern University have four (4) years from the dates of their MSN final transcript to re-apply to the DNP program to obtain their doctoral degree without penalty. These five (5) courses would meet the requirements of the DNP program and would not need to be repeated. After successfully completing the additional five (5) semesters of course work, students would obtain the Doctor of Nursing Practice degree.

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 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). 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, the Consensus Model, and the DNP Program Standards for NP preparation.

Program of Study

		Credit Hours
DNP Core (17 Credit Hours)		
NURS 9126	Biomedical Ethics in Practice and Leadership	2
NURS 9131	Biometrics for Advanced Practice Nursing	3
NURS 9134	Health Care Organization, Financing and Policy Development	3
NURS 9137	Clinical Scholarship I: Theory, Scientific Underpinnings, and Evidence-Based Practice	3
NURS 9138	Clinical Scholarship II: Theory, Scientific Underpinnings, and Evidence-Based Practice	3
NURS 9231	Advanced Nursing Practice and DNP Role Transition	3
Doctoral Emphasis (26 Credit Hours)		
NURS 9132	Leadership and Management in Practice Transition	3
NURS 9135	Outcomes Management Strategies for Improved Health Care	3
NURS 9136	Population Focused Collaborative Initiative (90) ¹	3
NURS 9921	DNP Clinical Immersion Project 1 : Development (180) ¹	2
NURS 9922	DNP Clinical Immersion Project 2 : Implementation (180) ¹	2
NURS 9923	DNP Clinical Immersion Project 3 : Outcomes Analysis and Dissemination (180) ¹	2
NURS 9720	DNP Capstone Immersion (90) ¹	2
NURS XXXX	Concentrated Cognate Electives (Must be approved by program director)	9
Total Credit Hours		43

¹ Applied Clinical Hours

Nursing BSN to DNP

Degree Requirements: 77 Credit Hours (> 95% Online)

Programs Available

BSN to DNP with "opt out" option; Post-MSN Certificate

Total Credits: 46 credits for FNP or PMHNP; additional 31 credits for DNP. Post-MSN Certificate options are variable in length.

Advising

School of Nursing
Graduate Program
Dr. Deborah Allen
P.O. Box 8158
Statesboro, GA 30460-8158
(912) 478-0017

FAX (912) 478-1679
 debbieallen@georgiasouthern.edu
 http://chhs.georgiasouthern.edu/nursing

*For students who choose to stop at the MSN, their credits will be 46 for FNP or PMHNP.

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. Submission/completion of documentation:
 - a. College of Graduate Studies application
 - b. Georgia Southern Health Services form
 - c. Proof of current malpractice liability insurance
 - d. Proof of American Heart Association Level C (2 person-BLS) CPR certification
 - e. Three letters of recommendation
 - f. School of Nursing Student Health Appraisal forms

Specific Admission Policies

Must gain Regular Degree-Seeking Status admission to the BSN to DNP 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 option or with prior approval from the Graduate Program Director. The Graduate Program Director will make an admission decision recommendation following a review of the applicant's credentials. Admission decisions are made on a case by case basis.

Regular Option

1. Minimum undergraduate GPA of 3.0 (on 4.0 scale)**plus one option below:**
2. Minimum Miller Analogy Test (MAT) of 402.
3. Minimum Verbal and Quantitative of 450 and minimum Analytical Writing of 4.0 on the General GRE taken prior to August 2011 or Minimum Verbal Reasoning of 150; Quantitative Reasoning of 141 and minimum Analytical Writing of 4.0 on the New General GRE taken August 2011 or after.
4. 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' degree from an accredited program.
5. Students must have 2 years of Full-time employment as a Registered Nurse PRIOR to beginning their Specialty course work.
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].
7. 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 Graduate 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.

Accelerated Option

1. Minimum undergraduate GPA of 3.3 (on 4.0 scale)**plus one option below:**
2. Minimum Miller Analogy Test (MAT) of 410.
3. Minimum Verbal and Quantitative of 500 and minimum Analytic Writing of 4.0 on the General GRE taken prior to August 2011, or Minimum Verbal Reasoning of 153; Quantitative Reasoning of 144 and minimum Analytic Writing of 4.0 on the New General GRE taken August 2011 or after.
4. Students must have 2 years of Full-time employment as a Registered Nurse PRIOR to admission into the program.

Progression Requirements

1. Clinical Course Progression: If a student earns a grade of "C" in any MSN Clinical course dyad with didactic and clinical hours as concurrent components (Health Assessment, PC1, PC2, PC3, or similar dyad), the student will be required to repeat both components of the course dyad to progress in the program.
2. Once students begin the Family Practice Core which includes Primary Care I, Primary Care 2, and Primary Care 3, all clinicals must be completed in the state of Georgia or within a 250 miles radius of the Georgia Southern University main campus.
3. Readmission into the BSN to DNP Program: Any student desiring reinstatement, after withdrawal from the BSN to DNP program, who has successfully completed any of the FNP specialty core courses (Health Assessment, PC1, PC2, PC3 or similar dyad) will be required to complete a 1 credit hour Independent Study with 90 clinical hours (ch) in a clinical focus, determined by the Graduate Program Director, that has been successfully completed before being allowed to return to the next clinical dyad course in the curriculum sequence.
4. All students admitted to, or enrolled in, the BSN to DNP program are required to attend a MANDATORY on-campus annual Intensive PRIOR to each Fall cycle of course work. The dates of this Intensive are scheduled by the School of Nursing. Students assume responsibility for all scheduling and costs in order to attend this Intensive time period.

Required Credits

Major: BSN to DNP Total, 74 Hours (opting out at the MSN level), 46 Hours

Concentration: Family Nurse Practitioner (FNP), 46 Credit Hours

(585 didactic hours and 630 clinical hours)

		Credit Hours
Graduate Core (18 Credit Hours)		
NURS 8136	Family Theory and Issues Management	3
NURS 9131	Biometrics for Advanced Practice Nursing	3
NURS 9134	Health Care Organization, Financing and Policy Development	3
NURS 9137	Clinical Scholarship I: Theory, Scientific Underpinnings, and Evidence-Based Practice	3
NURS 9138	Clinical Scholarship II: Theory, Scientific Underpinnings, and Evidence-Based Practice	3

NURS 9231	Advanced Nursing Practice and DNP Role Transition	3
Advanced Practice Core (13 Credit Hours)		
NURS 5210G	Advanced Health Assessment Across the Lifespan Clinical (90 ch)	1
NURS 5230G	Advanced Health Assessment Across the Lifespan	3
NURS 6134	Differential Diagnosis and Pathophysiology	3
NURS 6135	Pharmacotherapeutics for Advanced Practice Nursing	3
NURS 6230	Epidemiology and Transcultural Issues for APN	3
Specialty Courses (15 Credit Hours)		
NURS 7224	Primary Care Clinical I: Women's Health (180 ch)	2
NURS 7225	Primary Care Clinical II: Pediatric Health (180 ch)	2
NURS 7226	Primary Care Clinical III: Adult/Gero (180 ch)	2
NURS 7231	Primary Care I: Women	3
NURS 7233	Primary Care II: Pediatrics	3
NURS 7235	Primary Care III: Adult/Gero	3
Options for all Majors:		
NURS 7090	Selected Topics Nursing	
NURS 7890	Independent Study Nursing	
NURS 7999	Thesis Nursing	
(Students May "Opt Out" at this time to receive MSN)		
Doctoral Core (2 Credit Hours)		
NURS 9126	Biomedical Ethics in Practice and Leadership	2
Doctoral Emphasis (26 Credit Hours)		
NURS 9132	Leadership and Management in Practice Transition	3
NURS 9135	Outcomes Management Strategies for Improved Health Care	3
NURS 9136	Population Focused Collaborative Initiative	3
NURS 9921	DNP Clinical Immersion Project 1 : Development	2
NURS 9922	DNP Clinical Immersion Project 2 : Implementation	2
NURS 9923	DNP Clinical Immersion Project 3 : Outcomes Analysis and Dissemination	2
NURS 9720	DNP Capstone Immersion	2
Elective 1		3
Elective 2		3
Elective 3		3
Total Credit Hours		74

Concentration: Psychiatric/Mental Health Family Nurse Practitioner (PMHNP), 46 Credit Hours

(585 didactic hours and 630 clinical hours)

		Credit Hours
Graduate Core		18
NURS 8136	Family Theory and Issues Management	3

NURS 9131	Biometrics for Advanced Practice Nursing	3
NURS 9134	Health Care Organization, Financing and Policy Development	3
NURS 9137	Clinical Scholarship I: Theory, Scientific Underpinnings, and Evidence-Based Practice	3
NURS 9138	Clinical Scholarship II: Theory, Scientific Underpinnings, and Evidence-Based Practice	3
NURS 9231	Advanced Nursing Practice and DNP Role Transition	3
Advanced Practice Core		13
NURS 5210G	Advanced Health Assessment Across the Lifespan Clinical	1
NURS 5230G	Advanced Health Assessment Across the Lifespan	3
NURS 6134	Differential Diagnosis and Pathophysiology	3
NURS 6135	Pharmacotherapeutics for Advanced Practice Nursing	3
NURS 6230	Epidemiology and Transcultural Issues for APN	3
Specialty Courses		15
NURS 7124	PMHNPC 1: Individual MH Care Across the Lifespan Clinical	2
NURS 7125	PMHNPC 2: Mental Health Care of the Child & Family Clinical	2
NURS 7126	PMHNPC 3: Care of the Individual and Family with Substance Use Disorders Clinical	2
NURS 7131	PMHNP 1: Individual MH Care Across the Lifespan	3
NURS 7133	PMHNP 2: Mental Health Care of the Child & Family	3
NURS 7127	PMHNP 3: Care of the Individual and Family with Substance Use Disorders	2
NURS 7111	PMHNP 4: Community and Vulnerable Populations	1
Options for all Majors:		
NURS 7090	Selected Topics Nursing	
NURS 7890	Independent Study Nursing	
NURS 7999	Thesis Nursing	
(Students May "Opt Out" at this time to receive MSN)		
Doctoral Core (2 Credit Hours)		
NURS 9126	Biomedical Ethics in Practice and Leadership	2
Doctoral Emphasis (26 Credit Hours)		
NURS 9132	Leadership and Management in Practice Transition	3
NURS 9135	Outcomes Management Strategies for Improved Health Care	3
NURS 9136	Population Focused Collaborative Initiative	3
NURS 9921	DNP Clinical Immersion Project 1 : Development	2
NURS 9922	DNP Clinical Immersion Project 2 : Implementation	2
NURS 9923	DNP Clinical Immersion Project 3 : Outcomes Analysis and Dissemination	2
NURS 9720	DNP Capstone Immersion	2

Elective 1	3
Elective 2	3
Elective 3	3
Total Credit Hours	74

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 BSN to DNP or Post MSN DNP 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 are given the option to obtain their BSN to DNP degree upon completing the Specialty Courses in the program. However, the student **MUST** contact the Graduate Program Director **NO LATER THAN** the semester prior to beginning Specialty Core Courses in order for the degree to be conferred. Students completing the Family Nurse Practitioner part of the BSN to DNP program or Post-MSN certificate option are eligible to sit for national certification examination at that time. Otherwise, they will not be allowed to sit for the examination until they have completed the Doctoral Core.
- Students who complete NURS9134 Health Care Financing and Policy Development, NURS9131 Biometrics for Advanced Practice Nursing, NURS9137 Clinical Scholarship I: Theory, Scientific Underpinnings, and Evidence-Based Practice, NURS9138 Clinical Scholarship II: Theory, Scientific Underpinnings, and Evidence-Based Practice, and NURS9231 Advanced Nursing Practice and DNP Role Transition (in the BSN to DNP program) while obtaining their MSN degree from Georgia Southern University have four (4) years from the date of their MSN final transcript to re-apply to the DNP program to obtain their doctoral degree without penalty. These five (5) courses would meet the requirements of the DNP program and would not need to be repeated. After successfully completing the additional five (5) semesters of course work, students would obtain the Doctor of Nursing Practice Degree.
- Preference is given to applicants with a desire to work in rural or underserved areas. Minority and rural students are encouraged to apply.

Post-MSN Certificate Family Nurse Practitioner

Degree Requirements: Variable Credits

Advising

School of Nursing
Graduate Program
Dr. Deborah Allen
P.O. Box 8158
Statesboro, GA 30460-8158
(912)478-0017
FAX (912)478-1679
debbieallen@georgiasouthern.edu
<http://chhs.georgiasouthern.edu/nursing>

Student Outcomes

Student outcomes are consistent with the BSN to DNP program outcomes.

Admission Cycle

The admission application materials for the College of Graduate Studies (COGS) for this Family Nurse Practitioner certificate must be received by April 1st for admission consideration into the summer or fall semester cohort. Phone interviews with individuals under consideration may be conducted prior to admission.

Admission Criteria

1. Master's degree in Nursing from a college accredited by the appropriate accrediting association. The MAT or GRE is not required for admission.
2. Minimum graduate GPA of 3.0 (on 4.0 scale)
3. Current RN license in state of residence
4. Submission/completion of the College of Graduate Studies application (on-line)
5. Proof of current malpractice liability insurance
6. Must have the capability to fully utilize and interact within the on-line course delivery format of the institution.

Specific Admission Policy

The Family Nurse Practitioner certificate student will be admitted in Non-degree status and ineligible to enroll in other graduate courses unless admitted to that program. Only grades of "B" or better earned in the certificate are eligible for application to the nursing doctorate if the individual is later admitted to the Post MSN DNP degree program

Progression Policy

A student admitted Non-Degree to the Post-MSN Nurse Psychiatric Mental Health Nurse Practitioner Certificate option must have an overall 3.0 GPA, with the minimum of a "B" letter grade in each course in order to earn the certificate. Students will become academically ineligible to continue course work if a grade of "C", "D", "F", or "WF" is earned in any of the nurse practitioner courses. Students must also meet any applicable College of Graduate Studies progression policies.

Family Nurse Practitioner: up to 43 credit hours

An individualized Program of Study is developed by the Graduate Program Director of the School of Nursing after a Gap Analysis is performed. Students must submit their transcripts and their syllabi for each course to be considered as equal to the courses offered at Georgia Southern University for the completion of the certificate.

		Credit Hours
Graduate Core		18
NURS 8136	Family Theory and Issues Management	3
NURS 9131	Biometrics for Advanced Practice Nursing	3
NURS 9134	Health Care Organization, Financing and Policy Development	3
NURS 9137	Clinical Scholarship I: Theory, Scientific Underpinnings, and Evidence-Based Practice	3
NURS 9138	Clinical Scholarship II: Theory, Scientific Underpinnings, and Evidence-Based Practice	3
NURS 9231	Advanced Nursing Practice and DNP Role Transition	3
Advanced Practice Core		13

NURS 5210G	Advanced Health Assessment Across the Lifespan Clinical	1
NURS 5230G	Advanced Health Assessment Across the Lifespan	3
NURS 6134	Differential Diagnosis and Pathophysiology	3
NURS 6135	Pharmacotherapeutics for Advanced Practice Nursing	3
NURS 6230	Epidemiology and Transcultural Issues for APN	3
Specialty Courses		15
NURS 7224	Primary Care Clinical I: Women's Health	2
NURS 7225	Primary Care Clinical II: Pediatric Health	2
NURS 7226	Primary Care Clinical III: Adult/Gero	2
NURS 7231	Primary Care I: Women	3
NURS 7233	Primary Care II: Pediatrics	3
NURS 7235	Primary Care III: Adult/Gero	3

Post-MSN Certificate Psychiatric Mental Health Nurse Practitioner

Degree Requirements: Variable Credits

Advising

School of Nursing
 Graduate Program
 Dr. Deborah Allen
 P.O. Box 8158
 Statesboro, GA 30460-8158
 (912)478-0017
 FAX (912)478-1679
 debbieallen@georgiasouthern.edu
 http://chhs.georgiasouthern.edu/nursing

Student Outcomes

Student outcomes are consistent with the BSN to DNP program outcomes.

Admission Cycle

The admission application materials for the College of Graduate Studies (COGS) for this Psychiatric Mental Health certificate must be received by April 1st for admission consideration into the summer or fall semester cohort. Phone interviews with individuals under consideration may be conducted prior to admission.

Admission Criteria

1. Master's degree in Nursing from a college accredited by the appropriate accrediting association. The MAT or GRE is not required for admission.
2. Minimum graduate GPA of 3.0 (on 4.0 scale)
3. Current RN license in state of residence
4. Pre-admission interview by nursing faculty (by phone, electronic media or in person).
5. Submission/completion of the College of Graduate Studies application (on-line)
6. Proof of current malpractice liability insurance
7. Must have the capability to fully utilize and interact within the on-line course delivery format of the institution.

Specific Admission Policy

The Psychiatric Mental Health Nurse Practitioner certificate student will be admitted in Non-degree status and ineligible to enroll in other graduate courses unless admitted to that program. Only grades of "B" or better earned in the certificate are eligible for application to the nursing doctorate if the individual is later admitted to the Post MSN DNP degree program.

Progression Policy

A student admitted Non-Degree to the Post-MSN Nurse Psychiatric Mental Health Nurse Practitioner Certificate option must have an overall 3.0 GPA, with the minimum of a "B" letter grade in each course in order to earn the certificate. Students will become academically ineligible to continue course work if a grade of "C", "D", "F", or "WF" is earned in any of the nurse practitioner courses. Students must also meet any applicable College of Graduate Studies progression policies.

Psychiatric Mental Health Nurse Practitioner: up to 43 credit hours

An individualized Program of Study is developed by the Graduate Program Director of the School of Nursing after a Gap Analysis is performed. Students must submit their transcripts and their syllabi for each course to be considered as equal to the courses offered at Georgia Southern University for the completion of the certificate.

		Credit Hours
Graduate Core		18
NURS 8231	Theoretical Perspectives of Teaching and Learning in Nursing Education	3
NURS 9131	Biometrics for Advanced Practice Nursing	3
NURS 9134	Health Care Organization, Financing and Policy Development	3
NURS 9137	Clinical Scholarship I: Theory, Scientific Underpinnings, and Evidence-Based Practice	3
NURS 9138	Clinical Scholarship II: Theory, Scientific Underpinnings, and Evidence-Based Practice	3
NURS 9231	Advanced Nursing Practice and DNP Role Transition	3
Advanced Practice Core		13
NURS 5210G	Advanced Health Assessment Across the Lifespan Clinical	1
NURS 5230G	Advanced Health Assessment Across the Lifespan	3
NURS 6134	Differential Diagnosis and Pathophysiology	3
NURS 6135	Pharmacotherapeutics for Advanced Practice Nursing	3
NURS 6230	Epidemiology and Transcultural Issues for APN	3
Specialty Courses		15
NURS 7124	PMHNPC 1: Individual MH Care Across the Lifespan Clinical	2
NURS 7125	PMHNPC 2: Mental Health Care of the Child & Family Clinical	2
NURS 7126	PMHNPC 3: Care of the Individual and Family with Substance Use Disorders Clinical	2
NURS 7131	PMHNP 1: Individual MH Care Across the Lifespan	3

NURS 7133	PMHNP 2: Mental Health Care of the Child & Family	3
NURS 7127	PMHNP 3: Care of the Individual and Family with Substance Use Disorders	2
NURS 7111	PMHNP 4: Community and Vulnerable Populations	1

Post-MSN Nurse Educator Certificate (NEC)

Requirements: 12 Credit Hours

Advising

School of Nursing
Graduate Program
Dr. Deborah Allen
P.O. Box 8158
Statesboro, GA 30460-8158
(912) 478-0017
FAX (912) 478-1679
debbieallen@georgiasouthern.edu
<http://chhs.georgiasouthern.edu/nursing>

Student Outcomes

1. Incorporate educational theoretical perspectives, instructional design and assessment, and pedagogy of instruction in classroom, clinical, and laboratory areas.
2. Create a learning environment for nursing students that promotes the development of the core values of the profession.
3. Employ effective communication and technology within the diverse educational environment.
4. Demonstrate role responsibility and accountability in professional endeavors.

Admission Cycle

The admission application materials for the College of Graduate Studies (COGS) for this nursing education certificate must be received by April 1st for admission consideration into the summer or fall semester cohort. Phone interviews with individuals under consideration may be conducted prior to admission.

Admission Criteria

1. Master's degree in Nursing from a college accredited by the appropriate accrediting association. The MAT or GRE is not required for admission.
2. Minimum graduate GPA of 3.0 (on 4.0 scale)
3. Current RN license in state of residence.
4. Submission/completion of College of Graduate Studies application (on-line)
5. Proof of current malpractice liability insurance
6. Must have the capability to fully utilize and interact within the on-line course delivery format of the institution.

Specific Admission Policies

The Nursing Education certificate student will be admitted in Non-degree status and ineligible to enroll in other graduate courses unless admitted to that program. Only grades of "B" or better earned in the NEC are eligible for application to the nursing doctorate if the individual is later admitted to the degree program.

Progression Policy

A student admitted Non-Degree to the Post-MSN Nurse Educator Certificate option must have an overall 3.0 GPA, with a limit of one "C" allowed, in the required courses to earn the certificate. Students will become academically ineligible to continue course work if a grade of "D", "F", or "WF" is earned in any of the nursing education courses. Students must also meet any applicable College of Graduate Studies progression policies.

Transfer Credit

Limited transfer credit may be applied to the nurse educator certificate.

Grade Requirements and Applicability to DNP Degree

The minimum acceptable grade to meet the certificate requirement is a "C." Students who complete the NURS8231 Theoretical Perspectives of Teaching and Learning in Nursing Education, NURS8232 Instructional Design and Assessment in Nursing Education, and NURS8233 Learner-Centered Teaching: Creative Classroom and Clinical Education in Nursing. Courses in the certificate program with a "B" or better could apply them to the DNP degree cognate elective requirement if accepted into the DNP program.

Program of Study

		Credit Hours
Required Courses (12 Credit Hours)		
NURS 8231	Theoretical Perspectives of Teaching and Learning in Nursing Education	3
NURS 8232	Instructional Design and Assessment in Nursing Education	3
NURS 8233	Learner-Centered Teaching: Creative Classroom and Clinical Education in Nursing	3
NURS 8234	Nursing Education Cognate Capstone	3
Total Credit Hours		12

Interprofessional Collaboration for Multiple Chronic Conditions Certificate

Degree Requirements: 12 Credit Hours

Advising

School of Nursing
Graduate Program
Dr. Deborah Allen
P.O. Box 8158
Statesboro, GA 30460-8158
(912)478-0017
FAX (912)478-1679
debbieallen@georgiasouthern.edu
<http://chhs.georgiasouthern.edu/nursing>

Student Outcomes

Student outcomes are consistent with the BSN to DNP program outcomes and other Interprofessional Core Competencies.

Specific Student Outcomes

The student earning a certificate to utilize interprofessional collaboration to care for persons with multiple chronic conditions is prepared to:

1. Integrate selected conceptual threads to promote the well-being of persons with multiple chronic conditions utilizing interprofessional team collaboration.
2. Synthesize evidence-based practice within an interprofessional paradigm to improve patient care outcomes.
3. Utilize interdisciplinary competencies to implement strategies that support a healthy living environment for persons with diverse physical, emotional and cultural needs.
4. Utilize collaborative leadership to implement strategies that meet the regulatory guidelines applicable to persons with disabilities.

Admission Cycle

The admission application materials for the College of Graduate Studies (COGS) for this nursing education certificate must be received prior to the first course being offered and must attend the Graduate Intensive scheduled each summer. Phone interviews with individuals under consideration may be conducted prior to admission.

Admission Criteria

1. Must meet discipline specific criteria as noted in the Graduate Catalog.
2. Minimum undergraduate GPA of 3.0 (on 4.0 scale)
3. Current RN license in state of residence (if a nurse). Not required for other disciplines.
4. Submission/completion of the College of Graduate Studies application (on-line)
5. Proof of current malpractice liability insurance (if nursing)
6. Must have the capability to fully utilize and interact within the on-line course delivery format of the institution.

Specific Admission Policy

The Interprofessional Collaboration for Multiple Chronic Conditions certificate student will be admitted in Non-degree status and ineligible to enroll in other graduate courses unless admitted to that program. Only grades of "B" or better earned in the certificate are eligible for application to the certificate.

Progression Policy

A student admitted Non-Degree to the Interprofessional Collaboration for Multiple Chronic Conditions Certificate option must have an overall 3.0 GPA, with the minimum of a "B" letter grade in each course in order to earn the certificate. Students will become academically ineligible to continue course work if a grade of "C", "D", "F", or "WF" is earned in any of the courses. Courses in the certificate program with a "B" or better could apply them to the DNP degree cognate elective requirement if accepted into the DNP program. Students must also meet any applicable College of Graduate Studies and discipline specific progression policies.

Program of Study (12 Credit Hours)		Credit Hours
NURS 8331	An Interprofessional Collaboration Approach for Patients with Multiple Chronic Conditions 1	3
NURS 8332	An Interprofessional Collaboration Approach for Patients with Multiple Chronic Conditions 2	3

NURS 8333	Interprofessional Collaboration for Patients with Multiple Chronic Conditions with Practicum 1	3
NURS 8334	Interprofessional Collaboration for Patients with Multiple Chronic Conditions with Practicum 2	3

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, 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.

		Credit Hours
CHFD 1131	Introduction to Family Science	3
CHFD 2130	Family Economic Environment	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 a 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:

- Instructional Technology for P-12 Teaching Fields (ITEC 3430) (3)
- Content Literacy (READ 3330) (3)
- Introduction to Special Education (SPED 3333) (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 credit PPB block of courses with the required 50 credit field experience; **OR**
- BA/BS/BBA majors can take Exploring Learning and Teaching (EDUC 2130) concurrently with PPB Practicum (EDUC 2090) (50 contact hours in a school) – total of 3 credits. After taking Exploring Learning and Teaching (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:
 - Investigating Critical and Contemporary Issues in Education (EDUC 2110) (3)

- Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts (EDUC 2120) (3)

NOTE: GACE Program Admission Assessment 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.

Structure

CHHS Student Services Center

J. Syno	Coordinator
B. Bulmer	Academic Advisor
R. Baker	Academic Advisor
M. Dunbar	Academic Advisor
V. Jones	Academic Advisor
D. Odom	Academic Advisor
B. Richardson	Academic Advisor
P. Smith	Academic Advisor
B. Stephens	Academic Advisor
T. Thomas	Academic Advisor
Z. Williams-Sledge	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
V. Embry	Continuing Education Coordinator
C. Harper	Student Support Coordinator
A. Catron	Staff Assistant

College of Liberal Arts and Social Sciences

Dean: Dr. Curtis Ricker
 Foy 3008
 P.O. Box 8142
 (912) 478-2527
 FAX (912) 478-5346
 cricker@georgiasouthern.edu

Associate Dean: Dr. Christine Ludowise
 Foy 3004
 P.O. Box 8142
 (912) 478-2527
 ludowise@georgiasouthern.edu

Associate Dean: Dr. Jason Slone
 Foy 3014
 P.O. Box 8142
 (912) 478-2527
 dslone@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/>

Advisement

Graduate students are advised in their academic departments.

Doctoral Degrees

- Clinical Psychology Psy.D. (p. 167)

Masters Degrees

- English M.A. (p. 162)
- Fine Arts M.F.A. (Concentration in 2D Graphic Design) (p. 156)
- Fine Arts M.F.A. (Concentration in 2D Studio Art) (p. 157)
- Fine Arts M.F.A. (Concentration in 3D Studio Art) (p. 158)
- History M.A. (p. 161)
- Music M.M. (p. 164)
- Psychology M.S. (p. 170)
- Psychology M.S. (Psy.D. Track) (p. 170)
- Public Administration M.P.A. (p. 172)
- Social Science M.A. (p. 171)
- Spanish M.A. (p. 159)
- Certificate in Music Performance (p. 166)
- Certificate in Public History (p. 162)
- Certificate in Public and Nonprofit Management (p. 173)
- Teaching English to Speakers of Other Languages (TESOL)/Applied Linguistics Certificate (Online) (p. 171)

Department of Art

The Master of Fine Arts degree programs (2D Graphic Design, 2D Studio Art, 3D Studio Art) provide students with a comprehensive experience in the specializations of Fine Art and Design that leads to the terminal MFA

degree. The degree programs exhibit the professional intensity and high standards expected of all terminal degree programs. Recognizing the close scholarly and functional relationship between Art and Design, the MFA is cross-disciplinary and combines technical skills, creative work, inquiry, and investigation in ways that focus on the advanced preparation of artists and designers in their areas of specialization.

The MFA programs enable degree holders to become: professional practitioners in art and design, educators, leaders in critical thinking, and a significant contributor to a discipline's contemporary dialog through research and scholarship.

Art Degrees

- Fine Arts M.F.A. (Concentration in 2D Graphic Design) (p. 156)
- Fine Arts M.F.A. (Concentration in 2D Studio Art) (p. 157)
- Fine Arts M.F.A. (Concentration in 3D Studio Art) (p. 158)

Fine Arts M.F.A. (Concentration in 2D Graphic Design)

Degree Requirements: 60 Credit Hours

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: mfragrad@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 credits of undergraduate studio arts courses and an additional minimum of nine (9) credits 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 4"x6" 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.

Degree Requirements: 60 Credit 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.

		Credit Hours
Required Studio Coursework (36 Credit Hours)		
ART 7151	Design Activism	3
ART 7152	Design & 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 (6 Credit Hours)		
ART 8830	Readings and Research in Art	3
ARTH 8630	Art Theory and Criticism	3
MFA Thesis: Thesis Exhibition and Support Paper (6 Credit Hours)		
ART 8999	Master of Fine Arts Thesis (repeatable)	6
Electives (9 Credit Hours)		
Select 9 credit hours from the following elective courses (in department or outside of major department):		
ART 7190	2D Graduate Studio	
ART 7193	3D Graduate Studio	
ART 7530	Problems in Studio Pedagogy	
ART 8030	Selected Topics in Art	
OR graduate level art history course or course in other discipline relative to student's thesis direction.		
Total Credit Hours		60

Required Participation in Faculty Review of Creative Work Throughout Program

- Graduate Semester Critiques: Present two to four 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
 - a. Thesis Chair and
 - b. 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. (Concentration in 2D Studio Art)

Degree Requirements: 60 Credit Hours

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: mfragrad@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 credits of undergraduate studio arts courses and an additional minimum of nine (9) credits 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 4"x6" 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.

- Written Support Document reflective of thesis body of creative work
- Presentation of hardbound thesis monographs to
 - a. Thesis Chair and
 - b. Department of ART Archives
- Oral Defense of Thesis Exhibition/Written Text

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.

Degree Requirements: 60 Hours

	Credit Hours
Major Studio 2D Concentration (36 Credit Hours)	
Student develops their personal design artwork in studio coursework with opportunities to pursue experiences in drawing, painting, print/paper/bookarts (36 credit hours, 12 courses)	
ART 7190	2D Graduate Studio (repeatable) 36
Art History/Critical Theory/Professional Practices (12 Credit Hours)	
ART 7890	Professional Practices in Art 3
ART 8830	Readings and Research in Art 3
ARTH 7237	Contemporary Art History 3
ARTH 8630	Art Theory and Criticism 3
MFA Thesis: Thesis Exhibition and Support Paper (6 Credit Hours)	
ART 8999	Master of Fine Arts Thesis (repeatable) 6
Electives (6 Credit Hours)	
Select 6 credit hours from the following elective courses (in department or outside of major department):	
ART 7190	2D Graduate Studio
ART 7193	3D Graduate Studio
ART 7530	Problems in Studio Pedagogy
ART 8030	Selected Topics in Art
OR graduate level art history course or course in other discipline relative to student's thesis direction.	
Total Credit Hours	60

Required Participation in Faculty Review of Creative Work Throughout Program

- Graduate Semester Critiques: Present two to four 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)

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. (Concentration in 3D Studio Art)

Degree Requirements: 60 Credit Hours

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: mfragrad@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 credits of undergraduate studio arts courses and an additional minimum of nine (9) credits 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 4"x6" 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.

Degree Requirements: 60 Credit Hours

	Credit Hours
Major Studio 3D Concentration (36 Credit 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 (repeatable) 36
Art History/Critical Theory/Professional Practices (12 Credit Hours)	
ART 7890	Professional Practices in Art 3
ART 8830	Readings and Research in Art 3
ARTH 7237	Contemporary Art History 3
ARTH 8630	Art Theory and Criticism 3
MFA Thesis: Studio coursework in preparation for Thesis Exhibition and Support Paper (6 Credit Hours)	
ART 8999	Master of Fine Arts Thesis 6
Electives (6 Credit Hours)	
Select 6 credit hours from the following elective courses (in department or outside of major department): 6	
ART 7190	2D Graduate Studio
ART 7193	3D Graduate Studio
ART 7530	Problems in Studio Pedagogy
ART 8030	Selected Topics in Art
OR graduate level art history course or course in other discipline relative to student's thesis direction.	
Total Credit Hours	30

Required Participation in Faculty Review of Creative Work Throughout Program

- Graduate Semester Critiques: Present two to four 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
 - a. Thesis Chair and
 - b. 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.

Department of Foreign Languages

The M.A. in Spanish program prepares students to use their linguistic proficiency and cultural knowledge to function successfully in today's global environment.

Faculty members create a near total immersion language environment in the classroom in which both students and faculty use the target language all the time. Faculty strive to create an environment of engagement in which students internalize the value of learning languages and understanding other cultures. Students practice the language competencies of reading, writing, speaking, listening, and culture by working collaboratively and individually on activities and projects both in and outside the classroom with guidance and feedback from the instructor. The department of foreign languages offers a variety of courses which engage the student in discussions of literary, cultural, social, philosophical, political, historical and contemporary texts and contexts. By focusing on these areas, we prepare students to be highly competent both linguistically and culturally so that they are able to function successfully in today's global environment. The Department of Foreign Languages also offers several highly successful study abroad programs in Spain and Latin America. The M.A. in Spanish program serves not only students who major or minor in a foreign language, but it also serves students who majored in other disciplines, but who can utilize advanced knowledge of Spanish to enhance their skillset and goals.

By creating an environment in which students master both linguistic competence and cultural sensitivity, the M.A. in Spanish program supports the university's broader institutional vision of graduating students who embrace core values expressed through integrity, civility, kindness, collaboration, and a commitment to lifelong learning, wellness, and social responsibility.

Foreign Languages Degree

- Spanish M.A. (p. 159)

Spanish M.A.

Degree Requirements: 33 Credit 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 or a Ministry of Education approved institution if an international student.
2. A 3.0 (4.0 scale) cumulative grade point average or higher on all undergraduate work.
3. An undergraduate major or the equivalent in the proposed field of study or permission of the graduate director and the chair of the department.
4. Two letters of recommendation by persons familiar with the applicant's academic experience.
5. 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

Students who do not meet the requirements for regular admission may appeal to the departmental graduate committee for provisional admission.

Program of Study

Candidates for the M.A. in Spanish must complete a total of 33 credits. The hours are divided as follows:

1. 24 credits of graduate-level course work in Spanish plus an additional six (6) credits in Spanish or in a related field as approved by the graduate director (note that a maximum of twelve (12) credits at the 5000G level may count toward the degree).
2. Three hours of lower-division foreign language, as approved by the graduate advisor, that must be taken at Georgia Southern, in the Department of Foreign Languages, in residence at Statesboro, while enrolled in the M.A. program. The language studied must be a language in which the student has no more than novice-level ability; a minimum grade of "C" is required and satisfies the M.A. Language Requirement for graduation.

Other Program Requirements

Comprehensive Exams

All degree candidates will take comprehensive written and oral examinations. The written exam will be taken over two separate days in four-hour blocks. Students will answer eight questions related to their coursework, writing for one hour on each. After the written exams, on a separate day, the student will be examined orally. The oral exam will consist of a 15 minute presentation of one of the student's research projects followed by a question and answer period during which student will field questions about the presentation, the written exam, and courses taken throughout the program-related questions.

Students who fail the Comprehensive Exams may appeal to retake the exams one additional time. Students must retake the Comprehensive Exams within one year of their original attempt. Under no circumstances may the Comprehensive Exams be taken a third time. Students in the Non-Thesis option do not need to be enrolled in courses in order to retake the Comprehensive Exams. Students in the Thesis Option will need to enroll in one credit hour of thesis credit hour each semester through the completion of the Comprehensive Exams. Once thesis registration commences enrollment each semester/term thereafter is required per the continuous enrollment policy.

Dual Enrollment in the M.A. in Spanish and the M.A.T. in Spanish (48 Credit Hours)

Students may elect to dual enroll in the M.A. in Spanish and the M.A.T. in Spanish programs (P-12 Education with Teaching Field in Spanish). Students can complete the requirements of the M.A. and certify at the same time. Students must meet the admission requirements for both programs in order to be dual enrolled.

M.A.T Admission Requirements in Addition to the M.A.

- Hold a bachelor's degree from a regionally accredited institution in Spanish or a related field.
- Present a transcript evaluation by the College of Education's Director of Advisement and Certification, and completion of specified prerequisite content course work.
- Present a cumulative 2.50 (4.0 scale) grade point average or higher on all undergraduate and graduate work combined.
- Present a total adjusted GPA of 2.75 or higher on all teaching field course work.
- For Study Concentration Four (Spanish), candidates are not required to take either the MAT or the GRE; rather, they must pass an Oral Proficiency Interview and a Writing Proficiency Test in Spanish at the ACTFL-defined IH or above (tests administered by the Department of Foreign Languages).
- 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.
- 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.
- Submit a completed "Disclosure and Affirmation Form" that addresses misconduct disclosure, criminal background check, the Code of Ethics for Educators, and tort liability insurance.
- For Study Concentration Four (Spanish), candidates are not required to take the TOEFL; rather, those individuals who did not complete their undergraduate degree in the English language must pass an Oral Proficiency Interview and a Writing Proficiency Test in English at the ACTFL-defined IH or above (tests administered by the Department of Foreign Languages).
- 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.

Prerequisite

Students must take either Instructional Technology for P-12 Teaching Fields (ITEC 3430) as an undergraduate or Instructional Technology Foundations (ITEC 7530) as a graduate, or an equivalent, as a prerequisite for official entry into the M.A.T. program (this course may also be taken concurrently with Step One below). Students may pursue the M.A. while awaiting official entry into the M.A.T. program.

Combined Program of Study, 45 Credit Hours

	Credit Hours
Step One - Education and Foreign Language Pedagogy and Supervised Practicum. The Following courses are prerequisites to Step Two (36 Credit Hours)	
EDUF 7130	Learning Theories and Applications
EDUR 7130	Educational Research
FORL 6431	Foreign Language Methods P-8
FORL 6432	Foreign Languages Methods 9-12
FORL 6433	Practicum in Foreign Languages
	3
	3
	3
	3
	3

SPAN XXXX	Graduate level Spanish courses	18
SPED 6130	Introduction to Special Education	3
Step Two - Student Teaching/Supervised Internship (9 Credit Hours)		
Select one of the following:		9
Candidates who are not teaching full-time enroll in ESED 5799G - Student Teaching in P-12 Education		
Candidates who are currently teaching full-time on a non-renewable teaching certificate enroll in ESED 6799 - Supervised Internship		
Total Credit Hours		30

Other Program Requirements

- Comprehensive exams and fulfillment of the M.A. language requirement

Department of History

The graduate programs in the Department of History (M.A. in History, Certificate in Public History) are designed to serve the diverse needs of graduate students, whether they seek a solid grounding in graduate study as preparation for entry into doctoral programs, wish to earn a degree as part of their professional development, or are interested in pursuing careers as public historians, archivists, or librarians. By emphasizing an appreciation of the past in all of its complexities and the interconnectedness of knowledge about it, the graduate programs in History seek to instill in students a sense of curiosity and to develop critical thinking, communication, and analytical skills - skills relevant to a variety of careers.

Reflecting the missions of Georgia Southern University and the College of Liberal Arts and Social Sciences, the department fosters a culture of close engagement with students, combines theory with practice, and extends the learning environment beyond the classroom to promote life-long learning and growth.

History Degree

- History M.A. (p. 161)

History Certificate

- Certificate in Public History (p. 162)

History M.A.

Degree Requirements: 36 Credit 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) 478-4478
 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 550 Verbal plus 500 Quantitative or 4.0 Analytical Writing for applicants who took the GRE prior to August 2011; or minimum scores of 156 Verbal plus 144 Quantitative or 4.0 Analytical Writing for applicants who took the exam after July 31, 2011. 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 credits (or quarter-system equivalent) of history (at least 12 credits at the upper division level) and a total of 30 credits 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 credits of course work (out of a total of 36), which includes the following:

General Requirements

Thesis Option

	Credit 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
(Up to nine credit hours at 5000-level are permitted)	
(Up to six credit hours may be taken in other disciplines upon approval of Advisor)	
Thesis	6
Total Credit Hours	36

Non-Thesis Option

Same as above, except candidate will substitute three additional credits 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.

Certificate in Public History

Requirements: 15 Credit Hours

Advising

Department of History
Georgia Southern University
P.O. Box 8054
Statesboro, GA 30460-8054
(912) 478-4478

Admission Requirements

Students who wish to obtain the Certificate in Public History need not be enrolled in the M.A. in History program but must still apply and be admitted to the College of Graduate Studies.

Regular

Applicants seeking admission to the Certificate in Public History must have:

- Completed requirements for the Bachelor's degree in a college accredited by the proper regional accrediting associations.
- 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".
- An undergraduate major or the equivalent in history. Students with majors in other fields of study are given equal consideration for admission providing they either have
 - three years of history-related professional work experience OR
 - at least 15 credits (or quarter-system equivalent) of history (at least 12 credits at the upper division level and a total of 30 credits in the social sciences and humanities).
- Two letters of recommendation by individuals who are familiar with the applicant's potential for successful graduate study.
- A statement of purpose (approximately 250 words) outlining the applicant's interest in graduate study in public 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

	Credit Hours
Required Courses (15 Credit Hours)	
HIST 5431G	Advanced Topics in Public History
3	
HIST 7651	Seminar in Public History
3	
HIST 7661	Seminar in Museum Studies
3	
HIST 7791	Graduate Internship in History
3	
HIST 7990	Non-Thesis Project in History
3	
Total Credit Hours	15

Other Program Requirements

- Students enrolled in the M.A. in History program must complete an additional six (6) credits of electives, chosen with the approval of the Director of Graduate Studies in History.

Department of Literature and Philosophy

The graduate program in English leads students to the Master of Arts in English degree. It prepares students for a variety of careers in publishing, public relations, teaching, and advanced doctoral work. Students who enroll in the Master of Arts program in English enjoy the engaging atmosphere of graduate study and work closely with faculty members. The program fosters a genuine sense of community while providing students with opportunities for professional development, which is unusual for our size.

The faculty of the program are all published scholars with a wide variety of specialties. We are dedicated to excellence in teaching and the development of a fertile learning environment, which is exemplified by a free exchange of ideas, high academic expectations, and individual responsibility for academic achievement.

In keeping with the broader institutional vision:

- We create learning experiences of the highest quality, informed by our individual scholarly practice, research, and creative activities.
- We offer a student-centered environment enhanced by technology and transcultural experiences.
- We seek to instill the core values of integrity, civility, kindness, collaboration, and a commitment to lifelong learning, wellness, and social responsibility.
- We prepare our students to achieve academic excellence, develop their analytic skills, enhance their creativity, and embrace their responsibilities as citizens of their communities, their nations, and the world.

Literature and Philosophy Degree

- English M.A. (p. 162)

English M.A.

Degree Requirements: 36 Credit Hours

Advising

College of Liberal Arts and Social Sciences
Department of Literature and Philosophy
Graduate Program Director
Georgia Southern University
P.O. Box 8023
Statesboro, GA 30460
phone (912) 478-5803
fax (912) 478-0653
website: <http://class.georgiasouthern.edu/litphi/>

Admission Requirements

Regular

- Completed requirements for the Bachelor's degree in a college accredited by the appropriate regional accrediting associations.
- A 3.0 (4.0 scale) cumulative grade point average or higher on all undergraduate work.

3. Minimum Graduate Record Examination (GRE) scores of 550 Verbal, 3.5 Analytical for applicants who took the GRE prior to August 2011; or minimum scores of 156 Verbal, 3.5 Analytical Writing for applicants who took the exam after July 31, 2011.
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.
7. Statement of Purpose (250-500) words. This statement should address the applicant's academic achievements and major accomplishments, contributions to or experiences in this field of study, pertinent extra-curricular activities, and the reasons why he or she wishes to attend Georgia Southern. While the personal statement is only one of many factors the graduate admissions committee considers when making admission decisions, it helps provide context for the rest of the application.

Provisional

Minimum Graduate Record Examination (GRE) scores of 450 Verbal, 2.75 Analytical Writing for applicants who took the GRE prior to August 2011; or minimum scores of 150 Verbal, 2.75 Analytical Writing for applicants who took the exam after July 31, 2011; 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

	Credit Hours
Required Hours (21 Credit 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 Credit Hours)	
Select 9 credit hours of Electives	9
Up to six credit hours may be taken in other disciplines (no more than one course per department) upon approval of the Director.	
Thesis (6 Credit Hours)	
Thesis	6
(See below and for more information consult the M.A. English web page at http://class.georgiasouthern.edu/litphi/malintro.html)	
Total Credit Hours	36

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

	Credit Hours
ENGL 6630 Seminar in Medieval Literature	3
ENGL 6631 Shakespeare Seminar	3
ENGL 6632 Seminar in Literature of the English Renaissance	3
ENGL 6633 Seminar in Restoration and Eighteenth Century British Literature	3
ENGL 6634 Seminar in Major Authors	3
ENGL 6635 Women's and Gender Issues	3
ENGL 6637 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	1-9

A student may repeat a seminar once when it is taught with a different subtitle.

Department of Music

The graduate programs in Music (M.M. Music, Certificate in Music Performance) prepare students with advanced technical and artistic skills for a career in a music-related profession, to conduct creative work, inquiry, and investigation, and to act independently as a performer, scholar, and/or practitioner by achieving in-depth knowledge and competency in a specific concentration area. This will be accomplished

through a program of study with concentration areas in composition, conducting, music education, music technology, and/or performance as appropriate to the goals and aspirations of the student.

The MM program supports the college and university missions as it aims to create a culture of student engagement that bridges theory with practice, extends learning beyond the classroom, and promotes academic excellence and student success. This degree is designed for individuals with a Bachelor's Degree in Music who would like to hone their musical skills to a higher level, to pursue a post-baccalaureate degree for professional advancement, or to prepare for admission to a Doctoral program in music.

Music Degree

- Music M.M. (p. 164)

Music Certificate

- Certificate in Music Performance (p. 166)

Music M.M.

Degree Requirements: 33 Credit Hours

Advising

College of Liberal Arts and Social Sciences
Department of Music
Graduate Program Director
Music Dept., GSU
P.O. Box 8052
Statesboro, GA 30460
phone (912) 478-5813
fax (912) 478-0583

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 three different types of compositions
 - b. Conducting: a successful audition (please see the audition process and requirements for specific performance areas at <http://class.georgiasouthern.edu/music/applications/graduate-application/>) 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.
 - c. Music Education: L-4 certification by the State of Georgia or its equivalent
 - d. Music Technology: a statement of purpose and a portfolio of previous work in music technology.
 - e. Performance: a successful audition (please see the audition process and requirements for specific performance areas at <http://class.georgiasouthern.edu/music/applications/graduate-application/>).
5. International students whose first language is not English and whose undergraduate degree was not completed at an institution where the

primary language of instruction was English must have official TOEFL or IELTS scores submitted directly from the Testing Service to Georgia Southern University. For consideration to be admitted to the M.M. program, a minimum TOEFL score of 80, with subscores of at least 20 in both speaking and writing is required, or an IELTS scores of at least 6.5, with no single subscore below 6.0. International students who meet all other admission requirements but who are deficient in English will normally be conditionally admitted. Conditionally admitted students must successfully complete the highest level in the university's English Language Program (ELP) and achieve a minimum score of 80 on the ELP's standardized English proficiency exam prior to matriculating into the M.M. program and taking any music classes. ESL exit level for these students is a MTLEP score of 255, with no subsection lower than 80.

Provisional

Students may be admitted, at the discretion of the graduate admissions committee, 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 credits of course work.

Departmental Entrance Examination

All students entering the program must pass a Departmental Entrance Examination to demonstrate acceptable undergraduate-level proficiency in music theory, analysis, and history. This examination is administered online prior to the start of the student's first semester, and details about the contents of the test and its administration will be sent to each student after s/he has been admitted. Students who do not pass the examination will be required to take a noncredit review course and may not take Advanced Analytical Techniques (MUSC 7331) until they have passed the review course. Students who cannot pass the review course will be dropped from the program.

All M.M. candidates are required to pass a comprehensive oral examination, covering coursework and their recital or final project.

Concentration in Composition, 33 Credit Hours

	Credit Hours
MUSA 7191 Recital	3
MUSA 7192 Composition	6
Select one of the following music history courses from the series: ¹	3
MUSC 5231G Music in the Classic Period	
MUSC 5232G Music in the Romantic Period	
MUSC 5233G Music in the Contemporary Period	
MUSC 5234G History of Opera	
MUSC 5236G Jazz History	
MUSC 5239G Selected Topics in Music History	
MUSC 6131 Music Reference Tools and Resources	3
MUSC 7331 Advanced Analytical Techniques	3
Select one of the following:	3
MUSC 7530 Digital Audio Montage	
MUSC 7535 Advanced MIDI Sequencing	
MUSC 7533 Sound Design and Processing	
MUSC 7534 Interactive Media	
Select 12 credit hours of Free Electives Approved by Student's Advisor	12
Total Credit Hours	33

¹ *Music in the Contemporary Period (MUSC 5233G) (3) is strongly recommended for students in Composition.*

Concentration in Conducting, 33 Credit Hours

	Credit Hours
MUSA 7191 Recital	3
Select one of the following music history courses from the series:	3
MUSC 5231G Music in the Classic Period	
MUSC 5232G Music in the Romantic Period	
MUSC 5233G Music in the Contemporary Period	
MUSC 5234G History of Opera	
MUSC 5236G Jazz History	
MUSC 5239G Selected Topics in Music History	
MUSC 6131 Music Reference Tools and Resources	3
MUSC 7331 Advanced Analytical Techniques	3
MUSC 7630 Seminar in Advanced Conducting (and/or MUSA 7199 - Applied Conducting)	6
MUSC 7633 Advanced Score Reading Techniques	3
Select 6 credit hours from additional courses in music literature, music history, music theory, and/or composition	6
Select 6 credit hours of Free Electives Approved by Student's Advisor	6
Total Credit Hours	33

Concentration in Performance, 33 Credit Hours

	Credit Hours
MUSA 7191 Recital	3
Select one of the following music history courses from the series:	3
MUSC 5231G Music in the Classic Period	
MUSC 5232G Music in the Romantic Period	
MUSC 5233G Music in the Contemporary Period	
MUSC 5234G History of Opera	
MUSC 5236G Jazz History	
MUSC 5239G Selected Topics in Music History	
MUSC 6131 Music Reference Tools and Resources	3
MUSC 7331 Advanced Analytical Techniques	3
MUSA 7XXX Applied Music	6
MUSC 5030G Selected Topics Music Literature (with specific topic related to student's performance area)	3
Select 12 credit hours of Free Electives Approved by Student's Advisor	12
Total Credit Hours	33

Concentration in Music Education, 33 Credit Hours

	Credit Hours
Select one of the following music history courses from the series:	3
MUSC 5231G Music in the Classic Period	
MUSC 5232G Music in the Romantic Period	
MUSC 5233G Music in the Contemporary Period	

MUSC 5234G History of Opera	
MUSC 5236G Jazz History	
MUSC 5239G Selected Topics in Music History	
MUSC 6131 Music Reference Tools and Resources	3
MUSC 7231 History and Philosophy of Music Education	3
MUSC 7232 Research in Music Learning	3
MUSC 7331 Advanced Analytical Techniques	3
MUSC 7931 Music Education Final Project	3
Select 3 credit hours of performance from the following:	3
Any graduate-level MUSA course(s) (may be repeated for credit hour)	
Any graduate-level MUSE course(s) (may be repeated for credit hour)	
MUSC 7630 Seminar in Advanced Conducting (may be repeated for credit hour, but a single time may not count for both this category and the Music Ed. electives listed above)	
Select one of the following: (or other music education course approved by advisor)	3
MUSC 7239 Selected Topics in Music Education	
MUSC 7432 Choral Literature	
MUSC 7436 Wind Ensemble Literature Before 1950	
MUSC 7437 Wind Ensemble Literature After 1950	
MUSC 7634 Music and the Brain	
Select 9 credit hours of 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.)	
Total Credit Hours	33

Concentration in Music Technology, 33 Credit Hours

	Credit Hours
Select one of the following music history courses from the series: ¹	3
MUSC 5231G Music in the Classic Period	
MUSC 5232G Music in the Romantic Period	
MUSC 5233G Music in the Contemporary Period	
MUSC 5234G History of Opera	
MUSC 5236G Jazz History	
MUSC 5239G Selected Topics in Music History	
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:	9
MUSC 5539G Selected Topics in Music Technology	
MUSC 7530 Digital Audio Montage	
MUSC 7535 Advanced MIDI Sequencing	
MUSC 7533 Sound Design and Processing	
MUSC 7534 Interactive Media	
Select 12 credit hours of 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.)

Total Credit Hours **33**

¹ *Music in the Contemporary Period (MUSC 5233G) (3) is strongly recommended for students in Music Technology.*

Certificate in Music Performance

Advising

Department of Music
 Graduate Program Director
 Georgia Southern University
 P.O. Box 8052
 Statesboro, GA 30460
 (912) 478-5813
 fax: (912) 478-0583

Program

The graduate Music Performance Certificate program consists of 14 credits devoted to acquiring advanced performance skills through intensive work in applied lessons and solo/ensemble performance. It may serve as either a self-standing advanced capstone experience that builds on an undergraduate music performance degree or the certificate credit may transfer toward filling the requirements of Master of Music degree with a concentration in Music Performance provided that the student meets full admission requirements for the M.M.

Admission Requirements

Prospective students must be admitted by the College of Graduate Studies as a Non-Degree Certificate student, satisfying the following requirements:

1. Completion of a Bachelor's degree in music or its equivalent with a minimum 2.7 cumulative GPA or its equivalent.
2. A satisfactory audition. Please see the audition process and requirements for specific performance areas at <http://class.georgiasouthern.edu/music/applications/graduate-application/>.
3. Submission of official copies of all undergraduate and, if appropriate, graduate transcripts.
4. Two letters of recommendation from professionals acquainted with the student's performance abilities and experience.
5. A personal statement that includes a description of career goals and reasons for applying to the graduate Music Performance Certificate program. Prospective students should indicate in this statement whether they intend to proceed to the M.M. degree following the certificate or whether they intend to complete it as a self-standing program. Students who intend to proceed are required to formally apply for acceptance to the M.M. while completing the certificate, and they must meet the normal M.M. admission requirements in order to be considered for acceptance.
6. International students whose first language is not English and whose undergraduate degree was not completed at an institution where the primary language of instruction was English must have official TOEFL or IELTS scores submitted directly from the Testing Service to Georgia Southern University. For consideration to be admitted to the certificate program, a minimum TOEFL score of 70 or a minimum IELTS score of 6 is required. In order to continue to the M.M. degree at the completion of the certificate, a minimum TOEFL score of 80 with subscores of at least 20 in both speaking and writing is required,

or an IELTS score of at least 6.5, with no single subscore below 6.0. International students who meet all other admission requirements for the certificate but are deficient in English will normally be conditionally admitted. Conditionally admitted students must successfully complete the highest level in the university's English Language Program (ELP) and achieve a minimum score of 70 on the ELP's standardized English proficiency exam prior to matriculating into the certificate program and taking any music classes and a minimum score of 80 prior to matriculating into the M.M. program.

Requirements, 14 Credit Hours

		Credit Hours
MUSA 7XXX	Applied Lessons	4
MUSA 7191	Recital	1-3
MUSC 5030G or MUSC 7039	Selected Topics Music Literature Selected Topics in Music Pedagogy	3
MUSE 6XXX	Large Ensemble	2
Additional 2 credit hours from MUSE (large or small ensemble), MUSC 5030G/MUSC 7139 or other course approved by the advisor.		2
Total Credit Hours		14

Note: Large ensembles are: Wind Symphony (MUSE 6211), Symphonic Wind Ensemble (MUSE 6213), University Singers (MUSE 6311), Southern Chorale (MUSE 6312), Orchestra (MUSE 6411) and, for pianists, Accompanying (MUSE 6514). Opera Theatre (MUSE 6314) may be counted as either a large or small ensemble. All other MUSE 6XXX numbers are small ensembles, as well as Coaching for Singers (MUSA 5110G).

Music Theory Proficiency for Students Intending to Continue to a M.M. Degree

Students declaring an intention to continue to a M.M. degree will be given the M.M. Departmental Entrance Exam at the beginning of their certificate program. If the score on the theory section falls below the passing level, they will be required to either take undergraduate music theory courses or to participate in a graduate theory review course, typically during Fall semester, so they are able to enroll in all courses required for the MM program upon admission. None of these remedial courses count toward the certificate.

Typical Course Sequence

	Fall Credit Hours	Spring Credit Hours	First Year
MUSA 7XXX Applied Lessons		3 MUSA 7XXX Applied Lessons	2
MUSC 5030G or 7039		3 MUSA 7191 (MUSA 7XXX::Applied Lessons)	3
MUSE 6XXX Large Ensemble		1 MUSE 6XXX Large Ensemble	1
MUSE 6XXX Small Ensemble		1 MUSE 6XXX Small Ensemble	1
		8	7
Total Credit Hours: 15			

Department of Psychology

The Department of Psychology offers two graduate programs: the M.S. in Psychology and the Psy.D. in Clinical Psychology.

The Psy.D. program in Clinical Psychology trains doctoral-level professional psychologists to practice psychotherapy and assessment skills in underserved rural areas. This training will be accomplished through coursework, practicum, capstone activities, and internship experiences. The PsyD program is directly involved in providing health care and human services in the region, both by educating practitioners of applied psychology who have voiced a dedication to continuing practice in rural areas and by offering practicum experiences in which students provide clinical service to those in our predominantly-rural region.

The Psy.D. program is accredited by the American Psychological Association (APA).

The Master of Science program in Psychology produces graduates who are knowledgeable in specific content areas of scientific psychology as well as skilled in conducting independent research. Guided by psychological science and a dedication to preparing students for a psychology (or psychology-related) doctoral program, college teaching, or other employment within the social sciences, the department faculty provide graduate students with rigorous coursework and opportunities to engage in one-on-one research collaborations and pedagogical instruction.

Psychology Degrees

Doctoral Degree

- Clinical Psychology Psy.D. (p. 167)

Masters Degrees

- Psychology M.S. (p. 170)
- Psychology M.S. (Psy.D. Track) (p. 170)

Clinical Psychology Psy.D.

Degree Requirements: 114-124 Credit Hours

114 Credits beyond Bachelor's degree including dissertation; 98 credits of coursework

Advising

Department of Psychology
Dr. Theresa Yancey
P. O. Box 8041
Statesboro, GA
(912) 478-5539
tyancey@georgiasouthern.edu
FAX: (912) 478-0751
<http://class.georgiasouthern.edu/psychology/psyd>

Program Mission

The Psy.D. program in clinical psychology at Georgia Southern University offers a course of study leading to the Doctor of Psychology degree. The Program's curriculum prepares graduates to practice psychology in rural areas.

Model and Goals

Critical to the program is high quality graduate education and training in clinical psychology with an emphasis on psychotherapy, assessment, and consultation in clinical practice. To this end, the Psy.D. program has a clear and coherent curriculum. The training for practice is lock-step, sequential, cumulative, and graduated in complexity. The program follows the practitioner-scholar model. In the first year, students take didactic courses concurrently with experiential skill-building courses. The

psychological assessment sequence is also offered in the first year. In the second year, students begin the Practicum experience. The third and fourth years include practica focused on rural practice (3rd year) and professional development (4th year). Other clinical courses are interspersed among years one through four.

The program trains students to become generalists who practice psychotherapy, conduct psychological assessment, and provide consultation services. The program has an integrative orientation, emphasizing behavioral, cognitive, existential, family systems, humanistic, and psychodynamic orientations.

The following goals and objectives are consistent with APA standards and have been adapted from the recommendations of the NCSPP model for clinical training:

Education and Training Goals and Objectives

1. 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.
 - *Objective 1.1: Relationship competence:* Students will develop the ability to form productive professional relationships.
 - *Objective 1.2: Assessment competence:* Students will acquire knowledge and demonstrate skill in psychological assessment.
 - *Objective 1.3: Intervention competence:* Students will demonstrate knowledge and competence in the delivery of psychotherapeutic services associated with treatment of a diverse range of presenting problems.
 - *Objective 1.4: Consultation and education competence:* Students will acquire foundational knowledge regarding consultative aspects of professional practice.
 - *Objective 1.5: Management and supervision competence:* Students will acquire foundational knowledge regarding supervisory aspects of professional practice.
 - *Objective 1.6: Legal and ethical competence:* Students will utilize the ethical code outlined by the American Psychological Association and relevant statutes and laws of the state of Georgia to guide practice in clinical and other professional experiences.
2. The second goal is for the clinical training of students to be well grounded in the breadth of scientific psychology.
 - *Objective 2.1: Knowledge of theory and science competence:* Students will acquire knowledge in the primary areas of scientific and theoretical principles in psychology.
 - *Objective 2.2: Research and evaluation competence:* Students will demonstrate skill in
 - i critically evaluating scientific inquiries,
 - ii creating and conducting empirical research, and
 - iii integrating empirical research to foster integrity in their clinical interventions.
3. The third goal is to promote in students an understanding of rurality, diversity, and culture and their impact on clinical practice.
 - *Objective 3.1: Cultural and diversity competence:* Students are expected to understand the impact of culture and diversity on clinical practice and to take such into consideration when working with diverse individuals.
 - *Objective 3.2: Rural culture competence:* Students are expected to develop an appreciation for the dynamics of a rural culture and how these forces influence individual development and community functioning.
 - *Objective 3.3:* 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 3.4:* 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.
- *Objective 3.5:* Both faculty and students are encouraged to engage in research that furthers understanding of the impact of the rural culture of Georgia.
- *Objective 3.6:* Both faculty and students are encouraged to present their research and knowledge of rural practice at professional conferences.

Note: These goals and objectives are consistent with APA standards and have been adapted from the recommendations of the NCSPP model for clinical training.

Accreditation

Georgia Southern University is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). The Clinical Psychology Training Program (CPTP) is accredited by the American Psychological Association (APA).

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 under-served 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 hour for previously taken Courses: Students may be able to substitute credit hour received for taking graduate courses at a regionally-accredited institution during the last five years. A maximum of 18 credits of graduate level coursework is allowed. All decisions on substituted courses lie with the clinical training 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 hour will not be given for any clinical courses (i.e., courses where clinical theory and/or skills are taught), with the exceptions of Assessment I: Psychometric Theory (PSYC 7231) and Assessment II: Intellectual Assessment (PSYC 7234).

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/gradadmin/applytogradschool>.
 3. An admissions committee, consisting of program faculty.
 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.
 - The minimum GPA required for consideration is 3.3 (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. Record of taking the GRE test. Average GRE scores for previous successful applicants are available at <http://class.georgiasouthern.edu/psychology/psyd/>. The GRE 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. The written statement should discuss the fit of previous experiences and/or career goals with the mission of the Psy.D. program to train psychologists to work with rural and under-served populations. Please also include up to three clinical faculty with whom you would be most interested in speaking if invited for an interview.
 8. A curriculum vitae.
 9. 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 credits 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 six (6) credits 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 (PSYC 7232), Foundations of Psychotherapy II (PSYC 7433), and Group Psychotherapy (PSYC 7235) in consecutive semesters.
- Switch to full-time enrollment (minimum nine (9) credits 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, 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.

- **Annual Evaluations:**

Once a year, students will have an individual meeting with their academic advisor for an evaluation of their progress. The evaluation will assess ongoing development of academic performance and professional skills, ethical judgment and sensitivity, as well as personal attributes or behaviors related to 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:**

Students must successfully complete a Clinical Qualifying Examination at the time specified in their Handbook. This examination requires the student to demonstrate satisfactory skills in assessment, diagnosis, case conceptualization, tracking therapeutic progress, and treatment planning. In keeping with the practitioner-scholar model, the program aims to train practitioners who are grounded in the scholarly inquiry of scientific psychology. By the beginning of the fourth year, it is expected that students have drafted a doctoral dissertation proposal. The project should be conducted during the fourth year. At a minimum, the dissertation proposal is to be written, defended, and approved before applying for the pre-doctoral internship. At an aspirational level, it is highly desirable that students will successfully defend the dissertation project before leaving campus for internship.

- **Practicum:**

An indispensable component of clinical training is to gain experience providing psychotherapy, assessment, and consultation. To this end, students are required to participate in a graduated series of practicum experiences beginning in the second year. All students are expected to conform to the APA Code of Ethics, Georgia state law, and to the rules of the practicum site. In the second year, students will be placed at internal practicum sites where their progress can be closely monitored. Internal practicum sites consist of the Psychology Clinic, Georgia Southern University Counseling and Career Development Center, and the Regents Center for Learning Disorders. In the third year, all students will be engaged in practicum experiences in rural agencies and/or at agencies that serve predominantly rural clientele. The fourth year of practicum can be at any site, but with a focus on professional development and developing knowledge about clinical supervision and consultation services. Failure to complete practicum successfully will result in remediation or dismissal, depending on the circumstances for the failure, as described in the Psy.D. Program Handbook.

- **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:**

State licensing boards for doctoral level psychologists require candidates for licensure to have completed a one-year, full-time (2,000 hour) pre-doctoral internship. The Georgia Southern University Psy.D. program is designed for the Internship to be completed in the fifth year. Students will follow the application process outlined by the Association of Psychology Postdoctoral and Internship Centers (APPIC; www.appic.org).

to do so with the DCT and the Dean of the College of Liberal Arts and Social Sciences or his/her designee. Students who have been granted a leave of absence are responsible for notifying the DCT and the Dean of the College of Liberal Arts and Social Sciences when ready to resume full-time graduate study. Leaves of absence cannot extend beyond one calendar year. Students who do not return after one year of absence will be dismissed 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/files/>

	Credit Hours
Foundational Psychotherapy (15 Credit 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 Credit 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 (6 Credit Hours)	
PSYC 7134	Physiological Psychology
3	
PSYC 9331	Psychopharmacology
3	
Cognitive and Affective Aspects of Behavior (3 Credit Hours)	
PSYC 7133	Affective and Cognitive Psychology
3	
History and Systems of Behavior (3 Credit Hours)	
PSYC 9235	History and Systems of Psychology
3	
Research Methodology and Data Analysis (6 Credit Hours)	
PSYC 7130	Statistics for Psychology
3	
PSYC 7131	Research Design
3	
Human Development and Individual Differences (3 Credit Hours)	
PSYC 7331	Advanced Developmental Psychology
3	
Psychopathology (3 Credit Hours)	
PSYC 7239	Psychopathology
3	
Professional Standards and Ethics (3 Credit Hours)	
PSYC 7233	Ethics and Professional Issues
3	
Social Aspects of Behavior (3 Credit Hours)	
PSYC 7332	Advanced Social Psychology
3	
Cultural and Individual Diversity (6 Credit Hours)	
PSYC 9230	Diversity Issues in Psychology
3	
PSYC 9330	Rural Mental Health
3	
Advanced Psychotherapy (6 Credit Hours)	
PSYC 7235	Group Psychotherapy
3	
PSYC 7238	Child Psychotherapy
3	
Consultation and Supervision (6 Credit Hours)	
PSYC 7111	Supervision (taken a minimum of 8 times (max 9))
8-9	
PSYC 9130	Professional Development
3	
PSYC 9131	Supervision and Consultation
3	
Clinical Practica (18 Credit Hours)	
PSYC 7730	Practicum I
3	

Leave of Absence

Leaves of Absence are discouraged. They can lead to scheduling difficulties because of the sequencing of courses and experiences. However, leaves of absences may be granted to students on petition

PSYC 7731	Practicum II	3
PSYC 7733	Combined Group Practicum (taken two times (max 5))	6
PSYC 9731	Rural Practicum (taken two times)	6
Internship (3 Credit Hours)		
PSYC 9711	Pre-Doctoral Internship I	1
PSYC 9712	Pre-Doctoral Internship II	1
PSYC 9713	Pre-Doctoral Internship III	1
Dissertation		
PSYC 9999	Dissertation	13-19
Total Credit Hours		114-124

Psychology M.S.

Degree Requirements: 36 Credit Hours

Advising

College of Liberal Arts and Social Sciences
 Department of Psychology
 Georgia Southern University
 P.O. Box 8041
 Statesboro, GA 30460
 phone (912) 478-0748
 fax (912) 478-0751
 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. Minimum Graduate Record Exam (GRE) scores of 410 on the Verbal section and 530 on the Quantitative for applicants who took the GRE prior to August, 2011, or minimum scores of 146 on the Verbal section and 145 on the Quantitative section for applicants who took the exam after July 31, 2011.
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

	Credit Hours
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 Credit Hours	36

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 Seminar in Teaching Psychology (PSYC 7631) for Advanced Directed Study (PSYC 7490) as well as meet other criteria.

Psychology M.S. (Psy.D. Track)

Degree Requirements: 54 Credit Hours

Advising

College of Liberal Arts and Social Sciences
 Department of Psychology
 Georgia Southern University
 P.O. Box 8041
 Statesboro, GA 30460
 phone (912) 478-5343
 fax (912)478-0751
 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 Credits

Program Requirements

- All students must have completed the first two years (54 credits) of the Psy.D. program through the Spring semester of the second year and must have successfully completed the Clinical Qualifying Examination.

Department of Sociology and Anthropology

The Master of Arts in Social Science program offers students a multidisciplinary curriculum for understanding and investigating the social aspects of human behavior, social structure and culture in a global context. The program emphasizes the wide range of skills and perspectives that students need in order to analyze the historical, cultural, individual, and institutional conditions that shape our lives. We are committed to helping students become informed, responsible, active citizens and ethical workers in diverse communities. Consistent with the University's mission, the program inculcates a culture of engagement that bridges theory with practice, extends the learning environment beyond the classroom, and promotes student growth.

Students in the M.A. Social Science program develop a program of study in conjunction with their advisor. A student will select an area of

concentration within one of the five areas - Anthropology, Criminal Justice & Criminology, History, Political Science, or Sociology.

Sociology and Anthropology Degree

- Social Science M.A. (p. 171)

Social Science M.A.

Degree Requirements: 36 Credit 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. If an applicant's overall undergraduate GPA is equal to or greater than a 3.0 or if the student already holds an advanced graduate degree, the GRE scores will be waived. Otherwise, GRE scores are required. Consideration is also given to the student's statement of purpose and potential for succeeding in the program.

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.

Requirements

	Credit Hours
Required Core Courses (12 Credit Hours)	
SOCI 6638 Proseminar in Social Science	3
Theory (Can be any ANTH, CRJU, HIST, POLS, or SOCI theory course)	3
Methods and/or Analysis (Can be any ANTH, CRJU, HIST, POLS, or SOCI methods and/or analysis courses)	6
Elective Courses (18 Credit 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 within one of the five areas - - Anthropology, Criminal Justice and Criminology, History, Political Science, or Sociology. An area of concentration requires a minimum of 15 credit hours of coursework from within anthropology, criminal justice and criminology, history, political science, or sociology. With the exception of SOCI 6638, core courses can be used to fulfill the area of concentration requirements.	18
Terminal Project (6 Credit Hours)	
Select one of the following Tracks	6
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 three terminal projects. (Option 1) Students complete six credit 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.

Total Credit Hours

36

General Program Requirements

Students can earn six (6) credits from courses at the 5000G level. Students will craft a program of study which draws from at least two of the six fields of study within the Social Sciences program. Enrollment in courses outside anthropology, criminal justice and criminology, history, political science, and sociology is limited to a maximum of six (6) credits. Courses that are taken to fulfill a prerequisite for admission may not be used to satisfy course credit hour requirements. All students must complete a portfolio to demonstrate the completion of program objectives.

Department of Writing and Linguistics

The Department of Writing and Linguistics, in conjunction with the College of Education, offers a certificate program in Teaching English to Speakers of Other Languages (TESOL) with an emphasis in Applied Linguistics.

Writing and Linguistics Certificate

- Teaching English to Speakers of Other Languages (TESOL)/Applied Linguistics Certificate (Online) (p. 171)

Teaching English to Speakers of Other Languages (TESOL)/Applied Linguistics Certificate (Online)

Requirements: 18 Credit Hours

Advising

College of Liberal Arts and Social Sciences
Department of Writing & Linguistics
Dr. Jinrong Li
Georgia Southern University
P.O. Box 8026
Statesboro, GA 30460
phone (912) 478-0141
fax (912) 478-0783
email: jli@georgiasouthern.edu

or

College of Education
 Department of Teaching & Learning
 Dr. Scott A. Beck
 Georgia Southern University
 P.O. Box 8134
 Statesboro, GA 30460
 phone (912) 478-0354
 fax (912) 478-0026
 email: salbeck@georgiasouthern.edu

Admission Requirements

Regular

A student normally 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 or the equivalent at a recognized international university.
2. A 2.75 (4.0 scale) cumulative grade point average in undergraduate work.
3. Regular admission is typically offered to applicants who fulfill criteria set by the College of Graduate Studies (COGS). Note: Applicants to graduate certificate programs do not submit GRE scores.
4. Three (3) letters of recommendation from persons familiar with the applicant's academic or employment experience.
5. Statement of career goals and objectives.

International Students

In addition to the items above, international students for whom English is not a first or native language must have the following TOEFL scores:

1. Paper Based Test - score of 600 or higher and TWE (Test of Written English) - score of 5 or higher; or
2. Internet-based Test (iBT) - Reading: 22 or higher ("high"); Listening: 22 or higher ("high"); Speaking: 26 or higher ("good"); Writing: 24 or higher ("good") for a total score of 94 or higher.

The TOEFL will be waived for students who have graduated from a U.S. college or university.

Recommended Background

Individuals applying to the Graduate Certificate program should have an interest in education and language study developed through work in disciplines including but not limited to education, English, foreign languages, linguistics, or writing or complementary areas in the humanities or social sciences.

Program of Study

The Graduate Certificate program requires a total of 18 credits and is offered fully online. It takes a total of one year to complete the six-course sequence.

Requirements, 18 Credit Hours

		Credit Hours
ESED 5234G	Cultural Issues: ESOL	3
ESED 5235G	Methods for ESOL	3
LING 6131	Applied Phonology	3
LING 6133	Applied English Grammar	3
LING 6231	Language, Nation, and Globalization	3

LING 6233 Teaching English Internationally

3

Total Credit Hours**18**

Please Note: This certificate program **does not** lead to State of Georgia, Professional Standards Commission-issued teacher certification.

Institute for Public and Nonprofit Studies

The Institute of Public and Nonprofit Studies (IPNS) serves as the focal point for scholarship, teaching, and professional services in the fields of Public Administration and Public Policy at Georgia Southern University, throughout southeast Georgia, and beyond. The IPNS was founded with the mission to advance excellence in public and nonprofit management, and our degree programs (M.P.A. Public Administration, Certificate in Public and Nonprofit Studies) have a dramatic and positive effect on the lives of our graduates.

The curriculum emphasizes a management approach, emphasizing both the theoretical foundations and practical application of Public Administration. The overarching goal is to prepare pre-service students for a career in public service, as well as provide advanced training to mid-career practitioners.

Public and Nonprofit Studies Degree

- Public Administration M.P.A. (p. 172)

Public and Nonprofit Studies Certificate

- Certificate in Public and Nonprofit Management (p. 173)

Public Administration M.P.A.

Degree Requirements: 39 Credit Hours

Advising

College of Liberal Arts and Social Sciences
 Institute for Public and Nonprofit Studies
 Graduate Program Director
 MPA Program, Georgia Southern University
 P.O. Box 8048
 Statesboro, GA 30460
 phone (912) 478-1400
 fax (912) 478-8029
 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. Applicants with an undergraduate GPA of less than 3.0 must submit official scores on the Graduate Record Exam (GRE) or Graduate Management Admission Test (GMAT). Applicants with an undergraduate GPA of at least 3.0 are not required to submit exam scores.
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.

7. OR Completion of the Certificate in Public and Nonprofit Management with a cumulative grade point average of at least 3.0 (4.0 scale).

Provisional

In the following circumstances, applicants who do not meet the above criteria may be admitted:

- Provisional admission will be considered for applicants who do not meet one or more of the academic requirements listed above if strong evidence of ability to perform well in graduate work is provided through reference to work experience or other means.

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.

Program of Study

The graduate student and the MPA Program Director shall jointly develop a Program of Study that includes 21 credits of core courses, twelve (12) credits of concentration courses, three (3) credits of internship (depending on whether student is pre-service or in-service), and a three (3) credit capstone course.

Requirements

	Credit Hours
Core Requirements (21 Credit Hours)	
PBAD 7130 Ethics for Public Serving Organizations	3
PBAD 7134 Public and Nonprofit Sector Management	3
PBAD 7230 Budgeting in Public Service Organizations	3
PBAD 7430 Public Human Resource Management	3
PBAD 7530 Research Methods For Public Serving Organizations	3
PBAD 7531 Public Program Evaluation	3
PBAD 7631 Foundations of Public Administration	3
Concentration Requirements (12 Credit Hours)	
Students complete 12-credit hours in one of the following concentrations:	12
Public Management	
Nonprofit Management	
Internship (3 Credit Hours)	
PBAD 7730 Internship in Public Administration	3
Other Program Requirements (3 Credit Hours)	
PBAD 7638 Capstone Seminar	3
Total Credit Hours	39

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 credits and have a GPA in the MPA program of at least 3.0 before enrolling for credit in the internship.

Certificate in Public and Nonprofit Management

Requirements: 15 Credit Hours

Advising

College of Liberal Arts and Social Sciences
 Institute for Public and Nonprofit Studies
 Graduate Program Director
 MPA Program
 Georgia Southern University
 P.O. Box 8048
 Statesboro, GA 30460
 phone (912) 478-1400
 fax (912) 478-8029
 email: mpa@georgiasouthern.edu

Regular Admission Requirements

A student must have the following items in his or her portfolio:

- Completed requirements for the Bachelor's degree in a college accredited by proper regional accrediting association.
- A 2.75 (4.0 scale) cumulative grade point average in undergraduate work.
- A current resume detailing relevant work experience.
- Three (3) letters of recommendation from persons familiar with the applicant's academic or employment experience.
- Statement of career goals and objectives.

Prerequisite(s)

Individuals applying to the Certificate program must have at least three years of work experience in the public or nonprofit sector, or completed part of their graduate course work in a related field of study.

Program of Study

The Certificate program requires a total of 15 credits and is offered fully online through the Master of Public Administration (MPA) Program. It takes a total of 1 year to complete the five course sequence. Each course runs a period of eight weeks.

Requirements, 15 Credit Hours

	Credit Hours
PBAD 8131 Survey of Public Administration for the In-Career Professional	3
PBAD 8132 Theory and Practice of Public and Nonprofit Management	3
PBAD 8133 Human Resource Management for the In-Career Professional	3
PBAD 8134 Ethics of Administration for the In-Career Professional	3
PBAD 8135 Theory and Practice of Public and Nonprofit Budgeting	3
Total Credit Hours	15

After earning the Certificate, students with a cumulative grade point average of at least 3.0 may apply to the MPA program. Successful MPA applicants will receive credit for 15 credits toward their MPA degree. The MPA degree requires a total of 39 credits, whereby, in addition to core management courses, students pursue an area of concentration in public management or nonprofit management.

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 Program Admission Assessment 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.

Structure

The College of Liberal Arts and Social Sciences includes eleven departments, five centers, one institute, and two interdisciplinary programs:

Centers

Center for Africana Studies
Director: S. Jallow

Center for Irish Research and Teaching
Director: H. Keeley

University Writing Center
Director: M. Pemberton

CLASS Advising Center
Interim Coordinator: Kimberly Simpson

Center for Pre-Law Advisement
Coordinator: R. Davis

Institutes

Institute for Public and Nonprofit Studies
Director: T. Davis

Jiann-Ping Hsu College of Public Health

Web: <http://jphcoph.georgiasouthern.edu>
Email: jphcoph@georgiasouthern.edu

Dean: Greg Evans
 3023 Hendricks Hall
 P.O. Box 8015
 Voice: (912) 478-2674
 Fax: (912) 478-5811
 Email: rgevans@georgiasouthern.edu

Associate Dean of Academic Affairs: Stuart Tedders
 3024 Hendricks Hall
 P.O. Box 8015
 Voice: (912) 478-2674
 Fax: (912) 478-5811
 Email: stedders@georgiasouthern.edu

Associate Dean of Research: Gulzar Shah
 3010 Hendricks Hall
 P.O. Box 8015
 Voice: (912) 478-2419
 Fax: (912) 478-5811
 Email: gshah@georgiasouthern.edu

Assistant to the Dean: Belinda Classens
 3021 Hendricks Hall
 P.O. Box 8015
 Voice: (912) 478-2676
 Fax: (912) 478-5811
 Email: bclassens@georgiasouthern.edu

The Jiann-Ping Hsu College of Public Health (JPHCOPH) created January 2006 and accredited by the Council on Education for Public Health (CEPH). The College 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 improve health, eliminate health disparities and health inequities of rural communities and underserved populations globally through excellence in teaching, public health workforce development, research, scholarship, 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, 2011):

- **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:

1. assessing and monitoring the health of communities and at-risk populations to identify health problems and establish priorities;
2. formulating public policies in collaboration with community and government leaders designed to prioritize and solve local and national health problems; and
3. 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.

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".

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 M.P.H.

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 an internship. The internship permits the student to receive practical experience in a selected health-related setting. The internship requires 100 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 M.H.A. internship students must complete and present an expanded electronic portfolio of the activities and outcomes of the internship.

Advisement

Graduate students are advised by the Coordinator of Student Services and mentored by a faculty member from the Student's concentration area.

Doctoral Degrees

- Doctor of Public Health (p. 179)
- Biostatistics Dr.P.H. (p. 183)
- Community Health Behavior and Education Dr.P.H. (p. 186)
- Public Health Leadership Dr.P.H. (Partially Online) (p. 190)

Masters Degrees

- Master of Public Health (p. 176)
- Biostatistics M.P.H. (p. 183)
- Community Health M.P.H. (p. 185)
- Environmental Health Sciences M.P.H. (p. 188)
- Epidemiology M.P.H. (p. 189)
- Health Policy and Management M.P.H. (p. 192)
- Master of Healthcare Administration (p. 193)
- Healthcare Administration M.H.A. (p. 194)
- Health Services Administration (p. 195)

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 United States 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;
- Explain 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;
- Describe 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 United States;

- 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, quality improvement, and marketing in public health practice;
- 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 credits and is offered on both a full-and part-time basis. The overall curriculum model includes:

	Credit Hours
Public Health Core	18
Concentration	21
Electives	0-3
Practicum in Public Health	3
Public Health Capstone Research Project	3
Total Credit Hours	45

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. All applicants must apply through the Schools of Public Health Application Service (SOPHAS).

Degree Admission Requirements

Regular

- Completion of an application in SOPHAS.
- 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 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
- Statement of Purpose (500-1000 words) that conveys the applicant's reasons for pursuing graduate study in public health and how admission into the program relates to the applicant's professional aspirations

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 prerequisite 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 hour in Public Health graduate courses without working toward the M.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.

Advisement: M.P.H.

Graduate students are advised by the Coordinator of Student Services and mentored by a faculty member from the Student's concentration areas.

Grades

M.P.H. level degree seeking students are required to maintain a cumulative GPA of at least 3.0 to remain in good academic standing and to be eligible to graduate. In the event the cumulative GPA falls below 3.0, the student will be placed on academic probation. Students have nine (9) credits to elevate the cumulative GPA to at least 3.0 or will be excluded from the program. Students earning grades of "D" or below will be excluded from the program.

Transfer Credit Hours

Students may request that up to, but no more than, six (6) graduate credits be applied toward the 45 credits required for the M.P.H. Transfer credit must also satisfy the same requirements as courses taught for masters 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 Division Director. Credit hour reductions do not influence the residency and enrollment requirements or comprehensive examination procedures.

Course Time Limit

All requirements for the M.P.H. must be completed within seven academic years from the date of the first enrollment for study following admission to the master's program. For transfer students, the seven-year time limit commences with the semester during which transfer credit hour was earned.

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.

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 60 credits 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 60 minimum credits.

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 (Partially Online)

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.
- Describe 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.
- Describe 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 United States.
- 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, quality improvement, and marketing in public health practice.
- 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 United States.

- 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.
- Define 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 60 credits and is offered on both a full-and part-time basis. The overall curriculum model includes:

	Credit Hours
Public Health Science Core	24
Advanced Courses in Concentration	24
Doctoral Public Health Field Practicum	3
Dissertation	9
Total Credit Hours	60

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 Dr.P.H. students are required to complete and pass a candidacy examination. This examination will consist of two sections covering the public health core and the students' concentration area. All Dr.P.H. students are eligible to take the Public Health Core Exam after the completion of the following courses:

		Credit 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	Sampling Methodology	3

In the event students fail the core exam, only one retake is allowed.

Community Health and Public Health Leadership students are required to take and successfully complete Public Health Doctoral Seminar (PUBH 9630). However, successful completion of the public health core examination is required before these students can register for Public Health Doctoral Seminar (PUBH 9630). Public Health Doctoral Seminar (PUBH 9630) is designed to prepare Community Health and Public Health Leadership students for the completion of the dissertation phase of the Dr.P.H. For Public Health Leadership and Community Health students, successful completion of Public Health Doctoral Seminar (PUBH 9630) will satisfy public health competence in this particular discipline, so no concentration examination is required. These students will advance to candidacy upon successful completion of the core examination and successful completion of Public Health Doctoral Seminar (PUBH 9630).

Biostatistics students are not required to take Public Health Doctoral Seminar (PUBH 9630). These students must take their concentration exam within one semester of the completion of the biostatistics coursework. Biostatistics students who do not pass the concentration exam are only allowed one retake of the concentration examination. Students will advance to candidacy upon successful completion of the core and concentration sections of their examination.

In the event any Dr.P.H. student fails the core or concentration retake exam, the student will be immediately excluded from the program and all registered courses for the upcoming semester will be administratively cancelled.

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 Graduate Record Examination (GRE), professional experience, interest in the field, a history of service, a personal statement, and letters of recommendation. All applicants must apply through the Schools of Public Health Application Service (SOPHAS).

Degree Admission Requirements

Regular ¹

To complete an application to the Dr.P.H. program, applicants must submit the following:

- Completion of an application in SOPHAS.
- 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 M.P.H. 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) taken in the last five (5) years. An original copy of the test score, sent by the testing agency to the Office of Graduate 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. (700-1000 words);
- Current curriculum vitae or resume;

¹ Applicants may be required to take prerequisite 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

Dr.P.H. level degree seeking students are required to maintain a cumulative GPA of at least 3.0 to remain in good academic standing and to be eligible to graduate. In the event the cumulative GPA falls below 3.0, the student will be placed on academic probation. Students have nine (9) credits to elevate the cumulative GPA to at least 3.0 or will be excluded from the program. Also, students earning grades of "D" or below will be excluded from the program.

Transfer Credit Hours

Students may request that up to, but no more than, six (6) graduate credits be applied toward the 60 credits 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 credit 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 Division Director. 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

Graduate students are advised by the Coordinator of Student Services and mentored by a faculty member from the Student's concentration area.

Department of Biostatistics

The Department of Biostatistics at Georgia Southern University's Jiann-Ping Hsu College of Public Health prepares you to develop and apply statistical reasoning and methods. Topics include addressing, analyzing and solving problems in public health, health care, biomedical, clinical and population-based research.

Doctoral Degrees

- Biostatistics Dr.P.H. (p. 183)

Masters Degrees

- Biostatistics M.P.H. (p. 183)

Biostatistics M.P.H.

Degree Requirements: 45 Credit 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>

Degree Admission Requirements

Regular

- Completion of an application in SOPHAS.
- 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).
- TOEFL scores are 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, and
 - e. experiences in public health programs.
- Three letters of reference.
- Statement of purpose (500-1000 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.

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 prerequisite coursework prior to entering into a particular program study. *NOTE: Prerequisite undergraduate course work may be required. Contact the Division Director in the Jiann-Ping Hsu College of Public Health for complete information.*

Degree Requirements

	Credit Hours
Public Health Core Courses (14 Credit 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
Biostatistics Courses (25 Credit Hours)	
BIOS 6135 Topics of Inference in Biostatistics I	3
BIOS 6136 Topics of Inference in Biostatistics II	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 7544	Data Management for Biostatistics	4
Select one of the following guided electives:		3
BIOS 7090	Selected Topics in Biostatistics	
BIOS 7131	Survival Analysis	
BIOS 7331	Multivariate Analysis in Biostatistics	
BIOS 7431	Statistical Issues in Drug Development	
BIOS 7535	Data Analysis with SAS	
Practicum and Culminating Experience (6 Credit Hours)		
PUBH 7790	Practicum in Public Health	3
PUBH 7991	Public Health Capstone Research Project	3
Total Credit Hours		45

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.

Biostatistics Dr.P.H.

Degree Requirements: 60 Credit 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>

Degree Admission Requirements

Regular ¹

To complete an application to the Dr.P.H. program, applicants must submit the following:

- Completion of an application in SOPHAS.
- 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) course in 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) 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 proceeding 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. (700-1000 words);
- Current curriculum vitae or resume;

¹ Applicants may be required to take prerequisite 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.

Admission 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 Division Director in the Jiann-Ping Hsu College of Public Health for complete information.

Course Requirements

		Credit Hours
Public Health Core Courses (21 Credit Hours)		
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	Sampling Methodology	3
PUBH 9132	Community-Based Research in Public Health	3
PUBH 9135	Public Health, Funding and Grantsmanship	3
Advanced Courses in Biostatistics (27 Credit Hours)		
BIOS 9130	Biostatistical Consulting	3
BIOS 9131	Advanced Statistical Theory for Biostatistics I	3
BIOS 9132	Advanced Clinical Trials	3
BIOS 9133	Advanced Statistical Theory for Biostatistics II	3
BIOS 9134	Stochastic Process for Biological Systems	3
BIOS 9135	Advanced Survival Analysis	3
BIOS 9231	Bayesian Statistics I	3
BIOS 9333	Applied Longitudinal Data Analysis	3
Select one of the following guided electives:		3
BIOS 9136	General and Generalized Linear Models	
BIOS 9331	Meta-Analysis	
BIOS 9432	Randomization and Bootstrap Methods in Health Data	

BIOS 9433 Analysis with Missing and Mis-specified Data

Doctoral Public Health Field Preceptorship (3 Credit Hours)

PUBH 9790 Doctoral Preceptorship in Public Health 3

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 Credit Hours)

PUBH 9999 Dissertation 9

Total Credit Hours 60

Biostatistics Concentration Competencies

At the completion of the Dr.P.H. degree program all Biostatistics students will be able to:

- Demonstrate skills for translating objectives of a public health and biomedical research question into the appropriate biostatistical questions.
- 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.
- 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.
- Compare Bayesian methods to frequentist methods for analyzing data.
- Evaluate a public health and biomedical research proposal to determine the more appropriate biostatistical analysis methodology, including Bayesian and frequentist approaches.
- Analyze public health and biomedical data via classical and Bayesian approaches using statistical software packages such as SAS, R/S-plus, and WinBUGS.
- Develop a protocol for performing meta-analyses of data to be collected to address a question requiring collection of summary data across several sources.
- Demonstrate use of meta-analytic methods for combining information across public health and biomedical studies.
- Apply meta-analysis to estimate the sources and magnitude of heterogeneity across public health and biomedical studies.
- Explain underlying theory in longitudinal data analyses of public health and biomedical studies.
- Analyze longitudinal data in public health and biomedical studies with appropriate longitudinal data analysis methods.
- Interpret analytic methods used throughout the literature in biostatistical and public health journals.
- 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.
- Develop new ideas for applying existing biostatistical methods to applications in public health.
- Develop statistical reasoning skills to work independently on ideas for research in public health and biomedicine.
- 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.

Department of Community Health Behavior and Education

The Department of Community Health Behavior and Education at Georgia Southern University's Jiann-Ping Hsu College of Public Health is designed to prepare you for community-based public health interventions. You will learn to solve problems in the field of public health and prepare for a variety of leadership positions, especially those in community health programs.

Doctoral Degree

- Community Health Behavior and Education Dr.P.H. (p. 186)

Masters Degree

- C (p. 188)ommunity Health M.P.H. (p. 185)

Community Health M.P.H.

Degree Requirements: 45 Credit 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>

Degree Admission Requirements

Regular

- Completion of an application in SOPHAS.
- 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).
- TOEFL scores are 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, and
 - e. experiences in public health programs.
- Three letters of reference.
- Statement of purpose (500-1000 words) that conveys the applicant's reasons for pursuing graduate study in public health/community health and how admission into the program relates to the applicant's professional aspirations.

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 prerequisite coursework prior to entering into a particular program study.*NOTE: Prerequisite undergraduate course work may be required. Contact the Division Director in the Jiann-Ping Hsu College of Public Health for complete information.*

Course Requirements

		Credit Hours
Public Health Core Courses (18 Credit 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 Credit 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 Credit Hours)		
PUBH 7790	Practicum in Public Health	3
PUBH 7991	Public Health Capstone Research Project	3
Total Credit Hours		45

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.

Community Health Behavior and Education Dr.P.H.

Degree Requirements: 60 Credit 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>

Degree Admission Requirements

Regular ¹

To complete an application to the Dr.P.H. program, applicants must submit the following:

- Completion of an application in SOPHAS.
- 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) course in 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 M.P.H. 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) 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. (700-1000 words);
- Current curriculum vitae or resume;

¹ Applicants may be required to take prerequisite 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. Admission 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 Division Director in the Jiann-Ping Hsu College of Public Health for complete information.

Course Requirements

	Credit Hours	
Public Health Core Courses (24 Credit 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	Sampling Methodology	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 Credit Hours)

CHBE 9130	Research Methods in Community and Behavioral 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 XXXX	Guided Elective	3
PUBH 9630	Public Health Doctoral Seminar	3

Doctoral Public Health Field Practicum (3 Credit Hours)

PUBH 9790	Doctoral Preceptorship in Public Health	3
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 Credit Hours)

PUBH 9999	Dissertation	9
-----------	--------------	---

Total Credit Hours

60

Social and Behavioral Sciences Competencies

At the completion of the Dr.P.H. degree program all Community Health students will be able to:

- 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.
- Analyze philosophical foundations and assumptions of research applied to community health problems.
- Evaluate social and behavioral determinants of health equity at all ecological levels (individual through policy) applied in rural and urban settings.
- Analyze health communication approaches including social marketing, media advocacy, and new communication technology.
- Analyze the concept of Public Health Preparedness.
- Compare U.S. Public Health and Global Public Health priorities and concerns.
- Evaluate legislative advocacy skills that influence health policy.
- Demonstrate planning, implementation, and evaluation of evidence-based community public health interventions.
- Evaluate qualitative and quantitative methods and their use in community health intervention, evaluation, and research.
- Utilize qualitative, quantitative, and mixed methods to address community health problems.
- Evaluate Community-Based Participatory Research (CBPR) approaches when working with diverse communities.
- Assess ethical principles critical to community-based research and practice.
- Analyze the impact of power and privilege on health inequity at local, national, and global levels.
- Demonstrate skills that support cultural competence and cultural humility when working with diverse communities.
- Analyze current and future community-level needs for keeping the public healthy.

- Analyze the collaborative and transdisciplinary relationships to respond to public health problems.
- 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.
- Assess the functional interrelationships of the five core areas of public health.

Department of Environmental Health Sciences

The mission of the Department of Environmental Health Sciences is to train its graduates to recognize the public health implications of environmental and occupational factors. We study the factors responsible for influencing mortality and morbidity trends in human populations.

Masters Degrees

- Environmental Health Sciences M.P.H. (p. 188)

Environmental Health Sciences M.P.H.

Degree Requirements: 45 Credit 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>

Degree Admission Requirements

Regular

- Completion of an application in SOPHAS.
- 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).
- TOEFL scores are 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, and
 - e. experiences in public health programs.
- Three letters of reference.
- Statement of purpose (500-1000 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.

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 prerequisite coursework prior to entering into a particular program study.*NOTE: Prerequisite undergraduate course work may be*

required. Contact the Division Director in the Jiann-Ping Hsu College of Public Health for complete information.

Course Requirements

		Credit Hours
Public Health Core Courses (18 Credit 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 Courses (21 Credit Hours)		
ENVH 7231	Air Quality	3
ENVH 7232	Water Quality	3
ENVH 7233	Environmental Exposure and Impact Assessment	3
orENVH 7239	Public Health Laboratory	
ENVH 7234	Environmental Toxicology	3
ENVH 7235	Field Methods in Environmental Health	3
ENVH 7237	Risk Assessment and Communication	3
	Guided Elective	3
Practicum and Culminating Experience (6 Credit Hours)		
PUBH 7790	Practicum in Public Health	3
PUBH 7991	Public Health Capstone Research Project	3
Total Credit Hours		45

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.
- Define 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.
- Identify 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.

Department of Epidemiology

The Department of Epidemiology at Georgia Southern University's Jiann-Ping Hsu College of Public Health is designed to prepare you to become an applied epidemiologist in public health. You will study diseases of the human body in order to explain occurrence, distribution and causative factors of diseases in human populations.

Masters Degree

- Epidemiology M.P.H. (p. 189)

Epidemiology M.P.H.

Degree Requirements: 45 Credit 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>

Degree Admission Requirements

Regular

- Completion of an application in SOPHAS.
- 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).
- TOEFL scores are 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, and
 - e. experiences in public health programs.

- Three letters of reference.
- Statement of purpose (500-1000 words) that conveys the applicant's reasons for pursuing graduate study in in public health/epidemiology and how admission into the program relates to the applicant's professional aspirations.

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 prerequisite coursework prior to entering into a particular program study. *NOTE: Prerequisite undergraduate course work may be required. Contact the Division Director in the Jiann-Ping Hsu College of Public Health for complete information.*

Degree Requirements

		Credit Hours
Public Health Core Courses (18 Credit Hours)		
BIOS 6541	Biostatistics for Biostatistics & Epidemiology Majors	4
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
Epidemiology Courses (21 Credit 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	Public Health Surveillance	3
Guided Electives		3
Practicum and Culminating Experience (6 Credit Hours)		
PUBH 7790	Practicum in Public Health	3
PUBH 7991	Public Health Capstone Research Project	3
Total Credit Hours		45

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.

Department of Health and Policy Management

In the Department of Health Policy and Management, you will learn dynamic leadership of people, policy initiatives and improvements to health status of communities, and wise management of resources and systems of health and healthcare.

Doctoral Degree

- Public Health Leadership Dr.P.H. (Partially Online) (p. 190)

Masters Degrees

- Health Policy and Management M.P.H. (p. 192)
- Master of Healthcare Administration (p. 193)
- Healthcare Administration M.H.A. (p. 194)

Concentrations

- Health Services Administration (p. 195)

Public Health Leadership Dr.P.H. (Partially Online)

Degree Requirements: 60 Credit 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>

Degree Admission Requirements

Regular ¹

To complete an application to the Dr.P.H. program, applicants must submit the following:

- Completion of an application in SOPHAS.
- 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) course in 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 M.P.H. 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) 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. (700-1000 words);
- Current curriculum vitae or resume;

¹ Applicants may be required to take prerequisite 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. Admission 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 Division Director in the Jiann-Ping Hsu College of Public Health for complete information.

Course Requirements

		Credit Hours
Public Health Core Courses (24 Credit 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	Sampling Methodology	3
PUBH 9132	Community-Based Research in Public Health	3
PUBH 9135	Public Health, Funding and Grantsmanship	3
Advanced Courses in Public Health Leadership (24 Credit Hours)		
PHLD 9130	Public Health Research Methods	3
PHLD 9131	Leadership Foundations and Strategies for Health Organizations	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	Health Organization Strategic and Contingency Planning	3
PHLD 9334	Financial Management of Public Health Organizations and Programs	3
PUBH 9630	Public Health Doctoral Seminar	3
Doctoral Public Health Field Practicum (3 Credit Hours)		
PUBH 9790	Doctoral Preceptorship in Public Health	3
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 Credit Hours)		
PUBH 9999	Dissertation	9
Total Credit Hours		60

Public Health Leadership Concentration Competencies

At the completion of the Dr.P.H. degree program all Public Health Leadership students will be able to:

- Evaluate the main components and issues of the organization, financing and delivery of public health systems in the United States.
- 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.
- Evaluate the methods of ensuring community health safety and preparedness.
- Analyze the policy development, assessment, quality improvement, and evaluation process for improving the health status of populations.
- Evaluate the principles of program development and evaluation as they relate to public health initiatives.
- Analyze budget preparation with justification and evaluation as related to public health initiatives.
- Evaluate the process for strategic planning, quality improvement, and marketing in public health practice.
- Analyze quality, cost benefit and performance improvement concepts to address organizational performance issues in public health.
- Evaluate how "systems thinking" can contribute to solving public health organizational problems.
- Analyze health policy and management effectiveness using appropriate channels and technologies.
- Analyze leadership skills for building partnerships in public health.
- Analyze the trends in planning, resources allocation, and financing and their effects on consumers, providers, and payers in public health.
- Evaluate the economic, professional, social and legislative influences on public health systems in the U.S.
- Apply population and individual ethical considerations in relation to benefit, cost and burden of public health programs.
- Evaluate the application and role of policy and management on the conduct of public health research and practice.
- Analyze information from various sources used in resource and program decision making.
- Analyze the principles of health equity for public health problem solving.
- Compare the impacts of rural versus urban on health of communities.
- Evaluate qualitative and quantitative research methods for public health problem solving.
- Assess the ability to manage programs within budget constraints.

- Evaluate grants, proposals or cooperative agreements for funding from external sources.
- Apply 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.

Health Policy and Management M.P.H.

Degree Requirements: 45 Credit 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>

Degree Admission Requirements

Regular

- Completion of an application in SOPHAS.
- 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).
- TOEFL scores are 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, and
 - e. experiences in public health programs.
- Three letters of reference.
- Statement of purpose (500-1000 words) that conveys the applicant's reasons for pursuing graduate study in public health/health policy and management and how admission into the program relates to the applicant's professional aspirations.

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 prerequisite coursework prior to entering into a particular program study. *NOTE: Prerequisite undergraduate course work may be required. Contact the Division Director in the Jiann-Ping Hsu College of Public Health for complete information.*

Degree Requirements

	Credit Hours
Public Health Core Courses (18 Credit 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 Courses (21 Credit 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	Healthcare Law	3
HSPM 7236	Health Informatics	3
Guided Electives		3

Practicum and Culminating Experience (6 Credit Hours)

PUBH 7790	Practicum in Public Health	3
PUBH 7991	Public Health Capstone Research Project	3

Total Credit Hours	45
---------------------------	-----------

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, quality improvement and marketing in public health practice.
- 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 versus 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 (5 credits), Healthcare Administration Courses (33 credits), and Health Policy and Management Courses (6 credits). In addition, students will participate in an Administrative Internship where they will apply, in practical hands on 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 GRE will not be used as a main indicator of a student's propensity to succeed academically within the MHA program. Rather a combination of professional experience, interest in the field, a history of service, a personal statement, and letters of recommendation will be assessed for the totality of a student's admission. All applicants must apply through the Schools of Public Health Application Service (SOPHAS).

Degree Admission Requirements

Regular

- Completion of an application in SOPHAS.
- Completion of a Bachelor's degree from an accredited institution.
- Minimum cumulative undergraduate GPA of 2.75/4.0 scale.
- The Graduate Record Examination (GRE) is no longer required for admission to the MHA program.
- TOEFL scores are 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.
- Statement of Purpose (500-1000 words) that conveys the applicant's reasons for pursuing graduate study in healthcare administration and how admission into the program relates to the applicant's professional aspirations.

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 prerequisite 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 hour 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.

Advisement: M.H.A.

Graduate students are advised by the Coordinator of Student Services and mentored by a faculty member from the Student's concentration areas.

Grades

M.H.A. level degree seeking students are required to maintain a cumulative GPA of at least 3.0 to remain in good academic standing and to be eligible to graduate. In the event the cumulative GPA falls below 3.0, the student will be placed on academic probation. Students have nine (9) credits to elevate the cumulative GPA to at least 3.0 or will be excluded from the program. Students earning grades of "D" or below will be excluded from the program.

Transfer Credit

Students may request that up to, but no more than, six (6) graduate credits be applied toward the 45 credits required for the M.H.A. Transfer credit must also satisfy the same requirements as courses taught for masters 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 credit 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 M.H.A. Program Director. Credit hour reductions do not influence the residency and enrollment requirements or comprehensive examination procedures.

Course Time Limit

All requirements for the M.H.A. must be completed within seven academic years from the date of the first enrollment for study following admission to the master's program. For transfer students, the seven-year time limit commences with the semester during which transfer credit was earned.

Experiential Learning Opportunities

All M.H.A. students are required to complete an Administrative Internship. The internship permits the student to receive practical experience in a selected administrative healthcare-related setting. The internship requires 300 hours of service. As a requirement of the Administrative Internship, each student completes an electronic portfolio. This portfolio documents all activities of the Administrative Internship 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.

Degree Requirements: 45 Credit 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>

Degree Admission Requirements

Regular

- Completion of an application in SOPHAS.
- Completion of a Bachelor's degree from an accredited institution.
- Minimum cumulative undergraduate grade point average (GPA) of 2.75 (4.0 scale).
- The Graduate Record Examination (GRE) is not required for the purpose of admission.
- TOEFL scores are 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, and
 - e. experiences in public health programs.
- Three letters of reference.
- Statement of purpose (500-1000 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.

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 prerequisite coursework prior to entering into a particular program of study. *NOTE: Prerequisite undergraduate course work may be required. Contact the MHA Program Director in the Jiann-Ping Hsu College of Public Health for complete information.*

Course Requirements

		Credit Hours
Healthcare Administration Courses (33 Credit 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 Financing and Payment Systems	3
HSPM 7333	Healthcare Governance	3
HSPM 7334	Human Resources Healthcare	3
HSPM 7335	Healthcare Operations Management	3
HSPM 7336	Healthcare Supply Chain Management	3
HSPM 7337	Integrative Health Enterprise Analytics and Decision Making	3
HSPM 7338	Contemporary Issues in Healthcare	3
Health Policy and Management Courses (6 Credit Hours)		
HSPM 7235	Healthcare Law	3
HSPM 7236	Health Informatics	3
Public Health Core Courses (5 Credit Hours)		
HSPM 7332	Population Health	3
PUBH 5520G	Introduction to Public Health	2
Administrative Internship (1 Credit Hours)		
HSPM 7710	Administrative Internship	1
Total Credit Hours		45

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 of 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

Requirements: 12 Credit 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

		Credit Hours
HSPM 7131	Health Organization Theory, Behavior and Management	3
HSPM 7133	Public Health Policy and Ethics	3
HSPM 7137	Health Care Financing and Payment Systems	3
PUBH 6534	Health Policy and Management	3
Total Credit Hours		12

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.

The following is a listing of the components of the JPHCOPH organizational structure: Office of the Dean, five departments, three centers, and the Public Health Laboratory. The academic programs are embedded within the departmental structure. Associate Deans and Department Chairs are appointed by the Dean. College business is coordinated through standing and ad-hoc committees.

The faculty of the JPHCOPH consist of the professors, associate professors, assistant professors, instructors, lecturers, and adjunct appointments in the five departments. 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 Department work in collaboration with

the Administrative Officers within the JPHCOPH to advance the Vision, Mission, Values, Goals and Objectives.

Department of Biostatistics

Robert Vogel, Chair

Department of Community Health Behavior and Education

Joseph Telfair, Chair

Department of Environmental Health Sciences

Joseph Telfair, Chair

Department of Epidemiology

Robert Vogel, Chair

Department of Health Policy and Management

Gerald Ledlow, Chair

Center for Addiction Recovery

Emily Eisenhart, Director

Center for Rural Health Practice and Research

Charles Owens, Director

Angie Peden, Public Health Practice Coordinator

Karl E. Peace Center for Biostatistics and Survey Research

Hani Samawi, Director

Public Health Laboratory

Marina Eremeeva, Director

College of Science and Mathematics

Dean: Martha L. Abell
2141 Engineering Building
P. O. Box 8044
Phone (912) 478-5111
martha@georgiasouthern.edu

Interim Associate Dean of Faculty and Research Programs: Lance D. McBrayer
2141 Engineering Building
P. O. Box 8044
Phone (912) 478-5111
lancemcbrayer@georgiasouthern.edu

Associate Dean of Curriculum and Advisement: Brian P. Koehler
2141 Engineering Building
P. O. Box 8044
Phone (912) 478-5111
bkoehler@georgiasouthern.edu

In the College of Science and Mathematics, Bachelor of Science or Bachelor of Arts degrees can be pursued in the following majors: Biology, Chemistry, Geography, Geology, Mathematics, and Physics. Minors are available in Biology, Chemistry, 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 Mathematics may also choose to pursue a pre-health professional program of study in Pre-Medicine, Pre-Dental Medicine, Pre-Veterinary Medicine, Pre-Pharmacy, Pre-Physician Assistant (PA), or Pre-Optometry. 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 College of Science and Mathematics 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 College of Science and Mathematics 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 cosm.georgiasouthern.edu

Advisement

The COSM Advisement Center is located in the Engineering Building, room 1116. Students meet with their 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 COSM Advisement Center: Biology, Chemistry, Geology, Geography, Mathematical Sciences, and Physics.

While 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 COSM Advisement Center if they have questions about advising.

COSM Advisement Center
Engineering Building, Room 1116
P.O. Box 8044-01
(912) 478-0649
(912) 478-2311 (Fax)
cosm-advisor@georgiasouthern.edu
cosm.georgiasouthern.edu/advisement

Lisa Vance, Coordinator: (912) 478-0525
Jean Dixon, Academic Advisor: (912) 478-7304
Kelly Gagel, Academic Advisor: (912) 478-2272
Marilyn Hale, Academic Advisor: (912) 478-2312
Benjamin Phillips, Academic Advisor: (912) 478-7686
Amanda White, Admin. Secretary: (912) 478-0649
Laura Yocco, Academic Advisor: (912) 478-7687

- Applied Physical Science M.S. (p. 198)
- Biology M.S. (p. 196)
- Mathematics M.S. (p. 201)

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.

Biology Degree

- Biology M.S. (p. 196)

Biology M.S.

Degree Requirements: 30 Credit Hours (Thesis Option), 36 Credit Hours (Non-Thesis Option)

Advising

College of Science and Mathematics
Department of Biology
Dr. Checo Colón-Gaud
P.O. 8042
Statesboro, GA 30460-8042
(912) 478-0053
E-mail: jccolongaud@georgiasouthern.edu
Departmental Website: cosm.georgiasouthern.edu/biology

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. Students must comply with the College of Graduate Studies degree completion time line for a master's degree. A student who has not matriculated for three or more consecutive semesters must re-apply and meet all admission requirements in effect at the time of the new application for admission.

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 153 on the verbal and 146 on the quantitative portions of the Graduate Record Examination (GRE) are typical for applicants to the Master's Program in Biology. For applicants who took the GRE General Test prior to August 2011 scores of at least 500 on the verbal and 550 on the quantitative portions are typical. 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 credits of biology, 9 credits of mathematics, 16 credits of chemistry (including organic chemistry), and 8 credits 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 to explain why you are interested in pursuing the degree and to explain your long term career plans.
7. Applicants are strongly encouraged to identify a thesis adviser and submit the name to the graduate program director prior to the application deadline.
8. GRE subject test in Biology is not required, but is preferred

Provisional

Students who fail to meet one of the requirements 2-4 above may be admitted provisionally. To be converted to regular status, provisional students must earn a "B" or higher in their first six (6) credits of Biology graduate courses, approved by the Biology Program Director, with at least three (3) credits at the 7000-level. Directed Individual Study (BIOL 7890) or Biological Problems (BIOL 7893) cannot be taken for these six (6) credits. Students on provisional status may not hold a graduate assistantship.

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 credits in graduate course work

including the required courses listed below, plus three (3) credits of research and three (3) credits of thesis.

Thesis Option, 30 Credit Hours

		Credit Hours
Core Requirements (6 Credit Hours)		
BIOL 7531	Research Methods	3
BIOL 7530	Biometry	3
Specialty Requirements (3 Credit Hours)		
Select one of the following:		3
BIOL 7133	Molecular Biology	
BIOL 7233	Applied Biology	
BIOL 7333	Evolutionary Ecology	
Other Requirements (21 Credit Hours)		
BIOL 7610	Graduate Seminar	2
BIOL 7895	Research	3
BIOL 7999	Thesis	3
Electives courses at 5000G level or above		13
Total Credit Hours		30

Note that a limit of six (6) credits of any combination of Directed Individual Study (BIOL 7890) and Biological Problems (BIOL 7893), and a limit of four (4) credits of Graduate Seminar (BIOL 7610) can be used toward the 30 credit 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 earn or maintain their eligibility for a graduate assistantship:
 - a. Identified an adviser within the Biology Department
 - b. Formed a Steering Committee of the adviser 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 (i.e., prospectus) 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, or are taught outside of the Department of Biology.
3. Each candidate for the Master of Science degree in Biology must complete a thesis on a subject approved by his/her steering 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 adviser 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 apply to 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 (See the Graduate Program Director for the required paperwork). After their second academic semester, applications to switch to the Non-Thesis degree can occur, but a student cannot transfer more than twelve (12) credits of coursework from the thesis option to the non-thesis option. Additional criteria required to switch programs after the second semester are:

- Email the Biology Graduate Committee via the graduate program director a request to switch programs. This email should include an explanation and justification for the request. The request must receive approval for the switch from the Biology Graduate Committee. Approval to switch degree programs is not guaranteed.
- Complete the Department of Biology **Change of Degree Plan checklist**, including all signatures.
- 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)
- 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.
- With the College of Graduate Studies file
 - a new Program of Study form, and
 - a Change of Major or Study Concentration form.
 - Note the Directed Individual Study (BIOL 7890)/Biological Problems (BIOL 7893) course, and course title, requirements described under the non-thesis program below.

Program of Study (Non-Thesis Option)

The graduate student and the graduate committee shall jointly develop a Program of Study that includes 36 credits in graduate course work including the required courses listed below. Either faculty or the graduate program director may advise non-thesis students.

Non-Thesis Option, 36 Credit Hours

	Credit Hours
Core Requirements (8 Credit Hours)	
BIOL 5000G-level	4
BIOL 5000G-level and fulfills scientific process category	4
Specialty Requirements (6 Credit Hours)	
Select two of the following:	6
BIOL 7133 Molecular Biology	
BIOL 7233 Applied Biology	
BIOL 7333 Evolutionary Ecology	
BIOL 7530 Biometry	
Other Requirements (22 Credit Hours)	
BIOL 7610 Graduate Seminar	1
BIOL 7610 Graduate Seminar	1
BIOL 7890 Directed Individual Study	3
or BIOL 7893 Biological Problems	
Note: "Non-Thesis" must be part of the course title	
Electives courses at 5000G level or above	17
Total Credit Hours	36

Note that a limit of six (6) credits of any combination of Directed Individual Study (BIOL 7890) and Biological Problems (BIOL 7893), and a limit of four (4) credits of *Graduate Seminar* (BIOL 7610) can be used toward the 36 credit degree requirement. Research (BIOL 7895) and Thesis (BIOL 7999) cannot be used toward the Non-Thesis option.

Other Program Requirements (Non-Thesis Option)

- 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 Directed Individual Study (BIOL 7890) and/or Biological Problems (BIOL 7893), with an extensive scientific writing component requirement. *Note: "Non-Thesis" must be part of the course title.*
- 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.
- 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 apply to switch programs by completing the Department of Biology **Change of Degree Plan checklist** and completing steps 4a. through 4e. 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 4a. through 4e. under the "Other Program Requirements" of the Thesis option in the term the change of option is requested. If the change of option is approved, all guidelines for the Thesis option apply.

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.

Chemistry Degree

- Applied Physical Science M.S. (p. 198)

Applied Physical Science M.S.

Degree Requirements: 30 Credit Hours (Thesis Track), 36 Credit Hours (Non-Thesis Track)

Advising

College of Science and Mathematics
 Department of Chemistry and Department of Physics
 Dr. Michele McGibony
 Georgia Southern University
 P.O. Box 8064
 Statesboro, GA 30460
 (912) 478-5919
 E-mail: mdavis@georgiasouthern.edu

Program of Study Website: cosm.georgiasouthern.edu/degrees-programs/graduate/msaps

Admission

Students are selected for the Master of Science in Applied Physical Science degree program on a competitive basis. Meeting minimum requirements does not guarantee admission.

Admission Requirements

Regular

1. B.S. or B.A. degree in chemistry, physics, or related degree from an appropriate regionally accredited college or university, or an equivalent degree from a recognized foreign college or university. Official TOEFL scores (not more than two years old) required for international students.
2. An overall minimum cumulative GPA of 2.75 on a 4.0 scale or at the discretion of the graduate admission committee.
3. Official GRE Report showing competitive subtest scores by the start of the first semester of graduate courses.
4. 2 Letters of Recommendation from individuals familiar with the applicant's potential to complete successful graduate work.
5. Applicant's Statement of Purpose & Research Experience, which must address
 - a. the student's preparation and research experiences for graduate study,
 - b. the student's goals for the graduate program, potential concentration area, and possible advisor (for thesis option), &
 - c. the student's professional goals following completion of the M.S.A.P.S. program
6. The applicant must have the appropriate undergraduate preparation for the area of concentration. This requires meeting the general M.S.A.P.S. requirements and the prerequisites listed for the particular concentration area.

Provisional

Applicants who do not meet the admission requirements may be admitted provisionally. To be converted to regular status, provisional students must take any appropriate undergraduate courses as recommended by the graduate committee and must earn a "B" or higher in their first nine (9) credits of coursework approved by the graduate director.

Non-Degree

Non-degree students are accepted on an individual basis as space is available. Applicants must have a minimum cumulative GPA of 2.75 on a 4.0 scale and submit a Statement of Purpose and Research Experience.

Grades

Students are required to maintain a cumulative GPA of at least 3.0 to remain in good academic standing and to be eligible to graduate. In the event the cumulative GPA falls below 3.0, the student will be placed on academic probation. Students have nine (9) credits to elevate the cumulative GPA to at least 3.0 or will be excluded from the program. Students earning grades of "F" will also be excluded from the program.

Program Concentrations

The Master of Science in Applied Physical Science degree program provides concentrations in Environmental Science, Pharmaceutical Science, or Materials and Coatings Science.

A maximum of twelve (12) credits at the 5000 level are allowed for the Master of Science in Applied Physical Science degree.

Environmental Science Concentration

Non-Thesis Track, 36 Credit Hours

	Credit Hours
Core Requirements (21 Credit Hours)	
CHEM 6130 Industrial Science	3
CHEM 6230 Scientific Inquiry and Ethics	3
CHEM 6730 Master of Science in Physical Science Internship	3
orPHYS 6730 Master of Science in Physical Science Internship	
CISM/MGNT 7431 Project Management	3
MGNT 7330 Leadership and Motivation	3
Select one of the following:	3
PUBH 6541 Biostatistics	
STAT 5531G Statistical Methods I	
ACCT 7134 Financial Reporting and Analysis	
WRIT 5930G Technical Writing	3
Concentration Requirements (15 Credit Hours)	
CHEM 5233G Environmental Chemistry	3
Concentration Elective courses at or above the 5000 level - as contracted with the faculty advisor and degree coordinator	12
Total Credit Hours	36

Thesis Track, 30 Credit Hours

	Credit Hours
Core Requirements (18 Credit Hours)	
CHEM 6130 Industrial Science	3
CHEM 6230 Scientific Inquiry and Ethics	3
CHEM 7630 Graduate Seminar	3
orPHYS 7630 Graduate Seminar	
CHEM 7999 Thesis	6
orPHYS 7999 Thesis	
PUBH 6541 Biostatistics	3
orSTAT 5531G Statistical Methods I	
Concentration Requirements (12 Credit Hours)	
CHEM 5233G Environmental Chemistry	3
Concentration Elective courses at or above the 5000 level - as contracted with the faculty advisor and degree coordinator	9
Total Credit Hours	30

Pharmaceutical Science Concentration

Non-Thesis Track, 36 Credit Hours

	Credit Hours
Core Requirements (21 Credit Hours)	
CHEM 6130 Industrial Science	3
CHEM 6230 Scientific Inquiry and Ethics	3
CHEM 6730 Master of Science in Physical Science Internship	3
orPHYS 6730 Master of Science in Physical Science Internship	
CISM/MGNT 7431 Project Management	3

MGNT 7330	Leadership and Motivation	3
Select one of the following:		3
PUBH 6541	Biostatistics	
STAT 5531G	Statistical Methods I	
ACCT 7134	Financial Reporting and Analysis	
WRIT 5930G	Technical Writing	3
Concentration Requirements (15 Credit Hours)		
PHYS 7330	Principles and Practice of Pre-clinical Drug Development	3
Concentration Elective courses at or above the 5000 level - as contracted with the faculty advisor and degree coordinator		12
Total Credit Hours		36

Thesis Track, 30 Credit Hours

	Credit Hours	
Core Requirements (18 Credit Hours)		
CHEM 6130	Industrial Science	3
CHEM 6230	Scientific Inquiry and Ethics	3
CHEM 7630	Graduate Seminar	3
orPHYS 7630	Graduate Seminar	
CHEM 7999	Thesis	6
orPHYS 7999	Thesis	
PUBH 6541	Biostatistics	3
orSTAT 5531G	Statistical Methods I	
Concentration Requirements (12 Credit Hours)		
PHYS 7330	Principles and Practice of Pre-clinical Drug Development	3
Concentration Elective courses at or above the 5000 level - as contracted with the faculty advisor and degree coordinator		9
Total Credit Hours		30

Material and Coatings Science Concentration

Non-Thesis Track, 36 Credit Hours

	Credit Hours	
Core Requirements (21 Credit Hours)		
CHEM 6130	Industrial Science	3
CHEM 6230	Scientific Inquiry and Ethics	3
CHEM 6730	Master of Science in Physical Science Internship	3
orPHYS 6730	Master of Science in Physical Science Internship	
CISM/MGNT 7431	Project Management	3
MGNT 7330	Leadership and Motivation	3
Select one of the following:		3
PUBH 6541	Biostatistics	
STAT 5531G	Statistical Methods I	
ACCT 7134	Financial Reporting and Analysis	
WRIT 5930G	Technical Writing	3
Concentration Requirements (15 Credit Hours)		
PHYS/CHEM 6131	Solid State Materials	3

Concentration Elective courses at or above the 5000 level - as contracted with the faculty advisor and degree coordinator	12
---	----

Total Credit Hours **36**

Thesis Track, 30 Credit Hours

	Credit Hours	
Core Requirements (18 Credit Hours)		
CHEM 6130	Industrial Science	3
CHEM 6230	Scientific Inquiry and Ethics	3
CHEM 7630	Graduate Seminar	3
orPHYS 7630	Graduate Seminar	
CHEM 7999	Thesis	6
orPHYS 7999	Thesis	
PUBH 6541	Biostatistics	3
orSTAT 5531G	Statistical Methods I	
Concentration Requirements (12 Credit Hours)		
PHYS/CHEM 6131	Solid State Materials	3
Concentration Elective courses at or above the 5000 level - as contracted with the faculty advisor and degree coordinator		9
Total Credit Hours		30

Thesis

Each Candidate for the Master of Science in Applied Physical Science degree, thesis track, 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 the 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 Physical Science 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.
- The student must prepare the thesis for electronic submission following the latest version of the Electronic Thesis and Dissertation (ETD): Student Guide to Preparation and Processing manual.
- The thesis must be electronically submitted to the ETD site for format check by the ETD format check submission deadline as stated in the University Calendar.
- The final corrected thesis must be electronically submitted to the ETD site by the ETD format check submission deadline as stated in the University Calendar. The final document must be electronically approved by the Thesis Committee.

See the *Thesis and Dissertation Student Guide to Preparation and Processing for additional Thesis information.*

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.

Mathematical Sciences Degree

- Mathematics M.S. (p. 201)

Mathematics M.S.

Degree Requirements: 36 Credit Hours

Advising

College of Science and Mathematics
Department of Mathematical Sciences
Dr. Hua Wang
Georgia Southern University
P.O. 8093
Statesboro, GA 30460
(912) 478-0366
E-mail: hwang@georgiasouthern.edu
Departmental Website: cosm.georgiasouthern.edu/math

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 (GRE) and Test of English as Foreign Language (TOEFL) (international students only) to the College of Graduate Studies. Conditional admission without the GRE is acceptable, provided it is completed within one calendar year of admission to the program.
3. Successfully completed courses in calculus, probability, and linear algebra.

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 nine (9) credits 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 credits of graduate course work, including nine (9) credits of core courses, and 21 credits of elective courses. In addition,

the Program of Study will include three (3) credits of Research and three (3) credits of Thesis in the area of concentration. Of the 36 required credits, at least 18 credits must be at the 7000 level. At most, 11 credits of any combination of Directed Study in Mathematics (MATH 7890), Research (MATH 7895) and Thesis (MATH 7999) will count towards the 36 credits required for the degree.

General Requirements

	Credit Hours	
Core Requirements (9 Credit Hours)		
Select one of the following Concentration Areas:	9	
Pure Mathematics		
MATH 7234	Advanced Linear Algebra	
MATH 7331	Real Analysis	
MATH 7430	Abstract Algebra I	
Applied Mathematics		
MATH 7231	Advanced Numerical Analysis I	
MATH 7234	Advanced Linear Algebra	
MATH 7331	Real Analysis	
Statistics		
MATH 7231	Advanced Numerical Analysis I	
MATH 7234	Advanced Linear Algebra	
STAT 7331	Mathematical Statistics I	
Computational Science		
MATH 7132	Methods of Optimization	
MATH 7231	Advanced Numerical Analysis I	
MATH 7234	Advanced Linear Algebra	
Electives in Concentration Area (21 Credit Hours)		
Selected Courses in one of the four concentrations: Pure Mathematics, Applied Mathematics, Statistics or Computational Science. Other approved courses outside the department that support the concentration areas may also be considered. See the department website for information on acceptable courses for each concentration. A maximum of two elective courses may be taken from outside the student's concentration area. These must be approved by the graduate advisor.	21	
Research in Concentration Area (3 Credit Hours)		
MATH 7895	Research	3
Thesis in Concentration Area (3 Credit Hours)		
MATH 7999	Thesis	3
Total Credit Hours	36	

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.

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, in addition to the biology degree, 15 credits in each of TWO additional content areas (Chemistry, Physics, or Earth-Space Science) are required.

- CHEM - advisor recommended
- PHYS - advisor recommended: Principles of Physics I (PHYS 2211), Principles of Physics II (PHYS 2212), Modern Physics I (PHYS 3536)
- Earth-Space Science - advisor recommended

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:

- Instructional Technology for P-12 Teaching Fields (ITEC 3430) (3)
- Content Literacy (READ 3330) (3)
- Introduction to Special Education (SPED 3333) (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 nine (9) credit PPB block of courses with the required 50 hour field experience; **OR**
- BA/BS/BBA majors can take Exploring Learning and Teaching (EDUC 2130) concurrently with PPB Practicum (EDUC 2090) (50 contact hours in a school) – total of three (3) credits. After taking Exploring Learning and Teaching (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:
 - Investigating Critical and Contemporary Issues in Education (EDUC 2110) (3)
 - Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts (EDUC 2120) (3)

NOTE: GACE Program Admission Assessment 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, in addition to the chemistry degree, 15 credits in each of TWO additional content areas (Biology, Physics, or Earth-Space Science) are required.

- BIOL - advisor recommended
- PHYS - advisor recommended: Principles of Physics I (PHYS 2211), Principles of Physics II (PHYS 2212), Modern Physics I (PHYS 3536)
- Earth-Space Science - advisor recommended

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:

- Instructional Technology for P-12 Teaching Fields (ITEC 3430) (3)
- Content Literacy (READ 3330) (3)
- Introduction to Special Education (SPED 3333) (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 nine (9) credit PPB block of courses with the required 50 hour field experience; **OR**
- BA/BS/BBA majors can take Exploring Learning and Teaching (EDUC 2130) concurrently with PPB Practicum (EDUC 2090) (50 contact hours in a school) – total of three (3) credits. After taking Exploring Learning and Teaching (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:
 - Investigating Critical and Contemporary Issues in Education (EDUC 2110) (3)
 - Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts (EDUC 2120) (3)

NOTE: GACE Program Admission Assessment 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 twelve (12) credits 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:

- Instructional Technology for P-12 Teaching Fields (ITEC 3430) (3)
- Content Literacy (READ 3330) (3)
- Introduction to Special Education (SPED 3333) (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 credit PPB block of courses with the required 50 hour field experience; **OR**
- BA/BS/BBA majors can take Exploring Learning and Teaching (EDUC 2130) concurrently with PPB Practicum (EDUC 2090) (50 contact hours in a school) – total of three (3) credits. After taking Exploring Learning and Teaching (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:
 - Investigating Critical and Contemporary Issues in Education (EDUC 2110) (3)
 - Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts (EDUC 2120) (3)

NOTE: GACE Program Admission Assessment 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. This may be achieved as part of “broad fields” Science certification which includes the areas of biology, chemistry, earth science, or physics. To meet broad fields content requirements, in addition to the geology degree, 15 credits in each of TWO additional content areas (Biology, Chemistry, or Physics) are required.

- BIOL - advisor recommended
- CHEM - advisor recommended
- PHYS - advisor recommended: Principles of Physics I (PHYS 2211), Principles of Physics II (PHYS 2212), Modern Physics I (PHYS 3536)

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:

- Instructional Technology for P-12 Teaching Fields (ITEC 3430) (3)
- Content Literacy (READ 3330) (3)
- Introduction to Special Education (SPED 3333) (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 nine (9) credit PPB block of courses with the required 50 hour field experience; **OR**
- BA/BS/BBA majors can take Exploring Learning and Teaching (EDUC 2130) concurrently with PPB Practicum (EDUC 2090) (50 contact hours in a school) – total of three (3) credits. After taking Exploring Learning and Teaching (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:

- Investigating Critical and Contemporary Issues in Education (EDUC 2110) (3)
- Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts (EDUC 2120) (3)

NOTE: GACE Program Admission Assessment 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.

		Credit Hours
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:

- Instructional Technology for P-12 Teaching Fields (ITEC 3430) (3)
- Content Literacy (READ 3330) (3)
- Introduction to Special Education (SPED 3333) (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 credit PPB block of courses with the required 50 hour field experience; **OR**
- BA/BS/BBA majors can take Exploring Learning and Teaching (EDUC 2130) concurrently with PPB Practicum (EDUC 2090) (50 contact hours in a school) – total of three (3) credits. After taking Exploring Learning and Teaching (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:
 - Investigating Critical and Contemporary Issues in Education (EDUC 2110) (3)
 - Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts (EDUC 2120) (3)

NOTE: GACE Program Admission Assessment 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, in addition to the physics degree, 15 credits in each of TWO additional content areas (Biology, Chemistry, or Earth-Space Science) are required.

- BIOL - advisor recommended
- CHEM - advisor recommended
- Earth-Space Science - advisor recommended

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:

- Instructional Technology for P-12 Teaching Fields (ITEC 3430) (3)
- Content Literacy (READ 3330) (3)
- Introduction to Special Education (SPED 3333) (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 nine (9) credit PPB block of courses with the required 50 hour field experience; **OR**
- BA/BS/BBA majors can take Exploring Learning and Teaching (EDUC 2130) concurrently with PPB Practicum (EDUC 2090) (50 contact hours in a school) – total of three (3) credits. After taking Exploring Learning and Teaching (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:
 - Investigating Critical and Contemporary Issues in Education (EDUC 2110) (3)
 - Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts (EDUC 2120) (3)

NOTE: GACE Program Admission Assessment 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.

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.

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.

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, ecohydrology, hazards, and biogeography. Both programs emphasize the application of Geographic Information Science.

James H. Oliver, Jr., Institute for Coastal Plain Science

The Institute for Coastal Plain Science (ICPS) is an interdepartmental organization that provides an identity to an area of exceptional research and teaching strength on campus. Members of the ICPS include faculty and students from several departments including biology, chemistry, geology and geography, civil engineering, and environmental health sciences. It also has three full-time scientists and two support personnel. The mission of the ICPS is to promote, in coordination with public and private partnerships, interdisciplinary research and education directed toward understanding the physical and biological resources occurring below the Fall Line and their sustainable use and management. Membership in the ICPS is open to any researchers with a focus on this geographic region. The ICPS also assists with management of the several natural history collections on campus and is the primary home of the U.S. National Tick Collection.

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.

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.

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.

Course Descriptions

Introduction

This section of the catalog offers an alphabetical listing of graduate courses offered at Georgia Southern University, along with the college in which that course is taught. Prerequisites, Corequisites, and Cross Listings 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).

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 a "H" indicates a Honors course.

A course number followed by an "S" indicates a Studies Abroad course.

College Abbreviations

CHHS	College of Health and Human Sciences
CEIT	Allen E. Paulson College of Engineering and 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
COSM	College of Science and Mathematics
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
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
FRER	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
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 Description Index

AAST Africana Studies

AAST 5233G The American City

3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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.

Cross Listing(s): AAST 5233, HIST 5233, HIST 5233G.

ACCT Accounting

ACCT 5232G Managerial Accounting III

3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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.

Cross Listing(s): ACCT 5232.

ACCT 6130 Accounting and Control

3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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.

ACCT 7130 Seminar in Financial Accounting

3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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.

ACCT 7131 Selected Topics in Accounting

3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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 the nature of the material covered is determined in consultation with the faculty sponsor.

Prerequisite(s): A minimum grade of "C" in ACCT 7130.

ACCT 7132 Theory of Accounting

3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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.

ACCT 7134 Financial Reporting and Analysis

3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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.

Prerequisites: Admission to the MAcc program or consent of the Director of the School of Accountancy.

ACCT 7230 Accounting for Executives**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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): A minimum grade of "C" and prior or concurrent enrollment in MGNT 7331.

ACCT 7330 Taxation of Corporations and Partnerships**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

ACCT 7331 Taxation of Estates, Gifts, and Trusts**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

ACCT 7332 Advanced Tax Planning and Research**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

ACCT 7334 Tax Research**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

ACCT 7430 Seminar in Auditing**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Advanced topics in independent, internal, and governmental auditing.

Prerequisite(s): A minimum grade of "C" in ACCT 4430.

ACCT 7431 Auditing Practice**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Practical and theoretical components are considered related to auditing topics including auditing in the computer environment, conducting auditing research, and report writing.

Prerequisite(s): A minimum grade of "C" in ACCT 7430.

ACCT 7530 Seminar in Accounting Information Systems:**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

ACCT 7634 Fraudulent Financial Reporting**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

ACCT 7635 Fraud and Society**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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, environmental crimes, anti-trust violations, bribery, money laundering, and corporate governance (e.g. Sarbanes-Oxley Act of 2002).

ACCT 7636 Expert Witnessing**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 written report; the law and procedure dealing with experts; ethics; and how to deal with attorneys.

ACCT 7637 Forensic Accounting Capstone**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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, students 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 and ACCT 7636.

ACCT 7638 Business Valuation**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

ACCT 7639 Cyber Forensics and Data Analytics**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course addresses the scientific aspects of classic computer forensic tools and technologies used to recover data and conduct appropriate analysis improve individual computer, networks and mobile technology performance. In cyber forensics these tools and technology are used to facilitate: 1 – Collection of data while preserving the integrity of the data; 2 – Examination of data using manual and automated methods to assess and extract data of interest; 3 - Employ data analytics methods and techniques to derive useful information from relevant data; 4 – Reporting the actions used, how tools and procedures were selected, determine what other actions need to be performed, securing identified vulnerabilities and improving existing security controls. In cyber forensics and data analytics digital evidence is married to the practical side of financial forensic investigations and includes the use of digital evidence in legal settings.

Prerequisite(s): Admission to the MAcc program or permission of the Director of the School of Accountancy.

ACCT 7680 Professional Problems**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

The course is a comprehensive update of accounting regulations, laws, and standards.

ACCT 7730 Internship in Accounting**3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

A supervised work-study program of specified length in selected business and accounting firms.

ACCT 7899 Directed Study in Accounting
1-3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.

Designed for independent study and research in selected areas of accounting under faculty supervision.

Cross Listing(s): ACCT 7899S.

ACCT 7899S Directed Study in Accounting
1-3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.

Designed for independent study and research in selected areas of accounting under faculty supervision.

Cross Listing(s): ACCT 7899.

ADED Adult Education

ADED 7737 Practicum in AED
3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.

ADED 8890 Directed Individual Study
1-3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.

AL-Ling-GOML

AL 8240 General Linguistics
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

Investigation of the characteristics of the English language with emphasis on form and meaning in discourse. Discussion and applications to the teaching of ESL/EFL, especially the development and modification of language-teaching curricula, lessons, and materials.

AL 8460 English Grammar ESL/EFL Tch
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

AL 8470 Sociolinguistics
3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.

AMST American Studies

AMST 5133G Revolutionary America
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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 5134G Civil War and Reconstruction
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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 5137G The Antebellum South
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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 5138G The New South
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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 5230G Colonial American Literature
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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.

AMST 5232G Work, Family and Community
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

AMST 5233G American Realism
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

A study of prose works of the American Realist period from 1850-1910, including writers such as Twain, Jewett, Chesnutt, 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 5234G Southern Literature
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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.

AMST 5236G Jazz History
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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.

Prerequisite(s): MUSC 1331 and MUSC 1332.

AMST 6131 North American Archeology
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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.

Cross Listing(s): ANTH 6131.

AMST 6132 Southeastern Archeology
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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.

ANTH Anthropology

ANTH 5091G Selected Topics in Anthropology
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

Various topics. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

Prerequisite(s): Anthropology majors must have a minimum grade of "C" in ANTH 1102.

Cross Listing(s): ANTH 5091, ANTH 5091S.

ANTH 5135G Cultural Resource Management**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Cultural Resource Management (CRM) deals with the research, conservation and management of cultural resources within a regulatory framework. Most archaeologists will spend some or all of their careers working on CRM projects in the private sector or for a government agency. This course will provide an overview of the scope and practice of CRM work by archaeologists. Graduate students will be given extra assignments to be determined by the instructor which undergraduates are not required to do.

Prerequisite(s): A minimum grade of "C" in ANTH 1102 or permission of the instructor.

Cross Listing(s): ANTH 5135.

ANTH 5330G Cultural Anthropology**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Prerequisite(s): A minimum grade of "C" in ENGL 1102.

Cross Listing(s): ANTH 5330G, LING 5330, LING 5330G, WRIT 5330, WRIT 5330G.

ANTH 5530G Sociolinguistics**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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): Anthropology majors must have a minimum grade of "C" in ANTH 1102 or SOCI 1101.

Cross Listing(s): ANTH 5530G, LING 5530, LING 5530G, WRIT 5530, WRIT 5530G.

ANTH 6091 Selected Topics in Anthropology**1-3 Credit Hours. 1-3 Lecture Hours. 0 Lab Hours.**

Various topics.

ANTH 6131 North American Archeology**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): AMST 6131.

ANTH 6231 Methods and Theory in Archeology**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Examination and application of current topics in archeology relating to excavation strategy and interpretation. Analyzes various theoretical approaches as well as field techniques.

ANTH 6233 Zooarcheology**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

ANTH 6235 Advanced Archeological Analysis**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

ANTH 6262 Field Session in Archeology**6 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

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.

ANTH 6531 Anthropology of Language and Gender**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

ANTH 6690 Archeology Field Supervision**3-9 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

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 7434 Quantitative Research Design**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Study of the role of theory, research design, sampling, measurement and instrumentation, data collection, and ethical issues related to social scientific research.

ANTH 7436 Qualitative Research Design**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 7631 Seminar in Anthropology**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course explores selected topics of contemporary relevance in anthropology which reflect the expertise of anthropology faculty and which are relevant to individual or small groups of students in their course of specialization in the graduate curricula of the University.

ANTH 7632 Seminar in Archeology**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course explores 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 and which reflect the expertise of anthropology faculty.

ANTH 7638 Social Theory**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Examines the role of theory in the scientific endeavor and explores a number of theoretical perspectives, including structuralfunctionalism, conflict, feminist, exchange, rational choice, symbolic interaction, and the current debates over modernity and postmodernity.

ANTH 7790 Practicum**1-9 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

This course is designed as an educational placement to give graduate students a practical experience in a vocationally-appropriate setting.

ANTH 7891 Independent Study in Anthropology**1-3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

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.

ANTH 7999 Thesis**1-3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

Planned research and writing directed by the student's thesis advisor.

ART

ART 7151 Design Activism**3 Credit Hours. 2 Lecture Hours. 3 Lab Hours.**

Students work together as one unit to investigate current social issues and how to bring about social change through design.

ART 7152 Design & Semiotics**3 Credit Hours. 2 Lecture Hours. 3 Lab Hours.**

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**3 Credit Hours. 2 Lecture Hours. 3 Lab Hours.**

Theoretical and practical application of design problems.

ART 7154 Design for the User**3 Credit Hours. 2 Lecture Hours. 3 Lab Hours.**

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**3 Credit Hours. 2 Lecture Hours. 3 Lab Hours.**

Graduate studio research in the areas of drawing, painting, printmaking, paper and book arts.

Cross Listing(s): ART 7190S.**ART 7190S 2D Graduate Studio****3 Credit Hours. 2 Lecture Hours. 3 Lab Hours.**

Graduate studio research in the areas of drawing, painting, printmaking, paper and book arts.

Cross Listing(s): ART 7190.**ART 7193 3D Graduate Studio****3 Credit Hours. 2 Lecture Hours. 3 Lab Hours.**

Graduate studio research in the areas of ceramics, jewelry/metals and sculpture.

ART 7251 Design Communication**3 Credit Hours. 2 Lecture Hours. 3 Lab Hours.**

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**3 Credit Hours. 2 Lecture Hours. 3 Lab Hours.**

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**3 Credit Hours. 2 Lecture Hours. 3 Lab Hours.**

Advanced experimentation of visual forms and aesthetics in design and how it impacts user interpretation and meaning.

ART 7254 Design of Information**3 Credit Hours. 2 Lecture Hours. 3 Lab Hours.**

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**3 Credit Hours. 2 Lecture Hours. 3 Lab Hours.**

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**3 Credit Hours. 2 Lecture Hours. 3 Lab Hours.**

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**3 Credit Hours. 2 Lecture Hours. 3 Lab Hours.**

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**3 Credit Hours. 2 Lecture Hours. 3 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

ART 7530 Problems in Studio Pedagogy**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

ART 7890 Professional Practices in Art**1-9 Credit Hours. 1-9 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): ART 7890S.**ART 7890S Professional Practices in Art****1-9 Credit Hours. 1-9 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): ART 7890.**ART 7899 Art History Travel Research****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

A study of important art works on location at museums, galleries and other sites. Specific topics and locations to be announced.

ART 8030 Selected Topics in Art**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Specific themes in the visual arts. Topics vary.

Cross Listing(s): ART 8030S.

ART 8030S Selected Topics in Art
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

Specific themes in the visual arts. Topics vary.

Cross Listing(s): ART 8030.

ART 8330 Museum Art Education

3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

Classic and contemporary readings in the field and practice in research and writing standards for theses support paper.

ART 8999 Master of Fine Arts Thesis

1-6 Credit Hours. 0 Lecture Hours. 0 Lab Hours.

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.

ARTH Art History

ARTH 7231 Art and Architecture of the Ancient World

3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

This course will encompass a study of the visual arts, primarily sculpture, painting, and 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, and 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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

The study of African American art and design from the period of pre-colonial Africa to the contemporary United States. The course investigates the creativity and cultural identity of African Americans and their contributions to the visual culture in America.

ARTH 7330 American Art History

3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

A seminar-format course on selected topics in art history with emphasis on directed readings and classroom discussion.

ARTH 8630 Art Theory and Criticism**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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**3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

Independent research and study on selected topics in art history.

ASTR Astronomy

ASTR 5090G Selected Topics in Astronomy**2-5 Credit Hours. 0-5 Lecture Hours. 0-6 Lab Hours.**

A course allowing for investigation of selected topics in Astronomy; it will be taught on a one-time basis. Lecture only courses can be for two, three, or five credit hours. For laboratory courses, one credit hour will be given for every three hours spent working in lab. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

Cross Listing(s): ASTR 5090.**ASTR 5890G Astronomy Research Experience****1-4 Credit Hours. 0-3 Lecture Hours. 0 Lab Hours.**

An independent astronomy research experience in which a student will investigate a research question under the direction of a faculty member. Students will be expected to maintain a laboratory notebook, prepare a written summary of the research, and give an oral presentation at the end of the experience. 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 required.**Cross Listing(s):** ASTR 5890.

BIOL Biology

BIOL 5099G Selected Topics/Biology**0-4 Credit Hours. 0-4 Lecture Hours. 0-4 Lab Hours.**

A course taught of a one-time basis. Lecture only courses will be three credit hours while courses with a laboratory will be four credit hours.

Cross Listing(s): BIOL 5099, BIOL 5099S, BIOL 5099H.**BIOL 5131G Cell Biology****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): BIOL 5131, BIOL 5131H, BIOL 5131S.**BIOL 5132G Molecular Genetics****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): BIOL 5132.**BIOL 5134G Population/Quantitative Genetics****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): BIOL 5134.**BIOL 5142G Molecular Biotechniques****0,4 Credit Hours. 0,3 Lecture Hours. 0,3 Lab Hours.**

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.

Cross Listing(s): BIOL 5142.**BIOL 5148G Human Genetics****4 Credit Hours. 3 Lecture Hours. 3 Lab Hours.**

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.

Cross Listing(s): BIOL 5148, BIOL 5148H.**BIOL 5210G Comparative Animal Physiology Laboratory****1 Credit Hour. 0 Lecture Hours. 3 Lab Hours.**

Laboratory study of the basic physiological processes of animals, with integrated studies of molecular, cellular, metabolic and organ-system functions.

Cross Listing(s): BIOL 5210.**BIOL 5230G Comparative Animal Physiology****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

A comparative review of the function and regulation of the major organ systems in animals. Topics include homeostasis, membrane transport, osmoregulation, and energetics.

Cross Listing(s): BIOL 5230, BIOL 5230H.**BIOL 5237G Physiological Ecology****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): BIOL 5237.**BIOL 5239G Neurobiology****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Introduction to the mechanisms of neural responses, neural integration, neural development, and environmental effects on developing mature nervous systems.

Cross Listing(s): BIOL 5239, BIOL 5239H, BIOL 5239S.**BIOL 5240G Histology****4 Credit Hours. 3 Lecture Hours. 3 Lab Hours.**

Examines the origin, development, structure and function of vertebrate groups.

Cross Listing(s): BIOL 5240.

BIOL 5241G Comparative Vertebrate Anatomy**4 Credit Hours. 3 Lecture Hours. 3 Lab Hours.**

A comparative and functional study of the morphological systems of vertebrates. Laboratory emphasizes dissection of representative vertebrate groups.

Cross Listing(s): BIOL 5241.**BIOL 5243G Toxicology****4 Credit Hours. 3 Lecture Hours. 3 Lab Hours.**

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.

Cross Listing(s): BIOL 5243.**BIOL 5244G Insect Physiology****4 Credit Hours. 3 Lecture Hours. 3 Lab Hours.**

An introduction to insect physiology. Topics include ingestion and utilization of food, reproduction, water balance, muscles, sensory systems and pheromones.

Cross Listing(s): BIOL 5244.**BIOL 5246G Human Pathophysiology****4 Credit Hours. 3 Lecture Hours. 3 Lab Hours.**

A selective survey of causes and effects of disease 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.

Cross Listing(s): BIOL 5246.**BIOL 5247G Endocrinology****4 Credit Hours. 3 Lecture Hours. 3 Lab Hours.**

A study of endocrine mechanisms, including their evolution and importance at various levels of biological organization.

Cross Listing(s): BIOL 5247.**BIOL 5248G Immunology****4 Credit Hours. 3 Lecture Hours. 3 Lab Hours.**

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.

Cross Listing(s): BIOL 5248.**BIOL 5333G Emerging Diseases****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): BIOL 5333, BIOL 5333H.**BIOL 5340G Plant Pathology****4 Credit Hours. 3 Lecture Hours. 3 Lab Hours.**

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.

Cross Listing(s): BIOL 5340.**BIOL 5341G Parasitology****4 Credit Hours. 3 Lecture Hours. 3 Lab Hours.**

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.

Cross Listing(s): BIOL 5341.**BIOL 5343G Medical-Veterinary Entomology****4 Credit Hours. 3 Lecture Hours. 3 Lab Hours.**

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.

Cross Listing(s): BIOL 5343.**BIOL 5345G Systematic Biology****4 Credit Hours. 3 Lecture Hours. 3 Lab Hours.**

Introduces the principles and methods of biosystematics. Speciation, bio-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.

Cross Listing(s): BIOL 5345.**BIOL 5431G Virology****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): BIOL 5431.**BIOL 5432G Deep Sea Environments****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): BIOL 5432.**BIOL 5441G Mycology****4 Credit Hours. 3 Lecture Hours. 3 Lab Hours.**

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.

Cross Listing(s): BIOL 5441.**BIOL 5442G Entomology****0,4 Credit Hours. 0,3 Lecture Hours. 0,3 Lab Hours.**

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.

Cross Listing(s): BIOL 5442.**BIOL 5443G Identification and Taxonomy of Vascular Plants****4 Credit Hours. 3 Lecture Hours. 3 Lab Hours.**

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.

Cross Listing(s): BIOL 5443.

BIOL 5444G Ichthyology**4 Credit Hours. 3 Lecture Hours. 3 Lab Hours.**

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.

Cross Listing(s): BIOL 5444.**BIOL 5445G Herpetology****4 Credit Hours. 3 Lecture Hours. 3 Lab Hours.**

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.

Cross Listing(s): BIOL 5445.**BIOL 5446G Ornithology****4 Credit Hours. 3 Lecture Hours. 3 Lab Hours.**

A comprehensive study of the biology of birds. Lectures will emphasize the evolution, classification, structure, physiology, behavior, and ecology of birds. Laboratories will give hands-on experience with bird morphology, and field trips will emphasize finding and identifying birds in their natural habitats. Graduate students will be required to complete advanced level assignments in an area beyond the scope of the undergraduate requirements that demonstrates a higher level of mastery in the subject matter with additional required deliverables representative of graduate level work, as determined by the instructor.

Cross Listing(s): BIOL 5446.**BIOL 5448G Mammalogy****4 Credit Hours. 3 Lecture Hours. 3 Lab Hours.**

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.

Cross Listing(s): BIOL 5448.**BIOL 5530G Wildlife Management****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

A survey of the principles and practices used to manage wildlife populations. The emphasis is on populations of importance to humans, particularly game animals. Students will explore the factors, both biotic and abiotic, that influence wildlife populations and how these factors can be managed to sustain game and nongame wildlife populations. Graduate students will be required to complete advanced level assignments in an area beyond the scope of the undergraduate requirements that demonstrates a higher level of mastery in the subject matter with additional required deliverables representative of graduate level work, as determined by the instructor.

Cross Listing(s): BIOL 5530.**BIOL 5532G Evolution****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): BIOL 5532, BIOL 5532H.**BIOL 5534G Conservation Biology****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): BIOL 5534.**BIOL 5535G Sex and Evolution****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): BIOL 5535.**BIOL 5537G Biogeography****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): BIOL 5537.**BIOL 5540G Ecology****4 Credit Hours. 3 Lecture Hours. 3 Lab Hours.**

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.

Cross Listing(s): BIOL 5540.**BIOL 5541G Tropical Marine Biology****4 Credit Hours. 3 Lecture Hours. 3 Lab Hours.**

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.

Cross Listing(s): BIOL 5541, BIOL 5541S.**BIOL 5542G Aquatic Ecology****4 Credit Hours. 3 Lecture Hours. 3 Lab Hours.**

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.

Cross Listing(s): BIOL 5542.**BIOL 5543G Biological Field Experience****4 Credit Hours. 3 Lecture Hours. 3 Lab Hours.**

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.

Cross Listing(s): BIOL 5543, BIOL 5543S.**BIOL 5544G Population Biology****4 Credit Hours. 3 Lecture Hours. 3 Lab Hours.**

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.

Cross Listing(s): BIOL 5544.

BIOL 5546G Plant Ecology**4 Credit Hours. 3 Lecture Hours. 3 Lab Hours.**

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, BIOL 4635.

Cross Listing(s): BIOL 5546.

BIOL 5547G Marine Ecology**4 Credit Hours. 3 Lecture Hours. 3 Lab Hours.**

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.

Cross Listing(s): BIOL 5547.

BIOL 5644G Insect Ecology**4 Credit Hours. 3 Lecture Hours. 3 Lab Hours.**

Examines the basic principles of ecology as they apply 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 required to complete advanced level assignments in an area beyond the scope of the undergraduate requirements that demonstrates a higher level of mastery in the subject matter with additional required deliverables representative of graduate level work, as determined by the instructor.

Cross Listing(s): BIOL 5644.

BIOL 5645G Behavioral Ecology**4 Credit Hours. 3 Lecture Hours. 3 Lab Hours.**

An advanced course on how evolution and ecology shape behavior. Through lectures, discussions of papers from the primary literature, field trips with experiments related to recent topics covered in class, and presentations on their research, students will be immersed in the field of behavioral ecology. The laboratory will emphasize techniques used to study behavioral ecology and provide students an opportunity to conduct their own research projects. Graduate students will be required to complete advanced level assignments in an area beyond the scope of the undergraduate requirements that demonstrates a higher level of mastery in the subject matter with additional required deliverables representative of graduate level work, as determined by the instructor.

Prerequisite(s): BIOL 2107 and BIOL 2107L and BIOL 2108 and BIOL 2108L and BIOL 3635 or graduate status.

Cross Listing(s): BIOL 5645.

BIOL 7090 Selected Topics/Biology**0-9 Credit Hours. 0-9 Lecture Hours. 0-9 Lab Hours.**

A course taught on a one-time basis.

BIOL 7133 Molecular Biology**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

BIOL 7135 Cytogenetics**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Studies from a cytological aspect of eukaryotic chromosomes including chromosome structure, chromosomal aberrations, and chromosome mapping.

BIOL 7233 Applied Biology**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

BIOL 7333 Evolutionary Ecology**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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**4 Credit Hours. 3 Lecture Hours. 3 Lab Hours.**

Examines physiological, evolutionary, and ecological relationships between arthropod vectors, microbial pathogens they transmit and their vertebrate hosts.

BIOL 7530 Biometry**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

BIOL 7531 Research Methods**3 Credit Hours. 1 Lecture Hour. 4 Lab Hours.**

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 7610 Graduate Seminar**1 Credit Hour. 1 Lecture Hour. 0 Lab Hours.**

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 M.S. degree.

BIOL 7890 Directed Individual Study**1-4 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

An independent or directed individual study supervised by a member of the graduate faculty of the Department of Biology.

BIOL 7893 Biological Problems**1-4 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

Studies of biological problems in a specialized area of biology under the supervision of a member of the biology faculty.

BIOL 7895 Research**1-3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

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.

BIOS Biostatics

BIOS 6135 Topics of Inference in Biostatistics I **3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 6136 Topics of Inference in Biostatistics II **3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course will introduce large sample theory, such as law of large numbers and the central limit theorem; sampling distributions of estimators; the basis for inferences derived from hypothesis testing and confidence intervals; and simulation methods. Emphasis will be placed on how these techniques are used in biostatistical problems and applications using examples from the pharmaceutical industry.

Prerequisite(s): A minimum grade of "B" in BIOS 6135.

BIOS 6331 Regression Analysis in Biostatistics **3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

BIOS 6332 Experimental Design in Biostatistics **3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

BIOS 6541 Biostatistics for Biostatistics & Epidemiology Majors **4 Credit Hours. 3 Lecture Hours. 2 Lab Hours.**

This course examines statistics in public health with particular emphasis on applications in Epidemiology and other public health and medical fields. Topics will include sampling, basic discrete and continuous distributions, descriptive statistics, hypotheses testing, confidence intervals, two-sample inferences, odds ratios, relative risks, Chi-square tests of independence, non-parametric methods, correlation, regression, ANOVA, and logistic regression. Emphasis will be on the development of critical thinking skills and epidemiologic and other health data analysis applications with computer software.

Cross Listing(s): PUBH 6541.

BIOS 7090 Selected Topics in Biostatistics **1-3 Credit Hours. 1-3 Lecture Hours. 0 Lab Hours.**

Allows the student the opportunity to receive specialized and/or focused instruction in a biostatistical topic not generally offered by the department.

BIOS 7131 Survival Analysis **3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

BIOS 7331 Multivariate Analysis in Biostatistics **3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 7535 Data Analysis with SAS **3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 7544.

BIOS 7544 Data Management for Biostatistics**4 Credit Hours. 3 Lecture Hours. 2 Lab Hours.**

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 7890 Directed Individual Study**1-3 Credit Hours. 1-3 Lecture Hours. 0 Lab Hours.**

Provides the student with an opportunity to investigate an area of interest under the direction of a faculty mentor.

BIOS 9130 Biostatistical Consulting**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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, conduction needed simulation (including Monte Carlo methods and Bootstrap methods) and providing oral and written communication of statistical findings.

Prerequisite(s): A minimum grade of "B" in PUBH 8130.

BIOS 9131 Advanced Statistical Theory for Biostatistics I**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 9132 Advanced Clinical Trials**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

BIOS 9133 Advanced Statistical Theory for Biostatistics II**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 9134 Stochastic Process for Biological Systems**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course provides the student with an introduction to stochastic processes with emphasis on Markov chains, The Poisson Process, Brownian Motion and other continuous time processes. The theory developed will be used to model and simulate complex biochemical reaction networks and perform network inference given data from the stochastic trajectory of a biological process, typically arising from microarray or next generation sequencing experiments.

BIOS 9135 Advanced Survival Analysis**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This is a course on the study of the theory of survival data. Counting processes and martingale methods will be introduced. Emphasis will be placed on the applications of the theory and on the methodologies for survival data, such as Kaplan-Meier estimate, log-rank test, Cox model, etc. The students will learn how to use R language to setup survival dataset and perform analysis.

Prerequisite(s): A minimum grade of "B" in BIOS 6531 and BIOS 7131 and BIOS 6331.

BIOS 9136 General and Generalized Linear Models**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course provides students with a review of the classical General Linear model and an introduction to the Generalized Linear Model. The first half of the course includes a review of the linear model with the necessary matrix algebra and multivariate normal distribution theory, then to the analysis of quadratic forms and the study of the General Linear Model. The second half of the course begins with an introduction of the components of a Generalized Linear Model and methods of fitting these models. It also covers the most widely used types of models, logistic regression, log-linear models and Quasi-likelihood functions.

BIOS 9231 Bayesian Statistics I**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 9331 Meta-Analysis**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 9333 Applied Longitudinal Data Analysis**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 9432 Randomization and Bootstrap Methods in Health Data**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.**Corequisite(s):** BIOS 9231.**BIOS 9433 Analysis with Missing and Mis-specified Data****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 9132.**Corequisite(s):** BIOS 9231.

BUSA Business Administration

BUSA 7030 Special Topics in Business**1-3 Credit Hours. 1-3 Lecture Hours. 0 Lab Hours.**

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): A minimum grade of "C" in MGNT 7331.**Cross Listing(s):** BUSA 7030S.**BUSA 7030S Special Topics in Business****1-3 Credit Hours. 1-3 Lecture Hours. 0 Lab Hours.**

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): A minimum grade of "C" in MGNT 7331.**Cross Listing(s):** BUSA 7030.**BUSA 7130 International Business****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course presents fundamental considerations for managers of international trade operations, providing students with the experience of simulating the business of exporting.

BUSA 7314 Team Building**1 Credit Hour. 1 Lecture Hour. 0 Lab Hours.**

Designed to teach essential skills for teamwork.

BUSA 7530 Global Business Strategy**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course focuses on global strategic management and encourages the analysis and development of business strategies within a global environment.

Prerequisite(s): A minimum grade of "C" in ACCT 7230 and FINC 7231 and MGNT 7430 and MKTG 7431.**Cross Listing(s):** BUSA 7530S.**BUSA 7530S Global Business Strategy****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course focuses on global strategic management and encourages the analysis and development of business strategies within a global environment.

Prerequisite(s): A minimum grade of "C" in ACCT 7230 and FINC 7231 and MGNT 7430 and MKTG 7431.**Cross Listing(s):** BUSA 7530.**BUSA 7790 Internship in Business****1-6 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

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.

BUSA 7890 Individual Research**1-3 Credit Hours. 0-3 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): BUSA 7890S.**BUSA 7890S Individual Research****1-3 Credit Hours. 0-3 Lecture Hours. 0 Lab Hours.**

A guided individual research project which 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.

Cross Listing(s): BUSA 7890.**BUSA 9031 Seminar on Scientific Method, Theory, and Philosophy of Science****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

BUSA 9332 Applied Multivariate Methods for Business Research**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course will enable students to master the analytical/methodological skills needed to evaluate and conduct research in their areas of specialization. Students will be introduced to multivariate data analysis methods, especially linear models, needed in their research areas. Students should be able to apply appropriate multivariate statistical techniques to analyze real data sets and prepare methodology and results appropriate for business journals. Students will be able to understand the multivariate techniques commonly used in current literatures of their research areas.

Prerequisite(s): A minimum grade of "B" in MGNT 7331.**BUSA 9333 Advanced Multivariate Methods for Business****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course will enable students to master the analytical/methodological skills needed to evaluate and conduct research in their areas of specialization. Students will be introduced to multivariate data analysis methods needed in their research areas, including statistical concepts, principles, and techniques of analysis of variance, confirmatory factor analysis, and structural equations models. Students will be able to understand the multivariate statistical techniques used in current literatures, apply appropriate techniques to support their research and prepare methodology and results appropriate for business journals. Students will learn to use statistical software to assist problem solving.

Prerequisite(s): A minimum grade of "C" in BUSA 9332.

BUSA 9334 Qualitative Research Methods in Business**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course provides a survey of qualitative research philosophies and methods. Its focus is on the use of qualitative research to understand phenomenon generally considered within the domain of logistics and supply chain management. The majority of the time will be spent comparing and contrasting four main approaches to qualitative research -- grounded theory, case studies, focus groups, and phenomenology -- to illustrate the variations on qualitative research available. Although philosophical foundations are discussed, the course places primary emphasis on the application of qualitative research methods. Of particular emphasis are decisions and activities that the qualitative researcher must accomplish, such as selecting a phenomenon for study, determining research objectives and questions, selecting a qualitative research design, choosing data sources, conducting a long interview, analyzing qualitative data, evaluating qualitative research, and writing and reporting the results.

CENG Civil Engineering

CENG 5133G Water Supply and Wastewater Collection Systems**3 Credit Hours. 2 Lecture Hours. 2 Lab Hours.**

This course covers water supply and wastewater collection systems. Topics include basic hydraulics, major and minor head losses, pipes in series and parallel, water distribution network analysis, design of water supply distribution systems, sanitary sewer collection systems, and storm sewer collection systems. Graduate students will be required to complete individual advanced level research in an area beyond the scope of the undergraduate requirements that demonstrates a higher level of mastery in the subject matter with additional required deliverables representative of graduate level work, as determined by the instructor.

Prerequisite(s): A minimum grade of "C" in CENG 3132.**Cross Listing(s):** CENG 5133.**CENG 5137G Open Channels and Pumps****3 Credit Hours. 2 Lecture Hours. 2 Lab Hours.**

The course covers the application of principles of fluid mechanics to flow in open channels and pumps. Topics include uniform flow, flow resistance, gradually varied flow, flow transitions for open channels, pump classification, system hydraulics, pump curves and duty points, and water and wastewater pumping stations. The course additionally addresses open channel design, and pump station design. Graduate students will be required to complete individual advanced level research in an area beyond the scope of the undergraduate requirements that demonstrates a higher level of mastery in the subject matter with additional required deliverables representative of graduate level work, as determined by the instructor.

Prerequisite(s): A minimum grade of "C" in CENG 2131 or permission of instructor.**Cross Listing(s):** CENG 5137.**CENG 5139G Advanced Water and Wastewater Treatment****3 Credit Hours. 2 Lecture Hours. 2 Lab Hours.**

The course covers advanced water and wastewater treatment processes necessary for designing and managing modern drinking water and wastewater treatment plants. Topics include ion exchange, ozonation, adsorption, membrane, Biological Nutrients Removal (BNR), Membrane Biological Reactor (MBR), disinfection, sludge treatment and disposal, wastewater reclamation and reuse, and effluent disposal. Graduate students will be required to complete individual advanced level research in an area beyond the scope of the undergraduate requirements that demonstrates a higher level of mastery in the subject matter with additional required deliverables representative of graduate level work, as determined by the instructor.

Prerequisite(s): A minimum grade of "C" in CENG 3132 or permission of instructor.**Cross Listing(s):** CENG 5139.**CENG 5231G Pavement Analysis and Design****3 Credit Hours. 2 Lecture Hours. 2 Lab Hours.**

This course provides an introduction to different approaches to pavement analysis and design, including flexible and rigid pavement design, preservation, rehabilitation, and management. Graduate students will be required to complete individual advanced level research in an area beyond the scope of the undergraduate requirements that demonstrates a higher level of mastery in the subject matter with additional required deliverables representative of graduate level work, as determined by the instructor.

Prerequisite(s): A minimum grade of "C" in CENG 3232 and CENG 3233 or permission of instructor.**Cross Listing(s):** CENG 5231.**CENG 5232G Foundation Design****3 Credit Hours. 2 Lecture Hours. 2 Lab Hours.**

This course provides an introduction to foundation design methods, including shallow foundations, slope stability analysis, pile foundations, and retaining walls. Graduate students will be required to complete individual advanced level research in an area beyond the scope of the undergraduate requirements that demonstrates a higher level of mastery in the subject matter with additional required deliverables representative of graduate level work, as determined by the instructor.

Prerequisite(s): A minimum grade of "C" in CENG 3232 or permission of instructor.**Cross Listing(s):** CENG 5232.**CENG 5234G Asphalt Mix Design****3 Credit Hours. 2 Lecture Hours. 2 Lab Hours.**

This course is an introduction to contemporary materials and engineering properties of asphalt binders, modified binders, and asphalt mixtures including: modern binder and mixture specifications, mix design systems and test methods. Graduate students will be required to complete individual advanced level research in an area beyond the scope of the undergraduate requirements that demonstrates a higher level of mastery in the subject matter with additional required deliverables representative of graduate level work, as determined by the instructor.

Prerequisite(s): A minimum grade of "C" in CENG 3233 or permission of instructor.**Cross Listing(s):** CENG 5234.**CENG 5331G Advanced Structural Analysis****3 Credit Hours. 3 Lecture Hours. 1 Lab Hour.**

This course covers the analysis of statically indeterminate structures. Classical methods, such as the slope-deflection and moment distribution techniques are presented. The course additionally covers the matrix-based stiffness method of analysis for indeterminate trusses, beams, and frames. Graduate students will be required to complete individual advanced level research in an area beyond the scope of the undergraduate requirements that demonstrates a higher level of mastery in the subject matter with additional required deliverables representative of graduate level work, as determined by the instructor.

Prerequisite(s): A minimum grade of "C" in CENG 3331 and MATH 2331 and ENGR 1731 or permission of instructor.**Cross Listing(s):** CENG 5331.**CENG 5332G Prestressed Concrete Design****3 Credit Hours. 3 Lecture Hours. 1 Lab Hour.**

This course introduces students to the design of common prestressed concrete elements. It presents historical developments, the properties of constituent materials, prestress losses, and the design of prestressed structural members to support flexural and shear loadings. Graduate students will be required to complete individual advanced level research in an area beyond the scope of the undergraduate requirements that demonstrates a higher level of mastery in the subject matter with additional required deliverables representative of graduate level work, as determined by the instructor.

Prerequisite(s): A minimum grade of "C" in CENG 3333 or permission of instructor.**Cross Listing(s):** CENG 5332.

CENG 5336G Introduction to Finite Elements**3 Credit Hours. 3 Lecture Hours. 1 Lab Hour.**

This course provides an introduction to the Finite Element Method, focusing on common elements and problems encountered in civil engineering practice. The course illustrates useful concepts and procedures associated with linearly behaving static structures, modeled by using truss, beam, frame, plane and plate elements. Graduate students will be required to complete individual advanced level research in an area beyond the scope of the undergraduate requirements that demonstrates a higher level of mastery in the subject matter with additional required deliverables representative of graduate level work, as determined by the instructor.

Prerequisite(s): A minimum grade of "C" in CENG 5331 or permission of instructor.

Cross Listing(s): CENG 5336.

CHBE Comm Hlth Behavior & Ed

CHBE 9130 Research Methods in Community and Behavioral Health**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

CHEM Chemistry

CHEM 5233G Environmental Chemistry**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): CHEM 5233.

CHEM 5331G Advanced Organic Chemistry**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

A course designed to build upon the knowledge gained in CHEM 3341 (Organic I) and CHEM 3342 (Organic II). Topics covered will include considerations of structural and mechanistic organic chemistry, synthetic organic chemistry and bioorganic chemistry.

Prerequisite(s): A minimum grade of "C" in CHEM 3342.

Cross Listing(s): CHEM 5331.

CHEM 5332G Principles of Drug Design**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

A course designed to introduce the chemistry of drug design and development, as well as drug actions and their impacts on society. Topics include drug discovery, receptor site theory, neurotransmitters, pharmacokinetics, federal drug laws, drugs in sports and individual classes of drugs.

Prerequisite(s): A minimum grade of "C" in CHEM 3342.

Cross Listing(s): CHEM 5332.

CHEM 5333G Carbohydrate Chemistry**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course provides students with an introduction to the chemistry of carbohydrates. Topics include structural aspects, stereochemistry, synthesis, conformational analysis, polysaccharides, and vaccine development.

Prerequisite(s): A minimum grade of "C" in CHEM 3342.

Cross Listing(s): CHEM 5333.

CHEM 5531G Bioinorganic Chemistry**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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): A minimum grade of "C" in CHEM 5541 or CHEM 5541H.

Cross Listing(s): CHEM 5531.

CHEM 5541G Biochemistry I**4 Credit Hours. 4 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): CHEM 5541, CHEM 5541H.

CHEM 5542G Biochemistry II**4 Credit Hours. 4 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): CHEM 5542. **Cross Listing(s):** CHEM 5542.

CHEM 6130 Industrial Science**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course will provide an overview of the chemical industry, focusing on the chemistries located in the Southern US. Topics to be covered will be the origin and manufacture of basic petroleum feedstocks and petrochemicals; catalysis; pulp and paper chemistry; polymers and plastics; adhesives, sealants, and glues; agricultural chemistry, green chemistry, and nuclear chemistry. Financial analysis, costs, and intellectual property will be discussed. The impact of these industries on the economy of the Southern United States will also be addressed.

Prerequisite(s): A minimum grade of "C" in CHEM 3342.

CHEM 6131 Solid State Materials**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course is an introduction to the physical and chemical properties of solids. Topics may include: periodic structure, symmetry of crystals, diffraction, reciprocal lattice, chemical bonding, lattice dynamics, phonons, thermal properties, and free electron gas. Bloch theorem, band structure, nearly free electron approximation, tight binding method, Fermi surface, semiconductors, electrons, holes, impurities, optical properties, excitons, and magnetism will be introduced.

Prerequisite(s): A minimum grade of "C" in MATH 2242.

CHEM 6230 Scientific Inquiry and Ethics**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course will provide a foundation in modern research methods, data handling and analysis, and a grounding in the current standards for scientifically ethical behavior and publishing.

CHEM 6730 Master of Science in Physical Science Internship**3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

This course is the required internship for the Master of Science in Physical Science (MSPS) degree. Students will apply their skills and knowledge to a current problem in a professional setting, either on campus or at the site of a participating sponsor.

CHEM 7031 Molecular Visualization**3 Credit Hours. 0 Lecture Hours. 3 Lab Hours.**

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**4 Credit Hours. 2 Lecture Hours. 4 Lab Hours.**

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): One year of college chemistry.

CHEM 7090 Selected Topics/Chemistry**1-6 Credit Hours. 0-6 Lecture Hours. 0-6 Lab Hours.**

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.

CHEM 7130 Sustainability in the Physical Sciences**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course will provide an overview of sustainability, including current standards of sustainability, quantitative methods of measurement, and current applications of sustainable practices. The twelve Principles of Green Chemistry and Engineering will form the foundation of this course. Case studies, analysis of sustainability trends and common practices, and future research will be covered. Lifecycle analysis, current best practices in sustainability, the triple bottom line, social impacts of sustainability, and other topics will be discussed.

CHEM 7334 Polymer Materials**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course will introduce students to the world of polymer materials, which are ubiquitous in daily life around the world. It will cover the chemistry of hard and soft polymers, applied polymer science, and the analysis of polymeric materials. This course will also cover how polymers are synthesized and characterized, what unique properties polymers have, and how polymer materials are used. Material covered will include different ways of synthesizing polymers, including step, chain (free radical, "controlled" free radical, ionic), catalytic, and ring opening polymerizations. Important concepts on polymer structure, molecular weight and its distribution, glass transition, and amorphous versus crystalline state will be introduced. Various physical properties and applications of polymers, including mechanical and electrical properties, will also be briefly described.

CHEM 7335 Coatings Technology**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course will introduce the fascinating field of coatings technology, which is widely applied in daily life. The course will cover what a coating is typically composed of, what typical coating binders are and how they are made, how to formulate a coating (different coating categories), and how typical coatings properties are affected by various ingredients.

CHEM 7531 Chemistry of Biomolecules I**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course covers the fundamental structure and function of the three major classes of biomolecules: proteins, lipids, and carbohydrates, as well as signal transduction, DNA technologies, and membrane transport.

CHEM 7532 Chemistry of Biomolecules II**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course covers the catabolism and anabolism of biomolecules of proteins, lipids, and amino acids and examines nucleic acid chemistry, including DNA replication, transcription, translation, and recombinant DNA technology.

CHEM 7630 Graduate Seminar**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course will consist of formal seminars and informal sessions on current topics of interest to the program as presented by visiting lecturers, local researchers, and students. All MS-APS students must attend a set number of seminars each term they are enrolled in the program.

Thesis track students in their final semester will prepare a comprehensive presentation on their thesis research as well as submit a report reviewing the topics covered during the seminar series.

CHEM 7895 Research**1-3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

Graduate students will pursue, under the direction of their advisory committee, a program of independent research in a particular area of physical science. Results of the research will be presented as a thesis in partial fulfillment of the Master of Science in Applied Physical Science degree.

CHEM 7999 Thesis**1-3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

Results of an individual, independent research project will be presented as a thesis in partial fulfillment of the Master of Science in Physical Science degree. The thesis requires defense of the design, execution, analysis, and interpretation of the research project.

CHFD Child and Family Devel

CHFD 6130 Parent Education**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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): Completion of the Masters of Education core curriculum.

CHFD 6131 Assessment of Children's Development**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Assessment of Children's Development 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.

CHFD 7090 Selected Topics in Child and Family Development**1-3 Credit Hours. 1-3 Lecture Hours. 0-3 Lab Hours.**

Provides the student with an opportunity for in-depth study of selected topics in Child and Family Development.

Prerequisite(s): Permission of Instructor.

CIED-Valdosta State-Franchise

CIED 7601 Course Management systems for E-Learning**3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

The study and ethical practice of facilitating online learning through integrated course management systems.

CIED 7602 Resources and Strat for E-Lear**3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

Practical experiences in selection, implementation, and evaluation of digital resources and strategies for teaching and learning.

CIED 7603 Desgn & Deliv of Inst E-Learn**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Supervised online field-based experience in design, delivery, and evaluation of standards-based content to an appropriate student population.

CISM Computer Infor Systems

CISM 6120 Technology for Executives**2 Credit Hours. 2 Lecture Hours. 0 Lab Hours.**

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**3 Credit Hours. 0-3 Lecture Hours. 0-3 Lab Hours.**

Provides the student with an opportunity for in-depth study of selected topics in Information Systems.

CISM 7131 Survey of Digital Forensics**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course will survey the current digital environment as it relates to financial and business fraud. Topics will include a survey of the forensic investigative process for digital evidence, case studies of investigations where proper data handling and analysis resulted in positive investigative results, an overview of best practices for evidence presentation, and analysis of current events and investigations from open sources.

Prerequisite(s): Admission to the MAcc Program and permission of SOA director.

CISM 7231 ERP Business Process Analysis Using SAP**3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

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 and permission of Director of Graduate Programs for COBA.

CISM 7235 ERP Customization for SAP**3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

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.

CISM 7330 Information Technology Management**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 permission of Director of Graduate programs for COBA and prior or concurrent enrollment in and a minimum grade of "C" in MGNT 7331.

CISM 7331 Enterprise Systems Analysis**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 permission of Director of Graduate programs for COBA; prior or concurrent enrollment in and a minimum grade of "C" in MGNT 7331.

CISM 7332 Enterprise Data Management**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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): Graduate standing and permission of Director of Graduate programs for COBA; prior or concurrent enrollment in and a minimum grade of "C" in MGNT 7331.

CISM 7333 Digital Commerce**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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): Graduate standing and permission of Director of Graduate programs for COBA; prior or concurrent enrollment in and a minimum grade of "C" in MGNT 7331.

CISM 7334 IT Strategy and Policy**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 & ethics, outsourcing IT, developing IT as an organizational core competency, and improving business processes through the application of IT.

Prerequisite(s): Graduate standing and permission of Director of Graduate programs for COBA; prior or concurrent enrollment in and a minimum grade of "C" in MGNT 7331.

CISM 7335 Business Intelligence and Performance Management Systems**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This courses 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): Completion of CISM 7330 is recommended.

CISM 7336 Enterprise Information Systems**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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): Completion of CISM 7330 is recommended.

CISM 7339 ERP Certification Review**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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): Completion of CISM 7231 is recommended.

CISM 7431 Project Management**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 and prior completion of CISM 7331 is recommended.

Cross Listing(s): MGNT 7431.

CISM 9630 Information Systems Theories and Research**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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): Acceptance to Ph.D. Program in Logistics & Supply Chain Management.

CISM 9631 Seminar in Supply Chain Information Systems**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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): Acceptance to Ph.D. Program in Logistic & Supply Chain Management.

COHE Community Health

COHE 6130 Research Methods in Health Science **3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

COHE 7090 Selected Topics in Community Health Education **1-3 Credit Hours. 1-3 Lecture Hours. 0 Lab Hours.**

Allows the student the opportunity to receive specialized and/or focused instruction in a community health topic not generally offered by the department.

COHE 7232 Health Promotion Planning **3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

COHE 7237 Rural Community Health Issues **3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 intervention and services in rural settings.

COHE 7238 Communication for Change **3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 1-3 Lecture Hours. 0 Lab Hours.**

Provides the student with an opportunity to investigate an area of interest under the direction of a faculty mentor.

COML Comparative Literature

COML 5330G World Drama to Romanticism **3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 ENGL 2111 and ENGL 2231.

Cross Listing(s): ENGL 5330, ENGL 5330G, COML 5330.

COML 5530G The Bible as Literature **3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 ENGL 2111 and ENGL 2131.

Cross Listing(s): COML 5530, ENGL 5530, ENGL 5530G, RELS 5530, RELS 5530G.

COML 5536G Post-Colonial Literature **3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 2232 and prior or concurrent enrollment in ENGL 2131.

Cross Listing(s): ENGL 5536, ENGL 5536G, COML 5536.

COMM Communication Arts

COUN Counseling Education

COUN 7131 Student Services in Higher Education **3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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, Rational Emotive Behavioral, Motivational Interview**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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. Students 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): Minimum grade of "B" in COUN 7231, COUN 7332, COUN 7333, and proof of liability insurance.**COUN 7236 Human Sexuality and Counseling****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.**Corequisite(s):** COUN 7333.**COUN 7335 Individual Analysis****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 orientation issues.

Prerequisite(s): COUN 7333 and proof of professional liability insurance.

COUN 7338 Life Span Development**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 development research and theory to counseling and related educational settings.

COUN 7432 Dev Guid Curr**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

The role and functions of the school counselor in designing and implementing the developmental guidance curriculum for grades P-12. Large group guidance, small group counseling and individual counseling interventions are examined and guidance units organized to address clients' developmental needs. Ethical and diversity issues in designing curricula are emphasized.

COUN 7433 Consultation & Intervention**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course provides a general framework for understanding and practicing major models of consultation and advocacy as well as applying theoretical material to case and organizational conceptualizations. In addition, approaches to recognizing and assisting students, teachers, and families with issues that may affect student development and functioning are included (abuse, violence, addictions, attention deficit hyperactivity disorder, childhood depression, suicide, etc.). (3 semester hours).

COUN 7437 School Counseling Program Coordination and Curriculum**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 4 Lecture Hours. 0 Lab Hours.**

The course is designed to introduce students to the ethical standards that govern the school counseling profession. The course also is 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 in COUN 7332 with a minimum grade of "C".

COUN 7448 Leadership, Consultation and Intervention in the Schools**4 Credit Hours. 4 Lecture Hours. 0 Lab Hours.**

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 7445 and COUN 7437, permission of the instructor.

Corequisite(s): COUN 7738 or COUN 7739.

COUN 7449 Family/School/Community Collaboration**4 Credit Hours. 4 Lecture Hours. 0 Lab Hours.**

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 7445 and a minimum grade of "C" in COUN 7437 or COUN 7432.

COUN 7737 Practicum**3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

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): A minimum grade of "C" in COUN 7332, COUN 7333, and COUN 7334, proof of professional liability.

COUN 7738 Internship I**1-3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

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): A minimum grade of "C" in COUN 7332, COUN 7333, COUN 7334, and COUN 7337.

COUN 7739 Internship II**3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

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.

COUN 7798 Internship I in Higher Education
3 Credit Hours. 0 Lecture Hours. 3-6 Lab Hours.

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
3 Credit Hours. 1 Lecture Hour. 0 Lab Hours.

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.

COUN 7890 Directed Individual Study
1-3 Credit Hours. 1-3 Lecture Hours. 0 Lab Hours.

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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 8536 Counseling Advocacy and Systemic Change in a Diverse Society
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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 8537 Adv Counsel Prac & Supv
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

Advanced clinical experience in application of counseling theories, tools and techniques in counseling. Includes monitored experience in the supervision of counseling.

COUN 8538 Advanced Group Development and Supervision
3 Credit Hours. 2 Lecture Hours. 1 Lab Hour.

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): A minimum grade of "C" in COUN 7334.

COUN 8590 Selected Topics in Counseling
1-6 Credit Hours. 1-6 Lecture Hours. 0 Lab Hours.

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 Credit Hours. 0 Lecture Hours. 0 Lab Hours.

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
3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.

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.

COUN 8890 Directed Individual Study
1-3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.

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.

CRJU Criminal Justice

CRJU 7434 Quantitative Research Design
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

This course focuses on the study of the role of theory, research design, sampling, measurement and instrumentation, data collection, and ethical issues related to social scientific research.

CRJU 7436 Qualitative Research Design
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

This course addresses the 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.

CRJU 7437 Statistics for Social Science
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

This course addresses the techniques and statistics necessary to design and interpret quantitative social scientific research.

CRJU 7631 Theories of Crime and Deviance
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

This course is an examination of both classical and contemporary explanations of crime and deviance, including, but not limited to: control, learning, strain, labeling, rational choice, conflict and theoretical integration.

CRJU 7632 Seminar in Criminal Justice
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

This course explores a selected topic in criminal justice of interest to groups of students, including, but not limited to policing, corrections, courts, or the law, which are relevant to their course of specialization in the graduate curricula of the University. Course may be repeated when topic is different.

CRJU 7633 Seminar in Criminology
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

This course focuses on the exploration of a selected topic in criminology of interest to groups of students which are relevant to their course of specialization in the graduate curricula of the University. Course may be repeated when topic is different.

CRJU 7790 Practicum
3-9 Credit Hours. 0 Lecture Hours. 0 Lab Hours.

This course is designed as an educational placement to give graduate students a practical experience in a vocationally-appropriate setting.

CRJU 7891 Independent Study
1-3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.

This course is an independent examination of graduate course topics offered in the criminal justice and criminology curriculum of the Department of Criminal Justice and Criminology following guidelines of the College of Graduate Studies.

CRJU 7892 Directed Research**1-3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

This course requires 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 Social Science with concentration in Criminal Justice and Criminology.

CRJU 7999 Thesis**1-6 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

Students will conduct a critical and analytical research thesis examining an approved criminal justice or criminology topic.

CSCI Computer Science

CSCI 5090G Selected Topics in Computer Science**1-3 Credit Hours. 1-3 Lecture Hours. 0 Lab Hours.**

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.**Cross Listing(s):** CSCI 5090.**CSCI 5130G Data Management for Math and the Sciences****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.**Cross Listing(s):** CSCI 5130.**CSCI 5230G Discrete Simulation****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.**Cross Listing(s):** CSCI 5330.**CSCI 5331G Computer Architecture****3 Credit Hours. 2 Lecture Hours. 2 Lab Hours.**

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, and 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.**Cross Listing(s):** CSCI 5331.**CSCI 5332G Data Communications and Networking****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 CSCI 5331 and STAT 2231.**Cross Listing(s):** CSCI 5332, CSCI 5332H.**CSCI 5335G Object-Oriented Design****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.**Cross Listing(s):** CSCI 5335.**CSCI 5430G Artificial Intelligence****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.**Cross Listing(s):** CSCI 5430.**CSCI 5431G Computer Security****3 Credit Hours. 2 Lecture Hours. 2 Lab Hours.**

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. 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 2120.**Corequisite(s):** CSCI 5332G.**Cross Listing(s):** CSCI 5431.**CSCI 5436G Distributed Web Systems Design****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.**Cross Listing(s):** CSCI 5436, CSCI 5436H.**CSCI 5437G Computer Graphics****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 introduced. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

Cross Listing(s): CSCI 5437.**CSCI 5438G Animation****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Course covers mechanism of computer animation and their implementation in OpenGL, together with advanced graph theory. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

Cross Listing(s): CSCI 5438.

CSCI 5530G Software Engineering**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 5432 and CSCI 5335 and CSCI 5330 or Permission of Instructor.

Cross Listing(s): CSCI 5530.

CSCI 5531G Systems and Software Assurance**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course presents a body of knowledge in systems and software assurance and evaluation including security, safety, and integrity analysis. The core part of the course is software assurance where students are exposed to code and architectural analysis, secure coding practices, standards, and tools. The course also explores standards in modeling internal security at the organizational level and will involve students in risk assessments, comprehensive assurance planning, as well as an array of countermeasure considerations. Graduate students will be required to complete an individual research project not required of undergraduate students.

Prerequisite(s): A minimum grade of "C" in CSCI 1302 and CSCI 3432 or permission of instructor.

Cross Listing(s): CSCI 5531.

CSCI 5532G Network Management Systems**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Theory and practice of network management systems architectures and protocols, including fundamentals of standards models, languages, SNMP, broadband and Web-based tools and 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 5332G.

Cross Listing(s): CSCI 5532.

CSCI 5538G Wireless and Mobile Systems**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course deals with the basics of cellular and mobile communication systems, multiple radio access procedures and channel allocation techniques, the architecture and functioning of satellite systems including global positioning system 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. 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 5332G or Permission of Instructor.

Cross Listing(s): CSCI 5538.

CSCI 7090 Selected Topics in Computer Science**1-3 Credit Hours. 1-3 Lecture Hours. 0-2 Lab Hours.**

Specialized study in a selected area of Computer Science.

Prerequisite(s): Permission of Instructor.

CSCI 7130 Artificial Intelligence - Theory and Application**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 4 Lecture Hours. 0 Lab Hours.**

Software and hardware topics that include an object oriented language, web page construction, electric circuits, architecture, language translation, operating system, and networks. This course is primarily intended for those that are beginning a Masters Degree in Technology. This course cannot be taken for credit by those earning a Masters in Mathematics.

Prerequisite(s): Enrollment in the Master of Science in Appliance Engineering degree program or permission of instructor.

CSCI 7230 Advanced Computer Architecture**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

A study of parallel constructs for providing experiences in designing and analyzing parallel algorithms.

Prerequisite(s): A minimum grade of "C" in CSCI 5332 or Permission of Instructor.

CSCI 7334 Unix Network Programming**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 "B" in CSCI 5332 and a minimum grade of "C" in STAT 2231 or Permission of Instructor.

CSCI 7337 Optical Networks**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 "B" in CSCI 5332 and a minimum grade of "C" in STAT 2231 or Permission of Instructor.

CSCI 7431 Distributed Database Systems**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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, cryptology and parallel processing.

Prerequisite(s): A minimum grade of "C" in CSCI 5330 or Permission of Instructor.

CSCI 7434 Data Mining**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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(s): A minimum grade of "C" in CSCI 5332 and CSCI 5432 or Permission of Instructor.

CSCI 7532 Advanced Software Engineering**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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): A minimum grade of "C" in CSCI 5530.

CSCI 7533 Requirements and Architecture**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 7610 Graduate Seminar**1 Credit Hour. 1 Lecture Hour. 0 Lab Hours.**

Students will research topics related to their major/concentration, under supervision of one or more faculty members. Each student will present results on topics of interest to the class on new developments in mathematical sciences, or on his/her research project. Faculty members also may present lectures for the benefit of the students. Course may be repeated up to a maximum of 3 credit hours to be counted toward the M.S. in Mathematics.

CSCI 7890 Directed Study in Computer Science**1-3 Credit Hours. 1-3 Lecture Hours. 0-2 Lab Hours.**

Directed study under faculty supervision.

Prerequisite(s): Permission of Instructor and Department Chair.

CSCI 7892 Research Project in CSC**1-6 Credit Hours. 1-6 Lecture Hours. 0 Lab Hours.****CSCI 7899 Research Project in Computer Science****1-6 Credit Hours. 1-6 Lecture Hours. 0-4 Lab Hours.**

Research project addressed toward a real world problem.

Prerequisite(s): Permission of Project Advisor and Department Chair.

CSCI 7999 Thesis**1-6 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

Thesis.

ECED Early Childhood Ed

ECED 7132 Effective Curriculum and Instruction in Elementary Schools**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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): A minimum grade of "C" in EDUR 7130 or EDUF 7130 or ECED 7132.

ECED 7232 Children's Literature**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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): A minimum grade of "C" in EDUR 7130 or EDUF 7130 or ECED 7132.

ECED 7430 Advanced Science Methods**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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): A minimum grade of "C" in EDUR 7130 or EDUF 7130 or ECED 7132.

ECED 7530 Advanced Social Studies Methods**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Prerequisites: A minimum grade of "C" in ECED 7132 or EDUF 7130 or EDUR 7130 or permission of instructor.

ECED 7639 Seminar in P-5**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

ECED 8890 Directed Individual Study**1-3 Credit Hours. 1-3 Lecture Hours. 0 Lab Hours.**

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.

ECON Economics

ECON 6230 Foundations of Economics**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

A study of the fundamental concepts and theories of microeconomics and macroeconomics.

Prerequisite(s): Graduate standing.

ECON 7030 Special Topics**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

A customized course that allows students to pursue further study in a specific topic.

Prerequisite(s): Permission of Department Chair.

Cross Listing(s): ECON 7030S.

ECON 7030S Special Topics**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

A customized course that allows students to pursue further study in a specific topic.

Prerequisite(s): Permission of Department Chair.

Cross Listing(s): ECON 7030.

ECON 7110 Math for Applied Economics**1 Credit Hour. 0 Lecture Hours. 0 Lab Hours.**

A review of mathematical concepts that will be utilized in the Master of Science in Applied Economics program. The primary focus will be on getting practice using mathematical concepts that are not necessarily new to the student but which may not have been used for some time. Topics include economic models, set theory, types of functions, comparative statics and differentiation, and constrained optimization techniques.

Prerequisite(s): Permission of Department Chair.

ECON 7131 Microeconomics**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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): Admission to MSAE program or permission of Department Chair.

ECON 7132 Macroeconomics**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course is an introduction to advanced macroeconomic theory. The first half studies dynamic models of long-run growth: the Salow model, the neoclassical growth model, overlapping generation models, and endogenous growth models; it also discusses long-run policy issues and 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): Admission to MSAE program or permission of Department Chair.

ECON 7133 International Economics**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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): Admission to MSAE program or permission of Department Chair.

ECON 7232 History of Economic Thought**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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): Admission to MSAE program or permission of Department Chair.

ECON 7331 Applied Econometrics I**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 MSAE program or permission of Department Chair.

ECON 7332 Applied Econometrics II**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 MSAE program or permission of Department Chair.

ECON 7431 Regional Economic Development**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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): Admission to MSAE program or permission of Department Chair.

ECON 7531 Industrial Organization**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

An introduction to the modern study of markets with a focus on game theoretic models of imperfect competition. Topics include firm behavior under monopoly power, cooperative and non-cooperative oligopoly, and monopolistic competition. Considerable time will be devoted to understanding the effects of uncertainty on market outcomes.

Prerequisite(s): Admission to MSAE program or permission of Department Chair and a minimum grade of "C" in ECON 7131.

ECON 7631 Advanced Financial Economics**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course is a detailed examination of financial institutions and the impact of institutions on the intertemporal 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): Admission to MSAE program or permission of Department Chair.

ECON 7632 Financial Economics and Risk**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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): Admission to MSAE program or permission of Department Chair.

ECON 7890 Individual Research**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

A guided individual research project that provides the student with an opportunity to explore a topic in-depth.

Prerequisite(s): Permission of Department Chair.

ECON 8131 Health Economics**3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

This advanced course provides an analytical framework for the allocation of health care resources and an exploration of empirical health economics. Topics addressed using advanced economic theory and empirical methodology include the demand and supply of health care, health care market imperfections, and roles and behavior of physicians, hospitals, health insurers, and the government.

Prerequisite: A minimum grade of "C" in ECON 7131 or the approval of the Department Chairperson or the Master of Science in Applied Economics Program Director.

ECON 8231 Behavioral Economics**3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

This course introduces the basic concepts and foundations of behavioral economics that combines psychology and other behavioral sciences with economics to study how real people make decisions and their economic outcomes. Topics include choice under certainty and uncertainty, intertemporal choice and strategic interactions. A dual presentation approach compares behavioral and traditional treatments.

Prerequisite: A minimum grade of "C" in ECON 7131 or the approval of the Department Chairperson or the Master of Science in Applied Economics Program Director.

ECON 8331 Applied Dynamic Optimization**3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

The course covers topics in public policy (especially in tax policy), financial economics, agricultural economics, natural resources management, and a production using techniques such as optimal control theory and dynamic programming, and also implementing them using computational software.

Prerequisite(s): A minimum grade of "C" in ECON 7131.

EDAT Accomplished Teaching

EDAT 6000 Professional Decision Making**3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

Preparation for making informed decisions about effective practices, assessment of learning, and professional actions that will enable educators to optimize both instructional performance and student achievement. This course will focus on the self-assessment of individual student understanding and application of master teacher outcomes based on National Board for Professional Teaching Standards.

EDAT 6001 Using Assessment to Improve Teaching and Learning**3 Credit Hours. 2 Lecture Hours. 2 Lab Hours.**

Advanced study of the critical role of formative and summative assessment implementation and evaluation in an effective standards-based P-12 classroom. The course addresses knowledge of assessment theory and skill in effective practice.

EDAT 6115 Knowledge of Students and Their Learning**3 Credit Hours. 2 Lecture Hours. 2 Lab Hours.**

Students will compile artifacts gathered from various courses in the program and reflect on their learning in relation to program standards.

EDAT 6119 Infusing 21st Cent Tech**3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

Taught by Columbus State University.

EDAT 6159 Multicultural Studies across the Curriculum**3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

Examines professional literature, curricula, and teaching practices related to cultural diversity in education settings. Critically examines how traditional education promotes or hinders student success; identifies elements of culturally responsive pedagogy and their application to curriculum development and learning. Includes a 10-hour field experience in which teachers explore the cultural resources of the communities in which they work.

EDAT 6217 Lit & Learn Strat Across Curri
3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.
 Taught by Columbus State University.

EDAT 6226 Curriculum Design for Student Achievement
3 Credit Hours. 2 Lecture Hours. 2 Lab Hours.
 This course is part of the on-line M.Ed. in Accomplished Teaching. Investigates best practices in curriculum development, curriculum alignment reflecting state and national standards, and assessment in ensuring high student achievement. The course explores subject-specific pedagogical content, related content areas, inclusion of resources and technology that enhance curriculum development and implementation in the classroom. Includes a thirty-hour field experience in the public school environment in activities related to curriculum development and alignment. A curriculum development or curriculum alignment project will be submitted as partial requirement for the successful completion of the course. (Course fee required.).

EDAT 7100 Research Methodology in Education
3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.
 A survey of education and educationally-related research methods incorporating an applied approach to research design. The ability to read, interpret, conduct and report research is emphasized to improve practice in educational settings.

EDAT 7131 Enhancing Student Performance
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
 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. Candidates must tailor their course assignments and experiences to their specific grade levels and certification/content field.

EDAT 7132 Framework for Teaching
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
 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. Candidates must tailor their course assignments and experiences to their specific grade levels and certification/content field.

EDAT 7133 Trends, Issues, & Research in Education
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
 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.

EDCI-Education GAsate Franchi

EDCI 7660 Practicum I
3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.

EDET Education-GOML

EDET 8010 Reflective Teaching Seminar
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
 Introductory course for Educational Specialist Degree. National Board for Professional Teaching Standards are used for candidate's self-assessment of professional goals that are based upon an understanding and application of a master teacher as leader. This course provides the basis for an individualized program of study by identifying appropriate guided electives.

EDET 8020 Using Assessment and Data
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
 Techniques for establishing reliable and valid data sources for student, classroom, and school improvement decisions. Candidates learn how to utilize technology tools for educational management.

EDET 8040 Strategic Plan School Reform
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
 Study of major theories and evidence-based practices in the design and development of research to evaluate the effectiveness of school-based programs, including curricular, co-curricular, and staff development initiatives for the improvement of student learning.

EDLD Educational Leadership

EDLD 7090 Selected Topics in Educational Leadership
1-3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
 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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
 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.

EDLD 7133 School Law
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
 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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
 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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
 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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
 Participant 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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 and EDLD 7133 and EDLD 7234 and EDLD 7737.

EDLD 7430 American Higher Education**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

EDLD 7432 History of American Higher Education**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

EDLD 7530 The Democracy-Centered School Leader**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course will provide an introduction to teacher 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. This course is aligned to the Georgia Board of Regents Principles, Georgia Professional Standards Commission's Teacher Leadership Program Standards, and Council for the Accreditation of Educator Preparation Standards.

EDLD 7531 Legal and Ethical Issues in School Leadership**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course will provide candidates the opportunity to examine legal and ethical principles related to the organizational culture of schools. Candidates in the course will study the legal and moral liability of teachers, teacher leaders, administrators, and school boards. The goal is to provide teacher leaders awareness and understanding of their ethical and legal obligations in schools. Candidates will examine issues concerning local, regional, state, and federal laws and guidelines that may impact the teacher leader's efforts. The Code of Ethics for Georgia Educators provides core ethical guidelines for the course. In addition, this course is aligned to the Georgia Board of Regents Principles, Georgia Professional Standards Commission's Teacher Leadership Program Standards, and Council for the Accreditation of Educator Preparation Standards.

EDLD 7532 Empowering Human Resources**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course will provide teacher leaders with the opportunity to demonstrate the knowledge, skills, and dispositions essential for democracy-centered school leaders in communicating with various stakeholders. Sensitivity to multicultural needs and an understanding of all communities—both internal and external—provide a foundation for the democracy-centered school leader to provide means of access to the school's systems. Interacting with internal and external stakeholders as a key role in teacher 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, Georgia Professional Standards Commission's Teacher Leadership Program Standards, and Council for the Accreditation of Educator Preparation Standards.

EDLD 7534 Leading Innovation and Change**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course will provide candidates the opportunity to examine and apply theory and research related to data based decision making to improve the process of teaching and learning. The 21st century accountability-driven, educational environment requires that teacher leaders make conscious and informed adaptations of their practices to improve student outcomes. The appropriate use of educational data is a core competency for making these decisions. This course builds such competencies by equipping candidates with the knowledge, skills, and dispositions needed to identify, navigate, discuss, explain, analyze, interpret, and communicate educational data. Major topics to be covered include: accountability and dilemmas in using data for learning; skills and strategies for building school and classroom data to engage and lead a data analysis team; using data to identify trends in educational outcomes of students from disadvantaged backgrounds; integrating local, state, and national data in the school improvement process; and summarizing, reporting, and communicating educational data with internal and external stakeholders. This course is aligned to the Georgia Board of Regents Principles, Georgia Professional Standards Commission's Teacher Leadership Program Standards, and Council for the Accreditation of Educator Preparation Standards.

EDLD 7536 Developing Professional Learning Communities**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course will provide candidates the opportunity to examine and apply theory and research relating to leadership, motivation, facilitating change, communicating effectively, team building, and creating and sustaining professional learning communities. This course is aligned to the Georgia Board of Regents Principles, Georgia Professional Standards Commission's Teacher Leadership Program Standards, and Council for the Accreditation of Educator Preparation Standards.

EDLD 7737 Supervised Field Experience I**3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

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 6 hour introductory block for the masters in educational leadership that includes experiences in the daily operation of schools.

EDLD 7738 Supervised Field Experience II**3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

This performance-based residency provides significant opportunities for candidates to synthesize and apply knowledge and skills through standards-based work in authentic, embedded settings. This residency is planned and guided cooperatively by faculty and school district personnel. This course is aligned to the Georgia Board of Regents Principles, Georgia Professional Standards Commission's Teacher Leadership Program Standards, and Council for the Accreditation of Educator Preparation Standards.

EDLD 8130 Educational Evaluation**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 else-where. Alternative sources of school funding are also reviewed.

EDLD 8431 Higher Education Law**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 mandated of due process and equal protection, non-discrimination in employment and educational programs, privacy openness, contractual relationships with students, tenure and academic freedom, and faculty governance.

EDLD 8432 Higher Education Finance**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

EDLD 8435 Higher Education Policy**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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): Admission to M.Ed. Program or permission of instructor.

EDLD 8439 Politics of Higher Education**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Participants will examine policy development, implementation and evaluation at the federal, state and school district. 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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course will serve as the introductory course to the Ed.S. 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.

Corequisite(s): EDLD 8631.**EDLD 8631 Implementing Change****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

EDLD 8632 Organizational Culture**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.**Corequisite(s):** EDLD 8737.**EDLD 8633 Curriculum and Instructional Leadership****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.**Corequisite(s):** EDLD 8634 and EDLD 8738.**EDLD 8634 Managing Operations and Processes****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

EDLD 8635 Leading School Renewal**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Corequisite(s): EDLD 8739 and EDUR 8434.

EDLD 8735 Higher Education Practicum**3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

Participants complete a supervised field experience under the direction of a practicing higher education administrator or supervisor.

EDLD 8737 Residency I**1-3 Credit Hours. 1-3 Lecture Hours. 0 Lab Hours.**

This Residency is required of all candidates seeking L-6 certification and/or the Ed.S 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.

EDLD 8738 Residency II**1-3 Credit Hours. 1-3 Lecture Hours. 0 Lab Hours.**

This Residency is required of all candidates seeking L-6 certification and/or the Ed.S 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.

Corequisite(s): EDLD 8633, EDLD 8634.

EDLD 8739 Residency III**1-3 Credit Hours. 1-3 Lecture Hours. 0 Lab Hours.**

This Residency is required of all candidates seeking L-6 certification and/or the Ed.S 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 8634; minimum grade of "S" in EDLD 8737 and 8738.

Corequisite(s): EDLD 8635.

EDLD 8830 Directed Study in Educational Leadership**3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

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 equivalent.

EDLD 9231 Administrative Theory**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 theoretical and practical knowledge in applicable ways.

Prerequisite(s): Admission to Tier II doctoral study in Educational Administration.

EDLD 9232 Decision Making/Problem Solving**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 (his/her) 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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 9331 Building Leadership Capacity**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course focuses on building individual and district leadership for effective schools. Candidates will examine leadership behaviors and dispositions from theoretical perspectives to identify ways individual leadership contributes to the development of vision and accomplishment of mission in a school/district setting. Given that leadership is a values-laden profession, dispositions of leadership candidates will be assessed and examined. Effective leadership behaviors in promoting learning and high-performance schools will be considered in light of leadership selection, development, and succession planning. A major component of the course will require development of a personal action plan to guide candidates to implement distributed leadership model within a school/district.

Prerequisite(s): Admission to Tier II Ed.D. cohort in Educational Leadership (P-12 Education).

EDLD 9332 Organizational Behavior in Education**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

In this course, candidates will review theoretical assumptions and empirical studies in organizational behavior in education. Candidates will be able to describe how assumptions/empirical claims have led (or not led) to dominant structures in American schools (political, economic, and legal dimensions). From the study of three perspectives of organizational culture, including integration, differentiation, and fragmentation, candidates will explore the usefulness of the three-perspective approach in analysis of their school/district culture. In addition, candidates will understand organizational identity to acquire skills to lead school/district to adapt to problems, performance expectations, and global challenges from the external environment that affect culture. Finally, approaches to help manage and change organizational culture will be assessed for utility in school/district settings.

Prerequisite(s): Admission to Tier II Ed.D. cohort in Educational Leadership (P-12 Education).

EDLD 9333 Ethics in Educational Leadership**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course is designed to prepare school leaders to identify and analyze ethical issues in education, with emphasis given to the role of the school leader in fostering an ethos of social justice in diverse communities. The course includes a survey of ethical theories and models for ethical decision-making, with candidates identifying and resolving ethical dilemmas from their own professional experiences.

Prerequisite(s): Admission to Tier II Ed.D. cohort in Educational Leadership (P-12 Education).

EDLD 9432 Program Evaluation for School Leaders**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Program Evaluation covers the theory and practice of systematic investigation of instructional programs, projects, products, and processes. The course is designed to teach practitioners to enhance organizational performance, address quality improvement, or improve school curricula by assessing the effectiveness of endeavors.

Prerequisite(s): Admission to Ed.D. cohort in Educational Leadership.
Prerequisite(s): Admission to Tier II Ed.D. cohort in Educational Leadership.

EDLD 9434 Transformative Practice I
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

This course sets the foundation for transformative practice in schools/districts. Candidates will study transformational leadership in context of change models, explore ethical decision making in improving schools within, and acquire skills to assess school/district functions in preparation to leading change. In addition, candidates will demonstrate skills in overcoming obstacles in the change process. The course will treat the development and application of transformative practice as requiring foundational knowledge and skills in five areas: 1) distinguish a transformational leadership approach from other leadership approaches; 2) understanding the instructional leadership change process as dual challenge of both organizational and individual growth; 3) assessing school/district/stakeholder readiness for change; 4) assessing dispositions underlying leadership behaviors; 5) overcoming obstacles. Candidates will design an instructional leadership change project using one school/district's performance data to implement. In Transformative Practice II, candidates will present the instructional leadership change project after a year of implementation.

Prerequisite(s): Admission to Tier II Ed.D. cohort in Educational Leadership (P-12 Education).

EDLD 9435 Transformative Practice II
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

In this course, candidates will be responsible for describing their instructional leadership change project assigned in Transformative Practice I. The candidate will be expected to describe the working relationship with a school/district to lead change (instructional improvement of a targeted need, a specific process, or function within school/district) based on analysis of school/district's performance data. Candidates will be expected to describe how they are leading instructional change in school/district (following assessment of performance data) by: assessing school's readiness for change; analyzing stakeholders and their needs associated with change; planning for early wins for school/stakeholders engaged in change process; minimizing resistance and planning for change consequences; using collaborative teams in process; and implementing change to improve targeted need or specific process or function. The core requirement of the course is to complete the transformative leadership project and report a description of: 1) how performance data led to identification of improvement initiative; 2) how the candidate led the school/district through the improvement process, including implementation of the change; 3) an evaluation of the impact of the process and specific change on both the organization and self; and, 4) recommendations for continuous monitoring and improvement. In addition, in class, each candidate will serve as a member of leadership practice community, where he/she will be expected to evaluate peer projects to make theory-based and evidence-based recommendations for continuous improvement. The candidate will be expected to present his/her change project at a local, state, national, or international conference and/or submit a paper to an appropriate journal for consideration for publication.

Prerequisite(s): Admission to Tier II Ed.D. cohort in Educational Leadership (P-12 Education).

EDLD 9531 Leadership in Higher Education
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

This course is planned for current and prospective leaders who seek to learn more about leadership in higher education in this new global era. Students will study several theoretical perspectives that have gained some credibility and research basis over the last several decades. In addition, students will read about or hear first person accounts of leaders' experiences in higher education administrative roles. Participants will be asked to relate course material to their own current experience and personal goals. The ultimate goal of the course will be to create a personal knowledge base from which to create a plan for developing or refining one's own leadership outlook as a current or prospective professional in higher education administration.

Prerequisite(s): Admission to Tier II Ed.D. cohort in Educational Leadership (Higher Education).

EDLD 9532 Higher Education Resource Allocation and Deployment
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

Emphasis on financial policies, planning, and budgeting; allocation; financial analysis and management, patterns of expenditure, sources of income including grantsmanship, philanthropy, and fundraising. Relationships between educational objectives and resource allocation.

Prerequisite(s): Admission to Tier II Ed.D. cohort in Educational Leadership (Higher Education).

EDLD 9533 Globalization and Higher Education
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

Candidates will explore the social, educational, economic, and political structures of globalization and the resulting impact on the mission and vision for higher education. Candidates will review major works on how higher education around the world has changed as a result of globalization and how higher education in the U.S. will meet the challenge to internationalize. Participants will focus on analysis of educational issues on a worldwide basis with opportunities to focus on a particular country and analysis of qualitative research methods as used in cross-cultural and comparative education studies.

Prerequisite(s): Admission to Tier II Ed.D. cohort in Educational Leadership (Higher Education).

EDLD 9534 Cognitive Issues in Higher Education
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

This course will explore and critically examine recent scholarly writing and research on teaching and learning in higher education. Topics will include recent developments in adult education theory, innovations in curriculum design and delivery, best practices in college teaching, student support, and assessment.

Prerequisite(s): Admission to Tier II Ed.D. cohort in Educational Leadership (Higher Education).

EDLD 9535 Executive Leadership in Higher Education
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

This course will examine the theoretical approaches that define and describe various elements of academic and student affairs environments. Emphasis will be placed on executive-level positions in academic and student affairs administration in postsecondary institutions (e.g., department heads, deans, vice presidents) encompassing the knowledge and skills for current and future leaders in higher education. This course will include analysis and interpretation of research related to higher education, with implications for application of findings for improvement of colleges and universities.

Prerequisite(s): Admission to Tier II Ed.D. cohort in Educational Leadership (Higher Education).

EDLD 9631 Research Seminar I
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

The first of a two-course sequence designed to culminate in a comprehensive review of literature. In this first course, students initiate a comprehensive review of literature by critically analyzing research reports and compiling an extensive annotated bibliography. Students will select a broad area of inquiry from a list maintained by program faculty. Then, students will be encouraged to work in a research group of two or four persons per group to explore different aspects of that area of inquiry. The collaborative model will provide students with an expansive digest of research from which they can begin to prepare the outline for a focused review of literature.

Prerequisite(s): Admission to Tier II doctoral study in Educational Leadership.

EDLD 9632 Research Seminar II**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

The second of a two-course sequence designed to culminate in a comprehensive review of literature. In this second course, students prepare a comprehensive review of literature suitable for use (with requisite adaptation) as a Chapter II in a dissertation. In addition, the course will introduce candidates to writing for publication. Candidates will submit the manuscript for editorial review (and possible publication) to an appropriate academic journal as part of course requirements.

Prerequisite(s): Minimum grade of "C" in EDLD 9631.**EDLD 9997 Preprospectus****1 Credit Hour. 0 Lecture Hours. 0 Lab Hours.**

The objective of this course is to prepare and assist the graduate student to successfully write and orally defend the Preprospectus document.

Prerequisite(s): Admission to Tier III doctoral degree candidacy.**EDLD 9998 Prospectus****1 Credit Hour. 0 Lecture Hours. 0 Lab Hours.**

The objective of this course is to prepare and assist the graduate student to successfully write and orally defend the Prospectus document.

Prerequisite(s): A minimum grade of "S" in EDLD 9997.**EDLD 9999 Final Dissertation****1-7 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

The objective of this course is to prepare and assist the graduate student to successfully write and orally defend the Final Dissertation Document.

Prerequisite(s): A minimum grade of "S" in EDLD 9997 and EDLD 9998.

EDMS-Ed Accplish Teach CSU-GML

EDMS 6001 Assessment for Instruction**3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

Overview and introductory study of the critical role of formative and summative assessment implementation and evaluation in an effective standards-based P-12 classroom. The course addresses knowledge of assessment theory and skill in practice at the basic level of the Extended Georgia Framework for Teaching and is appropriate for students pursuing initial teaching certificates. A weekly field experience is a required component of the course.

EDMS 6115 Knowledge of Students**3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

Interrelationships between human development, teaching and learning, including stage theories of development and age characteristics of learners, and understanding diversity and socioeconomic differences. Meets PSC requirement for teaching children with special needs. Requires 60 hours of field experience. (Course fee required.).

EDMS 6116 Research in Education**3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

This course is part of the on-line MAT in Math & Sciences. This course will provide the student with the opportunity to acquire skills, knowledge, and strategies necessary to perform action or educational research. (Course fee required.).

EDMS 6131 Becoming an Advanced Teacher**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

EDMS 6474 Technology as Tch & Learn Tool**3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

EDMT-Educ Math-GOML

EDMT 7360 Integration Tech in Math Instr**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Students examine the role of technologies in the teaching and learning of mathematics, with a particular focus on classrooms within urban environments. Course includes hands-on experience with graphing calculators, computer software tools, Internet resources, and instructional materials for integrating technology in mathematics instruction.

EDMT 7560 Theory & Pedagogy of Math Inst**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.****EDMT 8430 Sociocult/Hist Issues Math Ed****3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

Students explore cultural, economic, political, and social structures and discourses as they relate to mathematics, mathematics teaching and learning, and research in mathematics. Course includes an examination of how research in mathematics and mathematics education is framed and enacted within different theoretical frameworks.

EDRD-Georgia State Univ-Franch

EDRD 7550 Link Literacy Assess & Classrm**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Linking Literacy and Classroom Instruction. This course involves advanced study of the planning and managing of classroom literacy events based on assessment information. Emphases include a supervised classroom experience where students (1) examine the ways of recording, analyzing, and using assessment information in daily classroom instruction; and (2) consider cultural, psychological, social, and political issues associated with traditional ability groups and alternative approaches to ability grouping that can be implemented to meet students' needs. Course may extend beyond one term.

EDRD 7600 Theory and Pedagogy in the Study of Reading**3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

This course addresses methodologies and materials used in developmental reading programs. Students analyze strategies, materials, and organizational designs for teaching reading to all students including those representing diverse cultural and linguistic communities.

EDRD 7630 Literacy in the Content Areas**3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.****EDRD 7650 Indv Lit Assess & Instruction****3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.****EDRD 8610 Supervision of School Lit Prog****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Prerequisite: three literacy courses and admission to a master's-level degree program or admission to an EdS or PhD program. This course introduces students to organization, administration, and supervision of school (p-12) literacy (reading, language arts, English) programs. Students analyze existing programs for elementary, middle, and high schools, examine roles of literacy personnel, and address methods of program evaluation and ways to achieve change in literacy programs.

EDSC Sci for Teachers

EDSC 5131G Earth Science I**4 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

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 requirements for a one-semester, science lecture and laboratory course.

Cross Listing(s): EDSC 5131.

EDSC 5132G Earth Science II**4 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

Earth Science II is a survey of the natural processes at work on the Earth, including those associated with its oceans, weather and climate. This history of climate change is also covered. This course is designed to fulfill the requirement for a one-semester, science lecture and laboratory course.

Cross Listing(s): EDSC 5132.**EDSC 5151G Physics for Teachers: Mechanics and Thermodynamics****4 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): EDSC 5151.**EDSC 5152G Physics for Teachers: Waves, Electricity and Magnetism****4 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): EDSC 5152.**EDSC 5161G Space Science for Teachers: Our Earth and Solar System****4 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): EDSC 5161.**EDSC 5162G Space Science for Teachers: Stars, Galaxies and the Nature of the Universe****4 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

A study of stars, galaxies and the nature of the Universe to provide a framework for teachers to introduce or enhance a performancebased 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.

Cross Listing(s): EDSC 5162.**EDSC 7550 Theory & Pedag of Sci Instruct****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.****EDSC 8400 Strat of Instruction in Scienc****3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.****EDSC 8430 Nature of Science****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Students explore cultural, economic, political, and social structures and discourses as they related to science, science teaching and learning and research in science and science teaching and learning. Course includes examination of how research in science and science education are framed and enacted within different theoretical frameworks.

EDSC 8600 Science in School Curriculum**3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

EDUC Curriculum

EDUC 7130 Curriculum, Theories and Design**3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

EDUC 9130 Contemporary Curriculum Theorists**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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): Permission of Instructor.**EDUC 9132 Critical Reading in Curriculum****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

An advanced seminar for doctoral students offering an in-depth study of a specific topic in Curriculum Studies.

EDUC 9230 Power and Schooling**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Explores competing analysis of power and the relationships of these analysis to schooling. Topics include structural, poststructural, Marxist, neo-Weberian, feminist, conflict, and/or critical analysis 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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

This course provides both practical and theoretical implications for qualitative research. Building upon the broad survey research methods studied in EDUR 9231, Qualitative Research in Education, 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): A minimum grade of "C" in EDUF 9231.

EDUC 9633 Research Seminar in Curriculum Studies
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

Explorations and independent research for students in the area of Curriculum Studies for students pursuing the Ed.D. in Curriculum Studies.

Prerequisite(s): Admission to EDD in Curriculum Studies.

EDUC 9999 Dissertation

1-3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.

Readings and research under the direction of a member of the education faculty whose interests coincide with those of the student.

Prerequisite(s): Admission to EDD Candidacy.

EDUF Educational Foundations

EDUF 7090 Selected Topics in Educational Foundations

1-3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.

Readings and research under the direction of a member of the educational research faculty whose interests coincide with those of the student.

EDUF 7130 Learning Theories and Applications

3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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.

Cross Listing(s): FRLT 7130.

EDUF 7140 Learning, Cognition, and Curriculum

3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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): A minimum grade of "C" in EDUF 7235.

EDUF 8136 Theories of Human Development

3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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 8233 Regional Issues In Multicultural Education

3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

This field based course will involve 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 "C" in EDUF 7235.

EDUF 8236 International Study of Educational Practices

3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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.

Cross Listing(s): EDUF 8236S.

EDUF 8236S International Study of Educational Practices**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): EDUF 8236.**EDUF 8831 Philosophies of Education****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

EDUF 9133 Theories of Educational Inquiry**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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): EDD admission.**EDUF 9234 History of American Education****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This advanced seminar investigates contemporary questions and movements in the field of cultural studies.

Prerequisite(s): EDUF 7235.

EDUR Educational Research

EDUR 7090 Selected Topics in Educational Research**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 7130 Educational Research****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): FRER 7130.**EDUR 8131 Educational Statistics I****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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: EDUR 7130 or equivalent or permission of instructor.**EDUR 8132 Educational Statistics II****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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): Minimum grade of "B" in EDUR 8131.**EDUR 8434 Field-Based Educational Research****3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

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): Minimum grade of "C" in EDUR 8131 or equivalent.**EDUR 8890 Directed Individual Study****1-3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

Readings and research under the direction of a member of the educational research faculty whose interests coincide with those of the student.

EDUR 9131 Doctoral Research Methods**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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): Minimum grade of "C" in EDUR 7130 and EDUR 8131.**EDUR 9231 Qualitative Research in Education****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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): Minimum grade of "C" in EDUR 7130.

EDUR 9232 Advanced Qualitative Research
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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): Minimum grade of "B" in EDUR 9231.

EENG Electrical Engineering

EENG 5090G Selected Topics in Electrical Engineering
1-4 Credit Hours. 1-3 Lecture Hours. 0-3 Lab Hours.

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): Permission of instructor.

Cross Listing(s): EENG 5090.

EENG 5242G Power Systems
0,4 Credit Hours. 0,3 Lecture Hours. 0,2 Lab Hours.

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.

Cross Listing(s): EENG 5242.

EENG 5243G Power Electronics
0,4 Credit Hours. 0,3 Lecture Hours. 0,2 Lab Hours.

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): EENG 3241 and EENG 3341.

Cross Listing(s): EENG 5243.

EENG 5341G Robotic Systems Design
0,4 Credit Hours. 0,3 Lecture Hours. 0,2 Lab Hours.

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 3340 or MENG 3521 or Permission of Instructor.

Cross Listing(s): EENG 5341.

EENG 5342G Computer Systems Design
0,4 Credit Hours. 0,3 Lecture Hours. 0,2 Lab Hours.

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.

Cross Listing(s): EENG 5342.

EENG 5431G Control Systems
3 Credit Hours. 2 Lecture Hours. 2 Lab Hours.

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 3420 or Permission of Instructor.

Cross Listing(s): EENG 5431.

EENG 5432G Programmable Logic Controllers
0,3 Credit Hours. 0,2 Lecture Hours. 0,2 Lab Hours.

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 EENG 3241 or MENG 3521 or Permission of Instructor.

Cross Listing(s): EENG 5432.

EENG 5532G Wireless Communications
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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 3230 and EENG 5540 or Permission of Instructor.

Cross Listing(s): EENG 5532.

EENG 5533G Optical Fiber Communications
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

This course offers an introduction to the physics of optical fiber communication components and the applications to communication systems. Topics include light and its behavior in the fiber, fiber attenuation, dispersion and nonlinear effects, laser modulation, photo detection and noise, receiver design, bit error rate calculations, and coherent communications. Graduate students will be required to complete an individual research project not required of undergraduate students.

Prerequisite(s): A minimum grade of "C" in EENG 5540 or Permission of Instructor.

Cross Listing(s): EENG 5533.

EENG 5535G Smart Antennas
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

A theoretical and practical understanding of fundamentals of smart antennas including beamforming, single antennas, array antennas, phased arrays, adaptive techniques, angle-of-arrival estimation, digital beamforming, fixed beam arrays, channel characteristics, random processes, propagation and electromagnetics. Graduate students will be required to complete individual advanced level research in an area beyond the scope of the undergraduate requirements that demonstrates a higher level of mastery in the subject matter with additional required deliverables representative of graduate level work, as determined by the instructor.

Prerequisite(s): A minimum grade of "C" in EENG 3230, EENG 3421, ENGR 1732 and ENGR 2341.

Cross Listing(s): EENG 5535.

EENG 5540G Communication Systems**0,4 Credit Hours. 0,3 Lecture Hours. 0,2 Lab Hours.**

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 3420 and EENG 3421 or Permission of Instructor or Departmental Approval.

Cross Listing(s): EENG 5540.

EENG 5541G Digital Communications**0,4 Credit Hours. 0,3 Lecture Hours. 0,2 Lab Hours.**

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 Permission of Instructor.

Cross Listing(s): EENG 5541.

EENG 5543G Antennas**4 Credit Hours. 3 Lecture Hours. 2 Lab Hours.**

This course introduces basic concepts of dipoles and monopoles, solution to radiation problems, antenna parameters, different types of antennas, antenna aperture/array theory, radio wave propagation, impact of antenna performance in communication links. The course also includes laboratory activities in support of instruction. Graduate students will be required to complete additional assignments and a culminating research project commensurate with graduate level work that is not required of undergraduate students.

Prerequisite(s): A minimum grade of "C" in EENG 3230 or Permission of Instructor.

Cross Listing(s): EENG 5543.

EENG 5891G Special Problems in Electrical Engineering**1-3 Credit Hours. 1-3 Lecture Hours. 0-2 Lab Hours.**

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 Instructor.

Cross Listing(s): EENG 5891.

ENGL English

ENGL 5090G Selected Topics**1-3 Credit Hours. 1-3 Lecture Hours. 0 Lab Hours.**

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 2111 or ENGL 2112 and prior or concurrent enrollment in ENGL 2131.

Cross Listing(s): ENGL 5090, ENGL 5090S.

ENGL 5131G British Romantics**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 2111 or ENGL 2112 and prior or concurrent enrollment in ENGL 2131.

Cross Listing(s): ENGL 5131, ENGL 5131S.

ENGL 5134G The Age of Exuberance: British Literature 1660-1790**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 and prior or concurrent enrollment in ENGL 2131.

Cross Listing(s): ENGL 5134.

ENGL 5135G Teaching Literature to Middle and Secondary School Students**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 2112 and ENGL 2131 and prior or concurrent enrollment in ENGL 2131.

Cross Listing(s): ENGL 5135.

ENGL 5136G Medieval British Literature: 700-1450**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 and prior or concurrent enrollment in ENGL 2131.

Cross Listing(s): ENGL 5136 and ENGL 5136S.

ENGL 5138G Poetry and Prose of the English Renaissance**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 and prior or concurrent enrollment in ENGL 2131.

Cross Listing(s): ENGL 5138.

ENGL 5139G Victorian Prose and Poetry**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 ENGL 2131 and ENGL 2232.

Cross Listing(s): ENGL 5139.

ENGL 5230G Colonial American Literature**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 2331 and prior or concurrent enrollment in ENGL 2131.

Cross Listing(s): ENGL 5230.

ENGL 5231G American Romanticism**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 2331 and prior or concurrent enrollment in ENGL 2131.

Cross Listing(s): ENGL 5231.

ENGL 5233G American Realism**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 2332 and prior or concurrent enrollment in ENGL 2131.

Cross Listing(s): ENGL 5233.

ENGL 5234G Southern Literature**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 2331 or ENGL 2332 and prior or concurrent enrollment in ENGL 2131.

Cross Listing(s): ENGL 5234.

ENGL 5235G Irish Literature to 1850**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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. 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 and prior or concurrent enrollment in ENGL 2131.

Cross Listing(s): ENGL 5235.

ENGL 5236G Irish Literature since 1850**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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. 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 2232 and prior or concurrent enrollment in ENGL 2131.

Cross Listing(s): ENGL 5236, ENGL 5236H, IRSH 5236G.

ENGL 5238G Irish Women Writers**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Irish Women Writers examines literature produced by Irish and Irish diasporic women across the centuries. It explores mythic and other female archetypes that affect and are represented in Irish women's writing. It also scrutinizes the different types of Irish women's writing, including novels, short stories, poetry, and drama, as well as testificatory, epistolary, controversialist and other specialized genres. The course assesses Irish women's writing in relation to key historical, cultural, political, and socio-economic circumstances that inform it and upon which it comments. Graduate students enrolled in the course will also engage with course materials through explanatory and analytical responses to texts, oral presentations, and research papers.

Prerequisite(s): A minimum grade of "C" in all of the following: ENGL 2231 or ENGL 2232 and prior or concurrent enrollment in ENGL 2131.

Cross Listing(s): ENGL 5238.

ENGL 5330G World Drama to Romanticism**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 2111 and prior or concurrent enrollment in ENGL 2131.

Cross Listing(s): ENGL 5330, COML 5330 and COML 5330G.

ENGL 5331G British Drama to 1642**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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. Graduate students will be required to do extra work as determined by the instructor.

Prerequisite(s): A minimum grade of "C" in ENGL 2231 and ENGL 2331.**Cross Listing(s):** ENGL 5331.**ENGL 5332G British Drama since 1660****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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. 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 2232 and prior or concurrent enrollment in ENGL 2131.**Cross Listing(s):** ENGL 5332.**ENGL 5430G Contemporary Poetry****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 2111 or ENGL 2112 and prior or concurrent enrollment in ENGL 2131.**Cross Listing(s):** ENGL 5430.**ENGL 5432G Twentieth Century British Literature****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 ENGL 2131 and ENGL 2232.**Cross Listing(s):** ENGL 5432, ENGL 5432S.**ENGL 5434G Milton****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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. Graduate students will be required to do extra work as determined by the instructor.

Prerequisite(s): A minimum grade of "C" in ENGL 2131 and ENGL 2231.**Cross Listing(s):** ENGL 5434.**ENGL 5438G Modern Poetry to 1945****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 2111 or ENGL 2112 and prior or concurrent enrollment in ENGL 2131.**Cross Listing(s):** ENGL 5438.**ENGL 5530G The Bible as Literature****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 2111 and prior or concurrent enrollment ENGL 2131.**Cross Listing(s):** ENGL 5530, RELS 5530, RELS 5530G, COML 5530, COML 5530G.**ENGL 5534G Literature for Adolescents****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 2111 or ENGL 2112 and prior or concurrent enrollment in ENGL 2131.**Cross Listing(s):** ENGL 5534.**ENGL 5535G Children's Literature****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 2111 or ENGL 2112 and prior or concurrent enrollment in ENGL 2131.**Cross Listing(s):** ENGL 5535.**ENGL 5536G Post-Colonial Literature****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 2232 and prior or concurrent enrollment in ENGL 2131.**Cross Listing(s):** ENGL 5536, COML 5536G, COML 5536.**ENGL 5538G World Fiction since 1900****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 2112 and prior or concurrent enrollment in ENGL 2131.**Cross Listing(s):** ENGL 5538.

ENGL 5539G Literature by Women**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 2111 or ENGL 2112 and prior or concurrent enrollment in ENGL 2131.

Cross Listing(s): ENGL 5539.

ENGL 6630 Seminar in Medieval Literature**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

A close examination of several of Shakespeare's "problem" plays.

Cross Listing(s): ENGL 6631S.

ENGL 6631S Shakespeare Seminar**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

A close examination of several of Shakespeare's "problem" plays.

Cross Listing(s): ENGL 6631.

ENGL 6632 Seminar in Literature of the English Renaissance**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Eighteenth Century British Literature**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

An in-depth study of major works and documents from the period. Specific topics and texts may vary.

ENGL 6634 Seminar in Major Authors**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

An intensive study of the life (lives) and works of one to three major authors. May be repeated for credit.

Cross Listing(s): ENGL 6634S.

ENGL 6634S Seminar in Major Authors**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

An intensive study of the life (lives) and works of one to three major authors. May be repeated for credit.

Cross Listing(s): ENGL 6634.

ENGL 6635 Women's and Gender Issues**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

A study of women's and gender issues and concerns in the context of important works of literature.

Cross Listing(s): WGST 6635.

ENGL 6636 African-American Literature**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course involves the 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 6637 Criticism and Theory**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hour. 1 Lecture Hour. 0 Lab Hours.**

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 Credit Hours. 2 Lecture Hours. 0 Lab Hours.**

The seminar provides an in-depth understanding of the bibliographic, research, and critical skills required to do advanced scholarship in literary studies.

ENGL 7618 Thesis Preparation**1 Credit Hour. 1 Lecture Hour. 0 Lab Hours.**

Students in this workshop will begin research on a thesis topic, draft and revise a thesis prospectus and bibliography, and meet regularly with a thesis advisor.

ENGL 7630 Seminar in World and Comparative Literature**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Research and discussion of a topic in a specific period of world literature or comparative literature. May be repeated for credit.

ENGL 7631 Seminar in the British Novel**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

A study of important developments or themes of the British Novel.

ENGL 7632 Seminar in the American Novel**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

A survey of the novel in America from the eighteenth to the twentieth centuries.

ENGL 7633 Seminar in Nineteenth-Century British Literature**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

A study of prose and poetry of the nineteenth century, focusing on either Victorian or Romantic authors. May be repeated for credit.

Cross Listing(s): ENGL 7633S.

ENGL 7633S Seminar in Nineteenth-Century British Literature**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

A study of prose and poetry of the nineteenth century, focusing on either Victorian or Romantic authors. May be repeated for credit.

Cross Listing(s): ENGL 7633.

ENGL 7634 Seminar in Twentieth-Century British Literature**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

A study of major authors and documents of the nineteenth century, focusing on either Romantic or Realist authors. May be repeated for credit.

ENGL 7637 Seminar in Twentieth-Century American Literature**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

A study of British and American poets of the twentieth century, with emphasis on major authors of either the Modern or Contemporary periods. May be repeated for credit.

ENGL 7639 Seminar in Selected Topics**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Selected topics in English.

ENGL 7999 Thesis**1-9 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

Thesis.

ENVH Environmental Hlth Scienc

ENVH 7090 Selected Topics in Environmental Health Sciences**1-3 Credit Hours. 1-3 Lecture Hours. 0 Lab Hours.**

Allows the student the opportunity to receive specialized and/or focused instruction in an environmental health topic not generally offered by the department.

ENVH 7231 Air Quality**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Prerequisite(s): A minimum grade of "C" in PUBH 6532.**ENVH 7232 Water Quality****3 Credit Hours. 2 Lecture Hours. 2 Lab Hours.**

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.

Prerequisite(s): A minimum grade of "C" in PUBH 6532.**ENVH 7233 Environmental Exposure and Impact Assessment****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Prerequisite(s): A minimum grade of "C" in PUBH 6533 and ENVH 7231 or ENVH 7232.**ENVH 7234 Environmental Toxicology****3 Credit Hours. 3 Lecture Hours. 1 Lab Hour.**

This course introduces students to concepts associated with the lethal and sub-lethal effects of environmental and occupational stressors on humans and other living organisms. The course also includes laboratory experiments designed to enhance comprehension, among students, in the area of toxicology.

Prerequisite(s): A minimum grade of "C" in PUBH 6532.**ENVH 7235 Field Methods in Environmental Health****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Prerequisite(s): A minimum grade of "C" in ENVH 7233.**ENVH 7238 Environment, Ethics and Equity****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 7239 Public Health Laboratory**3 Credit Hours. 0 Lecture Hours. 6 Lab Hours.**

This course introduces students to the laboratory practices and skills necessary to sample, archive, transport, process and analyze environmental materials. Experiences include the design of laboratory experiments including the applications of contemporary laboratory microbiological, cell culture and molecular and instrumental tools used for testing environmental specimens. Experiences will also include silico analysis of laboratory test results, writing technical reports and presenting the outcomes of the research.

Prerequisite(s): A minimum grade of "C" in PUBH 6532 and BIOS 6541 and ENVH 7231 and ENVH 7232 or permission of instructor.**ENVH 7890 Directed Individual Study****1-3 Credit Hours. 1-3 Lecture Hours. 0 Lab Hours.**

Provides the student with an opportunity to investigate an area of interest under the direction of a faculty mentor.

EPID Epidemiology

EPID 7090 Selected Topics in Epidemiology**1-3 Credit Hours. 1-3 Lecture Hours. 0 Lab Hours.**

Allows the student the opportunity to receive specialized and/or focused instruction in an epidemiology topic not generally offered by the department.

EPID 7131 Epidemiology of Chronic Disease**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.**EPID 7133 Epidemiologic Research Methods I****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 BIOS 6541 or PUBH 6541.**EPID 7134 Epidemiologic Research Methods II****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

EPID 7135 Epidemiology of Infectious Disease**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 6533 and PUBH 6541 and BIOS 6541.

EPID 7230 Social Epidemiology and Health Equity**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

EPID 7233 Public Health Surveillance**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

EPID 7890 Directed Individual Study**1-3 Credit Hours. 1-3 Lecture Hours. 0 Lab Hours.**

Provides the student with an opportunity to investigate an area of interest under the direction of a faculty mentor.

EPRS-Georgia State Univ-Franch**EPRS 7900 Methods of Research in Education****3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.****EPSF Education Foundations-GML****EPSF 7120 Social & Cultural Foundations****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Students analyze the roles of schools in the social order from the perspectives of the humanities and the social sciences.

EPY-ED Psyc- GOML**EPY 7080 Psyc of Learning & Learners****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course provides an overview of major behavioral, cognitive, and sociohistorical approaches to learning with consideration of learning across the life span. Sources for individual differences in learning are discussed.

ESED Element - Secondary Educa**ESED 5233G Applied Linguistics: ESOL****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): ESED 5233.

ESED 5234G Cultural Issues: ESOL**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): ESED 5234.

ESED 5235G Methods for ESOL**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 5233 or ESED 5233G, ESED 5234 or ESED 5234G; and admission to Teacher Education Program.or hold a valid teaching certification.

Cross Listing(s): ESED 5235.

ESED 5799G Student Teaching in P-12 Education**9 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

Student Teaching is a period of guided teaching during which the candidate, under the direction of a clinical supervisor, 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.

Cross Listing(s): ESED 5799.

ESED 6798 Supervised Practicum**1-3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

A supervised teaching experience in a middle grade or secondary classroom. Emphasis is placed on instructional planning, classroom management, and student evaluations.

Prerequisite(s): A minimum grade of "C" in MGED 6131 or SCED 6131.

ESED 6799 Supervised Internship**9 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

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.

ESED 7090 Special Topics**1-3 Credit Hours. 1-3 Lecture Hours. 0 Lab Hours.**

Promotes specialized training appropriate to the needs of inservice teachers. Attention will be given to a range of specific problems in the elementary, middle, or secondary classrooms.

ESED 7131 Enhancing Student Performance**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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. Candidates must tailor their course assignments and experiences to their specific grade levels and certification/content field.

ESED 7132 Framework for Teaching**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 8130 Research on Current Trends and Issues**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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. Candidates must tailor their course assignments and experiences to their specific grade levels and certification/content field.

Prerequisite(s): Prior or concurrent enrollment in ESED 8130 with a minimum grade of "C".

ESED 8537 Trends: Math/Science/Computer Education**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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. Candidates must tailor their course assignments and experiences to their specific grade levels and certification/content field.

ESED 8538 Applications: Math/Science Education**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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. Candidates must tailor their course assignments and experiences to their specific grade levels and certification/content field.

ESED 8539 Computer Technology in Math/Science Education**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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. Candidates must tailor their course assignments and experiences to their specific grade levels and certification/content field.

ESED 8839 Seminar and Field Study**3 Credit Hours. 2 Lecture Hours. 1 Lab Hour.**

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. Candidates must tailor their course assignments and experiences to their specific grade levels and certification/content field.

Prerequisite(s): A minimum grade of "C" in EDUR 8131 and EDUR 8434 and ESED 8130 and ESED 8131 and ESED 8132 and ITEC 8231.

ESED 8890 Directed Individual Study**1-3 Credit Hours. 1-3 Lecture Hours. 0 Lab Hours.**

The candidate, under the direction of the instructor, will identify and study a topic applicable to one's teaching field.

**ESED 9131 Inquiry and Development of Educational Practice
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Ed. 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): Minimum grade of "B" in ESED 9131 and ESED 9233, and minimum grade of "C" in EDUR 9131; Ed.D. admission.

**ESED 9231 The Teacher Educator
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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): Minimum grade of "B" in ESED 9131 and ESED 9233; EDD admission.

**ESED 9232 Supervision of Teachers
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course is a combination of theory and practice and is designed to prepare students who have prior teaching experience 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.

Prerequisite(s): Minimum grade of "B" in ESED 9131 and ESED 9233; EDD admission.

**ESED 9233 The Scholarship of Teaching and Learning
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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): EDD admission.

**ESED 9631 Advanced Seminar in Teaching and Learning
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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): Minimum grade of "B" in ESED 9131 and ESED 9233.

**ESED 9799 Internship in Teacher Education
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

The internship is designed to provide an opportunity for individuals to supervise teaching experiences in assigned face-to-face classrooms. 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): Minimum grade of "B" in ESED 9131 and ESED 9233, and minimum grade of "C" in ESED 9232; EDD admission.

ESPY School Psychology

**ESPY 7080 The Psychology of Learning
3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

**ESPY 7090 Selected Topics in School Psychology
1-6 Credit Hours. 1-6 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 4 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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, IDEA 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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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): Minimum grade of "B" in ESPY 7132; admission to the School Psychology program.

ESPY 8131 Individual Intellectual Assessment**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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): Minimum grade of "B" in ESPY 7132; admission to the School Psychology program.

ESPY 8132 Addressing Diversity in School-based Conceptualization**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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): Minimum grade of "B" in ESPY 8131; admission to the School Psychology program.

ESPY 8133 Personality and Behavioral Assessment in the Schools**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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): Minimum grade of "B" in ESPY 8132.

ESPY 8135 Crisis Intervention and Prevention**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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): Minimum grade of "B" in COUN 7332 or PSYC 7333.

ESPY 8136 School, Home, and Community Partnering**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course is designed for students majoring in School Psychology. Graduate candidates develop skills in partnering with parents/guardians and community agencies/resources to improve the academic, behavioral, and social-emotional functioning of the Pre-K through 12 student.

ESPY 8230 Consulting in Educational Settings**3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

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: Admission to Ed.S. in School Psychology program or permission of instructor. **Prerequisite(s):** Admission to EDS in School Psychology program or permission of instructor.

ESPY 8631 Seminar in School Psychology**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

ESPY 8737 Practicum in School Psychology**3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

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**3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

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 EDS in School Psychology, and proof of professional liability insurance.

ESPY 8739 School Psychology Internship II**3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

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 EDS in School Psychology, and proof of professional liability insurance.

ESPY 8839 Action Research in School Psychology**3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

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.**ESPY 8890 Directed Individual Study****1-6 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

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.

EMBA Executive MBA

EMBA 7030 Information Technology Management**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

EMBA 7130 Financial Reporting and Analysis**3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

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.

EMBA 7132 Legal and Ethical Issues in Business**3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

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.

EMBA 7230 Managerial Decision Analysis**3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

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.

EMBA 7231 Managerial Finance**3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

A study of financial risk and return, capital budgeting, valuation, capital structure, working capital management and current topics in financial management.

EMBA 7232 Management of Operations for Competitive Advantage**3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

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.

EMBA 7233 Financial Modeling**3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

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.

EMBA 7330 Managerial Economics**3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

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.

EMBA 7420 Leadership, Motivation and Organizational Change**2 Credit Hours. 2 Lecture Hours. 0 Lab Hours.**

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.

EMBA 7432 Social Issues in Business**3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

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.

EMBA 7433 Global Business Strategy**3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

This course focuses on global strategic management and encourages the analysis and development of business strategies within a global environment.

EMBA 7630 Introduction to Entrepreneurial Leadership**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

FINC Finance

FINC 6230 Fundamentals of Corporate Finance**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

A study of the fundamental concepts, theories, tools of analysis and current problems of managerial finance in business.

Prerequisite(s): A minimum grade of "C" in ACCT 6130 or ACCT 2101 and ACCT 2102.

FINC 7231 Financial Problems**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

A study of financial risk and return, capital budgeting, valuation, capital structure, working capital management and current topics in financial management.

Prerequisite(s): Prior to or concurrent enrollment in and minimum grade of "C" in MGNT 7331.

FINC 7232 Global Finance**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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): Prior or concurrent enrollment in and a minimum grade of "C" in MGNT 7331.

FINC 7233 Investment Management**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course is a survey of domestic financial markets. Topics covered include interest rates, stocks, bond, derivative securities, retirement issues, and mutual funds.

Prerequisite(s): A minimum grade of "C" in FINC 7231.

FINC 7334 Corporate Financial Theory**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

FORL Foreign Language

FORL 6431 Foreign Language Methods P-8**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course 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-8 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.

FORL 6432 Foreign Languages Methods 9-12**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course 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 9-12 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.

FORL 6433 Practicum in Foreign Languages**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course provides field experience opportunities for students pursuing the M.A.T., with content areas in a foreign language to relate principles and theories to actual practice in diverse educational settings.

FRCT Curriculum Theory

FRCT 7130 Curriculum Theory and Design**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

FREC-Early Childhood

FREC 7232 Children's Literature**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): ECED 7232.

FREC 7233 Teaching Writing in the Elementary School**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

The Teaching Writing in the Elementary School course provides students the opportunity for in-depth examination of both the process and products of writing in grades P-5. Students will explore the current trends and issues related to the teaching of writing in the P-5 classroom including development of writing curriculum and writing assessments.

FREC 7535 Teaching Middle & Secondary Math**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

An in-depth study of current content standards, methods and assessment strategies for teaching middle grades and secondary mathematics.

FREN French

FREN 5090G Selected Topics in French**1-3 Credit Hours. 1-3 Lecture Hours. 0 Lab Hours.**

Cross Listing(s): FREN 5090.

FREN 7030 Selected Topics in French**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Topics to be selected by the instructor. Conducted in French.

FREN 7130 Second Language Acquisition in French**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 1-3 Lecture Hours. 0 Lab Hours.**

Independent study under faculty supervision.

FRER-Educational Research

FRER 7130 Educational Research**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): EDUR 7130.

FRIT-Instructional Technology

FRIT 7090 Selected Topics in Instructional Technology**1-3 Credit Hours. 1-3 Lecture Hours. 0 Lab Hours.**

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 7090A Selected Topics in FRIT**1-3 Credit Hours. 1-3 Lecture Hours. 0 Lab Hours.**

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 7090B Selected Topics in FRIT**1-3 Credit Hours. 1-3 Lecture Hours. 0 Lab Hours.**

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 7090C Selected Topics in FRIT**1-3 Credit Hours. 1-3 Lecture Hours. 0 Lab Hours.**

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 7090D Selected Topics in FRIT**1-3 Credit Hours. 1-3 Lecture Hours. 0 Lab Hours.**

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 7231 Instructional Design**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course is designed to develop the knowledge, skills, and dispositions of instructional technology leaders necessary for them to understand and apply a systematic process of instructional design to create effective technology-based instruction for learners with diverse needs.

FRIT 7232 Visionary Leadership in Instructional Technology**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course is designed to develop the knowledge, skills, and dispositions of instructional technology leaders to inspire and lead the development and implementation of a shared vision for the effective use of technology to promote excellence and support transformational change throughout educational organizations.

FRIT 7233 Selection and Development of Digital Tools and Resources**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Selection and Development of Digital Tools and Resources provides competence in the selection, production, utilization, and evaluation of various formats of instructional technologies. Basic techniques are provided through direct experiences in the design and production of instructional technologies.

FRIT 7234 Information Fluency and Inquiry Learning**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course provides an in-depth exploration of digital learning models and relevant standards that focus on information fluency and inquiry learning. Emphasis is placed on the reflective use of technology to facilitate student learning through inquiry learning and the mastery of information fluency skills. Course assignments and activities focus on application of these concepts to the candidate's field of initial certification through collaboration with other teachers, media specialists, and technology specialists.

FRIT 7235 Digital Learning Environments**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course focuses on the effective utilization of digital technology in the instructional process and on systematic processes for using new technologies to enhance learning. Course content will focus on the knowledge, skills, and dispositions needed to create, support, and manage effective digital learning environments.

Prerequisite(s): Minimum grade of "C" in FRIT 7231.

FRIT 7236 Technology-Based Assessment and Data Analysis**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Technology-Based Assessment and Data Analysis prepares candidates to model and facilitate assessments throughout the curriculum and to analyze and interpret the data generated by those assessments. The use of digital tools and resources to measure, collect, analyze, interpret, and report those data is stressed.

FRIT 7237 Evaluation of Educational Needs and Programs**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Evaluation of Educational Needs and Programs 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 need for and the effectiveness of educational endeavors such as quality improvement, enhancing organizational performance, or improving school curricula.

Prerequisite(s): Minimum grade of "C" in FRIT 7231.**FRIT 7330 The Internet in Schools****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course provides learners with a focused look at issues surrounding the implementation and use of emerging applications of the internet in schools.

FRIT 7331 Leadership of the School Library Media Program**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

An introduction to the functions of the school library media center and the various roles of the school library media specialist. Topics include: program planning and development, budgeting, facility management, and public relations. Students will develop the skills necessary to strategically plan for innovation and continuous improvement of the school library media program.

FRIT 7332 The School Library Literacy Environment**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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, principles of selecting materials in all formats, and utilization of technology to access physical and virtual collections. This course will introduce students to instructional strategies designed to promote reading for learning, personal growth, and enjoyment.

FRIT 7333 Storytelling**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course is an introduction to the history, art, and techniques of oral storytelling. Techniques include the selection, adaptation, learning, and presentation of stories for all ages. Students will encounter a wide variety of stories from many different cultures, learn to identify resources for finding stories, develop skills in telling stories with ease and enthusiasm, and learn to evaluate the qualities that make stories age-appropriate for various grade levels.

FRIT 7335 Web Design and Development**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Focuses on the front-end aspects of web design: authoring, graphics production, and media development.

Cross Listing(s): ITEC 7335.**FRIT 7734 Practicum in School Library Media****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

A culminating activity in the Instructional Technology program. Candidates 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 7739 Practicum in Instructional Technology****3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

This course is designed as a capstone experience where students demonstrate the skills, knowledge, and dispositions necessary to serve in instructional technology roles in various educational settings including P-12 settings. An extensive field experience is required.

Prerequisite(s): Permission of advisor and completion of Transition Point #2.**FRIT 7765 Clinical Practice in School Library Media****6 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

This course is a full-semester, culminating internship in Instructional Technology/School Library Media for non-certified candidates only. Candidates are assigned to a daily placement that implements content from the school library media certification program under the supervision of a school library media specialist.

Prerequisite(s): Advisor approval required.**FRIT 8435 Program Evaluation****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): ITEC 8435.**FRIT 8532 Multimedia Tools and Applications****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

FRLT-Educational Foundations

FRLT 7130 Learning Theories and Applications**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): EDUF 7130.

FRMS Middle & Secondary Ed

FRMS 7331 Early Adolescent Literature**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): MSED 7331.**FRMS 7535 Teaching Middle Grades and Secondary Mathematics****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

An in-depth study of current content standards, methods and assessment strategies for teaching middle grades and secondary mathematics.

GCM Graphic Comm Management

GCM 5090G Selected Topics in Graphic Communications**1-3 Credit Hours. 0-3 Lecture Hours. 0-6 Lab Hours.**

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 are not required to complete.

Cross Listing(s): GCM 5090.

GCM 5234G Color Reproduction**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 are not required to complete.

Prerequisite(s): A minimum grade of "C" in GCM 3745 (requisite for Graphic Communications Management majors only, IT second discipline students and GCM minor students should consult with the assigned GCM program advisor).

Corequisite(s): GCM 5314G.

Cross Listing(s): GCM 5234.

GCM 5314G Color Reproduction Laboratory**1 Credit Hour. 0 Lecture Hours. 2 Lab Hours.**

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 are not required to complete.

Prerequisite(s): A minimum grade of "C" in GCM 3745.

Corequisite(s): GCM 5234G.

Cross Listing(s): GCM 5314.

GCM 5331G Flexography**3 Credit Hours. 2 Lecture Hours. 2 Lab Hours.**

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 are not required to complete.

Prerequisite(s): A minimum grade of "C" in GCM 3231.

Cross Listing(s): GCM 5331.

GCM 5332G Multimedia Presentations**3 Credit Hours. 2 Lecture Hours. 2 Lab Hours.**

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 are not required to complete.

Prerequisite(s): A minimum grade of "C" in GCM 1631.

Cross Listing(s): GCM 5332.

GCM 5334G Imaging Systems**3 Credit Hours. 2 Lecture Hours. 2 Lab Hours.**

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 are not required to complete.

Prerequisite(s): A minimum grade of "C" in GCM 3745.

Cross Listing(s): GCM 5334.

GCM 5335G Graphic Communications Management Topics**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 are not required to complete.

Prerequisite(s): A minimum grade of "C" in GCM 3745.

Cross Listing(s): GCM 5335.

GCM 5434G Lithographic Reproduction**3 Credit Hours. 2 Lecture Hours. 3 Lab Hours.**

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.

Cross Listing(s): GCM 5434.

GCM 5534G Digital Output Applications**3 Credit Hours. 2 Lecture Hours. 2 Lab Hours.**

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 are not required to complete.

Prerequisite(s): A minimum grade of "C" in GCM 3231.

Cross Listing(s): GCM 5534.

GCM 5535G Estimating for Print Production**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Acquaints the student with various types of estimating practices used for print production. 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 are not required to complete.

Prerequisite(s): A minimum grade of "C" in GCM 3745.

Cross Listing(s): GCM 5535.

GEOG Geography

GEOG 5090G Selected Topics**3-4 Credit Hours. 3-4 Lecture Hours. 0 Lab Hours.**

Offered with or without a lab on an experimental basis. Graduate students will complete an individual term project or special report.

Cross Listing(s): GEOG 5090, GEOG 5090S.

GEOG 5130G Geography of North America**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): GEOG 5130.

GEOG 5230G Urban Geography**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Prerequisite(s): GEOG 1101 or GEOG 1130.

Cross Listing(s): GEOG 5230, GEOG 5230S.

GEOG 5330G Population Geography**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Prerequisite(s): GEOG 1101 or GEOG 1130.

Cross Listing(s): GEOG 5330.

GEOG 5430G Political Geography**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Prerequisite(s): GEOG 1101 or GEOG 1130.**Cross Listing(s):** GEOG 5430.**GEOG 5590G Field Studies-Geography****6-8 Credit Hours. 6-8 Lecture Hours. 0 Lab Hours.**

An intensive course on a specific region of the world conducted in that region combining lecture, observation and travel. Students usually will bear tuition, travel and living expenses during the course. May be repeated for credit in different regions. Graduate students will complete an individual term project or special report.

Cross Listing(s): GEOG 5590.**GEOG 5890G Directed Study****0-4 Credit Hours. 1-4 Lecture Hours. 1-4 Lab Hours.**

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 is required.**Cross Listing(s):** GEOG 5890, GEOG 5890S.

GEOL Geology

GEOL 5090G Selected Topics**1-9 Credit Hours. 1-9 Lecture Hours. 3-9 Lab Hours.**

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 required.**Cross Listing(s):** GEOL 5090, GEOL 5090S.**GEOL 5130G Geochemistry****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course covers the theory and applications of stable and radiogenic isotope geochemistry as applied to low-temperature geological processes. Graduate students will complete an individual term project or special report.

Prerequisite(s): CHEM 1146 and GEOL 3541.**Cross Listing(s):** GEOL 5130.**GEOL 5131G Economic Mineralogy****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 3541.**Cross Listing(s):** GEOL 5131.**GEOL 5132G Regional Field Geology****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Prerequisite(s): GEOL 1121.**Cross Listing(s):** GEOL 5132.**GEOL 5140G Vertebrate Paleontology****4 Credit Hours. 4 Lecture Hours. 0 Lab Hours.**

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 1122 or permission of instructor; GEOL 5141 strongly recommended.**Cross Listing(s):** GEOL 5140.**GEOL 5141G Paleontology****0,4 Credit Hours. 0,3 Lecture Hours. 3 Lab Hours.**

This course provides an overview of the major principles, applications, and methods of paleontology. Topics covered in this course include, but are not limited to: the formation of fossils, fossil identification and classification, evolution and extinction, biostratigraphy, biogeography, paleoecology, and functional morphology. Labs utilize a diverse collection of invertebrate fossils and paleontology software. Graduate students will complete a special report, not required of undergraduates.

Prerequisite(s): GEOL 1122.**Cross Listing(s):** GEOL 5141.**GEOL 5142G Stratigraphy and Sedimentation****4 Credit Hours. 4 Lecture Hours. 0 Lab Hours.**

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 3541.**Cross Listing(s):** GEOL 5142.**GEOL 5230G Earth Science****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

A systematic study of the earth as a planet, including aspects of its atmosphere, oceans, lithosphere, soils and physiography. The 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. This course cannot be used for upper-level course credit in the Geology BA, Geology BS, or Geology Minor programs.

Prerequisite(s): Permission of instructor required.**Cross Listing(s):** GEOL 5230.

GEOL 5231G General Oceanography**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course is an integrated approach to the study of oceans with special emphasis on geology, chemistry, and biology 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. This course cannot be used for upper-level course credit in the Geology BA, Geology BS, or Geology Minor programs.

Prerequisite(s): GEOL 1110 or GEOL 1121 or GEOL 1121S or GEOL 5230 or GEOL 5230G.

Cross Listing(s): GEOL 5231.

GEOL 5431G Coastal Geology**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 1122 or permission of instructor; GEOL 5142 strongly recommended.

Cross Listing(s): GEOL 5431.

GEOL 5440G Structural Geology**4 Credit Hours. 4 Lecture Hours. 0 Lab Hours.**

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 3542 and MATH 1112 or MATH 1113.

Cross Listing(s): GEOL 5440.

GEOL 5530G Geomorphology**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 1122 or GEOG 1111.

Cross Listing(s): GEOL 5530.

GEOL 5541G Hydrogeology**4 Credit Hours. 4 Lecture Hours. 0 Lab Hours.**

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 3542.

Cross Listing(s): GEOL 5541.

GEOL 5542G Advanced Hydrogeology**4 Credit Hours. 3 Lecture Hours. 2 Lab Hours.**

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.

Cross Listing(s): GEOL 5542.

GEOL 5740G Sea Turtle Natural History**4 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): GEOL 5740.

GEOL 5741G Sea Turtle Conservation**4 Credit Hours. 3 Lecture Hours. 8 Lab Hours.**

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.

Cross Listing(s): GEOL 5741.

GEOL 5890G Directed Study**1-3 Credit Hours. 1-3 Lecture Hours. 0 Lab Hours.**

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 required.

Cross Listing(s): GEOL 5890.

GEOL 6097 Special Topics Geol Res & Envi**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Detailed presentation of a selected topic in geological sciences. May be repeated for credit for a maximum of 6 credit hours, if topic is different.

GRMN German

GRMN 5090G Selected Topics in German**1-3 Credit Hours. 1-3 Lecture Hours. 0 Lab Hours.**

GSU GSU

GSU 5090G Special Topics**1-15 Credit Hours. 1-15 Lecture Hours. 0 Lab Hours.**

Cross Listing(s): GSU 5090.

HIST History

HIST 5030G Selected Topics in History**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Topics will vary with individual professor. Graduate students will be given an extra assignment (s) determined by the instructor that undergraduates will not be required to do.

Cross Listing(s): HIST 5030, HIST 5030S.

HIST 5130G American Indian History**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

A survey of the history of American Indians from pre-contact to the present, supplemented by case studies from a number of regions.

Cross Listing(s): HIST 5130.

HIST 5133G Revolutionary America**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): HIST 5133.**HIST 5134G Civil War and Reconstruction****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): HIST 5134.**HIST 5136G Recent America: U.S. Since 1945****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): HIST 5136.**HIST 5137G The Antebellum South****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): HIST 5137.**HIST 5138G The New South****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): HIST 5138.**HIST 5230G Advertising and Culture****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): HIST 5230.**HIST 5232G Working Class History in the United States****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): HIST 5232.**HIST 5233G The American City****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): HIST 5233, AAST 5233, AAST 5233G.**HIST 5234G Piracy in the Americas, 1500-1750****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course focuses on the history of piracy in the Americas during the Golden Age of Piracy, a period that ranges from European contact to the mid-1700s. It is an age marked by exploration, colonization, overseas trade, endemic religious conflicts, expansive empires, and refractory fiefdoms. Spain and Portugal began the exploration, overseas trade and conquest of this period, but their successes quickly led their northern neighbors, particularly the French, English, and Dutch, to cast their covetous eyes upon slowmoving, inbound treasure fleets of their southern neighbors; creating an elaborate game between predators and prey. The interactions that developed between predators and prey will be the primary subject of this course.

Cross Listing(s): HIST 5234.**HIST 5236G Religion, Empire, and Revolution in the Eighteenth Century****Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

This course will follow the so-called long eighteenth century -- an era of great historical change and globalization -- through the many religious, intellectual, and scientific achievements associated with the rise and fall of European empires in the Atlantic World from c. 1650-1815. This era culminated in revolutionary movements that included the American, French, Haitian, and the Latin American Revolutions, events which arguably influenced much of nineteenth-, and twentieth-century global history. This course proceeds through an examination of various topics associated with this important crucible of global modernity: such topics may include religious change and the Enlightenment, imperial competition and absolutism, debates over race, slavery and gender equality, slavery in the Enlightenment, and the Age of the Democratic and Atlantic Revolutions. Graduate students will be given an extra assignment determined by the instructor which undergraduates will not be required to do.

Cross Listing(s): HIST 5236.**HIST 5332G The Reformation****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): HIST 5332, RELS 5332, RELS 5332G.**HIST 5335G World War II****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): HIST 5335.**HIST 5336G Revolutionary France****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): HIST 5336, HIST 5336S.**HIST 5339G Britain and the World****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course focuses on the diplomatic, economic, colonial, environmental or cultural relationships between the British Isles and the broader world since 1485. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

Cross Listing(s): HIST 5339.

HIST 5430G Modern France**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): HIST 5430.**HIST 5431G Advanced Topics in Public History****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

In this course, students will develop advanced proficiency in the professional practice of Public History through readings and experiential learning that will prepare them to present historical knowledge to a public audience. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Topics vary. May be repeated for credit.

Cross Listing(s): HIST 5431.**HIST 5530G 20th Century Russia****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): HIST 5530, HIST 5530S.**HIST 5531G Modern Japan****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): HIST 5531, HIST 5531S, INTS 5531, INTS 5531G, INTS 5531S.**HIST 5532G Modern China , 1600 to 1949****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course not only offers a general survey on the history of modern China from the rise of the Qing dynasty in 1644 to the establishment of the People's Republic of China in 1949, but also introduces students to the historiography of modern China and requires students to analyze and discuss related theoretical issues. Graduate students will be given extra assignments determined by the instructor which undergraduates will not be required to do.

Cross Listing(s): HIST 5532, INTS 5532, INTS 5532G.**HIST 5533G Economic Rivals: U.S.-EC-Japan****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): HIST 5533, INTS 5533, INTS 5533G.**HIST 5534G Contemporary China****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course focuses on China's unique historical trajectory of modernization from 1949 to the present. It consists of a series of topical lectures on changes in China's politics, economy, society, and culture, with special emphasis on important events such as the Great Leap Forward, the Cultural Revolution, China's Post-Mao Reforms, the 1989 Tiananmen Incident, and the 2008 Beijing Olympics. Graduate students will be given extra written assignments determined by the instructor that integrate more articles and books in their research and will be required to show greater sophistication in primary source analysis.

Cross Listing(s): HIST 5534.**HIST 7630 The Historian's Craft****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Readings in American History**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

A reading colloquium in which topics will vary with individual professor.

Cross Listing(s): HIST 7631S.**HIST 7631S Readings in American History****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

A reading colloquium in which topics will vary with individual professor.

Cross Listing(s): HIST 7631.**HIST 7633 Readings in European History****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

A reading colloquium in which topics will vary with individual professor.

HIST 7635 Readings in Non-Western History**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

A reading colloquium in which topics will vary with individual professor.

HIST 7638 Research Seminar**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Topics vary with individual professor.

Cross Listing(s): HIST 7638S.**HIST 7638S Research Seminar****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Topics vary with individual professor.

Cross Listing(s): HIST 7638.**HIST 7639 Studies in Georgia History****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Engages a variety of selected topics in Georgia History.

HIST 7651 Seminar in Public History**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

In this course, students will explore the latest research, theories, and best practices in the field of Public History through readings, discussions, and written assignments. Topics include but are not limited to: museums; oral history; film, new media, and historical knowledge; popular publishing; national parks; visual history; archives; historical preservation.

HIST 7661 Seminar in Museum Studies**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course provides an introduction to the history and development of museums and the professionalization of the field. It covers the structure and nature of curatorial, education, and administrative work in museums and theoretical and practical issues facing museums today. The course will provide an overview of current method and theory in material culture studies. Students will visit and evaluate museums and virtual exhibits and study major exhibit controversies and debates about the politics of historical memory and exhibition. Readings and discussions will provide a basis for a hands-on section of the course where student teams will create small case exhibits that transmit and display historical knowledge.

HIST 7791 Graduate Internship in History**1-6 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

This course is designed to give graduate students 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 or Certificate in Public History 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. This course will not substitute for thesis credit or non-thesis project credit required for the M.A. degree.

HIST 7830 Historical Writing**3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

Techniques of writing and editing manuscripts based on original historical research.

HIST 7831 Independent Study in History**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Topics vary with professor.

Cross Listing(s): HIST 7831S.**HIST 7831S Independent Study in History****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Topics vary with professor.

Cross Listing(s): HIST 7831.**HIST 7990 Non-Thesis Project in History****1-6 Credit Hours. 1-6 Lecture Hours. 0 Lab Hours.**

This course focuses on planned research and writing directed by student's advisor. Intended for graduate students pursuing the nonthesis option in the M.A. program in History and/or students pursuing the graduate Certificate in Public History. This course can count as an elective for M.A. students only if they are also pursuing the graduate Certificate in Public History.

HIST 7999 Thesis**1-12 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

Planned research and writing directed by student's thesis advisor.

HLTH Health

HLTH 6195S International Studies Abroad in Health and Kinesiology**3-9 Credit Hours. 3-9 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): KINS 6195S and NTF5 6195S.**HLTH 7099 Selected Topics in Health Science****1-3 Credit Hours. 1-3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 7238 Women's Health Issues**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.****HLTH 7239 Health and Aging****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.****HLTH 7430 Human Dev/Health Issues****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.****HLTH 7431 Health and Nutrition****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.****HLTH 7760 Practicum in Community Health Education****6 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

Provides the student with an opportunity to investigate an area of interest under the direction of a faculty mentor.

Prerequisite(s): Permission of Instructor.**Cross Listing(s):** HLTH 7899S.**HLTH 7899S Directed Individual Study****1-3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

Provides the student with an opportunity to investigate an area of interest under the direction of a faculty mentor.

Prerequisite(s): Permission of Instructor.**Cross Listing(s):** HLTH 7899.**HLTH 8431 Health and Human Sexuality for Educators****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

HSPM Hlth Service Policy Mgmt

HSPM 6030 Healthcare Economics and Policy**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course is designed to provide a detailed understanding of the administrative and organization management of healthcare systems, including analysis of management problems, planning, evaluating, operations and policy analysis within the healthcare environment. Selected topics from the healthcare profession of management will also be covered.

HSPM 7030 Healthcare Marketing and Strategic Planning**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 1-3 Lecture Hours. 0 Lab Hours.**

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.

HSPM 7131 Health Organization Theory, Behavior and Management**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

Prepares 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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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.

HSPM 7230 Health Leadership and Strategic Planning
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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 Healthcare Law**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

HSPM 7331 Long Term Care Administration**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 7332 Population Health**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Delivering care to meet the needs of the population of the communities, a health organization service requires a strategic approach and an organizational culture that attends to those healthcare needs. This course is designed to familiarize students with the current applications of social and behavioral sciences. It is an overview of healthcare and public health management and administration, managerial decision making and the practical knowledge, tools, processes and strategies required to operate successfully with a population health focus by the healthcare organization.

HSPM 7333 Healthcare Governance**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course focuses on the macro-organizational concepts of managing complex health care organizations. Health care organizations are complex systems transforming inputs (professional, supplies, etc.) into outputs (health services) for customers (patients). To perform well, these systems require appropriate environmental assessments, strategy, governance, organizational structure, work processes, distribution of power, innovation and change. These requirements for effective organizational performance form the core content of the course.

**HSPM 7334 Human Resources Healthcare
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course focuses on functions and concepts required for managing human resources in organizations. It combines traditional human resource management (HRM) functions with concepts from organization behavior. Course content includes selection, training and development, compensation, performance appraisal, motivation, organizational development, union activity, and modes of conflict resolution.

**HSPM 7335 Healthcare Operations Management
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course examines operational issues in health care management. Topics include systems analysis, continuous quality improvement and re-engineering, demand forecasting, facility location and design models, decision analysis techniques, linear programming, queuing and waiting models, inventory control models, and statistical quality control. The goal is to instill an understanding of the language, applications, and limitations of quantitative models with regard to decision on making and problem solving in health care organizations.

**HSPM 7336 Healthcare Supply Chain Management
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

The healthcare supply chain is a vital core business component of the health organization with the mission of delivering the technological elements of the patient care process to the providers of care. From strategic sourcing and purchasing, acquisition, logistics, inventory management, to point of use applications, this course provides understanding, knowledge and evaluation models to operate and manage an organization's enterprise resource planning and management system, specifically with regard to the supply chain system and the management of that system as evaluated from strategic operations management and financial perspective.

**HSPM 7337 Integrative Health Enterprise Analytics and Decision Making
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Given the integration of data, community needs and regulation and policy, this course incorporates the elements of healthcare, public health, health information technology and the health insurance sub-industries to develop a framework and analytic methods to improve efficiency, effectiveness and efficacy of the health industry as a whole. The course will establish an analytic framework, based on data from patients, populations, processes and profitability (4 P's of Health Analytics) utilizing industry, healthcare enterprise and community health data with appropriate tools, methods and approaches to answer community health needs and status, operational, financial and healthcare delivery outcomes questions to support leadership decisions. The course will also include an integrated platform of appropriate analytical and predictive/estimation methods, tools and techniques for enhanced decision making at the strategic and operational levels of the health enterprise for enhanced health status and improved health outcomes of communities served.

**HSPM 7338 Contemporary Issues in Healthcare
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course examines operational issues in health care management. Topics include systems analysis, continuous quality improvement and re-engineering, demand forecasting, facility location and design models, decision analysis techniques, linear programming, queuing and waiting models, inventory control models, and statistical quality control. The goal is to instill an understanding of the language, applications, and limitations of quantitative models with regard to decision making and problem solving in health care organizations.

**HSPM 7710 Administrative Internship
1 Credit Hour. 0 Lecture Hours. 0 Lab Hours.**

Field experience for graduate students which consist of a three part experience of 300 contact hours which will include the following: 1. Students are to complete rotation rounds of all administrative and clinical departments, 2. Students are to attend major management and governance meetings, and 3. Students are to be assigned special projects for completion at the end of the administrative internship. The student must present a written presentation to Master of Healthcare Administration (MHA) faculty for assessment.

**HSPM 7769 Managerial Residency in Health Services Administration
6 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

Permits the student to receive practical experience in selected health related settings.

**HSPM 7890 Directed Individual Study
1-3 Credit Hours. 1-3 Lecture Hours. 0 Lab Hours.**

Provides the student with an opportunity to investigate an area of interest under the direction of a faculty mentor.

INTS International Studies

**INTS 5531G Modern Japan
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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-WWII society. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

Cross Listing(s): INTS 5531, INTS 5531S, HIST 5531, HIST 5531G, HIST 5531S.

**INTS 5532G Modern China
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): INTS 5532, HIST 5532, HIST 5532G.

**INTS 5533G Economic Rivals: U.S.-EC-Japan
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): INTS 5533, HIST 5533, HIST 5533G.

**INTS 5633G Seminar in International Politics
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): INTS 5633, POLS 5633, POLS 5633G.

**INTS 5635G Seminar in International Organizations
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): INTS 5635, POLS 5635, POLS 5635G.

IT Information Technology

IT 5090G Selected Topics in Information Technology

3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

Provides an opportunity for in-depth study of selected topics or emerging areas in information technology. 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.

Cross Listing(s): IT 5090.

IT 5135G Data Analytics

3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

This course covers the basic issues involved in building and populating a data mart to support the planning, designing and building of business intelligence applications and data analytics. Core concepts related to business intelligence and analytics are covered. For graduate students a significant research project will be assigned as a culminating experience.

Prerequisite(s): A minimum grade of "C" in IT 3233 or CISM 4134 or CSCI 3432 and STAT 2231 and BUSA 3131.

Cross Listing(s): IT 5135.

IT 5235G Advanced Web Interfaces

3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

This course provides an introduction and application of human-computer interaction theories to web-based applications. It covers the evaluation of user interfaces using various techniques including heuristic evaluation and user testing. For graduate students a significant research project will be assigned as a culminating experience.

Prerequisite(s): A minimum grade of "C" in IT 3130 and IT 3132.

Permission of Instructor.

Cross Listing(s): IT 5235, IT 5235H.

IT 5236G Interactive Web Design and Development

3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

This course explores the infrastructure which forms the basis of commercial, web-enabled applications on mobile and small devices, as well as personal computers. The course will focus on designing mobile web applications that provide a high level of security, reliability, scalability, and availability. Through this course, students will develop proficiencies in current web technologies employed by businesses. Graduate students will be required to complete individual advanced level research in an area beyond the scope of the undergraduate requirements that demonstrates a higher level of mastery in the subject matter with additional required deliverables representative of graduate level work, as determined by the instructor.

Prerequisite(s): A minimum grade of "C" in IT 3131.

Cross Listing(s): IT 5236.

IT 5433G Information Storage and Management

3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

This course covers modern storage infrastructure technology and management including: challenges and solutions for data storage and data management, intelligent storage systems, storage networking, backup, recovery, and archive, business continuity and disaster recovery, security and virtualization, managing and monitoring the storage infrastructure. Best practices for security policies of cloud resources including permissions, privileges and storage management are analyzed and performed. For graduate students a significant research project will be assigned as a culminating experience.

Prerequisite(s): A minimum grade of "C" in CISM 3134 and IT 2333.

Cross Listing(s): IT 5433.

IT 5434G Network Security Fundamentals

3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

This course is intended to serve the needs of individuals interested in understanding the field of network security and how it relates to other areas of information technology. The course will take a broad look at network security and provide the knowledge necessary to prepare students for further study in specialized security fields or used as a capstone course to those interested in acquiring a general knowledge of the field.

Prerequisite(s): A minimum grade of "C" in IT 2333 and CISM 3134.

Cross Listing(s): IT 5434.

IT 6130 Theoretical Foundations for Network Analysis

3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

This course will provide a detailed review of fundamental 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.

IT 7090 Selected Topics in Information Technology

1-3 Credit Hours. 1-3 Lecture Hours. 0 Lab Hours.

This course provides the student with an opportunity for in-depth study of selected topics in information technology.

Prerequisite(s): Permission of Instructor.

IT 7360 Intgrt Tech School Learn Envir

3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

ITEC Instructional Tech Ed

ITEC 7090 Selected Topics in Instructional Technology

1-3 Credit Hours. 1-3 Lecture Hours. 0 Lab Hours.

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 7330 The Internet in Schools

3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

Focuses on the front-end aspects of web design: authoring, graphics production, and media development.

Cross Listing(s): FRIT 7335.

ITEC 7430 Instructional Design

3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

An introduction to systems theory as applied to the design of instructor. 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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

Instructional technology for Educators is 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 7538 Instructional Technology for School Leaders**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

The course is designed to enhance the skills 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 8130 Advanced Media Management and Supervision**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 8133 Current Trends and Issues in Instructional Technology**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

An overview of the history and types of research presently conducted in the field of Instructional Technology. Emphasis is placed on current trends and issues, as well as evaluating research in the field of instructional technology as it relates to the student's field of initial certification.

ITEC 8134 Theories and Models of Instructional Design**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Students will examine how systematic instructional design processes are applied to develop instruction congruent with specific learning theories, instructional theories, and philosophical orientations in the context of their field of initial certification. The primary focus of the course is technology-based learning materials.

Prerequisite(s): A minimum grade of "C" in ITEC 7430.**ITEC 8135 Pedagogy of Online Learning****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

ITEC 8136 Field Experience in Online Teaching and Learning**3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

Students will explore existing literature on best practices in online teaching and learning based on their specific contexts, whether K-12, higher education, business, etc. This course incorporates instructional design theory and online pedagogical knowledge putting students' learning into action and practice in an authentic online environment. The primary focus of the course is the students' application of best practices in (an) authentic field-based experience(s).

Prerequisite(s): A minimum grade of "C" in ITEC 8135.**ITEC 8231 Transforming Learning with Technology****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Prerequisites: ITEC 8530 or InTECH/Media Tech certification and ESED 8130.**ITEC 8435 Program Evaluation****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 8532 Multimedia Tools and Applications**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Prerequisite(s): Admission to EDD program.**ITEC 8636 Technology, Leadership, and Change****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

ITEC 8838 Field-Based Research in School Library Media**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Students will initiate, complete and present an acceptable field-based research study in school library media, using a design 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 completed using appropriate technologies.

Prerequisite(s): A minimum grade of "C" in EDUR 8131, EDUR 8434, ITEC 8133, ITEC 8134, ITEC 8135, and ITEC 8636.**ITEC 8839 Field-Based Research in Instructional Technology****3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

Students will initiate, complete and present an acceptable field-based research study in instructional technology, using a design developed and approved in EDUR 8434. This study must be related to the student's field of initial certification. 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 completed using appropriate technologies.

Prerequisite(s): A minimum grade of "C" in EDUR 8131, EDUR 8434, ITEC 8133, ITEC 8134, ITEC 8135, and ITEC 8636.**ITEC 8890 Directed Individual Study****1-3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

The student will propose and carry out an applied or theoretical project in instructional technology.

Prerequisite(s): Permission of advisor.

KINS Kinesiology

KINS 6130 Research Design in Kinesiology**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 and a minimum grade of "C" in KINS 6130 or Permission of Instructor.**KINS 6132 Research Methods****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Introduces the student to fundamental principles underlying research methods in sport coaching. Included will be basic procedures for conducting experimental, descriptive, historical, qualitative research, computer applications, basic measurement concepts, statistical methods, critical thinking and scholarly writing.

KINS 6195S Studies Abroad in Health/Kines
3-9 Credit Hours. 3-9 Lecture Hours. 0 Lab Hours.

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.

Cross Listing(s): HLTH 6195S and NTFS 6195S.

KINS 7099 Selected Topics in Kinesiology**1-3 Credit Hours. 1-3 Lecture Hours. 0 Lab Hours.**

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 Credit Hour. 1 Lecture Hour. 0 Lab Hours.**

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 7230 Advanced Exercise Physiology**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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**3 Credit Hours. 2 Lecture Hours. 3 Lab Hours.**

Acquaints the student with the use of typical laboratory equipment used in exercise physiology.

Prerequisite(s): A minimum grade of "C" in KINS 7230 or Permission of instructor.

KINS 7232 Health Appraisal and Fitness Testing**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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): A minimum grade of "C" in KINS 7230 or Permission of instructor.

KINS 7233 Fitness Program Administration**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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**3 Credit Hours. 2 Lecture Hours. 3 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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): A minimum grade of "C" in KINS 7230 or KINS 7232 or Permission of instructor.

KINS 7237 Exercise and Special Populations**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Examines the various physiological processes as they are affected by pregnancy, maturation and aging, and how these changes alter a persons response to, and ability to participate in, exercise.

Prerequisite(s): A minimum grade of "C" in KINS 7230 or permission of instructor.

KINS 7238 Human Performance and Nutrition**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hour. 1 Lecture Hour. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

An advanced course that focuses on current issues and/or special topics of interest to athletic training clinicians.

Prerequisite(s): Permission of instructor.

KINS 7337 Macronutrient Metabolism in Sports Nutrition**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 7337 and acceptance into the Georgia Southern University Dietetic internship.

KINS 7339 Energy Balance for Weight Management**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 and acceptance into the Georgia Southern University Dietetic internship.

KINS 7430 Administrative Issues in Coaching**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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, physics, and functional anatomy or permission of instructor.

KINS 7433 Prevention, Recognition and Care of Athletic Injuries**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 7435 Physical Educ Meas/Eval**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.****KINS 7436 Phys Activ Prog Sr Adults****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.****KINS 7437 Analysis of Teaching Physical Education****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 7439 History/Philosophy of PE**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.****KINS 7530 Psychology of Sport and Exercise Performance****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 and Exercise Psychology Interventions**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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): A minimum grade of "C" in KINS 7530 or permission of instructor.

KINS 7534 Current Issues in Sport and Exercise Psychology**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course provides student with an in-depth examination of special areas, current topics, and relevant issues in the field of sport and exercise psychology.

KINS 7535 Fitness and Wellness Education**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 7539 Health and Exercise Psychology****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

The purpose of KINS 7539 is to learn exercise behavior change strategies and provide knowledge and skills necessary to improve health and physical activity adherence for both individuals and groups. This course offers an applied inquiry into individual behaviors and lifestyles that affect physical and mental health from a health promotion, exercise science, and psychological perspective.

Prerequisite(s): A minimum grade of "C" in KINS 7530.**KINS 7590 Action Research in Physical Education****1-3 Credit Hours. 1-3 Lecture Hours. 0 Lab Hours.**

The purpose of this course is to develop the skills and knowledge necessary to effectively conduct research in P-12 Physical Education to assess effective teaching skills.

KINS 7630 Seminar in Kinesiology**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Provides the student with an in-depth literature review and discussion of contemporary topics in kinesiology.

Prerequisite(s): KINS 6130 or KINS 6131.**KINS 7730 Practicum in Coaching****3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

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****3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

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): A minimum grade of "C" in KINS 7330 or Permission of instructor.**KINS 7732 Clinical Practicum for Evaluating Athletic Training Skills****3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

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): A minimum grade of "C" in KINS 7333 or KINS 7731 or permission of instructor.**KINS 7733 Practicum in Sport and Exercise Psychology****3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

This course provides the student with the opportunity to practice knowledge and skills of sport and exercise psychology intervention. Students will be involved in supervised, applied environments that allow them to work with a team or individual.

Prerequisite(s): A minimum grade of "C" in KINS 7531 and KINS 7533 or permission of instructor.**KINS 7799 Internship in Kinesiology****6-9 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

KINS 8431 Curriculum Issues and Trends in Physical Education**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Identifies theoretical frameworks of curriculum development in relationship to current issues and trends.

KINS 8432 Advanced Teaching Techniques in Health and Physical Education**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Purpose of this course is to develop and apply skills and knowledge to effectively implement various instructional models in health and physical education.

KINS 8433 Advanced Methods in Secondary Physical Education**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Purpose of this course is to develop skills and knowledge necessary to effectively design, evaluate, and analyze secondary Physical Education. The course will additionally provide an overview of the various types of supervision skills one needs to evaluate secondary Physical Education.

KINS 8434 Advanced Methods in Elementary Physical Education**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Purpose of this course is to develop skills and knowledge necessary to effectively design, evaluate, and analyze elementary Physical Education. The course will additionally provide an overview of the various types of supervision skills one needs to evaluate elementary Physical Education.

LAST Latin American Studies

LAST 5232G Studies in Hispanic Societies**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): LAST 5232.

LING Linguistics

LING 5130G Modern English Grammar

3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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.

Cross Listing(s): LING 5130, WRIT 5130, WRIT 5130G.

LING 5330G History of English Language

3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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.

Cross Listing(s): LING 5330, ANTH 5330, ANTH 5530G, WRIT 5330, WRIT 5330G.

LING 5530G Sociolinguistics

3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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.

Cross Listing(s): ANTH 5530, ANTH 5530G, LING 5530 and WRIT 5530.

LING 6131 Applied Phonology

3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

An introduction to professional work with linguistic sounds in applied areas of language study such as Teaching English to Speakers of Other Languages (TESOL) and speech pathology.

LING 6133 Applied English Grammar

3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

An overview of English grammar geared towards teachers of English to speakers of other languages and applied linguistics.

LING 6231 Language, Nation, and Globalization

3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

An introduction to national and global language issues and linguistic globalization with special emphasis on the role of English for students in applied areas of language study including Teaching English to Speakers of Other Languages (TESOL).

LING 6233 Teaching English Internationally

3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

A course to prepare students to teach English in other countries.

LOGT Log/Intermodal Transpor.

LOGT 7432 Logistics Fundamentals and Strategy

3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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): Prior or concurrent enrollment in and a minimum grade of "C" in MGNT 7331.

LOGT 9999 Dissertation

1-18 Credit Hours. 0 Lecture Hours. 0 Lab Hours.

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.

LSTD Legal Studies

LSTD 6130 Legal Environment of Business

3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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.

LSTD 7130 Legal and Ethical Issues in Business

3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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 permission of Director of Graduate programs in the College of Business; a minimum grade of "C" in LSTD 2106 and prior or concurrent enrollment in MGNT 7331 with a minimum grade of "C".

LSTD 7230 Law and Ethics for Accountants

3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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.

MATH Mathematics

MATH 5090G Selected Topics in Mathematics

1-3 Credit Hours. 1-3 Lecture Hours. 0 Lab Hours.

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 required.

Cross Listing(s): MATH 5090.

MATH 5130G Statistics and Probability for K-8 Teachers

3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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.

Cross Listing(s): MATH 5130.

MATH 5135G Algebraic Connections for K-8 Teachers

3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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.

Cross Listing(s): MATH 5135.

MATH 5136G History of Mathematics

3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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.

Cross Listing(s): MATH 5136.

MATH 5137G Geometry for K-8 Teachers**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.**Cross Listing(s):** MATH 5137.**MATH 5230G Advanced Geometry****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.**Cross Listing(s):** MATH 5230.**MATH 5232G Mathematical Applications Using Technology****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.**Cross Listing(s):** MATH 5232.**MATH 5234G Number Theory****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.**Cross Listing(s):** MATH 5234 and MATH 5234H.**MATH 5236G Patterns of Problem Solving****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.**Cross Listing(s):** MATH 5236.**MATH 5330G Operations Research****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.**Cross Listing(s):** MATH 5330.**MATH 5331G Analysis I****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.**Cross Listing(s):** MATH 5331.**MATH 5332G Analysis II****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.**Cross Listing(s):** MATH 5332.**MATH 5333G Modern Algebra I****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.**Cross Listing(s):** MATH 5333.**MATH 5334G Modern Algebra II****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.**Cross Listing(s):** MATH 5334.**MATH 5335G Intermediate Linear Algebra****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.**Cross Listing(s):** MATH 5335.**MATH 5336G Applied Numerical Methods****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 prior knowledge of a programming language.**Cross Listing(s):** MATH 5336.**MATH 5337G Difference Equations****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 or MATH 2242H and MATH 2331.**Cross Listing(s):** MATH 5337.

MATH 5338G Methods of Applied Mathematics**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.**Cross Listing(s):** MATH 5338.**MATH 5339G Partial Differential Equations****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 or MATH 2243H and MATH 3230.**Cross Listing(s):** MATH 5339.**MATH 5430G Introduction to Mathematical Biology****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.**Cross Listing(s):** MATH 5430.**MATH 5431G Combinatorics and Graph Theory****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.**Cross Listing(s):** MATH 5431.**MATH 5433G Differential Geometry of Curves and Surfaces****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 or MATH 2243H and MATH 2331.**Cross Listing(s):** MATH 5433.**MATH 5434G Functions of a Complex Variable****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.**Cross Listing(s):** MATH 5434.**MATH 5435G Introduction to Topology****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Prerequisite(s): A minimum grade of "C" in MATH 2332.**Cross Listing(s):** MATH 5435.**MATH 5436G Introduction to Fractals****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 5331 or MATH 5331G.**Cross Listing(s):** MATH 5436.**MATH 5437G Mathematics and Computation of Curves and Surfaces****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course is a study of the mathematical and computational techniques used for the computer generation of curves and surfaces. The primary representations for the curves and surfaces are univariate and multivariate polynomials and splines in the Bernstein/Bezier and B-spline bases. These curves and surfaces are used for data fitting (interpolation and smoothing) and approximation. Topics include: recursion, smoothness, surfaces over grids, surfaces over triangulations, simplex and box splines, variational curves and surfaces, transformations and projections. Graduate students will be given an extra assignment not required of undergraduate students.

Prerequisite(s): A minimum grade of "C" in MATH 2243 or MATH 2243H and MATH 2331.**Cross Listing(s):** MATH 5437.**MATH 5530G Mathematics for Scientists and Engineers****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 or MATH 2242H.**Cross Listing(s):** MATH 5530.**MATH 5539G Mathematical Models****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.**Cross Listing(s):** MATH 5539.**MATH 6130 Fundamental Concepts of Arithmetic and Geometry****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

MATH 6131 Applications in Arithmetic and Algebra for K-5 Teachers
3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.

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): Requires current Georgia Teacher Certification.

MATH 6132 Applications in Statistics for K-5 Teachers
3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.

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): Requires current Georgia Teacher Certification.

MATH 6133 Applications in Geometry for K-5 Teachers
3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.

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): Requires current Georgia Teacher Certification.

MATH 6161 Mathematical Reasoning
3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**MATH 6230 Fundamental Ideas of Calculus**
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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; permission of instructor.

MATH 6301 College Geometry
3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**MATH 6435 Linear Algebra**
3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**MATH 6547 Intro to Statistical Methods**
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

Data analysis, sampling, and probability; standard methods of statistical inference, including tests, chi-square tests, and non parametric methods. Applications include use of a statistical computer package.

MATH 7090 Selected Topics in Mathematics
1-3 Credit Hours. 1-3 Lecture Hours. 0 Lab Hours.

Specialized study in a selected area of Applied Mathematics.

Prerequisite(s): Permission of instructor.

MATH 7130 Mathematical Optimization Theory
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

The course covers fundamentals of mathematical optimization theory. Topics include: elements of convex analysis, first and second order necessary and sufficient optimality conditions for unconstrained and constrained optimization problems, Lagrange multiplier theory, Lagrange duality theory, and an overview of important optimization techniques for convex, conic, semidefinite and complementarity problems.

Prerequisite(s): A minimum grade of "C" in MATH 5331.

MATH 7132 Methods of Optimization
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

The first part of the course provides a brief introduction to the foundations of optimization, including optimality conditions. The second part concentrates on selected methods for unconstrained and constrained optimization problems. These include but are not limited to: line search methods, gradient methods, Newton-type methods, trust region methods, non-gradient methods, penalty and barrier methods, interior-point methods, methods of feasible directions and dual methods. Selected methods will be implemented on the computer. Prior completion of MATH 5330 is recommended.

Prerequisite(s): A minimum grade of "C" in MATH 5331.

MATH 7231 Advanced Numerical Analysis I
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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 or 5336G.

MATH 7232 Advanced Numerical Analysis II
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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.

Prerequisite(s): A minimum grade of "C" in MATH 5234 and MATH 5434.

MATH 7236 Advanced Ordinary Differential Equations
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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 7237 Mathematical Control Theory
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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.

MATH 7330 Functional Analysis**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 5331.**MATH 7332 Advanced Partial Differential Equations****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.**MATH 7333 Complex Analysis****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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, Rouche'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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 7420 Applied Combinatorics****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Counting principles including combinations, permutations, generating functions, recurrence relations, the principle of inclusion, exclusion and Polya's theory of counting. This course is for high school mathematics teachers in the MAT or MED programs, who have had a full sequence of calculus courses and a first course in linear algebra.

MATH 7430 Abstract Algebra I**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.**MATH 7431 Abstract Algebra II****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.**MATH 7432 Differential Geometry of Manifolds****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.**MATH 7610 Graduate Seminar****1 Credit Hour. 1 Lecture Hour. 0 Lab Hours.**

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 MATH 5332 or MATH 5335 or STAT 5531 or MATH 7231.**MATH 7820 Historical & Cult Dev of Math****3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.****MATH 7821 Hist & Cult Dev of Math II****3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.****MATH 7890 Directed Study in Mathematics****1-3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

Directed study under faculty supervision.

Prerequisite(s): Permission of instructor and Department Chair required.**MATH 7895 Research****1-3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

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**1-3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

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.

MENG Mechanical Engineering

MENG 5090G Selected Topics in Mechanical Engineering**1-3 Credit Hours. 1-3 Lecture Hours. 1-6 Lab Hours.**

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.**Cross Listing(s):** MENG 5090.

MENG 5135G Vibration and Preventive Maintenance**0,3 Credit Hours. 0,2 Lecture Hours. 0,2 Lab Hours.**

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): MENG 3521 and MENG 3130 and MATH 3230 or MATH 3230H or Permission of instructor.

Cross Listing(s): MENG 5135.

MENG 5136G Introduction to Finite Element Analysis**3 Credit Hours. 1 Lecture Hour. 4 Lab Hours.**

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): A minimum grade of "C" in MENG 2139 and MENG 3135 and MENG 3233 and ENGR 2112 and ENGR 3235 or Permission of instructor.

Cross Listing(s): MENG 5136 and MENG 5136H.

MENG 5137G Mechanical System Design**3 Credit Hours. 0 Lecture Hours. 6 Lab Hours.**

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): MENG 3130 and MENG 3135 and MENG 3233 and MENG 3333 and MENG 3521 and a minimum grade of "C" in ENGR 2112 and ENGR 3235.

Cross Listing(s): MENG 5137 and MENG 5137H.

MENG 5138G Composite Materials: Manufacturing, Analysis, and Design**0,3 Credit Hours. 0,2 Lecture Hours. 0,2 Lab Hours.**

This course introduces basics of fiber reinforced, and laminated composites, anisotropic theory, stress analysis, design and testing of composite materials. Topics include an overview of structure and processing of composite materials, classification of anisotropy, anisotropic constitutive models, classical laminate theory, failure theories, and test methods. The knowledge will be applied to a design of simple composite structural elements. 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): A minimum grade of "C" in MENG 3135 or MFGE 3131 and MENG 3333 or MFGE 3531 or permission of instructor for graduate students.

Cross Listing(s): MENG 5138.

MENG 5233G Wind Energy**3 Credit Hours. 2 Lecture Hours. 2 Lab Hours.**

This course provides an in-depth introduction to modern wind turbine technology and the development of the wind power industry. Students will learn general characteristics of the wind resource and the atmospheric boundary layer. They will also learn how to analyze wind data, estimate wind resources and use statistical techniques to estimate wind turbine energy production. Aerodynamic characteristics of various turbine (HAWT and VAWT) models design, blade design, airfoils design, blade number effect and optimization techniques will be discussed theoretically and computationally for various applications. This course provides the general principles of wind turbine loads, mechanics, rotor dynamics, and methods for modeling turbine structural response. Electrical aspects of wind turbines, turbine control, turbine materials and components will also be studied, as well as, turbine design and testing, wind turbine siting, system design, and integration. Graduate students will be expected to independently research an additional topic, write a summary report, and present their findings to the class.

Prerequisite(s): MATH 2243 and MENG 3130 and MENG 3135 and MENG 3521, a minimum grade of "C" in ENGR 2231, ENGR 3233 ENGR 3235 and ENGR 2112.

Cross Listing(s): MENG 5233.

MENG 5234G Heating, Ventilating, and Air Conditioning**0,3 Credit Hours. 0,2 Lecture Hours. 0,2 Lab Hours.**

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): A minimum grade of "C" in ENGR 3431, ENGR 3235, MENG 3233 or Permission of Instructor.

Cross Listing(s): MENG 5234.

MENG 5235G Combustion**0,3 Credit Hours. 0,2 Lecture Hours. 0,2 Lab Hours.**

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): ENGR 3235, ENGR 3431, MENG 3233 or Permission of Instructor.

Cross Listing(s): MENG 5235.

MENG 5237G Applied Combustion**3 Credit Hours. 2 Lecture Hours. 2 Lab Hours.**

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, biofuel combustion, fuel surrogates, and pollutant emissions. Graduate students will be expected to independently research an additional topic, write a summary report, and present their findings to the class.

Prerequisite(s): A minimum grade of "C" in MENG 3233 or permission of instructor.

Cross Listing(s): MENG 5237.

MENG 5238G Engine Development and Performance**3 Credit Hours. 2 Lecture Hours. 2 Lab Hours.**

The design, development, operation, and environmental impact of internal combustion engines will be presented in this course with an engineering emphasis. Additionally, cycle evaluation and analysis of the energy systems, the efficiency and power generation, their benefits and costs will be determined. Graduate students will complete a more challenging final exam and they will be required to complete a more advanced capstone design project that involves a class presentation and more advanced technical analysis.

Prerequisite(s): MENG 3521 and MENG 3233 or permission of instructor.**Cross Listing(s):** MENG 5238.**MENG 5239G Biofuels Testing****3 Credit Hours. 2 Lecture Hours. 2 Lab Hours.**

The development of biofuels for engine operation and their environmental impact will be presented with an engineering emphasis. Additionally, life cycle evaluation, analysis of the energy systems and their efficiency with biofuels, together with benefits and costs will be determined. Graduate students will be required to complete a more advanced capstone design project that involves a class presentation and a more advanced technical analysis.

Prerequisite(s): MENG 3233 and a minimum grade of "C" in ENGR 3431 or permission of instructor. **Cross Listing(s):** MENG 5239.**MENG 5331G Automation and Computer Integrated Manufacturing Systems****0,3 Credit Hours. 0,2 Lecture Hours. 0,2 Lab Hours.**

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.

Prerequisite(s): A minimum grade of "C" in ENGR 1133, EMGR 1731 or MFGE 2534, MENG 3333, MFGE 2533 or Permission of Instructor.**Cross Listing(s):** MENG 5331.**MENG 5333G Robot Dynamics, Design and Analysis****3 Credit Hours. 2 Lecture Hours. 2 Lab Hours.**

An integrated treatment of robot kinematics, dynamics and control is introduced with an emphasis on analysis, design and programming of robots and their applications. Topics include planar and spatial kinematics, and motion planning; mechanism design for manipulators and mobile robots; forward and inverse kinematics, differential kinematics, manipulability, workspace design; planar and spatial multi-rigid-body-dynamics, dynamic models of robots; introduction to computer vision; robot programming; and robot control. Students will be engaged in laboratory activities to study kinematics, dynamics, programming and real-time control of robotic systems that include manipulators, mobile robots, and unmanned aerial vehicles (UAVs). Graduate students will be expected to independently research an additional topic, write a summary report, and present their findings to the class.

Prerequisite(s): MENG 3521 and MENG 3130 or permission of instructor. **Cross Listing(s):** MENG 5333.**MENG 5431G Compressible Flow****3 Credit Hours. 2 Lecture Hours. 2 Lab Hours.**

This course introduces the basic equations and concepts of compressible flow. The generalized equations and solutions are developed and solved for: one-dimensional moving and normal shocks, oblique shocks, expansion fans, compressible flow with friction, and compressible flow with heat transfer. Software will be utilized to solve compressible flow problems. Graduate students will be expected to independently research an additional topic, write a summary report, and present their findings to the class.

Prerequisite(s): MENG 3233 or permission of instructor. **Cross Listing(s):** MENG 5431.**MENG 5432G Applied Computational Fluid Dynamics****3 Credit Hours. 2 Lecture Hours. 2 Lab Hours.**

This course introduces the numerical techniques applied to the solution of fluid flow and heat transfer problems. The Finite Difference and Finite Volume methods are used to discretize and numerically solve the governing equations of heat transfer and fluid mechanics. A commercial computational fluid dynamics software is utilized for the analysis of heat transfer and fluid mechanics problems. Graduate students will be expected to independently research an additional topic, write a summary report, and present their findings to the class.

Prerequisite(s): MENG 3233 or permission of instructor. **Cross Listing(s):** MENG 5432.**MENG 5536G Mechanical Controls****0,3 Credit Hours. 0,2 Lecture Hours. 0,3 Lab Hours.**

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 3521 and MENG 3130 and MENG 2139 or Permission of Instructor.**Cross Listing(s):** MENG 5536 and MENG 5536H.**MENG 5891G Special Problems in Mechanical Engineering****1-3 Credit Hours. 1-3 Lecture Hours. 0-2 Lab Hours.**

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 and identification of a problem or study area and permission of instructor.**Cross Listing(s):** MENG 5891.**MENG 7137 Principles of Modeling and Simulation****3 Credit Hours. 2 Lecture Hours. 2 Lab Hours.**

This course provides an introduction to modeling and simulation techniques across diverse areas of engineering study for solutions of coupled physics, mechanics, chemistry, and even biological systems. The primary focus of the course will be on thermomechanical coupling, fluid and structure interaction, and electrical and thermal coupling analysis.

Prerequisite(s): MENG 5136 or permission of instructor.**MENG 7237 Intermediate Heat Transfer****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course will cover intermediate concepts related to conduction, convection and radiation heat transfer. Analytical solution methods for steady and transient conduction in one and two dimensions are developed and utilized. The continuity, momentum, and energy equations are derived and used in fundamental heat transfer applications. Radiation exchange between surfaces with and without participating media is presented and analyzed.

Prerequisite(s): MATH 5530 or permission of instructor.**MENG 7239 Intermediate Fluid Mechanics****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

In this course, the basic equations for multidimensional flow fields with ideal fluids and compressible fluids are derived. Advanced topics in fluid mechanics, including potential flow, boundary layer flow, compressible flow, and open channel flow are presented. Analytical techniques for solving problems are presented.

Prerequisite(s): MATH 5530 or permission of instructor.

MENG 7431 Mechanics of Deformable Solids
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

This course is an introduction to the fundamental mechanics of linear elasticity and elasto-plasticity, formulation and solution of simple static boundary value problems. Topics covered include constitutive equations for isotropic media, field equations for elastic solids, plane strain/plane stress and some classic analytical solutions, stress functions and potential methods.

Prerequisite(s): MENG 3331 and MATH 5530 or permission of instructor.

MENG 7432 Fracture Mechanics
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

This course is an introduction to linear elastic and elastic-plastic fracture, their fundamental concepts and applications. Topics include microstructural effects on fracture, toughening mechanisms, crack growth resistance, interface fracture mechanics, fatigue damage, fatigue crack growth models and mechanisms.

Prerequisite(s): MATH 5530 and a minimum grade of "C" in ENGR 3233 or permission of instructor.

MGED Middle Grades Education

MGED 5799G Student Teaching in Middle Grades Education
9 Credit Hours. 0 Lecture Hours. 0 Lab Hours.

A period of guided teaching during which the candidate, under the direction of a clinical supervisor, 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.

Corequisite(s): MSED 7635.

Cross Listing(s): MGED 5799.

MGED 6131 Curriculum for the Middle Grades
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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
3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.

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 6120.

Corequisite(s): MGED 6131.

MGED 6739 M.A.T. Internship I: Middle Grades
3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.

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 6120; admission to Teacher Education Program.

Corequisite(s): MGED 6131; 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)
1-12 Credit Hours. 0 Lecture Hours. 0 Lab Hours.

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; 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.

Corequisite(s): MSED 7635.

MGED 8132 Effective Middle Schools
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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".

MGMS-Valdosta State-Franchise

MGMS 7000 Professional Development Seminar
3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.

The self-assessment of individual student understanding and application of master teacher outcomes. Provides the basis for an individual program of study based on individual needs.

MGMS 7100 Research Methodology in Education
3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.

This course provides a study of methods used to conduct educational and educationally-related research and includes critical analysis of selected research articles and research design. Emphasized is the ability to use research and research methods to improve practices in educational and educationally-related settings.

MGMS 7240 Instructional Leadership, Curr
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

MGMS 7401 Chem, Erth Sci, Astr Mid Grade
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

An integrated math and science course with special emphasis on an understanding of chemical processes related to earth science and astronomy, including a study of physical chemistry, earth processes, and the chemical evolution of the universe.

MGMS 7650 Teaching Practicum
3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.

Teaching Practicum.

MGNT Management

MGNT 6330 Business Statistics using Spreadsheet Analysis

3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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.

MGNT 6331 Foundations of Management and Marketing

3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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.

MGNT 7330 Leadership and Motivation

3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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): Prior or concurrent enrollment in and a minimum grade of "C" in MGNT 7331.

MGNT 7331 Managerial Decision Analysis

3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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.

MGNT 7332 Management for Non-profit Organizations

3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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): Prior or concurrent enrollment in and a minimum grade of "C" in MGNT 7331.

MGNT 7333 Social Issues in Business

3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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): Prior or concurrent enrollment in and a minimum grade of "C" in MGNT 7331.

MGNT 7334 Global Management

3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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): Prior or concurrent enrollment in and a minimum grade of "C" in MGNT 7331.

Cross Listing(s): MGNT 7334S.

MGNT 7334S Global Management

3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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): Prior or concurrent enrollment in and a minimum grade of "C" in MGNT 7331.

Cross Listing(s): MGNT 7334.

MGNT 7335 Entrepreneurship

3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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): Prior or concurrent enrollment in and a minimum grade of "C" in MGNT 7331.

MGNT 7336 Readings in Total Quality Management

3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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): Prior or concurrent enrollment in and a minimum grade of "C" in MGNT 7331.

MGNT 7337 Managing Organizational Change and Development

3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

Provides an overview of the field of organization development (OD) and the management of change in today's organizations.

MGNT 7338 The Human Resource Process

3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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): Prior or concurrent enrollment in and a minimum grade of "C" in MGNT 7331.

MGNT 7339 Applied Regression Analysis and Forecasting for Business

3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

Provides an understanding of the production/operations function within and 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 the other functional areas of the firm.

Prerequisite(s): Prior or concurrent enrollment in and a minimum grade of "C" in MGNT 7331.

MGNT 7431 Project Management
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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 on how to use computer software to facilitate project management, and obtaining project management certification is emphasized.

Cross Listing(s): CISM 7431.

MGNT 9030 Special Topics in Management
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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.

MKTG Marketing

MKTG 5830G Marketing Independent Study
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
Cross Listing(s): MKTG 5830.

MKTG 7431 Strategic Marketing Management
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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): Prior or concurrent enrollment in and a minimum grade of "C" in MGNT 7331.

MKTG 7435 Global Marketing
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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): Prior or concurrent enrollment in and a minimum grade of "C" in MGNT 7331.

Cross Listing(s): MKTG 7435S.

MKTG 7435S Global Marketing
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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): Prior or concurrent enrollment in and a minimum grade of "C" in MGNT 7331.

Cross Listing(s): MKTG 7435.

MKTG 7830 Special Topics in Marketing
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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): Prior or concurrent enrollment in and a minimum grade of "C" in MKTG 7331.

Cross Listing(s): MKTG 7830S.

MKTG 7830S Special Topics in Marketing
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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): Prior or concurrent enrollment in and a minimum grade of "C" in MKTG 7331.

Cross Listing(s): MKTG 7830.

MKTG 9631 Seminar in Marketing Theory
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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.

MKTG 9672 Marketing Strategy Seminar
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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.

MKTG 9673 Buyer Behavior
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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.

MKTG 9674 Global Marketing Theory and Application**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

A survey course taking an indepth examination of current issues and trends in the fields of professional sales and sales management.

MSED Middle Grades & Second Ed

MSED 5333G Literature and Writing for the Middle and Secondary Schools**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): MSED 5333.**MSED 6120 Introduction to the Middle and Secondary School****2 Credit Hours. 2 Lecture Hours. 0 Lab Hours.**

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.

Corequisite(s): MSED 6122 and MSED 6123.**MSED 6122 Curriculum and Instruction****2 Credit Hours. 2 Lecture Hours. 0 Lab Hours.**

This course examines instructional design for middle and secondary schools. It examines classroom practice and provides substantial knowledge of unit and lesson design.

Corequisite(s): MSED 6120 and MSED 6123.**MSED 6123 Middle and Secondary School Practicum****2 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

A supervised introductory teaching experience in grades 4-12. Candidates will observe, assist, plan, and teach in the specific teaching field and grade level for which they are being certified. Emphasis is placed on observation and participation in various aspects of classroom life and the unique needs of adolescent learners. In addition, candidates will plan with the classroom teacher and teach introductory lessons in content area.

Corequisite(s): MSED 6120 and MSED 6122.**MSED 6237 Science Methods****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 6120.**MSED 6337 Language Arts Methods****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 6120; admission to Teacher Education Program.**MSED 6437 Social Science Methods****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 6120; admission to Teacher Education Program.**MSED 6537 Mathematics Methods****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 6120; admission to Teacher Education Program.**MSED 6637 Business Education Methods****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 6120; admission to Teacher Education Program.**MSED 6737 Family and Consumer Sciences Methods****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 7090S Selected Topics****1-3 Credit Hours. 1-3 Lecture Hours. 0 Lab Hours.**

This course is designed to provide 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 middle and/or secondary classroom.

MSED 7130 Middle and Secondary School Colloquium**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 teaching.**Corequisite(s):** SCED 5799G, MGED 5799G, or ESED 6799.

MSED 7132 Assessment of Student Learning
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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 hand-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. Candidates must tailor their course assignments and experiences to their specific grade levels and certification/content field: biology, broad fields science, chemistry, physics, or middle grades science.

MSED 7232 Teaching the Great Ideas in Science
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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. Candidates must tailor their course assignments and experiences to their specific grade levels and certification/content field: biology, broad fields science, chemistry, physics, or middle grades science.

MSED 7331 Early Adolescent Literature
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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. Candidates must tailor their course assignments and experiences to their specific grade levels and certification/content field.

Cross Listing(s): FRMS 7331.

MSED 7333 Writing Instruction for the Middle and Secondary Schools
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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. Candidates must tailor their course assignments and experiences to their specific grade levels and certification/content field.

MSED 7431 Teaching Geography in the Middle and Secondary Schools
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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. Candidates must tailor the course assignments and experiences to their specific grade levels and certification/content field: economics, geography, history, political science, or middle grades social studies.

MSED 7433 Teaching Business Education in the Secondary Schools
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

Students will examine current trends, issues, and research related to teaching Business Education in the secondary schools. Emphasis is placed on state and national business education standards, instructional strategies, assessments, and resources that have an impact on student learning. Candidates will examine, analyze, and reflect on current problems challenging business education teachers in the secondary schools.

MSED 7535 Teaching Middle Grades and Secondary Mathematics
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

An in-depth study of current content standards, methods and assessment strategies for teaching middle grades and secondary mathematics. Candidates must tailor their course assignments and experiences to their specific grade levels and certification/content field.

MSED 7635 MAT Seminar in Middle Grades and Secondary Education
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

This course is a seminar for the MAT in Middle Grades Education and Secondary Education programs. Emphasis is placed on a study of the historical and contemporary research, instruction, and recommended practices for effective middle and secondary schools. Current trends and issues in middle grades and secondary education will be examined. A classroom action research project is included.

Prerequisite(s): A minimum grade of "C" in MGED 6131 or SCED 6131, and a methods course with a minimum grade of "C".

Corequisite(s): Enrolled in MGED 5799G, or SCED 5799G, or MGED 6799, or SCED 6799.

MSED 7639 MED Seminar in Middle Grades and Secondary Education
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

This course is a seminar for the MEd in Middle Grades Education and Secondary Education programs. Emphasis is placed on a study of the historical and contemporary research, instruction, and recommended practices for effective middle and secondary schools. Current trends and issues in middle grades and secondary education will be examined. A classroom action research project is included.

Prerequisite(s): A minimum grade of "C" in EDUR 7130 and MSED 8333 or MSED 8331, and an advanced pedagogy course in one's certified concentration area with a minimum grade of "C"; MED in Middle Grades candidates must have completed MGED 8131 and MGED 8132 with a minimum grade of "C"; no courses are concurrent.

MSED 8231 Trends in Middle and Secondary Science
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

Designed to provide an in-depth study of current issues, reforms, and trends in middle grades and secondary science. Candidates must tailor their course assignments and experiences to their specific grade levels and certification/content field: biology, broad fields science, chemistry, physics, or middle grades science.

MSED 8331 Trends in the Content Areas
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

This course provides opportunities to explore a selected political, cultural and/or technological trend as it relates to teaching in the content areas. The specific focus of the course will vary, but the structure and learning goals will remain constant. Students will explore the theoretical foundations of the selected trends as well as pedagogical practices aligned with the trends in their specific certification/content field and grade levels. Candidates must tailor the course assignments and experiences to their specific grade levels and certification/content field.

MSED 8333 Readings and Research in the Content Areas
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

This course provides opportunities for students to analyze current research in their certification/content field and grade levels in relation to classroom practice. More specifically students will explore current trends and issues in teaching and learning in the disciplines through intensive reading of scholarly and practitioner journals. Students will select one issue, review current literature that addresses this issue and write a review that summarizes findings from this research and implications for their classroom practice. Issues addressed in the course may include topics such as teaching English Language Learners in content area classrooms, using Web 2.0 technologies effectively and role of discussion in learning content.

MSED 8434 Trends in Middle and Secondary Social Studies
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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. Candidates must tailor the course assignments and experiences to their specific grade levels and certification/content field: economics, geography, history, political science, or middle grades social studies.

MSED 8530 Foundations of Teaching Grades 4-12 Mathematics
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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. Candidates must tailor their course assignments and experiences to their specific grade levels and certification/content field.

MUSA Applied Music

MUSA 5110G Coaching for Singers**1 Credit Hour. 0 Lecture Hours. 0 Lab Hours.**

The purpose of this course is to provide career-track singers with an opportunity to work with an expert on such matters as interpretation, diction, and artistic communication. Graduate students will have additional requirements as assigned by instructor.

Cross Listing(s): MUSA 5110.**MUSA 7113 Applied Music-Percussion****1 Credit Hour. 0 Lecture Hours. 0 Lab Hours.****MUSA 7114 Applied Music-Piano****1 Credit Hour. 0 Lecture Hours. 0 Lab Hours.****MUSA 7115 Applied Music-Strings****1 Credit Hour. 0 Lecture Hours. 0 Lab Hours.****Cross Listing(s):** MUSA 7115S.**MUSA 7115S Applied Music-Strings****1 Credit Hour. 0 Lecture Hours. 0 Lab Hours.****Cross Listing(s):**(s): MUSA 7115.**MUSA 7116 Applied Music-Voice****1 Credit Hour. 0 Lecture Hours. 0 Lab Hours.****Cross Listing(s):** MUSA 7116S.**MUSA 7116S Applied Music-Voice****1 Credit Hour. 0 Lecture Hours. 0 Lab Hours.****Cross Listing(s):** MUSA 7116.**MUSA 7117 Applied Music-Woodwinds****1 Credit Hour. 0 Lecture Hours. 0 Lab Hours.****Cross Listing(s):** MUSA 7117S.**MUSA 7117S Applied Music-Woodwinds****1 Credit Hour. 0 Lecture Hours. 0 Lab Hours.****Cross Listing(s):** MUSA 7117.**MUSA 7118 Applied Music-Brass****1 Credit Hour. 0 Lecture Hours. 0 Lab Hours.****Cross Listing(s):** MUSA 7118S.**MUSA 7118S Applied Music-Brass****1 Credit Hour. 0 Lecture Hours. 0 Lab Hours.****Cross Listing(s):** MUSA 7118.**MUSA 7121 Percussion****2 Credit Hours. 2 Lecture Hours. 0 Lab Hours.****MUSA 7123 Applied Music-Percussion****2 Credit Hours. 0 Lecture Hours. 0 Lab Hours.****MUSA 7124 Applied Music-Piano****2 Credit Hours. 0 Lecture Hours. 0 Lab Hours.****MUSA 7125 Applied Music-Strings****2 Credit Hours. 0 Lecture Hours. 0 Lab Hours.****Cross Listing(s):** MUSA 7125S.**MUSA 7125S Applied Music-Strings****2 Credit Hours. 0 Lecture Hours. 0 Lab Hours.****Cross Listing(s):** MUSA 7125.**MUSA 7126 Applied Music-Voice****2 Credit Hours. 0 Lecture Hours. 0 Lab Hours.****Cross Listing(s):** MUSA 7126S.**MUSA 7126S Applied Music-Voice****2 Credit Hours. 0 Lecture Hours. 0 Lab Hours.****Cross Listing(s):** MUSA 7126.**MUSA 7127 Applied Music-Woodwinds****2 Credit Hours. 0 Lecture Hours. 0 Lab Hours.****MUSA 7128 Applied Music-Brass****2 Credit Hours. 0 Lecture Hours. 0 Lab Hours.****MUSA 7133 Applied Music-Percussion****3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.****MUSA 7134 Applied Music-Piano****3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.****MUSA 7135 Applied Music-Strings****3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.****Cross Listing(s):** MUSA 7135S.**MUSA 7135S Applied Music-Strings****3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.****Cross Listing(s):** MUSA 7135.**MUSA 7136 Applied Music-Voice****3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.****Cross Listing(s):** MUSA 7136S.**MUSA 7136S Applied Music-Voice****3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.****Cross Listing(s):** MUSA 7136.**MUSA 7137 Applied Music-Woodwinds****3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.****Cross Listing(s):** MUSA 7137S.**MUSA 7137S Applied Music-Woodwinds****3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.****Cross Listing(s):** MUSA 7137.

MUSA 7138 Applied Music-Brass
3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.
Cross Listing(s): MUSA 7138S.

MUSA 7138S Applied Music-Brass
3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.
Cross Listing(s): MUSA 7138.

MUSA 7191 Recital
1-3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.

MUSA 7192 Composition
1-3 Credit Hours. 0.5-1.5 Lecture Hours. 0 Lab Hours.

MUSA 7199 Applied Conducting
1-3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.
 Applied Conducting lessons.

MUSC Music

MUSC 5030G Selected Topics Music Literature
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
 Specialized study of a specifically announced area in music literature. Graduate Students must complete an extra project for the course.
Cross Listing(s): MUSC 5030.

MUSC 5031G Selected Topics in Music
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
 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.
Cross Listing(s): MUSC 5031, MUSC 5031S.

MUSC 5231G Music in the Classic Period
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
 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.
Cross Listing(s): MUSC 5231.

MUSC 5232G Music in the Romantic Period
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
 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.
Cross Listing(s): MUSC 5232.

MUSC 5233G Music in the Contemporary Period
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
 A survey of major historical trends, aesthetic and stylistic developments, significant figures, and selected repertory from the Contemporary period.
Cross Listing(s): MUSC 5233.

MUSC 5234G History of Opera
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
 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.
Cross Listing(s): MUSC 5234, MUSC 5234S.

MUSC 5236G Jazz History
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
 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.
Cross Listing(s): MUSC 5236.

MUSC 5237G Symphonic Literature
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
 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.
Cross Listing(s): MUSC 5237, MUSC 5237H.

MUSC 5239G Selected Topics in Music History
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
 Specialized study of a specifically-announced area in music history. Graduate students must complete an extra project for this course.
Cross Listing(s): MUSC 5239.

MUSC 5332G Jazz Styles and Analysis
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
 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): A minimum grade of "C" in MUSC 3132 and MUSC 5236 or MUSC 5236G.
Cross Listing(s): MUSC 5332.

MUSC 5411G Jazz Pedagogy
1 Credit Hour. 1 Lecture Hour. 0 Lab Hours.
 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.
Cross Listing(s): MUSC 5411.

MUSC 5430G Advanced Choral Arranging
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
 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.
Cross Listing(s): MUSC 5430.

MUSC 5431G Advanced Instrumental Arranging
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
 Study of issues and techniques in composing arrangements for various types of instrumental ensembles with practical experience.
Cross Listing(s): MUSC 5431.

MUSC 5432G Advanced Jazz Arranging
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
 Study of issues and techniques in composing arrangements for various types of jazz ensembles with practical experience.
Cross Listing(s): MUSC 5432.

MUSC 5539G Selected Topics in Music Technology
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
 Specialized study of a specifically-announced area in music technology. Graduate students must complete an extra project for this course.
Cross Listing(s): MUSC 5539.

MUSC 5630G Music, Technology and Contemporary Culture
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
 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.
Cross Listing(s): MUSC 5630.

MUSC 6111 Method and Pedagogy, Violin/Viola I
1 Credit Hour. 1 Lecture Hour. 0 Lab Hours.
 This course emphasizes string techniques in terms of methodology with an organized method of teaching approaches.

MUSC 6112 Method and Pedagogy, Violin/Viola II
1 Credit Hour. 1 Lecture Hour. 0 Lab Hours.

This course emphasizes string techniques in terms of methodology with an organized method of teaching approaches which will include practical training and repertoire application.

MUSC 6131 Music Reference Tools and Resources
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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 7039 Selected Topics in Music Pedagogy
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

Specialized study of a specifically-announced area in music pedagogy.

MUSC 7092 Selected Topics in Music
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

Topics vary with individual professor.

MUSC 7192 Composition
1-3 Credit Hours. 0.5-1.5 Lecture Hours. 0 Lab Hours.

Development of skills in advanced composition.

Cross Listing(s): MUSC 7391S.

MUSC 7231 History and Philosophy of Music Education
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

A study of historical and philosophical currents which have shaped current music education practices.

MUSC 7232 Research in Music Learning
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

This course is a presentation of quantitative and qualitative research methods, with emphasis on connecting research to music learning and performance contexts. Students will develop skills in design, data interpretation, and application to practice.

MUSC 7239 Selected Topics in Music Education
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

Specialized study of a specifically-announced area in music education.

MUSC 7330 Chamber Music Analysis and Literature
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

Examination, discussion, and analysis of selected chamber music literature from the Baroque to the present.

MUSC 7331 Advanced Analytical Techniques
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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 7339 Selected Topics in Music Theory
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

Specialized study of a specifically-announced area in music theory.

MUSC 7391S Composition
1-3 Credit Hours. 1-3 Lecture Hours. 0 Lab Hours.**MUSC 7432 Choral Literature**
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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 7436 Wind Ensemble Literature Before 1950
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

Survey of the historical development of wind band literature and ensembles up to 1950 with respect to composers, composition, performers, instrumentation, and events.

MUSC 7437 Wind Ensemble Literature After 1950
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

Survey of the historical development of wind band literature and ensembles after 1950 with respect to composers, composition, performers, instrumentation, and events.

MUSC 7530 Digital Audio Montage
3 Credit Hours. 2 Lecture Hours. 2 Lab Hours.

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.

MUSC 7533 Sound Design and Processing
3 Credit Hours. 2 Lecture Hours. 2 Lab Hours.

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.

MUSC 7534 Interactive Media
3 Credit Hours. 2 Lecture Hours. 2 Lab Hours.

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.

MUSC 7535 Advanced MIDI Sequencing
3 Credit Hours. 2 Lecture Hours. 2 Lab Hours.

This course 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.

MUSC 7630 Seminar in Advanced Conducting
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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.

MUSC 7631 Advanced Score Reading Techniques
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

Score study techniques and discussion of issues in preparation for conducting across all areas of band, choral, orchestral, and mixed ensembles.

MUSC 7634 Music and the Brain
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

This course investigates aspects of music performance, perception, understanding and skill development through a cognitive lens. Course materials will be drawn from recent neurological and behavioral research, as well as from popular press.

MUSC 7639 Selected Topics in Conducting
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

Specialized study of a specifically-announced area in music conducting.

MUSC 7891 Special Problems in Music
1-9 Credit Hours. 0 Lecture Hours. 0 Lab Hours.

Topics vary with individual professor.

Cross Listing(s): MUSC 7891S.

MUSC 7891S Special Problems in Music
1-9 Credit Hours. 0 Lecture Hours. 0 Lab Hours.

Topics vary with individual professor.

MUSC 7931 Music Education Final Project
3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.

Planned Project, written or practical, directed by the student's project advisor.

MUSC 7932 Music Technology Final Project
3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.

Planned project directed by the student's project advisor.

MUSE Music Ensemble

MUSE 6114 Chamber Music Ensemble

1 Credit Hour. 0 Lecture Hours. 3 Lab Hours.

None. MUSE courses do not have course descriptions in the catalog.

MUSE 6210 University Band

1 Credit Hour. 0 Lecture Hours. 3-5 Lab Hours.

MUSE courses are not listed in the catalog.

MUSE 6211 Wind Symphony

1 Credit Hour. 1 Lecture Hour. 0 Lab Hours.

MUSE 6212 Marching Band

1 Credit Hour. 1 Lecture Hour. 0 Lab Hours.

MUSE 6213 Symphonic Wind Ensemble

1 Credit Hour. 1 Lecture Hour. 0 Lab Hours.

MUSE 6214 Jazz Ensemble

1 Credit Hour. 1 Lecture Hour. 0 Lab Hours.

MUSE 6215 Jazz Combo

1 Credit Hour. 1 Lecture Hour. 0 Lab Hours.

MUSE 6216 Brass Ensemble

1 Credit Hour. 1 Lecture Hour. 0 Lab Hours.

MUSE 6217 Percussion Ensemble

1 Credit Hour. 1 Lecture Hour. 0 Lab Hours.

MUSE 6218 Woodwind Ensemble

1 Credit Hour. 1 Lecture Hour. 0 Lab Hours.

MUSE 6219 Pep Band

1 Credit Hour. 0 Lecture Hours. 1 Lab Hour.

Ensemble to support athletic and other events. Membership includes woodwind, brass, and percussion.

MUSE 6311 University Singers

1 Credit Hour. 1 Lecture Hour. 0 Lab Hours.

MUSE 6312 Southern Chorale

1 Credit Hour. 1 Lecture Hour. 0 Lab Hours.

MUSE 6312S Southern Chorale

1 Credit Hour. 1 Lecture Hour. 0 Lab Hours.

MUSE 6313 Women's Chorus

1 Credit Hour. 0 Lecture Hours. 3-5 Lab Hours.

A select choral ensemble for women open to majors and non-majors who demonstrate superior ability in the audition process.

MUSE 6314 Opera Theatre

1 Credit Hour. 1 Lecture Hour. 0 Lab Hours.

MUSE 6411 Orchestra

1 Credit Hour. 1 Lecture Hour. 0 Lab Hours.

MUSE 6414 String Ensemble

1 Credit Hour. 0 Lecture Hours. 1 Lab Hour.

MUSE 6511 Electronic Music Ensemble

1 Credit Hour. 0 Lecture Hours. 2 Lab Hours.

None. MUSE courses do not have course descriptions in the catalog.

MUSE 6514 Accompanying

1 Credit Hour. 1 Lecture Hour. 0 Lab Hours.

MUSE 7333 Advanced Choral Arranging

3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

NTFS Nutrition and Food Science

NTFS 6195S International Studies Abroad in Health and Kinesiology
3-9 Credit Hours. 3-9 Lecture Hours. 0 Lab Hours.

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.

Cross Listing(s): HLTH 6195S and KINS 6195S.

NTFS 7314 Applied Medical Nutrition Therapy

1 Credit Hour. 1 Lecture Hour. 0 Lab Hours.

This course provides an advanced focus on medical nutrition therapy to help students successfully apply the Nutrition Care Process to individuals from all life stages and disease states. In conjunction with the Georgia Southern Dietetic Internship, this course provides the knowledge for direct application and experience in the clinical nutrition setting.

Prerequisite(s): Acceptance into the Georgia Southern University Dietetic Internship.

NTFS 7335 Nutrition in the Community

3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

This course provides a focused and critical review of concepts applicable to Community Nutrition - nutritional epidemiology; community needs assessment; public policy; federal, state, and local nutrition programs; program planning and management; nutrition requirements and services for infants, children, adolescents, adults and elderly; and food security and food supply in the U.S. Further the role of nutrition education in improving public health and its application in developing nutrition intervention programs will be discussed. This course includes a special emphasis on the role of the Registered Dietitian in health promotion and disease prevention in the public arena. In conjunction with the Georgia Southern Dietetic Internship, this course will provide opportunities for direct application and experience in community nutrition settings.

Prerequisite(s): Acceptance into the Georgia Southern University Dietetic Internship.

NTFS 7336 School Nutrition Administration

3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

This course provides a focused, critical review and analysis of concepts applicable to school nutrition administration - legislation and regulations; organizational leadership and management; human and financial resource management; menu planning; sustainability; facility design; procurement; food production; program planning, implementation, and evaluation; marketing; and nutrition education. This course includes a special emphasis on the role of the Registered Dietitian in school nutrition administration. In conjunction with the Georgia Southern Dietetic Internship, this course provides the knowledges and skills for the direct application and experience in the school nutrition setting.

Prerequisite(s): Acceptance into the Georgia Southern University Dietetic Internship.

NTFS 7338 Micronutrient Metabolism

3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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 7337 and acceptance into the Georgia Southern University Dietetic Internship.

**NTFS 7339 Energy Balance for Weight Management
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 and acceptance into the Georgia Southern University Dietetic Internship.

**NTFS 7430 Health Behavior in Nutrition
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course provides a focused and critical review of concepts applicable to working with clients in nutrition education and nutrition counseling settings to promote behavior change. This course includes a special emphasis on theories of health behavior change and on promoting health behavior change through motivational interviewing.

NURS Nursing

**NURS 5131G Scientific and Medical Terminology
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course is designed for students interested in expanding their knowledge of medical terminology and related pathophysiology. This is a fully on-line course. There are no on-campus meetings or synchronous on-line meetings. Emphasis is placed on etymology, definition, pronunciation and correct utilization of medical terms, enabling the student to develop a vocabulary essential to understanding and communicating within the various health areas in which allied health professionals serve. An audio-visual approach to anatomy, physiology, pathology, diagnostics, and treatment regimens offers content information and language comprehension skills applicable to other dimensions. Extra credit is required for graduate students.

Cross Listing(s): NURS 5131.

**NURS 5210G Advanced Health Assessment Across the Lifespan
Clinical****1 Credit Hour. 0 Lecture Hours. 2 Lab Hours.**

This lifespan advanced health assessment clinical course requires the application of concepts and skills in NURS 5230G. 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.

Corequisite(s): NURS 5230G.

Cross Listing(s): NURS 5210.

**NURS 5230G Advanced Health Assessment Across the Lifespan
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

The 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 the assessment of health promotion needs are emphasized. Selected diagnostic procedures are covered. Students taking course for graduate credit will complete additional assignments.

Corequisite: NURS 5210G.

Cross Listing(s): NURS 5230.

**NURS 5311G Cultural Immersion in International Health Care
1 Credit Hour. 1 Lecture Hour. 0 Lab Hours.**

The course introduces history, health system, economics, values, social etiquette, daily life. Interpersonal, family and health care patterns in a foreign country are emphasized in preparation for cross-cultural health study. 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.

Corequisite(s): NURS 5332.

Cross Listing(s): NURS 5311.

**NURS 5332G Applied International Nursing Research
3 Credit Hours. 2 Lecture Hours. 0 Lab Hours.**

This course examines international nursing research methods and design with a focus on global health, specifically related to health disparities in underserved populations in local, national, and international areas on research ethics and a research career. 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.

Corequisite(s): NURS 5311.

Cross Listing(s): NURS 5332.

**NURS 5793G International Research Application I
5-6 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

This course provides an analysis and evaluation of the international research process and product development. Cultural immersion with a focus on health disparities, leadership in research, and exploration of the health care system in the host country. 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): A minimum grade of "C" in NURS 5311 and NURS 5332.

Corequisite(s): NURS 5794. **Corequisite(s):** NURS 5794.

Cross Listing(s): NURS 5793.

**NURS 5794G International Research Application II
4-6 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

This course provides an analysis and evaluation of the international research process and product development. Cultural immersion with a focus on health disparities, leadership in research, and exploration of the health care system in the host country. 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): A minimum grade of "C" in NURS 5311 and NURS 5332.

Corequisite(s): NURS 5793.

Cross Listing(s): NURS 5794.

**NURS 6134 Differential Diagnosis and Pathophysiology
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 6230 Epidemiology and Transcultural Issues for APN
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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.

NURS 7090 Selected Topics Nursing

1-3 Credit Hours. 1-3 Lecture Hours. 0 Lab Hours.

Provides a mechanism for offering courses on selected topics in nursing.
Cross Listing(s): NURS 7090S.

NURS 7090S Selected Topics Nursing

1-6 Credit Hours. 1-6 Lecture Hours. 0 Lab Hours.

Provides a mechanism for offering courses on selected topics in nursing.
Cross Listing(s): NURS 7090.

NURS 7111 PMHNP 4: Community and Vulnerable Populations
1 Credit Hour. 1 Lecture Hour. 0 Lab Hours.

This course explores the role of the psychiatric mental health nurse practitioner in the provision of specialty health care to vulnerable populations with psychiatric/mental health conditions in rural/urban care settings such as prisons, shelters, emergency departments and various community agencies. Emphasis is placed on prevention, system assessment, program development, and population management utilizing translational research in context of the community as well as advocacy and policy development as it relates to mental health.

Corequisite(s): NURS 7126 and NURS 7127.

NURS 7124 PMHNP 1: Individual MH Care Across the Lifespan Clinical

2 Credit Hours. 0 Lecture Hours. 4 Lab Hours.

Application of advanced practice nursing models with clients that have complex psychiatric illnesses or are at high risk with focus on care of the individual. Collaborative process in therapy, consultation, and planned change with use of assessment, diagnostics, individual therapy modalities, and the utilization of pharmacotherapeutics. The nursing process and therapeutic alliance for medication compliance will be emphasized. A total of 180 hours of clinical experience in a mental health setting is required.

Prerequisite(s): A minimum grade of "B" in NURS 5210G and NURS 5230G and NURS 6134.

Corequisite(s): NURS 7131.

NURS 7125 PMHNP 2: Mental Health Care of the Child & Family Clinical

2 Credit Hours. 0 Lecture Hours. 4 Lab Hours.

Application of advanced practice nursing models with clients that require mental health promotion, have complex psychiatric problems or are at high risk with focus on care of families and children with mental health concerns. Collaborative process in therapy, consultation, and planned change with use of child and/or family therapy modalities and the utilization of pharmacotherapeutics. A total of 180 hours of clinical experience in a mental health setting is required.

Prerequisite(s): A minimum grade of "B" in NURS 5210G and NURS 5230G and NURS 6134.

Corequisite(s): NURS 7133.

NURS 7126 PMHNP 3: Care of the Individual and Family with Substance Use Disorders Clinical

2 Credit Hours. 0 Lecture Hours. 4 Lab Hours.

Application of advanced practice nursing models with clients with substance use and related disorders. Collaborative process in therapy, consultation, and planned change with use of assessment, diagnostics, individual and group therapy modalities, and the utilization of pharmacotherapeutics. A total of 180 hours of clinical experience in a mental health setting incorporating substance abuse services is required.

Prerequisite(s): A minimum grade of "B" in NURS 5210G and NURS 5230G and NURS 6134.

Corequisite(s): NURS 7127 and NURS 7111.

NURS 7127 PMHNP 3: Care of the Individual and Family with Substance Use Disorders

2 Credit Hours. 2 Lecture Hours. 0 Lab Hours.

This course explores the role of the psychiatric mental health nurse practitioner in the provision of specialty health care to individuals and families with substance use disorders. Advanced nursing care across the treatment spectrum is addressed, including prevention, acute care, and recovery/long term care. Emphasis is placed on assessment, diagnosis and treatment and the management of mental health, as well as health maintenance/promotion within a transcultural context in groups, families and community.

Prerequisite(s): A minimum grade of "B" in NURS 5210G and NURS 5230G and NURS 6134.

Corequisite(s): NURS 7126 and NURS 7111.

NURS 7131 PMHNP 1: Individual MH Care Across the Lifespan
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

This course explores the role of the psychiatric mental health nurse practitioner in the provision of specialty health care to individuals, with psychiatric/mental health conditions in rural/urban care settings. Emphasis is placed on assessment, diagnosis and treatment and the management of mental health, as well as health maintenance/promotion across the lifespan within a transcultural context across settings.

Prerequisite(s): A minimum grade of "B" in NURS 5210G and NURS 5230G and NURS 6134.

Corequisite(s): NURS 7124.

NURS 7133 PMHNP 2: Mental Health Care of the Child & Family
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

This course explores the role of the psychiatric mental health nurse practitioner in the provision of primary/specialty health care to children and families with psychiatric/mental health conditions in rural/urban care settings across a variety of populations. Emphasis is placed on assessment, diagnosis and treatment and the management of mental health, as well as health maintenance/promotion with children and families within a transcultural context of family/community.

Prerequisite(s): A minimum grade of "B" in NURS 5210G and NURS 5230G and NURS 6134.

Corequisite(s): NURS 7125.

NURS 7224 Primary Care Clinical I: Women's Health
2 Credit Hours. 0 Lecture Hours. 4 Lab Hours.

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 nurse practitioner. Group discussions will provide the opportunity for student learning synthesis while incorporating transcultural strategies for the client, family, and community. A total 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 and NURS 5210G and NURS 6134.

Corequisite(s): NURS 7231.

NURS 7225 Primary Care Clinical II: Pediatric Health
2 Credit Hours. 0 Lecture Hours. 4 Lab Hours.

This course requires the application of theoretical concepts relative to the provision of health to the pediatric client within the scope of practice of the nurse practitioner. Group discussions will provide the opportunity for the 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 and NURS 5210G and NURS 6134 and NURS 6135.

Corequisite(s): NURS 7233.

NURS 7226 Primary Care Clinical III: Adult/Gero
2 Credit Hours. 0 Lecture Hours. 4 Lab Hours.

This course requires the application of theoretical concepts relative to the provision of health care to the adult and gerontological client within the scope of practice of the family nurse practitioner. Group discussion will provide the opportunity for students learning synthesis while incorporating trans-cultural strategies for the client, family, and community. A total of 180 hours of clinical experience in a rural or urban ambulatory primary care setting providing care to the adult and gerontological population is required.

Prerequisite(s): A minimum grade of "B" in NURS 5230G and NURS 5210G and NURS 6134 and NURS 6135 and NURS 7224 and NURS 7225 and NURS 7231 and NURS 7233.

Corequisite(s): NURS 7235.

NURS 7231 Primary Care I: Women
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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 "B" in NURS 5230G and NURS 5210G and NURS 6134.

Corequisite(s): NURS 7224.

NURS 7233 Primary Care II: Pediatrics
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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 family/community.

Prerequisite(s): A minimum grade of "B" in NURS 5230G and NURS 5210G and NURS 6134 and NURS 6135.

Corequisite(s): NURS 7225.

NURS 7234 Primary Care Clinical 3: Adult Health
3 Credit Hours. 1 Lecture Hour. 4 Lab Hours.

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): NURS 5230G and NURS 5210G and NURS 6134 and NURS 6135.

Corequisite(s): NURS 7243.

NURS 7235 Primary Care III: Adult/Gero
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

This course requires the application of theoretical concepts relative to the provision of health care to the adult and gerontological client within the scope of practice of the family nurse practitioner. Group discussion will provide the opportunity for students learning synthesis while incorporating trans-cultural strategies for the client, family, and community. A total of 180 hours of clinical experience in a rural or urban ambulatory primary care setting providing care to the adult and gerontological population is required.

Prerequisite(s): A minimum grade of "B" in NURS 5230G and NURS 5210G and NURS 6134 and NURS 6135 and NURS 6230 and NURS 7224 and NURS 7225 and NURS 7231 and NURS 7233 and NURS 8136 and NURS 9131 and NURS 9132 and NURS 9135 and NURS 9137 and NURS 9138 and NURS 9231.

NURS 7243 Primary Care 3: Adult Health
4 Credit Hours. 4 Lecture Hours. 0 Lab Hours.

This course explores the role of the family nurse practitioner in the provision of primary health care to the adult client in rural/urban ambulatory care settings. Emphasis is placed on health maintenance/promotion and the management of adult health within a transcultural context of family/community.

Corequisite(s): NURS 7234.

NURS 7432 Comm Epi Health Prom APN
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**NURS 7731 CNS Capstone: Community Health**
3 Credit Hours. 1 Lecture Hour. 2 Lab Hours.

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 except for thesis.

NURS 7750 RCHNS Practicum
5 Credit Hours. 1 Lecture Hour. 16 Lab Hours.**NURS 7890 Independent Study Nursing**
1-3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.

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
1-3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.

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 finding. 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): A minimum grade of "B" in NURS 9137 and NURS 9138.

NURS 8136 Family Theory and Issues Management
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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 8231 Theoretical Perspectives of Teaching and Learning in Nursing Education
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 8234 Nursing Education Cognate Capstone**3 Credit Hours. 1 Lecture Hour. 0 Lab Hours.**

This capstone educational experience course provides an opportunity to integrate the role of the nursing educator in a real-world context. Student learner-centered educational activities will be developed that incorporate pedagogy, instructional design, curriculum development, and assessment of learner outcomes within a nursing course under the guidance of an experienced nurse educator. 180 contact hours.

Prerequisite(s): A minimum grade of "B" in NURS 8231 and NURS 8232 and NURS 8233.

NURS 8331 An Interprofessional Collaboration Approach for Patients with Multiple Chronic Conditions 1**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course is designed to introduce students to collaborative practice among various disciplines of study in order to care for vulnerable persons with multiple chronic conditions.

NURS 8332 An Interprofessional Collaboration Approach for Patients with Multiple Chronic Conditions 2**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course will provide students an opportunity to collaborate together in interprofessional teams to utilize professional competencies to provide appropriate care to persons with multiple chronic conditions in theoretical situations.

Prerequisite(s): A minimum grade of "B" in NURS 8331.

NURS 8333 Interprofessional Collaboration for Patients with Multiple Chronic Conditions with Practicum 1**3 Credit Hours. 2 Lecture Hours. 2 Lab Hours.**

This course will provide students the opportunity to work using interprofessional teams in the clinical setting to address the health status of vulnerable persons with multiple chronic conditions.

Prerequisite(s): A minimum grade of "B" in NURS 8332.

NURS 8334 Interprofessional Collaboration for Patients with Multiple Chronic Conditions with Practicum 2**3 Credit Hours. 1 Lecture Hour. 4 Lab Hours.**

This course will allow students to use the theoretical concepts learned from previous courses to care for persons with multiple chronic conditions in authentic situations seen in the clinical environment.

NURS 9126 Biomedical Ethics in Practice and Leadership**2 Credit Hours. 2 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 9134 Health Care Organization, Financing and Policy Development**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

The relationship of economics to policy development and to health outcomes are examined from regional, state, national and global perspectives. Students will explore the American governmental superstructure of the health care system, relevant laws and regulations, and its influence on practice. Fundamental principles of micro and macro economics are related to health care delivery systems. 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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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**3 Credit Hours. 2 Lecture Hours. 6 Lab Hours.**

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 diverse populations.

NURS 9137 Clinical Scholarship I: Theory, Scientific Underpinnings, and Evidence-Based Practice**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course explores scientific underpinnings and theories for knowledge development for the discipline of nursing. It provides the foundation to prepare students for the highest level of evidence-based practice.

NURS 9138 Clinical Scholarship II: Theory, Scientific Underpinnings, and Evidence-Based Practice**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course synthesizes concepts from nursing and other sciences to prepare students to analyze, appraise, synthesize, disseminate, and apply evidence to practice to improve health outcomes for individuals, families, and populations.

NURS 9231 Advanced Nursing Practice and DNP Role Transition**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

The course explores the theoretical and scientific underpinnings that provide the foundation for the advanced practice nurse (APN) in the Doctor of Nursing Practice role. A variety of advanced practice role-related topics will be covered that highlight leadership, scholarship, advocacy, evidence based practice, and professional development. Practice issues, settings, and models of care will be examined along with influencing factors.

NURS 9720 DNP Capstone Immersion**2 Credit Hours. 0 Lecture Hours. 4 Lab Hours.**

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. Individual experiences will be developed under the guidance of a faculty advisor.

NURS 9730 DNP Capstone Practicum**3 Credit Hours. 1 Lecture Hour. 12 Lab Hours.**

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. Individual experiences will be developed under the guidance of a faculty advisor.

NURS 9921 DNP Clinical Immersion Project 1 : Development**2 Credit Hours. 1 Lecture Hour. 6 Lab Hours.**

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**2 Credit Hours. 1 Lecture Hour. 6 Lab Hours.**

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**2 Credit Hours. 1 Lecture Hour. 6 Lab Hours.**

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): NURS 9922.

PBAD Public Administration

PBAD 7030 Selected Topics in Public and Nonprofit Management**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course examines specific topics in public and nonprofit management not addressed by other courses. May be repeated once as topics change.

PBAD 7130 Ethics for Public Serving Organizations**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course examines the experiences, approaches, and strategies for confronting and solving problems. An emphasis is placed on accountability and responsibility of public service, the methods of moral reasoning and the connection to behavior, decision-making and ethical situations.

PBAD 7133 Administrative Law**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course examines the intersection of public administration and the law, giving particular attention to U.S. Supreme Court decisions pertaining to the constitutional and statutory authority of agencies, rulemaking, policy enforcement, administrative transparency, judicial deference, judicial review, and the law of public employment. Extensive attention will be given to both the relationship between courts and modern administrators and the ways in which elements of administrative law and the practice of public administration can be integrated.

PBAD 7134 Public and Nonprofit Sector Management**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course provides insights and skills necessary to manage and lead agency operations. It focuses on management processes such as setting strategic direction, communications, conflict resolution, performance management, and the management of partnerships with the private and nonprofit sectors.

PBAD 7230 Budgeting in Public Service Organizations**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course examines both politics and techniques used in formulating and implementing budgets by federal, state, and local governments in the United States. It provides a bridge between budgeting theory and practice and its relationship to the administrative processes of control, management, and planning.

PBAD 7232 Public and Nonprofit Financial Management**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course provides a theoretical and practical introduction to financial analysis and management in the public sector, particularly at the state and local level. Topics include processes, tools and methods used in financial planning and control of public and nonprofit entities, including cost estimation, strategies for long-term and short-term investing, and financial statement analysis utilizing critical performance indicators.

PBAD 7233 Information Technology for Public Serving Organizations**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course provides a guide to the electronic delivery of government information and services and the management of information technology in the public sector. Topics include the digital divide, information security, privacy, transparency and accountability issues, and evaluation of government's use of social media in the provision of service to citizens.

PBAD 7235 Leadership of Public Organizations**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course examines the extensive literature on successful leadership in public agencies. Particular attention is given to identifying strong leadership practices and distilling principles of exemplary leadership.

PBAD 7330 Intergovernmental Relations**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): POLS 7330.

PBAD 7331 Local Government Management**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course examines the political and administrative processes of cities, counties, and other units of local government in the United States. Special focus will be placed on the city manager's relationship with elected officials and the execution of policy.

PBAD 7333 Diversity Issues in Public Serving Organizations**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course examines the ways in which human differences affect the work of public managers within organizations and with the public. Special attention is given to representative bureaucracy and the challenges of serving an increasingly diverse public.

PBAD 7335 Urban Management**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course examines the problems confronting public managers in large municipalities and the unique responsibilities of urban governments. Special attention will be paid to policy areas such as transportation, housing, social welfare, public safety, and infrastructure management.

PBAD 7336 Comparative Public Management**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course examines public administration through two differing viewpoints—domestic and international. Special attention is paid to the unique problems and circumstances surrounding domestic and international governments and how they relate to and differ from each other.

PBAD 7337 Environmental Management and Policy**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course provides an overview of environmental and natural resource management in the United States. Particular attention will be paid to the topics of federalism and cooperation. Issues of regional importance will also be covered, including water quality and availability, regulation and monitoring compliance, sustainable growth, and management within overlapping jurisdictions.

Cross Listing(s): POLS 7337.**PBAD 7338 Managing Economic Development****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course examines the strategies, tools, and techniques used by local, state, and national governments to generate economic growth in and revitalization of economically-depressed areas as well as maintaining economic growth in stable areas.

PBAD 7339 Community Organization and Engagement**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course examines the history and theory behind the practice of community organizing, civic engagement, and public participation. Provides students with practical and effective community organization skills and civic engagement strategies.

PBAD 7430 Public Human Resource Management**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course examines the functions, policies, and techniques of human resource management in public and nonprofit organizations.

PBAD 7431 Organizational Behavior**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course examines human behavior in organizations, with a focus on practical application of theories related to the management of individuals and groups within public-serving institutions.

PBAD 7432 Non-Profit Administration**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course examines the management of nonprofit organizations, with a focus on areas of management most different from the public sector, such as legal requirements, ethics, board governance, strategic management, and financial management.

PBAD 7530 Research Methods For Public Serving Organizations**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course examines 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.

PBAD 7531 Public Program Evaluation**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course examines the design and implementation of policy and program evaluation in public and nonprofit agencies. Special attention is given to developing logic models, selecting appropriate research designs, and monitoring agency operations through performance measurement. The mechanics of cost benefit and cost effectiveness analysis are examined.

PBAD 7532 Public Policy**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course examines how public policy is developed, implemented, and evaluated with special attention being given to policy formulation, analysis, and interpretation.

Cross Listing(s): POLS 7532.**PBAD 7533 Geographic Information Systems and Public Planning****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course examines the practice of urban, regional, and state planning with focus on the use of geographic information system (GIS) applications for state and local decision-making. Includes an introduction to the scope, theories, and politics of planning.

PBAD 7631 Foundations of Public Administration**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course is an introductory graduate seminar that surveys the field of public administration. This course explores the historical foundations and theories of public administration as well as the diverse political, social, and economic contexts within which they exist. Attention will be given to key themes in mainstream public administration.

PBAD 7632 Public Safety Management**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Provides the basis 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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 7638 Capstone Seminar**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

In this course, students will prepare to sit for the comprehensive examination by undergoing a review of the major theories underlying the field of Public Administration. This course also addresses issues related to a student's professional development.

PBAD 7651 Organization Development
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

This course examines the theoretical basis of organization development (OD) and demonstrates how OD technologies can be applied to public and nonprofit sector organizations for improving organizational quality and performance.

PBAD 7652 Board Governance and Executive Leadership
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

This course provides an introduction to the fundamentals of governance, trusteeship, and executive leadership in nonprofit sector organizations. The course will examine critically the principal models, processes, and practices used in governing nonprofit organizations and the relationships between the governing boards and executive leaders of such organizations.

PBAD 7653 Foundations of the Nonprofit Sector
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

This is a seminar course that surveys the history, scope and role of the nonprofit sector. Special attention is given to the economic, political and philanthropic theories of the nonprofit sector.

PBAD 7654 Strategic Planning
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

This course examines the principal models, processes, and practices used in strategic management, familiarizing students with an essential management skill. The course focuses on the key internal and external factors that drive strategic management decisions within nonprofit and governmental organizations, including leadership, external resources, and stakeholders.

PBAD 7655 Grant Writing
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

This course provides the basics of grant writing including identifying potential funding sources, creating goals and evaluation plans, and grant contract management.

PBAD 7730 Internship in Public Administration
3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.

This course requires students to intern in a professional capacity with either a governmental or nonprofit organization based on his or her area of concentration in the M.P.A. program. The internship requires a minimum of 300 hours working in the organization.

PBAD 7731 Local Government Practicum
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

This course is intended to offer students experience conducting research and policy analysis for local government. Projects are proposed by municipalities within the southeastern region of Georgia and students are allowed to choose projects aligned with their interests. Students work individually, or in pairs on larger projects, under the direction of the course instructor. This course expands research skills, enriches understanding of local government policy processes, and exposes participants to issues they are likely to face when employed in local government.

PBAD 7890 Directed Reading
1-3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.

A structured set of readings and assignments mutually designed by the student and the instructor on a specific area of public management.

PBAD 8131 Survey of Public Administration for the In-Career Professional

3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
This course is a required component of the Certificate in Public and Nonprofit Management. This course serves to provide in-career professionals with an introduction to the literature in the field of Public Administration, supplementing existing practical experience with a theoretical foundation. Practitioners' experiences will be utilized to underscore political and legal constraints faced in public management and the important distinction between the public, nonprofit, and private sectors.

PBAD 8132 Theory and Practice of Public and Nonprofit Management
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

This course is a required component of the Certificate in Public and Nonprofit Management. The purpose of this course is to provide in-career professionals with the 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 nonprofit sectors, and the management of information technology.

Prerequisite(s): A minimum grade of "B" in PBAD 8131.

PBAD 8133 Human Resource Management for the In-Career Professional

3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
This course is a required component of the Certificate in Public and Nonprofit Management. The course provides in-career professionals with an examination of the functions of human resource management and the challenges it faces in American government and society.

Prerequisite(s): A minimum grade of "B" in PBAD 8131.

PBAD 8134 Ethics of Administration for the In-Career Professional
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

This course is a required component of the Certificate in Public and Nonprofit Management. The course focuses on the experiences, approaches, and strategies employed by in-career professionals when confronting and solving problems. An emphasis is placed on accountability and responsibility of public and nonprofit managers for maintaining appropriate behavior and ethical decision making.

Prerequisite(s): A minimum grade of "B" in PBAD 8131.

PBAD 8135 Theory and Practice of Public and Nonprofit Budgeting
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

This course is a required component of the Certificate in Public and Nonprofit Management. This course provides in-career professionals with exposure to the techniques used in formulating and implementing budgets in the public and nonprofit sectors. Attention is also given to the principles of financial management. **Prerequisite(s):** A minimum grade of "B" in PBAD 8131.

PHIL Philosophy

PHIL 5030G Selected Topics in Philosophy
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

Selected Topics.

Cross Listing(s): PHIL 5030, PHIL 5030S.

PHIL 6030 Selected Topics in Phil.
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

PHLD Public Health Leadership

PHLD 9130 Public Health Research Methods
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.
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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

PHYS Physics

PHYS 5090G Selected Topics in Physics**2-4 Credit Hours. 0-5 Lecture Hours. 0-6 Lab Hours.**

A course allowing for investigation of selected topics in Physics; it will be taught on a one-time basis. Lecture only course can be for two, three, or five credit hours. For laboratory courses, one credit hour will be given for every three hours spent working in lab. 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 PHYS 1112 or PHYS 2212..

Cross Listing(s): ASTR 5090, ASTR 5090G, PHYS 5090.

PHYS 5151G Classical Mechanics**5 Credit Hours. 5 Lecture Hours. 0 Lab Hours.**

Provides physics majors and students 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): MATH 3230 and a minimum grade of "C" in PHYS 2211 and PHYS 2212.

Cross Listing(s): PHYS 5151.

PHYS 5152G Classical E and M Theory**5 Credit Hours. 5 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): PHYS 5152.

PHYS 5530G Thermal Physics**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 or MATH 2243H, and a minimum grade of "C" in PHYS 2211 and PHYS 2212.

Cross Listing(s): PHYS 5530.

PHYS 5536G Studies in Physics for Secondary Teachers**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): PHYS 5536.

PHYS 5557G Quantum Mechanics**5 Credit Hours. 5 Lecture Hours. 0 Lab Hours.**

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 MATH 3230.

Cross Listing(s): PHYS 5557.

PHYS 5890G Physics Research Experience**1-4 Credit Hours. 0-3 Lecture Hours. 0 Lab Hours.**

An independent physics research experience in which a student will investigate a research question under the direction of a faculty member. Students will be expected to maintain a laboratory notebook, prepare a written summary of the research, and give an oral presentation at the end of the experience. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Permission of instructor required.

Cross Listing(s): ASTR 5890, ASTR 5890G, PHYS 5890.

PHYS 6131 Solid State Materials**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Introduction to the physical and chemical properties of solids. Topics may include: periodic structure, symmetry of crystals, diffraction, reciprocal lattice, chemical bonding, lattice dynamics, phonons, thermal properties, and free electron gas. Bloch theorem, band structure, nearly free electron approximation, tight binding method, Fermi surface, semiconductors, electrons, holes, impurities, optical properties, excitons, and magnetism will be introduced.

Prerequisite(s): MATH 2242 or MATH 2242H, with a minimum grade of "C".

PHYS 6132 Applied Optics**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course offers an introduction to laboratory optics, optical principles, and optical devices and systems. The course covers a wide range of topics, including: polarization properties of light, reflection and refraction, coherence and interference, Fraunhofer and Fresnel diffraction, holography, imaging and transforming properties of lenses, spatial filtering, and two-lens coherent optical processor. In addition, this course covers: optical properties of materials, lasers, electro-optic, acousto-optic and liquid-crystal light modulators, optical detectors, optical waveguides and fiber-optic communication systems. Students engage in extensive oral and written communication exercises.

Prerequisite(s): MATH 2242 or MATH 2242H, with a minimum grade of "C".

PHYS 6231 Thin-Film Coating**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course will cover the physics and chemistry of thin film coating. Topics covered will include thermal, optical, electric, and mechanical properties of multilayer metallic coatings and coating manufacturing techniques. Special topics will be given by experts from local coating industry.

Prerequisite(s): PHYS 6237 with a minimum grade of "C".

PHYS 6237 Applied Quantum Mechanics**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course is designed to review Schrodinger's theory of quantum mechanics for application in modern devices and systems. Topics covered are quantum statistics, multi-electron atoms, molecules, one and two dimension system, and neon particle system. Calculation techniques introduced are matrix diagonalization, perturbation theory, variational method, time-dependent perturbation theory to apply to optical absorption, and nonlinear optical properties of materials.

PHYS 6730 Master of Science in Physical Science Internship**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course is the required internship for the Masters of Science in Physics Science degree. Students will apply their skills and knowledge to a current problem in a professional setting, either on campus or at the site of a participating sponsor.

PHYS 7120 Conceptual Physics II**3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.****PHYS 7330 Principles and Practice of Pre-clinical Drug Development****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course introduces key issues and aspects of developing a new small molecule or biological drug, with focus on the guidelines from regulatory agencies on the data required for the Investigational New Drug (IND) application. Major issues in Pharmacology, Toxicology, Safety Pharmacology, Pharmacokinetics and Chemistry, Manufacturing and Control (CMC) sections of the IND submission process are described. Practices of laboratory animal efficacy models, pharmacokinetics models, toxicology study protocols, master batch record generation and the concepts of Good Laboratory Practice (GLP)/Good Manufacturing Practices (GMP) will be covered, with particular emphasis on the Code of Federal Regulations Title 21 part 58, 210 and 211.

Prerequisite(s): CHEM 5333 with a minimum grade of "C".

PHYS 7630 Graduate Seminar**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course will consist of formal seminars and informal sessions on current topics of interest to the program as presented by visiting lecturers, local researchers, and students. All MS-APS students must attend a set number of seminars each term they are enrolled in the program.

Thesis track students in their final semester will prepare a comprehensive presentation on their thesis research as well as submit a report reviewing the topics covered during the seminar series.

PHYS 7999 Thesis**1-3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

Results of an individual, independent research project will be presented as a thesis in partial fulfillment of the Master of Science in Physical Science degree. The thesis requires defense of the design, execution, analysis, and interpretation of the research project.

POLS Political Science

POLS 5630G Seminar in American Politics**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): POLS 5630.

POLS 5631G Seminar in Political Theory**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): POLS 5631.

POLS 5632G Seminar in Urban Politics**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): POLS 5632.

POLS 5633G Seminar in International Politics**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): POLS 5633, INTS 5633, INTS 5633G.

POLS 5634G Seminar in Comparative Politics**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): POLS 5634, INTS 5634, INTS 5634G.

POLS 5635G Seminar in International Organizations**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): POLS 5635, INTS 5635, INTS 5635G.

POLS 7030 Selected Topics in Political Science**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

An opportunity for instructors to teach special topics within the discipline.

POLS 7130 Ethics in Government**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 7131 Constitutional Law**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Examines the political and social context in which Constitutional Law is made and interpreted, the legal reasoning that undergirds Constitutional lawmaking, and the impact on public administration in the U.S.

POLS 7132 Administrative Law**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Development, present status, and trends in American Administrative Law. Explores administrative actions by focusing on the legal authority and responsibilities of private parties relative to such agencies.

POLS 7133 Public Law & Administration**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 7330 Intergovernmental Relations**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): PBAD 7330.**POLS 7332 State Government****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 7337 Environmental Politics and Policy**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): PBAD 7337.**POLS 7434 Quantitative Research Design****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Study of the role of theory, research design, sampling, measurement and instrumentation, data collection, and ethical issues related to social scientific research.

POLS 7436 Qualitative Research Design**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 7437 Statistics for Social Science**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Study of the techniques and statistics necessary to design and interpret quantitative social scientific research.

POLS 7532 Public Policy**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): PBAD 7532.**POLS 7533 Qualitative Research Methods****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 7630 Seminar in American Government**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.**POLS 7633 International Politics****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 7637 Social Welfare Management**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 7638 Social Theory**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

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 experience of their internship, and defend their paper and experiences before a faculty committee.

POLS 7890 Directed Reading**1-3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

A structured, individualized research focus to be mutually designed by instructor and student.

Cross Listing(s): POLS 7890S.**POLS 7890S Directed Reading****1-3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

A structured, individualized research focus to be mutually designed by instructor and student.

Cross Listing(s): POLS 7890.**POLS 7999 Thesis****1-6 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

A major research project structured jointly by the student and instructor.

PSYC Psychology

PSYC 5030G Selected Topics**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Scheduled on an irregular basis to explore special areas in psychology not offered in the regular curriculum and will carry a subtitle.

Cross Listing(s): PSYC 5030.**PSYC 5232G Psychology and Law****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

An introduction to the interdisciplinary study of psycholegal research and scholarship.

Prerequisite(s): PSYC 1101.**Cross Listing(s):** PSYC 5232.**PSYC 5431G Evolutionary Psychology****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

A survey of 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.

Prerequisite(s): PSYC 1101.**Cross Listing(s):** PSYC 5431.**PSYC 7030 Selected Topics****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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**1 Credit Hour. 0 Lecture Hours. 0 Lab Hours.**

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.

PSYC 7130 Statistics for Psychology**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

PSYC 7131 Research Design**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

An examination of research techniques for dealing with specific problems in psychology.

Prerequisite(s): PSYC 7130.**PSYC 7132 Advanced Learning****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Affective and Cognitive Psychology**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course provides an overview of contemporary cognitive psychology research and theory. Classic and recent theoretical approaches will be covered. The course also covers emotion and affect within the context of cognitive models, research, and theory.

PSYC 7134 Physiological Psychology**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

PSYC 7135 Health Psychology**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

PSYC 7136 Geropsychology**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

PSYC 7230 Research for Applied Psychology**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

PSYC 7232 Foundations of Psychotherapy I**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

PSYC 7233 Ethics and Professional Issues
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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 discussion will cover specific legal and ethical principles and the application of those principles in clinical settings. Topics related to professionalism will also be covered.

PSYC 7234 Assessment II: Intellectual Assessment
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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. A minimum grade of "B" in PSYC 7231.

PSYC 7235 Group Psychotherapy
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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.
Corequisite(s): PSYC 7233.

PSYC 7236 Neuropsychology and Neuropsychological Assessment
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

This course serves as an introduction to the anatomical, empirical, and clinical aspects of neuropsychology, with an emphasis on clinical assessment.

PSYC 7237 Psychotherapy Skills I
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

Practice and practical application of the theories covered in PSYC 7232.
Corequisite(s): PSYC 7232.

PSYC 7238 Child Psychotherapy
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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): A minimum grade of "B" in PSYC 7237.

PSYC 7239 Psychopathology
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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.

PSYC 7331 Advanced Developmental Psychology
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

An examination of the major themes, theories, and research in developmental psychology.

PSYC 7332 Advanced Social Psychology
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

Examines theory and research on selected topics in social psychology.

PSYC 7333 Psychotherapy Skills II
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

These changes will allow this course to be included in the Psy.D. program.
Prerequisite(s): Minimum grade of "B" in PSYC 7232.
Corequisite(s): PSYC 7433.

PSYC 7334 Couples and Family Psychotherapy
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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.

PSYC 7335 Assessment III: Personality Assessment
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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.

PSYC 7336 Child Psychopathology and Assessment
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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.

PSYC 7337 Clinical Health Psychology
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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.

PSYC 7390 Development of Original Research
1-6 Credit Hours. 0 Lecture Hours. 0 Lab Hours.

Provides students with opportunity to develop an original research idea and implement it.

PSYC 7433 Foundations of Psychotherapy II
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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): Minimum grade of "B" in PSYC 7232.

PSYC 7490 Advanced Directed Study
1-6 Credit Hours. 0 Lecture Hours. 0 Lab Hours.

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

This course provides an overview of classic personality perspectives, with in-depth investigation of current personality theories and research.

PSYC 7610 Research Seminar
1 Credit Hour. 1 Lecture Hour. 0 Lab Hours.

An overview of ongoing research in the Department of Psychology designed to prepare students for the research requirements of the MS degree program.

PSYC 7630 Clinical Seminar
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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.

PSYC 7631 Seminar in Teaching Psychology
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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 7633 Psychotherapy Skills III: Child and Family Interventions
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

This course focuses on the development of therapy skills and practices associated exclusively with children and families.

PSYC 7730 Practicum I**3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

The general goal of Practicum I, II, and III is to provide graduate students, who are therapists 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): Minimum grade of "C" in PSYC 7233 and a minimum grade of "B" in PSY 7234 and PSYC 7237 and PSYB 7239.

PSYC 7731 Practicum II**3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

Continuation of Practicum I.

Prerequisite(s): A minimum grade of "B" in PSYC 7730.

PSYC 7732 Practicum III**3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

This course is a continuation of PSYC 7731.

Prerequisite(s): A minimum grade of "B" in PSYC 7731.

PSYC 7733 Combined Group Practicum**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

PSYC 7810 Research Experience**1-6 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

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**1-6 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

Thesis.

PSYC 9130 Professional Development**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course examines current issues in professional psychology. It also prepares students for pre-doctoral internship, post-doctoral work, licensure, and independent practice.

PSYC 9131 Supervision and Consultation**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course will explore professional consultation and clinical supervision, focusing on developing knowledge and skills related to the construction, dissemination and implementation of specialized programming for small and large systems; students also will learn theories, techniques and processes that will help them become more effective clinical supervisors.

PSYC 9230 Diversity Issues in Psychology**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Students will learn about the social-psychological diversity in rural areas; the scientific literature on the impact of diversity on mental health; and the role of cultural identity development and social justice on psychotherapy assessment, consultation, and service delivery in rural areas.

PSYC 9235 History and Systems of Psychology**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course examines the development of experimental and clinical psychology with an emphasis on relating the development to current issues in psychology.

PSYC 9330 Rural Mental Health**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Students will learn about the current state of rural mental health, unique challenges in working in rural areas, ethical and professional considerations, and research-driven recommendations for working with specific populations in rural communities.

PSYC 9331 Psychopharmacology**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 9711 Pre-Doctoral Internship I**1 Credit Hour. 0 Lecture Hours. 0 Lab Hours.**

The pre-doctoral internship is a sequence of three courses designed to ensure on-going contact with the university during the required year of practice prior to graduation. The internship agency is responsible, and holds full authority, for course content, assessment, and grade.

PSYC 9712 Pre-Doctoral Internship II**1 Credit Hour. 0 Lecture Hours. 0 Lab Hours.**

The pre-doctoral internship is a sequence of three courses designed to ensure on-going contact with the university during the required year of practice prior to graduation. The internship agency is responsible, and holds full authority, for course content, assessment, and grade.

Prerequisite(s): PSYC 9711.

PSYC 9713 Pre-Doctoral Internship III**1 Credit Hour. 0 Lecture Hours. 0 Lab Hours.**

The pre-doctoral internship is a sequence of three courses designed to ensure on-going contact with the university during the required year of practice prior to graduation. The internship agency is responsible, and holds full authority, for course content, assessment, and grade.

Prerequisite(s): PSYC 9711 and PSYC 9712.

PSYC 9731 Rural Practicum**3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

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.

PSYC 9735 Practicum in Supervision**3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

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.

PSYC 9999 Dissertation**1-6 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

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.

PSYG Psychology-GOML

PSYG 6600 Meth & Matls Child Talented**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

A course covering the development of curriculum content and teaching materials for students identified as talented and gifted. Considerable time will be spent on organizing learning experiences and utilizing a variety of teaching methods.

PSYG 6620 Cur Child Talented and Gifted
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

This course provides a study of curriculum models, the types of curriculum needed for the Talented and Gifted, guidelines for developing curricular patterns which include subject or skill, core, interest, process, experiential bases of operations, and modular designs of community involvement. The course requirements include the development of curriculum of learning activities which will have greatest applicability and usability within the local school system.

PSYG 7600 Assessment Talented/Gifted
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

Introduction to tests unique to assessing the developmental level and the potential achievement of children with talents and gifts. Emphasis is placed on the use of these tests in planning and selecting curricular programs and activities.

PUBH Public Health

PUBH 5520G Introduction to Public Health
2 Credit Hours. 2 Lecture Hours. 0 Lab Hours.

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.

Cross Listing(s): PUBH 5520.

PUBH 6532 Environmental Health
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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
4 Credit Hours. 3 Lecture Hours. 2 Lab Hours.

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.

Cross Listing(s): BIOS 6541.

PUBH 7090 Selected Topics in Public Health
1-3 Credit Hours. 1-3 Lecture Hours. 0 Lab Hours.

Allows the student the opportunity to receive specialized and/or focused instruction in a public health topic not generally offered by the department.

Cross Listing(s):(s): PUBH 7090S.

PUBH 7090S Selected Topics in Public Health
1-3 Credit Hours. 1-3 Lecture Hours. 0 Lab Hours.

Allows the student the opportunity to receive specialized and/or focused instruction in a public health topic not generally offered by the department.

Cross Listing(s): PUBH 7090.

PUBH 7131 Continuous Quality Improvement
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

This course will use Statistical Process Control and Quality Improvement (QI) techniques to address the pressing need for the adoption of quality improvement methods and techniques in public health today. The course also includes an overview of health quality initiatives in general and the progress of QI in public health systems.

PUBH 7790 Practicum in Public Health
1-4 Credit Hours. 0 Lecture Hours. 0 Lab Hours.

Permits the student to receive practical experience in a selected public health-related setting.

Prerequisite(s): Permission of instructor.

Cross Listing(s): PUBH 7790S.

PUBH 7790S Practicum in Public Health
1-4 Credit Hours. 0 Lecture Hours. 0 Lab Hours.

Permits the student to receive practical experience in a selected public health-related setting.

Prerequisite(s): Permission of instructor.

Cross Listing(s): PUBH 7790.

PUBH 7890 Directed Individual Study**1-3 Credit Hours. 1-3 Lecture Hours. 0 Lab Hours.**

Provides the student with an opportunity to investigate an area of interest under the direction of a faculty mentor.

PUBH 7991 Public Health Capstone Research Project**1-3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): PUBH 7991S.**PUBH 7991S Public Health Capstone Research Project****1-3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): PUBH 7991.**PUBH 7999 Thesis****1-6 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

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.

PUBH 8130 Advanced Topics in Biostatistics**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Corequisite(s): PUBH 8134.**PUBH 8133 Epidemiologic Methods****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Corequisite(s): PUBH 8132.**PUBH 8136 Theoretical Perspectives of the Social and Behavioral Sciences in Public Health****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Sampling Methodology**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 national surveys such as the National Crime Victimization Survey, National Survey of Drug Use and Health, National Assessment of Educational Progress, Behavioral Risk Factor Surveillance System, an NHANES. Students will be introduced to sampling design, methods of data collection, nonresponse, writing and evaluating questions and answers in surveys, survey interviews, processing survey data and principles and practices related to ethical research.

Prerequisite(s): A minimum grade of "B" in PUBH 8130.**PUBH 9132 Community-Based Research in Public Health****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Prerequisite(s): A minimum grade of "B" in PUBH 8132 and PUBH 8134.**Corequisite(s):** PUBH 9135.**PUBH 9135 Public Health, Funding and Grantsmanship****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Prerequisite(s): A minimum grade of "B" in PUBH 8132 and PUBH 8134.**Corequisite(s):** PUBH 9132.**PUBH 9630 Public Health Doctoral Seminar****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course is designed to give doctoral candidates the opportunity to determine and refine their dissertation research topics including identifying potential dissertation committee members particularly the chair.

PUBH 9790 Doctoral Preceptorship in Public Health
1-3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.

The doctoral preceptorship/field experience consists of 300 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.

Cross Listing(s): PUBH 9790S.

PUBH 9790S Doctoral Preceptorship in Public Health
1-6 Credit Hours. 0 Lecture Hours. 0 Lab Hours.

The doctoral preceptorship/field experience consists of 300 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.

Cross Listing(s): PUBH 9790.

PUBH 9999 Dissertation

1-9 Credit Hours. 0 Lecture Hours. 0 Lab Hours.

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.

READ Reading

READ 6030A Directed Study in Reading

3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

READ 7090 Selected Topics in Reading

1-3 Credit Hours. 1-3 Lecture Hours. 0 Lab Hours.

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 Literacy Instruction

3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

Provides an overview of the basic program of literacy instruction. Includes activities that foster the development of strategic readers, familiarity with current literacy resources, integration of technology into literacy education, and familiarity with approaches to and models of instruction. Considers the stages of an individual's literacy development, as well as effective teaching strategies, assessment techniques, and organization for instruction.

READ 7132 Literacy Assessment and Correction

3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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. This course includes a required field-based component.

Prerequisite(s): READ 7131.

READ 7230 Issues and Trends in Literacy

3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

Designed to investigate the current issues and trends in literacy 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 literacy.

Prerequisite(s): A minimum grade of "C" in READ 7131.

READ 7234 The Role of the Literacy Coach in Today's Schools
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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 Literacy in the Content Areas

3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

Addresses the development of literacy 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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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. This course includes a required field-based component.

Prerequisite(s): READ 7132.

READ 8230 Organization and Supervision of Reading Programs

3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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 8630 Critical Readings in Reading/Literacy Education

3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

An advanced seminar for Ed.S. and Ed.D. students offering an in-depth study of a specific topic in reading/literacy education.

Prerequisite(s): Admission to EDS or EDD program.

READ 8734 Practicum in Literacy Instruction

3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.

This course is a capstone experience where candidates demonstrate the skills, knowledge, and dispositions necessary to serve as classroom, school, or district literacy experts in diverse settings focusing on P-12 students. A total of 60 hours in the field is required. Adaptations may apply.

Prerequisite(s): A minimum grade of "C" in READ 7131, READ 7132, and READ 7330.

READ 8839 Field Project in Reading**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 1-3 Lecture Hours. 0 Lab Hours.**

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.

RECR Recreation

RECR 6030 Selected Topics in Recreation and Sport**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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**9 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

This 9 hour credit course will provide an opportunity for a full time, 40 hour week, 15 week professional experience. Students will work in a supervised organizational setting withing the Parks and Recreation, or related, profession.

Prerequisite(s): Completion of all graduate course work.**RECR 7830 Directed Individual Study****3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

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**0-6 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

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.

RELS Religious Studies

RELS 5332G The Reformation**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): RELS 5332, HIST 5332, HIST 5332G.**RELS 5530G The Bible as Literature****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 2111 and prior or concurrent enrollment in ENGL 2131.**Cross Listing(s):** ENGL 5530, RELS 5530, ENGL 5530G, COML 5530, COML 5530G.

SCED Secondary Education

SCED 5799G Student Teaching in Secondary Education**9 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

A period of guided teaching during which the candidate, under the direction of a clinical supervisor, 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.

Corequisite(s): MSED 7635.**Cross Listing(s):** SCED 5799.**SCED 6131 Curriculum for Secondary Education****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 if appropriate assessments of student learning.

Prerequisite(s): ITEC 7530 or equivalent.**SCED 6738 Supervised Practicum in Secondary Education****3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

A supevised 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 6120; admission to Teacher Education Program.**Corequisite(s):** A minimum grade of "C" in SCED 6131.

SCED 6739 M.A.T. Internship I: Secondary
3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.

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 6120; admission to Teache Education Program.

Corequisite(s): A minimum grade of "C" in 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
3-12 Credit Hours. 0 Lecture Hours. 0 Lab Hours.

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; 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.

Corequisite(s): MSED 7635.

SEAC-Valdosta State-Franchise

SEAC 6010 Int Instr: Individ Ed Program
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

The theoretical and practical basis of curriculum design for individuals with disabilities throughout the life cycle. Individualized Education Plan development and program planning that incorporates student access to the general education curriculum are components of this course.

SEGC-Valdosta State-Franchise

SEGC 6000 Integration of Instruction and Management
3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.

Identification and implementation of management and instructional strategies that have demonstrated effectiveness. Through applied projects focused on K-12 student learning, students will demonstrate the ability to evaluate intervention efficacy.

SEGC 6020 Intgr Inst: Assessment & Learn
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

Formal assessment, processes, and classroom assessments techniques unique to evaluating the developmental level and potential achievement of children with exceptionalities. Emphasis is on the use of these tools in planning and selecting curricular programs and activities.

SEGC 6040 Tech Sup Plan Youth with Disab
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

An introduction to computers and related hardware and software as they related to the individualized education program and needs of individuals who require intermittent or limited support. The course emphasizes classroom applications and technology in support of the needs of students with disabilities.

SEGC 6050 Language & L D
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

Study of the foundation and sequence of language and communication development, characteristics of language and communication disorders and differences, and selected evidence-based classroom intervention strategies.

SEGC 6100 Read & Apply Res in Spec ED
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

Culminating course experience in which students will select and post evidence from class assignments and write personal reflections in LiveText portfolio describing how the assignments have contributed to their development as teachers.

SERD GOML Valdosta

SERD 6030 Teaching Children to Read
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

An introduction to methods of teaching children to read, with an emphasis on balanced reading instruction. Major topics include building a literacy foundation, oral language development, phonemic awareness, phonics, fluency, vocabulary, comprehension, and guided reading instruction.

SERD 6040 Read Diag, Rem & Mgmt EE Reade
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

Effective diagnosis, remediation, and management of varying reading competences in emergent and early readers, categorized from Tiers 1 through 3 on the Georgia Response to Instruction pyramid.

SERD 6070 Reading Research and Instructi
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

Research-based practices and theoretical underpinnings of reading and writing, as they relate to the practical applications of teaching across aspects of literacy.

SMGT Sport Management

SMGT 6030 Selected Topics in Sport Management
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

Provides students with the opportunity to study contemporary topics and issues relevant to the sport management profession.

SMGT 6030S Selected Topics in Sport Management
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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**9 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

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**3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

Provides an opportunity to pursue an independent sport management research project or to work with a faculty member as part of a research team.

Cross Listing(s): SMGT 7830S.**SMGT 7830S Directed Individual Study****3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

Provides an opportunity to pursue an independent sport management research project or to work with a faculty member as part of a research team.

Cross Listing(s): SMGT 7830.**SMGT 7899 Directed Independent Study of Sport Management****1-3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

An independent or directed study supervised by a member of the graduate faculty of the Sport Management program.

SMGT 7999 Thesis**1-6 Credit Hours. 1-6 Lecture Hours. 0 Lab Hours.**

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.

SOCI Sociology

SOCI 5094G Selected Topics in Sociology**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Various topics. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

Cross Listing(s): SOCI 5094, SOCI 5094S.**SOCI 5135G Aging****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.**SOCI 5139G Sociology of Health Care****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 5332G Death and Dying**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 5333G Race and Ethnicity**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): SOCI 5433.

SOCI 6434 Research Design & Method**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Study of the role of theory, research design, sampling, measurement and instrumentation, data collection, and ethical related to sociological research.

SOCI 6435 Soc. Quantitative Analysis**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Study of the techniques and statistics necessary to design and interpret quantitative sociological research. Required for the M.A. Degree in Sociology.

SOCI 6436 Qualitative Research Methods**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Analysis and practice of qualitative methodology in sociology. Includes participant observation, interviews, case studies, content analysis and other innovative techniques.

SOCI 6631 Seminar in Self and Society**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Examines sociological approaches to and theories of change and analyzes causes and consequences of long-term structural transformation.

SOCI 6633 Seminar in Social Stratification**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Examines several different approaches, methods, and data sources from the research speciality area of inequality. Introduces student 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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Examines the cultural construction of genders, as well as, the structural hierarchies of wealth, power and prestige linked to gender.

SOCI 6637 Social Theory**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.****SOCI 6638 Proseminar in Social Science****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Introduces students to the foundations and controversies in social scientific research.

SOCI 7091 Selected Topics in Sociology**1-3 Credit Hours. 1-3 Lecture Hours. 0 Lab Hours.**

In-depth examination of selected topics of contemporary interest and relevance to Sociology. Topics will vary and course may be repeated as topics change.

SOCI 7434 Quantitative Research Design**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 7436 Qualitative Research Design**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 7437 Statistics for Social Science**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Study of the techniques and statistics necessary to design and interpret quantitative social scientific research.

SOCI 7638 Social Theory**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

SOCI 7790 Practicum**1-9 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

Designed as an educational placement to give graduate students a practical experience in a vocationally-appropriate setting.

SOCI 7891 Independent Study in Sociology**1-3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

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.

SOCI 7892 Directed Research in Sociology**1-3 Credit Hours. 1-3 Lecture Hours. 0 Lab Hours.**

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. in Social Science degree.

SOCI 7990 Applied Monograph**1-6 Credit Hours. 1-6 Lecture Hours. 0 Lab Hours.**

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.

SOCI 7999 Thesis**1-6 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

Research thesis.

SOCI 8891 Independent Study in Sociology**1-3 Credit Hours. 1-3 Lecture Hours. 0 Lab Hours.**

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.

SOCI 8892 Directed Research in Sociology**1-3 Credit Hours. 1-3 Lecture Hours. 0 Lab Hours.**

Participation in an independent or group research project. Designed for students participating in programs of study beyond the masters level.

SPAN Spanish

SPAN 5030G Selected Topics in Spanish**1-3 Credit Hours. 1-3 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): SPAN 5030, SPAN 5030S.

SPAN 5090G Selected Topics in Spanish**1-3 Credit Hours. 1-3 Lecture Hours. 0 Lab Hours.**

Prerequisite(s): A minimum grade of "C" in SPAN 2002 or SPAN 2060.

Cross Listing(s): SPAN 5090.

SPAN 5230G Studies in Hispanic History**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): SPAN 5230.

SPAN 5234G Studies in Hispanic Literature**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): SPAN 5234.

SPAN 5331G Latinos in the U.S.**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): SPAN 5331.

SPAN 5332G Studies in Hispanic Film**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): SPAN 5332.

SPAN 6130 History of the Spanish Language**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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**1-12 Credit Hours. 1-12 Lecture Hours. 0 Lab Hours.**

Selected Topics in Spanish.

Cross Listing(s): SPAN 7090S.

SPAN 7090S Selected Topics in Spanish**1-12 Credit Hours. 1-12 Lecture Hours. 0 Lab Hours.**

Selected Topics in Spanish.

Cross Listing(s): SPAN 7090.

SPAN 7091 Seminar in Spanish**1-12 Credit Hours. 1-12 Lecture Hours. 0 Lab Hours.**

Seminar in Spanish.

SPAN 7130 Studies in Spanish Pedagogy
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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 Studies Abroad: Language
1-12 Credit Hours. 1-12 Lecture Hours. 0 Lab Hours.

Studies oral and written features of the Spanish within a Spanish-speaking country, using native materials and resources.

Cross Listing(s): SPAN 7195S.

SPAN 7195S Studies Abroad: Language
1-12 Credit Hours. 1-12 Lecture Hours. 0 Lab Hours.

Studies oral and written features of Spanish within a Spanish-speaking country using native materials and resources.

Cross Listing(s): SPAN 7195.

SPAN 7232 Studies in Hispanic Authors
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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 Studies Abroad: Culture
1-12 Credit Hours. 1-12 Lecture Hours. 0 Lab Hours.

Studies literature, culture, and/or civilization within a Spanish-speaking country, using native materials and resources.

Cross Listing(s): SPAN 7395S.

SPAN 7395S Studies Abroad: Culture
1-12 Credit Hours. 1-12 Lecture Hours. 0 Lab Hours.

Studies literature, culture, and/or civilization within a Spanish-speaking country, using native materials and resources.

Cross Listing(s): SPAN 7395.

SPAN 7890 Directed Study in Spanish
1-12 Credit Hours. 0 Lecture Hours. 0 Lab Hours.

Independent Study under faculty supervision.

Cross Listing(s): SPAN 7890S.

SPAN 7890S Directed Study in Spanish
1-12 Credit Hours. 1-12 Lecture Hours. 0 Lab Hours.

Independent Study under faculty supervision.

Cross Listing(s): SPAN 7890.

SPAN 7999 Thesis
1-6 Credit Hours. 0 Lecture Hours. 0 Lab Hours.

Planned research and writing directed by the student's thesis director.

SPED Special Education

SPED 5799G Student Teaching in Special Education
9 Credit Hours. 0 Lecture Hours. 0 Lab Hours.

Student teaching is a period of guided teaching practice. Under the direction of a clinical supervisor, candidates gradually assume increasing responsibility for classroom instruction and management. During this experience, candidates are expected to engage directly in many of the activities which constitute the wide range of a teacher's responsibility.

Corequisite(s): SPED 4430.

Cross Listing(s): SPED 5799.

SPED 6130 Introduction to Special Education
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

This course is designed to provide graduate students with prerequisite 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): A minimum grade of "C" in SPED 6130.

SPED 6231 Special Education Laws and Procedures
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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): A minimum grade of "C" in SPED 6130.

SPED 6330 Classroom Management
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

This course is designed to provide graduate students with prerequisite 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): A minimum grade of "C" in SPED 6130.

SPED 7090 Selected Topics in Special Education
1-3 Credit Hours. 1-3 Lecture Hours. 0 Lab Hours.

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 MED program.

SPED 7631 Perspectives on Mild Disabilities**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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): A minimum grade of "C" in SPED 7631.

SPED 7633 Introduction to Augmentative Language**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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): A minimum grade of "C" in SPED 7634.

SPED 7736 Intern. in SPED/BD,LD,MR/Mild**3 Credit Hours. 0 Lecture Hours. 10 Lab Hours.**

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 150 contact hours in a P-12 classroom serving students with the categorical focus identified in the student's program of study.

SPED 7796 Internship in Special Education**3-9 Credit Hours. 0 Lecture Hours. 10-30 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 the course.

SPED 8838 Qualitative/Applied Behavioral Analysis Research**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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): A minimum grade of "C" in EDUR 8131.

SPED 8890 Directed Individual Study**1-3 Credit Hours. 1-3 Lecture Hours. 0 Lab Hours.**

The student will propose and carry out an applied or theoretical project in Special Education.

Prerequisite(s): Permission of program faculty.

STAT Statistics

STAT 5130G Sampling and Survey Methods**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): STAT 5130.

STAT 5330G Introduction to Mathematical Statistics**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.**Cross Listing(s):** STAT 5330.**STAT 5531G Statistical Methods I****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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, and resampling methods including bootstrapping. Both parametric and nonparametric methods are presented for the analysis of central tendency, variability, proportions and categorical data. Graduate students will be required to complete advanced level assignments in an area beyond the scope of the undergraduate requirements that demonstrates a higher level of mastery in the subject matter with additional required deliverables representative of graduate level work, as determined by the instructor.

Prerequisite(s): A minimum grade of "C" in MATH 3337.**Cross Listing(s):** STAT 5531.**STAT 5532G Statistical Methods II****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): STAT 5532.**STAT 7090 Selected Topics in Statistics****1-3 Credit Hours. 1-3 Lecture Hours. 0-2 Lab Hours.**

Selected study in a selected area of Statistics.

Prerequisite(s): STAT 5531 or STAT 5531G.**STAT 7130 Applied Multivariate Statistical Analysis****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Estimating and inference from the multivariate normal distribution, Hotelling's T², multivariate analysis of variance, multivariate regression, multivariate experimental design, principle component analysis, factor analysis, discriminate analysis and cluster analysis.

Prerequisite(s): STAT 5531 or STAT 5531G.**STAT 7132 Applied Nonparametric Statistics****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Review of probability and statistical inference; binomial, quantile and sign tests; contingency tables; methods based on ranks.

Prerequisite(s): STAT 5531 or STAT 5531G.**STAT 7134 Applied Regression Analysis****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 or STAT 5531G.**STAT 7135 Analysis of Discrete Data****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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): STAT 7331 and STAT 5531, with a minimum grade of "C".**STAT 7231 Design of Experiments I****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 or STAT 5531G.**STAT 7232 Design of Experiments II****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 or STAT 5531G.**STAT 7331 Mathematical Statistics I****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Random variables, density functions, mathematical expectation, discrete and continuous distributions, moments and moment-generating functions and limiting distributions.

Prerequisite(s): MATH 2242 or MATH 2242H, and MATH 3337.**STAT 7332 Mathematical Statistics II****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Poisson process, renewal theory, Markov chains, Brownian motion, random walks and Martingales and stochastic order relations.

Prerequisite(s): STAT 7331 with a minimum grade of "C".

STAT 7434 Applied Time Series Analysis**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 or STAT 5532G, and STAT 7331.**STAT 7610 Graduate Seminar****1 Credit Hour. 1 Lecture Hour. 0 Lab Hours.**

Students will research topics related to their major/concentration, under supervision of one or more faculty members. Each student will present results on topics of interest to the class on new developments in mathematical sciences, or on his/her research project. Faculty members also may present lectures for the benefit of the students. Course may be repeated up to a maximum of 3 credit hours to be counted toward the M.S. in Mathematics.

Cross Listing(s): MATH 7610.**STAT 7890 Directed Study in Statistics****1-3 Credit Hours. 1-3 Lecture Hours. 0-2 Lab Hours.**

Directed study under faculty supervision.

Prerequisite(s): Permission of instructor and Department Chair.**STAT 7895 Research****1-3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 1-6 Lecture Hours. 0-4 Lab Hours.**

Research project addressed toward a real world problem.

Prerequisite(s): Permission of project advisor and Department Chair required.

TBCC Building Construction Tech

TBCC 5131G Const Cost Estimating**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Methods and procedures in estimating costs of construction projects. Topics include types and purposes of estimates, direct and indirect labor costs, labor and equipment cost analysis, the CSI Masterformat, approximate estimates, and computerized estimating. Three single period lectures. Three semester credit hours.

TBCC 5132G Proj Plan & Scheduling**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

Fundamentals and techniques of planning and scheduling for construction projects. Topics include bar charts, Critical Path Method using both arrow and node networks, precedence networks, cost-time trade-offs, PERT, resource leveling, updating schedules during construction, introduction to project control, and computerized scheduling. Two single period lectures and one double period lab.

Cross Listing(s): TBCC 5132.**TBCC 7130 Conceptual Cost Est.****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

A study of preliminary construction cost estimating methods including Order of Magnitude estimates, Area and Volume estimates and Assemblies (Systems) estimates. Emphasis is on Assemblies estimating and a project is required. Systems include superstructure, foundation, roofing, exterior closure, mechanical, electrical, interior construction, site work, and general conditions. Three single period lectures.

TCGT General Technology

TCM Construction Management

TCM 5330G Green Building and Sustainable Construction**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course is a study of advanced topics in green construction beginning with the philosophy behind sustainability related technology and its implementation. The course provides a thorough expansion on LEED (Leadership in Energy and Environmental Design) core concepts including construction and design for sustainable sites, water efficiency, energy & atmosphere, materials & resources, indoor environmental quality and innovation and design. The course also examines sustainable construction methodologies and their associated environmental impacts. Graduate students will be required to complete individual advanced level research in an area beyond the scope of the undergraduate requirements that demonstrates a higher level of mastery in the subject matter with additional required deliverables representative of graduate level work, as determined by the instructor.

Prerequisite(s): A minimum grade of "C" in TCM 1131 and TCM 2234 or permission of instructor.**Cross Listing(s):** TCM 5330.**TCM 5431G Construction Cost Estimating****3 Credit Hours. 3 Lecture Hours. 1 Lab Hour.**

This course includes methods and procedures for estimating costs of construction projects. Topics include types and purposes of estimates, direct and indirect costs, labor and equipment cost analysis, the CSI Masterformat, approximate estimates, and computerized estimating methods. Graduate students will be required to complete individual advanced level research in an area beyond the scope of the undergraduate requirements that demonstrates a higher level of mastery in the subject matter with additional required deliverables representative of graduate level work, as determined by the instructor.

Prerequisite(s): A minimum grade of "C" in TCM 3330 and TCM 3331 or permission of instructor.**Cross Listing(s):** TCM 5431.

TCM 5433G Project Planning and Scheduling
3 Credit Hours. 2 Lecture Hours. 2 Lab Hours.

This course covers the fundamentals and techniques of planning and scheduling for construction projects. Topics include bar charts, Critical Path Method using both arrow and node networks, precedence networks, cost-time trade-offs, PERT, resource leveling, updating schedules during construction, project control, earned value method, lean construction principles and practices, and computerized scheduling techniques. Graduate students will be required to complete individual advanced level research in an area beyond the scope of the undergraduate requirements that demonstrates a higher level of mastery in the subject matter with additional required deliverables representative of graduate level work, as determined by the instructor.

Prerequisite(s): A minimum grade of "C" in STAT 2231 and TCM 1231 or permission of instructor.

Cross Listing(s): TCM 5433.

TEET Elect Engineering Tech

TEET 5238G Industrial Electronics

3 Credit Hours. 2 Lecture Hours. 3 Lab Hours.

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 or TMAE 5132.

Cross Listing(s): TEET 5238.

TEET 5245G Electronic Communication Systems

4 Credit Hours. 3 Lecture Hours. 2 Lab Hours.

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): TMAE 5132 or ENGR 2341 or TEET 3241 and TEET 3145.

Cross Listing(s): TEET 5245.

TEET 5340G Digital Communications

4 Credit Hours. 3 Lecture Hours. 2 Lab Hours.

Students will investigate digital modulation techniques including ASK, FSK, BPSK, QAM and M-ary schemes; gain indepth knowledge of analog-to-digital conversion principles; and explore practical real-world communication applications including wireless communications, cell phone technology, and consumer communications systems. The course also includes laboratory activities in support of instruction. Graduate students will be required to complete an independent research project, not required of undergraduate students.

Prerequisite(s): TMAE 5132.

Cross Listing(s): TEET 5340.

TEET 5531G Programmable Logic Controllers

3 Credit Hours. 2 Lecture Hours. 3 Lab Hours.

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.

Cross Listing(s): TEET 5531.

TEET 5542G Computer System Design

4 Credit Hours. 3 Lecture Hours. 2 Lab Hours.

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): TMAE 5132 or TEET 2443 or ENGR 2332.

Cross Listing(s): TEET 5542.

TGET Engineering Tech - Grad

TGET 7134 Construction Planning and Administration

3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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.

THEA Theatre

THEA 5530G Playwriting

3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

This course involves the study, analysis, and practice in the art and craft of writing plays for the stage. Undergraduates complete a one act play while graduate students complete a first draft for a full length play.

Prerequisite(s): A minimum grade of "C" in THEA 1250 or permission of instructor.

Cross Listing(s): THEA 5530.

TMAE Applied Engineering

TMAE 5131G Essentials of Applied Mechanical Engineering

3 Credit Hours. 2 Lecture Hours. 3 Lab Hours.

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).

Cross Listing(s): TMAE 5131.

TMAE 5132G Essentials of Applied Electrical Engineering

3 Credit Hours. 2 Lecture Hours. 3 Lab Hours.

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).

Cross Listing(s): TMAE 5132.

TMAE 5133G Production Planning and Facilities Design**3 Credit Hours. 3 Lecture Hours. 1 Lab Hour.**

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.**Cross Listing(s):** TMAE 5133.**TMAE 5134G World Class Manufacturing****3 Credit Hours. 3 Lecture Hours. 1 Lab Hour.**

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): A minimum grade of "C" in MENG 3333 and MFGE 3531 or permission of instructor.**Cross Listing(s):** TMAE 5134.**TMAE 5139G Renewable Energy****0,3 Credit Hours. 0,2 Lecture Hours. 0,2 Lab Hours.**

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): A minimum grade of "C" in MENG 3233 and ENGR 3431 and ENGR 3235 or Permission of Instructor.**Cross Listing(s):** TMAE 5139.**TMAE 5890G Selected Topics in Applied Engineering****1-3 Credit Hours. 1-3 Lecture Hours. 0-2 Lab Hours.**

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 Instructor.**Cross Listing(s):** TMAE 5890.**TMAE 7136 Mechatronics I****3 Credit Hours. 2 Lecture Hours. 3 Lab Hours.**

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 or TMAE 5132 or Permission of Instructor.**TMAE 7137 Mechatronics II****3 Credit Hours. 2 Lecture Hours. 3 Lab Hours.**

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 7237 Mathematical Control Theory****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 7330 Advanced Electromagnetics****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course introduces fundamental concepts of wave propagation, polarization, radiation from sources, guided waves, transmission lines, smith charts, and numerical calculation techniques such as Finite-Difference Time-Domain (FDTD) method. The course includes research project activities.

Prerequisite(s): A minimum grade of "C" in EENG 3230 or Permission of Instructor.**TMAE 7331 Advanced Digital Signal Processing****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course discusses advanced topics in digital signal processing such as implementation of discrete-time systems, design of FIR/IIR digital filters, sampling and reconstruction of signals, multi-rate digital signal processing, linear prediction and optimum linear filters, and power spectrum estimation.

Prerequisite(s): A minimum grade of "C" in ENGR 2341 or Permission of Instructor.**TMAE 7332 Digital Control Systems****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

An understanding of the elements of digital control theory will be developed. Students will be introduced to discrete system modeling, sampled data systems, z-transforms, discrete root-locus and state-space control designs, quantization and time delay effects and the different tools that can be used to analyze these properties. Students will also develop a working knowledge of digital control techniques.

Prerequisite(s): A minimum grade of "C" in EENG 5431 or EENG 5431 G or MENG 5536 or MENG 5536G or Permission of Instructor.**TMAE 7430 Industrial Case Study Analysis****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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 7434 Product Lifecycle Analysis
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

This course will provide a holistic overview of the product lifecycle starting with idea conceptualization and ending with environment conscious product disposal. The cradle to grave design concept will be emphasized throughout this course. A related area of emphasis will be product demand forecasting and facilities design. Several aspects such as design review, Quality Function Deployment, trend extrapolation, statistical techniques, product functionality and usability will also be included.

Prerequisite(s): A minimum grade of "C" in TMAE 7431.

TMAE 7435 Manufacturing Systems Analysis
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

A study of modern research methods and their application to the preparation of the thesis and technical reports.

TMAE 7531 Technical Management and Leadership
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

A study in the application of modern technical management and leadership principles in the Engineering and Information Technology disciplines. The course focuses on the process of obtaining, deploying, and utilizing a variety of essential resources that contribute to the effective and efficient operation of technical organizations in dynamic and competitive environments.

TMAE 7532 Global Technology
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

An examination of the developments in engineering, technology, and industry worldwide and the effects upon international relations.

TMAE 7890 Selected Topics in Applied Engineering
1-3 Credit Hours. 1-3 Lecture Hours. 0-2 Lab Hours.

This course is scheduled on an infrequent basis to explore special areas of applied engineering.

TMAE 7891 Independent Study
1-3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.

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 7891S Independent Study
1-3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.

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
1-3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.

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
1-6 Credit Hours. 0 Lecture Hours. 0 Lab Hours.

This course focuses on the preparation and completion of the thesis.
Cross Listing(s): TMAE 7999S.

TMAE 7999S Thesis
1-6 Credit Hours. 0 Lecture Hours. 0 Lab Hours.

This course focuses on the preparation and completion of the thesis.
Cross Listing(s): TMAE 7999.

TMET Mech Engineering Tech

TMET 5133G Vibration and Preventive Maintenance
3 Credit Hours. 2 Lecture Hours. 3 Lab Hours.

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 3135 and TMET 2521 and TMET 3130.
Cross Listing(s): TMET 5133.

TMET 5134G Introduction to Finite Element Analysis
3 Credit Hours. 1 Lecture Hour. 4 Lab Hours.

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 and TMET 3136 and TMET 3233.
Cross Listing(s): TMET 5134.

TMET 5136G Mechanical Controls
3 Credit Hours. 2 Lecture Hours. 3 Lab Hours.

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.
Cross Listing(s): TMET 5136.

TMET 5137G Mechanical System Design
3 Credit Hours. 0 Lecture Hours. 6 Lab Hours.

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.

Cross Listing(s): TMET 5137.

TMET 5234G HVAC**3 Credit Hours. 2 Lecture Hours. 3 Lab Hours.**

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 3233 and TMET 3232.**Cross Listing(s):** TMET 5234.**TMET 5431G Automation and CIMS****3 Credit Hours. 2 Lecture Hours. 3 Lab Hours.**

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 and TENS 2138 and TMET 3343.**Cross Listing(s):** TMET 5431.

TMFG Manufacturing Technology

TMFG 5133G Automated Manufacturing Systems**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.**Cross Listing(s):** TMFG 5133.**TMFG 5230G International Manufacturing****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): TMFG 5230.**TMFG 5233G Manufacturing Applications in Information Technology****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): TMFG 5233.

TSEC Safety and Environmental Compliance

TSEC 5331G Occupational Safety**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): TSEC 5331.**TSEC 5332G Ergonomics****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): TSEC 5332.**TSEC 5333G Industrial Hygiene and Ergonomics****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): TSEC 5333.**TSEC 5334G Hazardous Waste Management****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): TSEC 5334.**TSEC 5335G Systems Safety in Manufacturing****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): TSEC 5335.**TSEC 5336G Environmental Law****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): TSEC 5336.

TSLE-North Georgia-Franchise

TSLE 7250 Applied Linguistics for the Bilingual/ESL Teacher
3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.

Students receive an overview of the principles of language structure, the processes of first and second acquisition, and the issues involved in assessing language proficiency with special attention paid to the application of linguistic knowledge to the multilingual school setting. Restricted to Georgia On My Line students.

TSLE 7260 Cultural Issues for Bilingual/ESL Teacher
3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.

Students examine the concept of culture and study cultural influences and the uses of culture in the education of children. Special attention is paid to the application of linguistic and cultural knowledge to the multilingual and multicultural school setting. Restricted to Georgia On My Line students.

TSLE 7440 Meth & Mat for Bil/Eng ESL Tch
3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.

TFG Technology-Fort Gordon

TFG 7531 Telecommunication Systems
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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.

TFG 7532 Network Operations and Management
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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.

TFG 7533 Network Security
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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.

TFG 7534 Network Design
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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.

WBUS Web Business Administration

WBUS 7839 Special Topics in Business
3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.

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.

WGST Women and Gender Studies

WGST 5131G Sex, Violence, and Culture
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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.

Cross Listing(s): WGST 5131.

WGST 5633G Writing the Body
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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.

Cross Listing(s): WGST 5633.

WGST 7431 Independent Study in Women's and Gender Studies
3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

Individually designed topics that vary according to the instructor. Permission of instructor is required.

WLST Web Legal Studies

WLST 7130 Legal and Ethical Issues in Business
3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.

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.

WLST 7230 Current Legal Issues
3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.

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.

WMAC Web Masters of Accounting

WMAC 7130 Seminar in Financial Accounting 3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.

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.

WMAC 7132 Theory of Accounting 3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.

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.

WMAC 7134 Financial Reporting and Analysis 3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.

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.

WMAC 7330 Taxation of Corporations and Partnerships 3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.

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.

WMAC 7331 Taxation of Estates, Gifts, and Trusts 3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.

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.

WMAC 7332 Advanced Tax Planning 3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.

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.

WMAC 7334 Tax Research 3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.

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.

WMAC 7430 Seminar in Auditing 3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.

Advanced topics in independent, internal, and governmental auditing.

Prerequisite(s): A minimum grade of "C" in ACCT 4430.

WMAC 7431 Auditing Practice 3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.

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 7430.

WMAC 7530 Seminar in Accounting Information Systems 3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.

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.

WMAC 7634 Fraudulent Financial Reporting 3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.

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.

WMAC 7638 Business Valuation 3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.

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).

WMAC 7839 Special Topics in Accounting 3 Credit Hours. 0 Lecture Hours. 0 Lab Hours.

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.

WMBA Web MBA

WMBA 6000 Human Behavior in Organizations 3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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.

WMBA 6010 Managerial Accounting 3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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, how to align organizational activities with long-term strategic objectives, both in a domestic and international setting.

WMBA 6020 Managerial Communications 3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.

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.

WMBA 6030 Global and International Business**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

WMBA 6040 Managerial Decision Analysis**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

WMBA 6050 Strategic Marketing**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

WMBA 6060 Managerial Finance**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

A study of financial risk and return, capital budgeting, valuation, capital structure, working capital management and current topics in financial management.

WMBA 6070 Entrepreneurship-New Venture Analysis**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

WMBA 6080 Management Information Systems**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

WMBA 6090 Information Technology Management (ERP)**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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): Minimum grade of "C" in WMBA 6080.

WMBA 6100 Production Operations Management**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

WMBA 6110 Business Strategy**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

This course focuses on global strategic management and encourages the analysis and development of business strategies within a global environment.

Prerequisite(s): Minimum grade of "C" in WMBA 6010, WMBA 6050, WMBA 6060.

WRIT Writing

WRIT 5030G Selected Topics in Writing**1-6 Credit Hours. 1-6 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): WRIT 5030, WRIT 5030S.

WRIT 5130G Modern English Grammar**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Prerequisite(s): A minimum grade of "C" in ENGL 1102.

Cross Listing(s): WRIT 5130, LING 5130, LING 5130G.

WRIT 5330G History of English Language**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): WRIT 5330, ANTH 5330, ANTH 5330G, LING 5330, LING 5330G.

WRIT 5430G Advanced Poetry Writing**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): WRIT 5430, WRIT 5430S.

WRIT 5530G Sociolinguistics**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): WRIT 5530, LING 5530, LING 5530G, ANTH 5530, ANTH 5530G.

WRIT 5531G Advanced Creative NonFiction**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): WRIT 5531.

WRIT 5540G Advanced Fiction Writing**3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): WRIT 5540.**WRIT 5550G Technologies of Writing****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): WRIT 5550.**WRIT 5632G Writing Flash Prose****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): WRIT 5632.**WRIT 5633G Writing the Body****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): WRIT 5633.**WRIT 5650G Writing for Publication****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): WRIT 5650.**WRIT 5930G Technical Writing****3 Credit Hours. 3 Lecture Hours. 0 Lab Hours.**

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.

Cross Listing(s): WRIT 5930.**WRIT 7260 Writing Project****6 Credit Hours. 6 Lecture Hours. 0 Lab Hours.**

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.

Graduate Degrees, Endorsements and Certificate Programs

College of Business Administration

Department/Degree Program	Program	Program Contact
Office of Graduate Programs		
M.Acc	Master of Accounting	Dr. Gordon Smith
	Online Master of Accounting	Dr. Gordon Smith
M.B.A.	Master of Business Administration	Dr. Gordon Smith
	Health Services Administration	Dr. Gordon Smith
	Information Systems	Dr. Gordon Smith
	International Business	Dr. Gordon Smith
	Online Master of Business Administration	Dr. Gordon Smith
M.S.	Master of Science in Applied Economics (Online)	Dr. Gordon Smith
Certificate	Applied Economics (Online)	Dr. Gordon Smith
Ph.D.	Doctor of Philosophy - Logistics and Supply Chain Management	Dr. Gordon Smith
Information Systems		
Certificate	Enterprise Resources Planning (ERP) (Online)	Dr. Camille Rogers

College of Education (COE)

Department/Degree Program	Program	Program Contact
Curriculum, Foundations, and Reading		
Ed.D.	Doctor of Education in Curriculum Studies	Dr. Daniel Chapman
Ed.S.	Education Specialist in Reading Education (Online)	Dr. Michael Moore
M.Ed.	Master of Education in Reading Education (Online)	Dr. Michael Moore
Endorsement	Reading Endorsement: Classroom Teacher of Reading Program (Online)	Dr. Michael Moore
Leadership, Technology, and Human Development		
Ed.D.	Doctor of Education in Educational Leadership	Dr. Devon Jensen

	Higher Education Leadership	Dr. Devon Jensen/ Dr. Brenda Marina
	P-12 Educational Leadership	Dr. Devon Jensen/ Dr. Teri Melton
Ed.S.	Education Specialist in Counselor Education	Dr. Jim Bergin
Ed.S.	Education Specialist in Educational Leadership/ School Administration	Dr. Mohomodou Boncana
Ed.S.	Education Specialist in Instructional Technology (Online)	Dr. Charles Hodges
	School Library Media Specialist	Dr. Charles Hodges
	Instructional Technology	Dr. Charles Hodges
Ed.S.	Education Specialist in School Psychology	Dr. Jeff Tysinger
M.Ed.	Master of Education in Counselor Education	Dr. Jim Bergin
	School Counseling	Dr. Jim Bergin
	Clinical Mental Health Counseling	Dr. Jim Bergin
	Student Services in Higher Education	Dr. Jim Bergin
M.Ed.	Master of Education in Educational Leadership (Online)	Dr. Mohomodou Boncana
M.Ed.	Master of Education in Higher Education Administration (Online Option)	Dr. Daniel Calhoun
M.Ed.	Master of Education in Instructional Technology (Online)	Dr. Charles Hodges
	School Library Media Specialist	Dr. Charles Hodges
	Instructional Technology	Dr. Charles Hodges
	Dual Certification in School Media and Instructional Technology	Dr. Charles Hodges
Endorsement	Online Teaching and Learning Endorsement (Online)	Dr. Elizabeth Downs
Teaching and Learning		
Ed. S.	Education Specialist in Early Childhood Education (Online)	Dr. Yasar Bodur
	Education Specialist in Middle Grades Education (Online)	Dr. Yasar Bodur
	Education Specialist in Secondary Education (Online)	Dr. Yasar Bodur
	Education Specialist in Special Education (Online)	Dr. Yasar Bodur
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. Shelley Woodward
M.Ed.	Master of Education in Curriculum and Instruction - Accomplished Teaching (Online)	Dr. Kymberly Drawdy
M.Ed.	Master of Education in Early Childhood Education (Online)	Dr. Katie Brkich
	Master of Education in Middle Grades Education (Online)	Dr. Michelle Reidel
	Master of Education in Secondary Education (Online)	Dr. Michelle Reidel
	Master of Education in 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) Endorsement	Dr. Scott Beck

College of Engineering and Information Technology (CEIT)

Department/Degree Program	Program	Program Contact
---------------------------	---------	-----------------

Computer Science		
M.S.	Master of Science in Computer Science (Online)	Dr. Juan Vargas
Mechanical and Electrical Engineering		
M.S.A.E.	Master of Science in Applied Engineering	Dr. Frank Goforth
	Electrical & Electronic Systems	Dr. Frank Goforth
	Engineering Management	Dr. Frank Goforth
	Energy Science	Dr. Frank Goforth
	Information Technology	Dr. Frank Goforth
	Mechatronics	Dr. Frank Goforth
Certificate	Engineering and Manufacturing Management	Dr. Frank Goforth
Certificate	Occupational Safety and Environmental Compliance	Dr. Frank Goforth

College of Public Health (JPHCOPH)

Department/Degree Program	Program	Program Contact
Public Health		
Dr.P.H.	Doctor of Public Health	
	Biostatistics	Dr. Robert Vogel
	Community Health Behavior and Education	Dr. Joseph Telfair
	Public Health Leadership (Partially Online)	Dr. Gerald Ledlow
M.H.A.	Master of Healthcare Administration	Dr. James Stephens
M.P.H.		
	Biostatistics	Dr. Robert Vogel
	Community Health	Dr. Joseph Telfair
	Environmental Health Sciences	Dr. Joseph Telfair
	Epidemiology	Dr. Robert Vogel
	Health Policy and Management	Dr. Gerald Ledlow

College of Health and Human Science (CHHS)

Department/Degree Program	Program	Program Contact
Health and Kinesiology		
M.S.	Master of Science in Kinesiology	Dr. Thomas Buckley
	Sport Medicine - Athletic Training	Dr. Thomas Buckley
	Coaching (Online)	Dr. Drew Zwald
	Exercise Science	Dr. Kristina Kendall
	Physical Education	Dr. Tony Pritchard

	Sports Nutrition	Dr. Amy Jo Riggs
	Sport Psychology	Dr. Brandonn Harris
CERT	Dietetic Internship	Becky Larson
M.S.	Master of Science in Sport Management	Dr. Chris Barnhill
Nursing		
D.N.P.	Doctorate of Nursing	Dr. Deborah Allen
	Nursing Practice	Dr. Deborah Allen
M.S.N.	Master of Science in Nursing	Dr. Deborah Allen
	Nurse Practitioner	Dr. Deborah Allen
	Clinical Nurse Specialist	Dr. Deborah Allen

College of Liberal Arts and Social Sciences (CLASS)

Department/Degree Program	Program	Program Contact
Art		
M.F.A.	Master of Fine Arts	Dr. Marc Moulton
	2D Graphic Design	Dr. Marc Moulton
	2D Studio Art	Dr. Marc Moulton
	3D Studio Art	Dr. Marc Moulton
Foreign Languages		
M.A.	Master of Arts in Spanish	Dr. David Alley
History		
M.A.	Master of Art in History	Dr. Timothy Teeter
CERT	Public History	Dr. Timothy Teeter
Literature and Philosophy		
M.A.	Master of Arts in English	Dr. Dustin Anderson
Music		
M.M.	Master of Music	Dr. Greg Harwood
	Composition	Dr. Greg Harwood
	Conducting	Dr. Greg Harwood
	Music Education	Dr. Greg Harwood
	Performance	Dr. Greg Harwood
	Music Technology	Dr. Greg Harwood
CERT	Music Performance	Dr. Greg Harwood
Public and Nonprofit Studies		
M.P.A.	Master of Public Administration	Dr. Trenton Davis
CERT	Public and Nonprofit Management	Dr. Trenton Davis
Psychology		
Psy.D.	Doctor of Clinical Psychology	Dr. Thresa Yancy
M.S.	Master of Science in Experimental Psychology	Dr. Janie Wilson
Sociology and Anthropology		
M.A.	Master of Art in Social Science	Dr. Ted Brimeyer
	Anthropology	Dr. Ted Brimeyer
	History	Dr. Ted Brimeyer

Political Science	Dr. Ted Brimeyer
Psychology	Dr. Ted Brimeyer
Sociology	Dr. Ted Brimeyer

College of Science and Mathematics (COSM)

Department/Degree Program	Program	Program Contact
COSM		
M.S.A.P.S	Master of Science in Applied Physical Science	Dr. Michele McGibony
Biology		
M.S.	Master of Science in Biology	Dr. Lance McBrayer
Mathematical Sciences		
M.S.	Master of Science in Mathematics	Dr. Hua Wang
	Applied Mathematics	Dr. Hua Wang
	Computational Science	Dr. Hua Wang
	Pure Mathematics	Dr. Hua Wang
	Statistics	Dr. Hua Wang

Graduate Certificates Programs

Department/Degree Program	Program	Program Contact
COBA	Applied Economics (Online)	Dr. Gordon Smith
COBA	Enterprise Resources Planning (ERP) (Online)	Dr. Camille Rogers
CEIT	Engineering and Manufacturing Management	Dr. Frank Goforth
CEIT	Occupational Safety and Environmental Compliance	Dr. Frank Goforth
CHHS	Coaching	Dr. Drew Zwald
CHHS	Community Health Clinical Nurse Specialist	Dr. Deborah Allen
CHHS	Dietetic Internship	Becky Larson
CHHS	Nurse Educator	Dr. Deborah Allen
CHHS	Post MSN Family Nurse Practitioner	Dr. Deborah Allen
CLASS	Public and Nonprofit Management	Dr. Trent Davis
CLASS	Public History	Dr. Timothy Teeter

Institutional Testing Schedule 2015-2016

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

Georgia Assessments for the Certification of Educators (GACE)

(<http://gace.ets.org>)

See the web site for the testing dates. Testing typically takes place each week.

Test of English as a Foreign Language (TOEFL)

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

See the web site for the testing dates. Testing typically takes place once per month.

Certiport Exam

(<http://studentsupport.georgiasouthern.edu/asc/testing>)

Offered by an appointment Monday through Friday by calling (912) 478-5415. Exams Georgia Southern University students' are specifically interested in taking include the Microsoft Office Specialist Certification and the Microsoft Technology Associate.

National Testing Schedule 2015-2016

(Dates are subject to change)

Graded Record Exam (GRE) Subject Tests

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

Saturday	September 19, 2015
Saturday	April 16, 2016

Miller Analogies Test (MAT)

(<http://studentsupport.georgiasouthern.edu/asc/testing/mat>)

The MAT is offered one Saturday each month. Please see the testing website for the Saturday testing schedule.

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

Law School Admission Test (LSAT)

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

Monday	June 8, 2015
Saturday	October 3, 2015
Saturday	December 5, 2015
Saturday	February 6, 2016

American Council for Exercise Exams (ACE)

(<http://acefitness.org>)

Offered on the computer by appointment through Castle Worldwide.

Certified Health Education Specialist (CHES)/Master Certified Health Education Specialist (MCHES)

(<http://www.nchec.org>)

Saturday	October 17, 2015
Saturday	April 23, 2016

Georgia Assessments for the Certification of Educators (GACE)

(<http://gace.ets.org>)

See the web site for the testing dates. Testing typically given weekly.

HESI Admissions Assessment (A2) Nursing Entrance Exam

(<http://studentsupport.georgiasouthern.edu/asc/testing/net>)

Offered by group appointments once a month with dates listed on the website for registration and payment.

Test of English as a Foreign Language (TOEFL)

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

See the web site for the testing dates. Testing typically given monthly.

Certiport Exam

(<http://studentsupport.georgiasouthern.edu/asc/testing/mso/>)

Offered by an appointment Monday through Friday by calling (912) 478-5415. Exams Georgia Southern University students are specifically interested in taking include the Microsoft Office Specialist Certification and the Microsoft Technology Associate.

Board of Certification (BOC) Athletic Training Certification Exam

(<http://bocatc.org>)

Offered on the computer during the national testing periods through Castle Worldwide.

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

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 30 institutions including: 4 research universities, 4 comprehensive universities, 9 state universities, and 13 state colleges. The University System of Georgia also has oversight of the Georgia Archives and the Georgia Public Library System.

The governor appoints members to the Board, who each serves seven years. Today the Board of Regents is composed of 19 members, five of whom are appointed from the state-at-large, and one from each of the 14 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 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 credit hours within the University System.

PUBLIC SERVICE/CONTINUING EDUCATION consists primarily of non-degree activities and special types of college-degree-credit hour 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 hour 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 Administration

Members of the Board of Regents ¹

	District	Term Ends
W. Paul Bowers, Atlanta	(State-at-Large)	2020
James M. Hull, Augusta	(State-at-Large)	2016
Donald M. Leebern, Jr., McDonough	(State-at-Large)	2019
Rogers Wade, Atlanta	(State-at-Large)	2016
Larry Walker, Perry	(State-at-Large)	2016
Don L. Waters, Savannah	(1st District)	2018
Doreen Stiles Poitevint, Bainbridge	(2nd District)	2018
C. Thomas Hopkins, Jr., Griffin	(3rd District)	2017
C. Dean Alford, Conyers	(4th District)	2019
Larry R. Ellis, Atlanta	(5th District)	2017
Kessel Stelling, Jr., Columbus	(6th District)	2022
Richard L. Tucker, Duluth	(7th District)	2019
Rutledge A. Griffin, Jr., Valdosta	(8th District)	2018
Philip A. Wilheit, Sr., Gainesville	(9th District)	2022
Benjamin J. Tarbuton III, Sandersville	(10th District)	2020
Neil L. Pruitt, Jr., Norcross	(11th District)	2017
Lori Durden, Statesboro	(12th District)	2020
Sachin Shailendra, Atlanta	(13th District)	2021
Scott Smith, Ringgold	(14th District)	2020

Officers and Staff Members of the Board of Regents

- Neil L. Pruitt, Jr., Chairman
- Kessel Stelling, Jr., Vice Chairman
- Hank M. Huckaby, Chancellor
- Nels Peterson, Secretary to the Board

¹ For the most recent information, refer to <http://www.usg.edu/regents/members/>.

System Institutions

Research Universities

- Georgia Institute of Technology, Atlanta
- Augusta University, Augusta
- Georgia State University, Atlanta
- University of Georgia, Athens

Comprehensive Universities

- Georgia Southern University, Statesboro
- Kennesaw State University, Kennesaw
- University of West Georgia, Carrollton
- Valdosta State University, Valdosta

State Universities

- Albany State University, Albany
- Armstrong State University, Savannah
- 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
- Savannah State University, Savannah
- University of North Georgia, Dahlonega

State Colleges

- Abraham Baldwin Agricultural College, Tifton
- Atlanta Metropolitan State College, Atlanta
- Bainbridge State College, Bainbridge
- College of Coastal Georgia, Brunswick
- Dalton State College, Dalton
- Darton State College, Albany
- East Georgia State College, Swainsboro
- Georgia Gwinnett College, Lawrenceville
- Georgia Highlands College, Rome
- Georgia Perimeter College, Decatur
- Gordon State College, Barnesville
- Middle Georgia State College, Macon
- South Georgia State College, Douglas

Faculty

This list includes full-time, regular and emeriti faculty for Fall 2015. 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).

A

***CHERYL L. AASHEIM, 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, Associate Professor of Theatre

B.S., Colorado State University, 1988
M.F.A., University of Portland, 1999 (2008)

***MARTHA L. ABELL, Dean, College of Science and Mathematics, and Professor of Mathematical Sciences**

B.S., Mercer University, 1984
M.S., Georgia Institute of Technology, 1987
Ph.D., Georgia Institute of Technology, 1989 (1989)

***CHRISTINA D. ABREU, Assistant Professor of History**

B.A., Ursinus College, 2004
M.A., Purdue University, 2006
Ph.D., University of Michigan, 2012 (2012)

ANANTA RAJ ACHARYA, Limited-Term Assistant Professor of Physics

B.S., Tribhuvan University, 1989
M.S., Tribhuvan University, 1992
M.S., Georgia State University, 2012
Ph.D., Georgia State University, 2013 (2013)

MARIA M. 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)

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)

***OLUFUNKE ADEFOPE, Assistant Professor of Mathematics Education**

B.A., Stony Brook University, State University of New York, 1998
M.A., Columbia University, 2003
Ph.D., Indiana University, 2012 (2012)

***SAMUEL O. ADEYEYE, Assistant Professor of Nutrition and Food Science**

B.S., University of Ibadan, 1981
M.S., University of Ibadan, 1984
Ph.D., University of Ibadan, 1988
M.P.H., New York University, 2000 (2014)

***ATIN ADHIKARI, Assistant Professor of Environmental Health Sciences**

B.S., Visva Bharati University, 1991
M.S., Visva Bharati University, 1993
Ph.D., Jadavpur University, 2001 (2014)

***EVANS AFRIYIE-GYAWU, Associate Professor of Environmental Health Sciences**

B.S., Texas A&M University, 1998
M.P.H., Texas A&M University Health Sciences Center, 2000
Ph.D., Texas A&M University, 2004 (2008)

NEELAM AGGARWAL, Limited-Term Instructor of Mathematical Sciences

B.A., St. Stephen's College, 1982
M.A., University of Delhi, 1984
M.Phil., University of Delhi, 1986 (2012)

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)

***LAURA AGNICH, Assistant Professor of Criminal Justice and Criminology**

B.S., Virginia Tech, 2005
M.S., Virginia Tech, 2007
Ph.D., Virginia Tech, 2011 (2012)

***MOHAMMAD ABDUL AHAD, Assistant Professor of Electrical Engineering**

B.S.E.E., Bangladesh University of Engineering and Technology, 1998
M.E., University of Tennessee, 2007
Ph.D., University of Tennessee, 2007 (2009)

***KARLE SIMONE AIKEN, Associate Professor of Chemistry**

B.A., Williams College, 2000
Ph.D., University of New Hampshire, 2005 (2007)

***METE AKCAOGLU, Assistant Professor of Instructional Technology**

B.A., Bogazici University, 2003
M.A., Middle East Technical University, 2008
Ph.D., Michigan State University, 2013 (2014)

***AHMET AKTURK, Assistant Professor of History**

B.S., Middle East Technical University, 2004
M.A., University of Arkansas, 2006
Ph.D., University of Arkansas, 2013 (2013)

***MARIA DEL ROCIO ALBA-FLORES, Associate Professor of Electrical Engineering**

M.S., National Institute of Astrophysics, Optics, and Electronics, 1981
B.S., National Polytechnic Institute, 1982
M.S., Tulane University, 1998
Ph.D., Tulane University, 1999 (2008)

JUNE E. ALBERTO, Professor Emerita of Nursing

B.S.N., Spalding College, 1973
M.S.N., University of Kentucky, 1978
D.N.S., Indiana University, 1990 (1991)

***KATHY SEYMORE ALBERTSON, Associate Professor of Writing and Linguistics**

B.A., Armstrong State College, 1988
M.A., Georgia Southern University, 1990
Ph.D., Indiana University of Pennsylvania, 2006 (1990)

***ANNA ROSE ALEXANDER, Assistant Professor of History**

B.A., California State University, 2006
M.A., University of Arizona, 2008
Ph.D., University of Arizona, 2012 (2013)

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 LYNN ALFONSO, Assistant Professor of Community 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)

***ANDREW A. ALLEN, Assistant Professor of Computer Sciences**

B.S., Florida International University, 2005
 M.S., Florida International University, 2009
 Ph.D., Florida International University, 2011 (2011)

***DEBORAH C. ALLEN, Associate 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)

***MELONY HOLYFIELD ALLEN, Assistant Professor of Early Childhood Education**

B.S., University of North Carolina-Greensboro, 1995
 M.S.A., University of North Carolina-Greensboro, 2003
 Ph.D., University of North Carolina-Greensboro, 2011 (2014)

MONIQUE CHRISTINE ALLER, Assistant Professor of Physics

B.A., Wellesley College, 1999
 M.S., University of Michigan, 2001
 Ph.D., University of Michigan, 2007 (2014)

***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 III, Professor of History**

B.A., East Texas State University-Commerce, 1989
 M.A., East Texas State University-Commerce, 1991
 Ph.D., Bowling Green State University, 1995 (2008)

***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)

DRAGOS AMARIE, Limited-Term Assistant Professor of Physics

Licentiate, Alexander Ioan Cuza University, 1999
 M.S., Alexander Ioan Cuza University, 1999
 Ph.D., Indiana University, 2009 (2014)

OLGA AMARIE, Assistant Professor of French

B.A., Alecu Russo Balti State University, 1996
 M.A., Alexander Ioan Cuza, 1998
 Ph.D., Indiana University, 2011 (2011)

ALLEN AMASON, Dean, College of Business Administration, and Professor of Management

B.B.A., Georgia Southern College, 1984
 Ph.D., University of South Carolina, 1993 (2013)

***ALLISON JEAN AMONETTE, 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)

***WILLIAM A. AMPONSAH, Assistant 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, 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, 2006
 Ph.D., Florida State University, 2010 (2010)

***KATHRYN ELAINE ANDERSON, Professor of Nursing**

B.S.N., University of Wisconsin, 1969
 M.S., University of Wisconsin-Stout, 1981
 M.S., University of Wisconsin-Stout, 1983
 M.S., University of Minnesota-Twin Cities, 1991
 Ph.D., University of Minnesota-Twin Cities, 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)

***TAVIS KEITH ANDERSON, Assistant Professor of Biology**

B.S., University of Queensland, 2000
 Ph.D., Rutgers University, 2009 (2013)

***DMITRY APANASKEVICH, Assistant Curator, U.S. National Tick Collection, and Associate Professor of Biology**

B.B., Saint Petersburg State University, 1998
 M.B., Saint Petersburg State University, 2000
 Ph.D., Russian Academy of Sciences, 2004 (2006)

***BETTYE A. APENTENG, Assistant Professor of Health Policy and Management**

B.S., University of Washington, 2008
 Ph.D., University of Nebraska Medical Center, 2013 (2013)

***JONATHAN FELIPE ARAMBULA, Assistant Professor of Chemistry**

B.S., Baylor University, 2003
 Ph.D., University of Illinois at Urbana-Champaign, 2008 (2014)

JOHN A. ARD, Lecturer of Library Science

B.A., Georgia Southern College, 1989
 M.L.I.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 Art**

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., Clemson University, 1986
 Ph.D., Clemson University, 2010 (2010)

SALINDA ARTHUR, Vice President for University Advancement and President, Georgia Southern University Foundation

B.A., Susquehanna University, 1991
 M.S., Ohio University, 1993

Ph.D., Ohio University, 1994 (2011)

***ASLI ASLAN, Assistant Professor of Environmental Health Sciences**

B.S., Istanbul University, 1999
M.S., Istanbul University, 2002
Ph.D., Istanbul University, 2008 (2013)

***DOUGLAS P. AUBREY, Assistant Professor of Biology**

B.S., Missouri State University, 2002
M.S., Missouri State University, 2004
Ph.D., University of Georgia, 2011 (2012)

ASHLEY A. AUGUST, Limited-Term Instructor of Physics

B.S., Jacksonville University, 2012
M.S.T., University of Florida, 2014 (2014)

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, 1970 (1994)

B

BEOM J. BAE, Assistant Professor of Communication Arts

B.Laws, Myongji University, 1997
M.P.A., Korea University, 1999
M.A., University of Georgia, 2005
Ph.D., Florida State University, 2010 (2012)

CHANDRA BAJRACHARYA, Limited-Term Assistant Professor of Electrical Engineering

B.Engr., Tribhuvan University, 2002
M.S., Norwegian University of Science and Technology, 2008
M.S., Eastern Kentucky University, 2013
Ph.D., Old Dominion University, 2014 (2014)

RUTH LESSLEY BAKER, Information Services and Learning Commons Librarian and Assistant Professor

B.A., University of Arizona, 1979
M.A., Southern Methodist University, 1987
M.S., Drexel University, 1992 (2012)

***BARRY J. BALLECK, Associate Professor and Chair, Department 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)

***IOANNIS BARKOULAS, Professor of Finance**

B.B.A., School of Economic and Commercial Sciences in Athens, 1983
M.B.A., West Texas State University, 1986
Ph.D., Boston College, 1994 (2003)

***CHRISTOPHER R. BARNHILL, Assistant Professor of Sport Management**

B.S., University of Tennessee, 2002
M.B.A., East Tennessee State University, 2004
Ph.D., The Ohio State University, 2011 (2013)

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 at Chapel Hill, 1959 (1967)

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 Mathematical Sciences**

B.S., University of South Carolina, 1990
M.S., University of South Carolina, 1992 (2007)

***JEAN E. BARTELS, Provost and Vice President of Academic Affairs and Professor of Nursing**

B.S.N., Alverno College, 1981
M.S.N., Marquette University, 1983
Ph.D., University of Wisconsin-Milwaukee, 1990 (1999)

***ROBERT K. BATCHELOR, Associate Professor of History**

A.B., Cornell University, 1990
M.A., University of California-Los Angeles, 1992
Ph.D., University of California-Los Angeles, 1999 (2002)

DOROTHY A. BATTLE, Professor Emerita 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)

***DAN ALAN BAUER, Professor and Chair, Department of Writing and Linguistics**

B.A., Simpson College, 1985
M.A., Southern Illinois University, 1989
Ph.D., New Mexico State University, 1997 (2013)

***LORENZA BEATI ZIEGLER, Curator, U.S. National Tick Collection, and Professor of Biology**

M.D., University of Lausanne, 1987
Ph.D., University of Lausanne, 1990
Ph.D., University of Aix-Marseilles II, 1993 (2004)

***SCOTT A. 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)

HAGGAI SANDRA BEDIAKO, Limited-Term Instructor of Biology

B.S., Clemson University, 2008
Ph.D., Clemson University, 2014 (2014)

DEBORAH A. BELL, Assistant Professor Emerita of Mathematical Sciences

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)

MOHAMMED BENALLA, Limited-Term Assistant Professor of Mechanical Engineering

B.S., Mohammed V. University, 1995
M.S., Mohammadia School of Engineering, 2001
M.S., City College of New York, 2007
Ph.D., City College of New York, 2012 (2013)

***CAROLE F. BENNETT, Assistant Professor of Nursing**

B.S.N., University of South Carolina, 1969
M.S., University of South Carolina, 1973
Ph.D., University of South Carolina, 1997 (2013)

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, Senior Lecturer of Accounting**

B.B.A., Western Illinois University, 1978
 M.B.A., Western Illinois University, 1981 (2007)

ANDREW MARK BERGER, Limited-Term Instructor of Writing and Linguistics

B.A., Wittenberg University, 2005
 M.A., Eastern Kentucky University, 2011 (2013)

***JAMES J. BERGIN, Professor of Leadership, Technology, and Human Development**

B.A., Saint Mary of the Lake Seminary, 1967
 M.Ed., Loyola University Chicago, 1971
 Ed.D., College of William and Mary, 1974 (1992)

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)

SROBANA BHATTACHARYA, Assistant Professor of Political Science

B.A., Jadavpur University, 2001
 M.A., Jawaharlal Nehru University, 2003
 M.Phil., Jawaharlal Nehru University, 2006
 Ph.D., Southern Illinois University, 2013 (2014)

MOHAMMAD BHUIYAN, Assistant Professor of Civil Engineering

B.S., Bangladesh University of Engineering and Technology, 2005
 M.S., Istituto Universitario di Studi Superiori di Pavia, the Università degli Studi di Pavia, the Université Grenoble 1, and the University of Patras, 2006
 Ph.D., Istituto Universitario di Studi Superiori di Pavia, 2011 (2011)

***SARAH BIELSKI, Assistant Professor of Art**

B.F.A., Michigan State University, 1998
 M.F.A., Stony Brook University, State University of New York, 2003 (2013)

***JAMES D. BIGLEY, 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)

THOMAS MICHAEL BILODEAU, Limited-Term Assistant Professor of Electrical Engineering

B.S., University at Buffalo, State University of New York, 1982
 M.S., University at Buffalo, State University of New York, 1985
 Ph.D., University at Buffalo, State University of New York, 1987 (2013)

NICHOLAS BRADLEY BINGHAM, Adjunct Assistant Professor of Military Science

Captain, U.S. Army
 B.A.Ed., University of Mississippi, 2006 (2013)

GALE A. BISHOP, Professor Emeritus of Geology

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., Clemson Agricultural College, 1968 (1967)

CHARLENE R. BLACK, Professor Emerita of Sociology and Dean Emerita of Enrollment Services

A.B., University of Georgia, 1964
 M.A., University of Georgia, 1966
 Ph.D., Vanderbilt University, 1969 (1971)

REBECCA HELEN BLACK, Clinical Instructor of Health and Kinesiology

B.S.H.E., Georgia Southern College, 1981
 M.S., Medical College of Georgia, 1996 (2005)

***BRENDA SIMS BLACKWELL, Professor and Chair, Department of Criminal Justice and Criminology**

B.S., Northern Arizona University, 1989
 M.A., University of Oklahoma, 1992
 Ph.D., University of Oklahoma, 1995 (2014)

***HELEN WELLS BLAND, Professor of Health**

B.S., Southern Illinois University, 1982
 M.S., Southern Illinois University, 1984
 Ph.D., Southern Illinois University, 1995 (1995)

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)

***KWABENA BOAKYE, Assistant Professor of Quantitative Analysis**

B.S., Kwame Nkrumah University of Science and Technology, 2006
 M.S., University of Idaho, 2010
 Ph.D., University of North Texas, 2012 (2013)

REBECCA T. BOBBITT, Limited-Term Instructor of Writing and Linguistics

B.A., University of Tennessee-Martin, 2000
 M.A., Murray State University, 2003 (2009)

***DORA ELIZABETH BOCK, Assistant Professor of Marketing**

B.S., University of Wisconsin-La Crosse, 2006
 Ph.D., Louisiana State University and A&M College, 2012 (2012)

***KENT DELOS BODILY, Associate Professor of Psychology**

B.S., Utah State University, 2001
 M.S., Auburn University, 2004
 Ph.D., Auburn University, 2008 (2008)

***YASAR BODUR, Associate Professor of Elementary Education**

B.S., Gazi University, 1993
 M.S., Florida State University, 1998
 Ph.D., Florida State University, 2003 (2006)

***EMILY SUZANNE BOLDEN, Assistant Professor of Writing and Linguistics**

B.A., Sarah Lawrence College, 2002
 M.F.A., University of North Carolina-Wilmington, 2005 (2011)

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)

***MOHOMADOU BONCANA, Assistant Professor of Leadership, Technology, and Human Development**

B.A., Ecole Normale Supérieure, 1984
 B.S., Ecole Normale Supérieure, 1996
 M.S., Oklahoma State University, 2004
 Ph.D., University of Utah, 2010 (2012)

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)

CHRISTOPHER A. BOOKER, Limited-Term Instructor of Criminal Justice and Criminology

B.S., Florida State University, 1991
 M.S., Florida State University, 1994 (2006)

***CHRISTOPHER ALLEN BOONE, Assistant Professor of Logistics**

A.S., Community College of the Air Force, 1993
 B.B.A., Faulkner University, 1993
 M.S., Air Force Institute of Technology, 2001
 Ph.D., Auburn University, 2006 (2012)

MARY JANE BOROWSKY, Assistant Professor Emerita of Modern Languages

B.A., North Georgia College, 1959
 M.A., Emory University, 1961 (1960)

MONIQUE BOS, Limited-Term Instructor of Writing and Linguistics

B.A., Calvin College, 1996
 M.A., Pennsylvania State University, 1998 (2014)

***ADAM M. BOSSLER, Associate Professor of Criminal Justice and Criminology**

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 (1980)

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 (1981)

ROBERT BOXER, Professor Emeritus of Chemistry

B.S., Brooklyn College, 1956
 Ph.D., Rutgers University, 1961 (1964)

***TY W. BOYER, Assistant Professor of Psychology**

B.S., Arizona State University, 2000
 M.A., University of Maryland, 2002
 Ph.D., University of Maryland, 2005 (2012)

AMY M. BOYETT, Associate Professor of Interior Design

B.S., Georgia Southern University, 1998
 M.F.A., Savannah College of Art and Design, 2001 (2004)

JOEL W. BOYTER, Limited-Term Instructor of Communication Arts

A.S., Spokane Falls Community College, 1990
 B.S., Middle Tennessee State University, 1992
 M.M.A., University of South Carolina, 2005 (2008)

DAVID B. BRADLEY, Limited-Term Instructor of Geology

B.S., University of West Georgia, 2001
 M.S., University of Kansas, 2004
 M.S., Université du Montpellier II, 2005 (2012)

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, Limited-Term Instructor of Writing and Linguistics

B.A., Allegheny College, 1972
 M.S., Gannon University, 1992 (2008)

***JAMES P. BRASELTON II, Assistant Professor of Mathematical Sciences**

B.S., Ohio University, 1987
 M.S., The Ohio State University, 1990 (1990)

LORRAINE M. BRASELTON, Instructor of Mathematical Sciences

B.A., University of Northern Iowa, 1984
 M.S., University of Illinois at Urbana-Champaign, 1988 (1990)

MICHAEL LEE BRAZ, Professor Emeritus of Music

B.M., University of Miami, 1971
 M.M., University of Miami, 1972
 Ph.D., Florida State University, 1984 (1987)

SHANA MARIE BRIDGES, Lecturer of Communication Arts

B.S., Georgia Southern University, 2003
 M.S., Southern Illinois University, 2008 (2013)

***TED MICHAEL BRIMEYER, Associate Professor of Sociology**

B.A., Loras College, 1999
 M.S., Purdue University, 2002
 Ph.D., Purdue University, 2005 (2005)

***PAUL McLEOD BRINSON JR., Senior 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)

***KATIE MILTON BRKICH, Assistant Professor of Science Education**

B.S., University of South Florida, 2002
 M.Ed., University of Florida, 2004
 Ph.D., University of Florida, 2011 (2011)

SUSAN CAMILLE BROADWAY, Assistant Professor of Journalism

B.A., University of Tennessee, 1992
 M.A., University of Florida, 2002
 Ph.D., University of Florida, 2005 (2011)

***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, Associate Professor of Communication Arts

B.A., Georgetown College, 1997
M.Comm., Auburn University, 1999
Ph.D., University of Tennessee, 2007 (2007)

***JESSICA J. BROOKS, Assistant Professor of Psychology**

B.A.S., University of Minnesota-Duluth, 2006
M.S., North Dakota State University, 2008
Ph.D., University of Georgia, 2013 (2013)

JOAN ELLEN BROOME, Information Services Librarian Emerita and Associate Professor Emerita

B.A., Briar Cliff College, 1967
M.A., University of Dayton, 1978
M.L.S., Kent State University, 1984 (1997)

CHRISTOPHER M. BROWN, Lecturer of International Studies

B.A., Temple University, 2001
Ph.D., Florida International University, 2009 (2014)

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)

MICHAEL T. BROWN, Limited-Term Instructor of French

B.A., State University of New York at Fredonia, 2012
M.A., West Virginia University, 2014 (2014)

***SALLY ANN BROWN, Associate 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)

***SUSAN KENT BROWN, Limited-Term Instructor of Curriculum and Instruction**

B.S.Ed., Georgia Southern College, 1979
M.S.T., Georgia Southern College, 1985
Ed.S., Georgia Southern University, 1993 (2011)

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)

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 (1971)

***CHRISTOPHER S. BRUNT, Assistant Professor of Economics**

B.S., Eastern Michigan University, 2004
M.A., Wayne State University, 2006
Ph.D., Wayne State University, 2009 (2012)

***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)

***JOSEPH CHARLES BULLINGTON, Limited-Term Instructor of Information Technology**

B.S., Georgia Southern College, 1976
M.A., Georgia Southern College, 1980
M.B.A., Georgia Southern College, 1982
Ph.D., University of California-Davis, 1987 (2004)

***WILLIE JAMES BURDEN, 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, Associate Professor of Coaching Education**

B.A., Maryville College, 2001
M.S., Georgia Southern University, 2003
Ed.D., Georgia Southern University, 2008 (2005)

***GERARD BURKE, Associate Professor of Operations Management and Chair, Department of Logistics and Supply Chain 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)

***JESSICA ELIZABETH BURKE, Assistant Professor of Art**

B.F.A., Oklahoma State University, 2000
M.F.A., University of North Carolina-Greensboro, 2005 (2011)

***DONNA O. BURNETT, Assistant Professor of Health and Kinesiology**

B.S., University of Alabama-Tuscaloosa, 1979
M.S.C.C., Cairn University, 1998
M.A.Ed., University of Alabama, 2004
Ph.D., University of Alabama, 2008
M.S., University of Alabama, 2012 (2014)

COURTNEY BURNS, Limited-Term Instructor of Political Science

B.S., University of Wyoming, 2007
M.A., University of Wyoming, 2010 (2014)

STEVEN C. BURRELL, Vice President for Information Technology and Chief Information Officer

B.S., Sterling College, 1985
M.Ed., Plymouth State University, 2000
Ed.S., Georgia Southern University, 2011
Ed.D., Georgia Southern University, 2014 (2007)

***JEFFREY D. BURSON, Assistant Professor of History**

B.A., Concordia College, 1999
M.Phil., George Washington University, 2003
Ph.D., George Washington University, 2006 (2011)

ZACHARY C. BUSH, Limited-Term Assistant Professor of Writing and Linguistics

B.A., Georgia Southern University, 2007

M.F.A., City College of New York, 2010 (2013)

***ELIZABETH C. BUTTERFIELD, Associate Professor of Philosophy**
B.A., University of Louisville, 1997
M.A., Emory University, 2002
Ph.D., Emory University, 2004 (2006)

TERESA BUZO SALAS, Limited-Term Instructor of Spanish
B.A., University of Seville, 2003
M.A., Georgia Southern University, 2012 (2011)

C

ADRIAN CACIULA, Limited-Term Assistant Professor of Computer Science

Diploma, Transilvania University of Brasov, 2008
M.S., Georgia State University, 2013
Ph.D., Georgia State University, 2014 (2014)

***MANUELA CHRISTINA CACIULA, Assistant Professor of Kinesiology**

Licentiate, Transilvania University, 2008
M., Babes-Bolyai University, 2009
Ph.D., University of Georgia, 2014 (2014)

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)

***DAVID M. CALAMAS, Assistant Professor of Mechanical Engineering**

B.S., Clemson University, 2010
M.S., University of Alabama, 2012
Ph.D., University of Alabama, 2013 (2013)

***DANIEL W. CALHOUN, Assistant Professor of Educational Leadership**

B.S.Ed., State University of New York at Geneseo, 1998
M.S., Western Illinois University, 2000
Ph.D., University of North Carolina-Greensboro, 2010 (2011)

***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
M.B.A., University of North Carolina, 1988
Ph.D., New York University, 2003 (2009)

***CONSTANCE R. CAMPBELL, W.E. Carter Distinguished Chair in Business Administration and Professor of Management**

B.A., Oklahoma Baptist University, 1981
M.S.Ed., University of Kentucky, 1983
Ph.D., Florida State University, 1992 (1992)

BELKIS CAPELES, Executive Director of Continuing Education and Assistant Professor of Curriculum, Foundations, and Reading

B.A., Kent State University, 2003
M.L.S., Kent State University, 2004
Ph.D., Kent State University, 2012 (2014)

***CHRISTOPHER CAPLINGER, Director, Office of First-Year Experience, and Assistant Professor of History**

B.A., Emory University, 1993
M.A., Vanderbilt University, 1995

Ph.D., Vanderbilt University, 2003 (2000)

***STEPHEN CARDEN, Assistant Professor of Mathematical Sciences**

B.S., Trevecca Nazarene University, 2008
M.S., Clemson University, 2010
Ph.D., Clemson University, 2014 (2014)

SHERI KAY CAREY, Instructor of Nursing

B.S.N., Wright State University, 1993
M.S., Wright State University, 1999 (2008)

***RANDAL D. CARLSON, Professor Emeritus 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)

MELISSA CARRION, Limited-Term Instructor of Communication Arts

B.A., Arizona State University, 2001
M.A., Arizona State University, 2005
Ph.D., Purdue University, 2014 (2014)

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, Lecturer of Biology

B.S., Augusta State University, 1998
M.S., Mississippi State University, 2002
Ph.D., University of Georgia, 2009 (2009)

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 of Art**

B.A., Rutgers State University-New Brunswick, 1987
M.F.A., Rutgers University, 1989
M.Ed., Georgia Southern University, 1994 (1993)

JEAN PAUL CARTON, Professor Emeritus of French

Licence, Universite de Tours, 1971
Maitrise, Universite de Tours, 1972
Ph.D., University of Utah, 1982 (1983)

***THOMAS L. CASE, Professor of Information Systems**

A.B., Davidson College, 1974
M.S., University of Georgia, 1979
Ph.D., University of Georgia, 1982 (1981)

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)

***J. MICHELLE CAWTHORN, Associate 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, 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 at Chapel Hill, 1995 (1998)

***CHARLES W. CHAMP, Professor of Mathematical Sciences**

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 Emerita 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 RAY CHANDLER, 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, Associate 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)

***SIMONE M. CHARLES, Associate Professor of Environmental Health Sciences**

B.S., University of West Indies, 1992
 M.S., University of Maryland-Eastern Shore, 1998
 Ph.D., Michigan State University, 2004 (2007)

STEVEN D. CHARLIER, Assistant Professor of Management

B.S., College of William and Mary, 1993
 M.I.M., University of Denver, 2000
 Ph.D., University of Iowa, 2012 (2014)

KAREN DURDEN CHASSERAU, Instructor of Science Education

B.S.Ed., Georgia Southern University, 1999
 M.Ed., Georgia Southern University, 2004
 Ed.D., Georgia Southern University, 2013 (2007)

***ARPITA CHATTERJEE, Assistant Professor of Mathematical Sciences**

B.S., Visva Bharati University, 2004
 M.S., Indian Institute of Technology, 2006
 M.S., University of New Orleans, 2007
 Ph.D., Northern Illinois University, 2012 (2012)

***ZHAN CHEN, Assistant Professor of Mathematical Sciences**

B.S., Xiamen University, 2001
 M.S., Xiamen University, 2004
 Ph.D., Michigan State University, 2011 (2014)

HARLEY ROBERT CHESHIRE, 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)

***CHUNG-YEAN CHIANG, Assistant Professor of Operations Management**

B.B.A., National Chi Nan University, 2001
 M.B.A., Rutgers State University-New Brunswick, 2004
 Ph.D., University at Buffalo, State University of New York, 2011 (2012)

***JOANNE CHOPAK-FOSS, Associate Professor of Health Education and Interim Program Director, Division of Undergraduate Health**

B.S.P.E., University of Delaware, 1982
 M.S., Pennsylvania State University, 1987
 Ph.D., Pennsylvania State University, 1993 (1993)

WASIMUL QUADER CHOWDHURY, Limited-Term Assistant Professor of Biology

B.S., University of Dhaka, 1987
 M.S., University of Dhaka, 1989
 Ph.D., Osaka University, 1996 (2013)

***PHILIP C. CHRISTIAN, Assistant Professor of Public Administration**

B.S.B.A., Concord University, 1979
 M.P.A., Florida International University, 2010
 Ph.D., Florida International University, 2010 (2012)

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., State University of New York at Potsdam, 1982
 M.M., Michigan State University, 1984
 D.M.A., Michigan State University, 1989 (1989)

JAMES B. CLAIBORNE, Professor Emeritus of Biology

B.S., Florida State University, 1977
 Ph.D., University of Miami, 1981 (1983)

KENNETH F. CLARK, Professor Emeritus 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)

***RICHARD CLEVELAND, Assistant Professor of Counselor Education**

B.A., Seattle Pacific University, 1999
 M.Ed., Seattle Pacific University, 2005
 Ph.D., Seattle Pacific University, 2014 (2014)

ROBERT CLARK CLOUSE III, Lecturer of Health and Kinesiology

B.A., Marshall University, 2005
 M.S., Georgia Southern University, 2008 (2008)

BASIL L. COATES, Lecturer of Mechanical Engineering

B.E., University of Guyana, 1984
 M.S.M.E., University of Dayton, 1990
 Ph.D., University of Toronto, 2004 (2012)

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)

***ADRIENNE L. COHEN, Assistant Professor of Sociology**

B.A., University of Massachusetts, 1986
 M.P.A., University of Vermont, 2006
 Ph.D., Miami University, 2011 (2011)

***RISA A. COHEN, Associate Professor of Biology**

B.S., Tufts University, 1996
 Ph.D., University of California-Los Angeles, 2003 (2006)

JUSTINE B. COLEMAN, Lecturer of Health and Kinesiology

B.S.H.S., Georgia Southern University, 2008
 M.S., Georgia Southern University, 2010 (2013)

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)

***ASHLEY RAE COLES, Lecturer of Geography**

B.S., Cornell University, 2005
 M.A., University of Arizona, 2008
 Ph.D., University of Arizona, 2013 (2013)

LINDA RUTH COLLINS, Assistant Professor of Spanish

B.A., Southern University and A&M College, 1973
 M.A., University of Wisconsin-Milwaukee, 1975 (1990)

AMANDA COLON, Limited-Term Instructor of International Studies

B.A., Louisiana State University and A&M College, 2000
 M.A., Louisiana State University and A&M College, 2003
 M.A., Southern Illinois University, 2007 (2010)

***JOSE CHECO COLON GAUD, Assistant Professor of Biology**

B.S., University of Texas-EI Paso, 2000
 M.S., Louisiana State University and A&M College, 2003
 Ph.D., Southern Illinois University, 2008 (2010)

***ASHLEY DAWN COLQUITT, Assistant Professor of Health**

B.S., Northwestern State University of Louisiana, 2001
 M.Ed., Northwestern State University of Louisiana, 2003
 Ph.D., Texas Woman's University, 2008 (2010)

***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)

***KATHLEEN M. COMERFORD, Professor of History**

B.A., Fordham University, 1988
 M.A., Fordham University, 1989
 Ph.D., University of Wisconsin, 1995 (1999)

***DIANA M. CONE, Associate Provost and Professor of Fashion Merchandising and Apparel Design**

B.S., University of Southern Mississippi, 1979
 M.S., University of Southern Mississippi, 1980
 Ph.D., Florida State University, 1981 (1990)

KEVIN R. COOK, Lecturer of Political Science

A.B., University of Georgia, 1984
 M.A., Georgia Southern University, 1991 (1987)

JONATHAN COPELAND, Professor Emeritus of Biology

B.A., Tufts University, 1968

M.A.T., Tufts University, 1991

Ph.D., Stony Brook University, State University of New York, 1975 (1991)

CLAUDIA CORNEJO HAPPEL, Coordinator of Instructional Development and Assistant Professor

A.A., University of North Georgia, 2005
 B.A., University of Georgia, 2007
 M.A., University of Florida, 2009 (2014)

***LISA A. COSTELLO, Associate 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 and A&M College, 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)

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)

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)

JAMIE SAMUELS CROMLEY, Lecturer of Community Health

B.S., University of Georgia, 2011
 M.P.H., University of Georgia, 2012 (2014)

FRANCISCO CUBAS SUAZO, Assistant Professor of Civil Engineering and Construction Management

B.S., National University of Honduras, 2000
 M.S., Virginia Tech, 2006
 Ph.D., Virginia Tech, 2012 (2014)

MICHAEL CUELLAR, Assistant Professor of Information Systems

B.S., University of South Florida, 1976
 M.S., Georgia State University, 2004
 Ph.D., Georgia State University, 2009 (2013)

***BRETT W. CURRY, Associate 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)

FINBARR GREGORY CURTIS, Assistant Professor of Religious Studies

B.A., Columbia University, 1995
 M.A., Vanderbilt University, 2000

Ph.D., University of California-Santa Barbara, 2007 (2013)

***CHRISTOPHER P. CUTLER, Professor of Biology**

B.S., University of Birmingham, 1985

Ph.D., University of Saint Andrews, 1991 (2003)

***MARC D. CYR, Associate Professor of Literature**

B.A., Western Washington State College, 1979

M.A., Western Washington State College, 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)

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)

JANET DALE, Limited-Term Assistant Professor of Writing and Linguistics

B.A., University of Memphis, 2009

M.F.A., Georgia College and State University, 2013 (2013)

PHYLLIS S. DALLAS, Associate Professor Emerita of Writing and Linguistics

B.S.Ed., Valdosta State College, 1973

M.A., Valdosta State College, 1975

Ph.D., Tulane University, 1991 (1988)

***JOY W. DARLEY, Associate Professor of Mathematical Sciences**

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 Emeritus of Communication Arts

B.S., Augustana College, 1964

M.F.A., University of Minnesota, 1974 (1988)

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)

***CLARA A. DAVIS, Assistant Professor of Curriculum, Foundations, and Reading**

B.A., East Carolina University, 1995

M.Ed., Seattle University, 2003

Ph.D., University of Tennessee, 2012 (2012)

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)

LISA JORDAN DAVIS, Instructor of Early Childhood/Special Education

B.S.Ed., Georgia Southern College, 1984

M.Ed., Georgia Southern College, 1989

Ed.S., Georgia Southern University, 1995 (2010)

***REBECCA S. 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, Associate Professor of Political Science and Director, Institute for Public and Nonprofit Studies**

B.S., Missouri State University, 2002

M.P.A., Missouri State University, 2003

Ph.D., Northern Illinois University, 2007 (2007)

***TYSON T. DAVIS, Limited-Term Instructor of Communication Arts**

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 at Buffalo, State University of New York, 1959

Ed.M., University at Buffalo, State University of New York, 1964

Ed.D., University at Buffalo, State University of New York, 1969 (1991)

***MOHAMMAD S. DAVOUD, Dean, Allen E. Paulson College of Engineering and Information Technology, and Professor of Mechanical Engineering**

B.S., Oklahoma State University, 1981

M.S., Oklahoma State University, 1984

Ph.D., University of South Carolina, 1999 (1988)

***SIBEL SEDA DAZKIR, Assistant Professor of Interior Design**

B.I.D., Middle East Technical University, 2008

M.S., Oregon State University, 2010

Ph.D., Oregon State University, 2013 (2013)

***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., University of Tennessee, 1978

Ph.D., University of Tennessee, 1986 (2008)

***JULIA S. DEMPSEY, Assistant Professor of Nursing**

B.S.N., Medical College of Georgia, 1982

M.S.N., Georgia Southern University, 1992

Ph.D., Medical University of South Carolina, 2014 (1994)

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, Associate 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 A. DESAI, Associate Professor of Mechanical Engineering**

B.S., University of Mumbai, 1999

M.S., University of Cincinnati, 2002

Ph.D., University of Cincinnati, 2006 (2006)

NANCY B. DESSOMMES, Assistant Professor Emerita 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)

***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)

***GEOFFREY DICK, Senior Lecturer of Information Systems**

B.B., University of Southern Queensland, 1972

M.C., University of New South Wales, 1989

Ph.D., University of New South Wales, 2000 (2001)

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, Associate Dean, Jack N. Averitt College of Graduate Studies, and Professor of Biology**

B.A., Kansas State Teachers College, 1963

M.S., Kansas State Teachers College, 1965

Ph.D., University of Oklahoma, 1974 (1992)

JAMES DIFFENDERFER, Limited-Term Instructor of Mathematical Sciences

B.S., Georgia Southern University, 2011

M.S., Georgia Southern University, 2013 (2013)

***NIKKI ANN DIGREGORIO, Assistant Professor of Child and Family Development**

B.A., West Chester University of Pennsylvania, 2006

M.A., West Chester University of Pennsylvania, 2009

Ph.D., University of Delaware, 2014 (2014)

***JIMMY JOSEPH DILLIES, Limited-Term Assistant Professor of Mathematical Sciences**

B.S., Universite Catholique de Louvain, 2000

M.S., Universite Catholique de Louvain, 2000

Ph.D., University of Pennsylvania, 2006 (2012)

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**

B.Ed., Irkutsk Pedagogical Institute of Foreign Languages, 1972

M.Ed., Irkutsk Pedagogical Institute of Foreign Languages, 1972

Ed.D., Research Institute of General Pedagogy of USSR Academy of Sciences, 1989 (1991)

***JOHN LYNN DOBSON, Assistant Professor of Kinesiology**

B.A., Gettysburg College, 1996

M.Ed., Auburn University, 1998

Ph.D., Auburn University, 2001 (2011)

SARAH DOMET, Lecturer of Writing and Linguistics

B.A., Miami University, 1999

M.A., University of Cincinnati, 2003

Ph.D., University of Cincinnati, 2009 (2010)

LLOYD NOLAN DOSIER, Professor Emeritus of Management

B.B.A., Georgia State University, 1965

M.B.A., Georgia State University, 1966 (1968)

JULIE LYNN DOUBERLY, Limited-Term Instructor of Writing

B.A., Georgia Southern University, 2002

M.A., Georgia Southern University, 2003 (2006)

***MEGHAN MIMI DOVE, Assistant Professor of Child and Family Development**

B.S.F.C.S., University of Georgia, 2007

M.S., University of Georgia, 2011

Ph.D., University of Georgia, 2013 (2013)

***ALAN C. DOWNS, Associate Professor of History**

B.A., North Carolina State University, 1978

M.A., University of North Carolina at Chapel Hill, 1982

Ph.D., University of North Carolina at 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 ANN DRAPER, Associate 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)

***KYMBERLY H. DRAWDY, Associate Professor of Teaching and Learning**

B.A., University of Alabama-Huntsville, 1982

B.S.Ed., Athens State College, 1989

M.A., University of Alabama, 1998

Ph.D., University of Alabama, 2004 (2005)

BENJAMIN K. DREVLLOW, Limited-Term Assistant Professor of Writing and Linguistics

B.A., University of Wisconsin, 2002

M.F.A., Minnesota State University, 2006 (2011)

JOHN B. DRYDEN, Limited-Term Assistant Professor of Civil Engineering and Construction Management

B.A., Miami University, 1993

M.I.T., Bowling Green State University, 1999
Ph.D., University of Florida, 2006 (2014)

***CHRISTY JEAN DUBERT, Assistant Professor of Nursing**

B.S.N., Winona State University, 1993
M.S.N., Marquette University, 1997
Ph.D., Georgia Health Sciences University, 2013 (2005)

***DAVID L. DUDLEY, Professor of Literature**

B.A., Duke University, 1970
M.Div., Lutheran Seminary, 1975
M.A., University of West Florida, 1984
Ph.D., Louisiana State University and A&M College, 1988 (1989)

LOIS L. DUKE-WHITAKER, Professor Emerita of Political Science

A.A., University of South Carolina, 1975
B.A.J., University of South Carolina, 1976
M.A., University of South Carolina, 1979
Ph.D., University of South Carolina, 1986 (1996)

***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-Kansas City, 1996 (2006)

***MAXIM E. DURACH, Assistant Professor of Physics**

B.S., Saint Petersburg State Polytechnical University, 2004
M.S., Saint Petersburg State Polytechnical University, 2006
M.S., Georgia State University, 2008
Ph.D., Georgia State University, 2010 (2011)

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, Professor of Biology**

B.S., University of London, 1977
Ph.D., University of London, 1981 (1992)

***BETH C. DURODOYE, Professor and Chair, Department of Leadership, Technology, and Human Development**

B.A., Marshall University, 1983
M.A., Marshall University, 1984
Ed.D., University of Virginia, 1991 (2012)

***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)

E

***JACQUELINE K. EASTMAN, Professor of Marketing**

B.S.B.A., The Ohio State University, 1986
Ph.D., Florida State University, 1993 (2007)

***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 III, Associate Professor of Philosophy

B.A., Western Illinois University, 1993
M.A., Southern Illinois University, 1997

Ph.D., Southern Illinois University, 2004 (2003)

***CRYSTAL M. EDDS, Assistant Professor of Nursing**

A.D.N., Kennesaw State University, 1997
M.S.N., Georgia State University, 2004
D.N.P., Georgia Southern University, 2012 (2010)

***OLIVIA C. EDENFIELD, Professor of English**

B.A., Georgia Southern College, 1982
M.A., University of Iowa, 1986
Ph.D., University of Georgia, 2002 (1986)

ANDREA MARIA EDER, Lecturer of German

M.A., University of Alabama, 2001
M.A., Universitat Regensburg, 2002
Ph.D., Vanderbilt University, 2009 (2011)

***BRADLEY C. EDWARDS, Lecturer of Literature**

B.A., University of Wisconsin, 1992
Ph.D., University of Georgia, 2005 (2006)

***ELIZABETH CARR EDWARDS, Associate Professor of Reading Education**

B.S.Ed., Georgia Southern University, 1991
M.Ed., Georgia Southern University, 1994
Ph.D., University of Georgia, 2006 (2006)

INNA N. EDWARDS, Limited-Term Instructor of Mathematical Sciences

B.S., Leningrad Institute of Shipbuilding, 1978
M.S., Leningrad Institute of Shipbuilding, 1978
Diploma, Leningrad Institute of Shipbuilding, 1984
M.S., Georgia Southern University, 2005 (2003)

***MARK A. EDWARDS, Fuller E. Callaway Professor 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 Emeritus 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)

***RACHEL J. EIKE, Assistant Professor of Fashion Merchandising and Apparel Design**

B.S., Iowa State University, 2007
M.S., Oklahoma State University, 2009
Ph.D., Oklahoma State University, 2014 (2014)

EMILY E. EISENHART, Academic Services Professional and Instructor of Community Health

A.B.J., University of Georgia, 2007
M.A., Georgia Southern University, 2011 (2011)

HENRY A. EISENHART, Professor Emeritus of Recreation

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, Lecturer of Latin

B.A., University of Oklahoma, 1981
M.A., University of Oklahoma, 1985 (1992)

***LARISA ELISHA, Assistant Professor of Music**

B.M., Byelorussian State Conservatory, 1986
M.M., Byelorussian State Conservatory, 1989
D.M.A., Karol Lipinski Academy of Music in Wroclaw, 1997 (2011)

***STEVEN ELISHA, Associate Professor of Music**

B.A., Indiana University, 1983
 M.M., Yale University, 1985
 D.M.A., University of Kansas, 2007 (2011)

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)

***GLYNN T. ELLIS JR., Limited-Term Instructor of International Studies**

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, Director, University Honors Program, and Associate Professor of Political Science**

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)

***MARINA E. EREMEEVA, Associate Professor of Environmental Health Sciences**

M.D., Moscow State Medical Institute, 1985
 Ph.D., N.F. Gamaleya Research Institute of Epidemiology and Microbiology, 1990
 Ph.D., Universite de la Mediterranee, 1996 (2011)

COLLEEN RAE VON HER EVANS, Academic Services Professional and Instructor of Biology

B.S., University of North Texas, 2010
 M.S., University of North Texas, 2013 (2013)

***ROBERT GREGORY EVANS, Dean, Jiann-Ping Hsu College of Public Health, and Professor of Public Health**

B.A., Hofstra University, 1970
 M.P.H., Saint Louis University, 1981
 Ph.D., Saint Louis University, 1986 (2012)

F

***MATHEW D. FALLIN, Professor of Music**

B.M., Georgia Southern College, 1987
 M.A., Louisiana Technical University, 1989
 D.M.A., University of Miami, 1997 (1991)

***QUENTIN Q. FANG, Professor of Biology**

B.S., Anhui Agricultural University, 1977
 M.S., Anhui Agricultural University, 1983
 Ph.D., Kansas State University, 1993 (1996)

ROBERT FARBER, Professor and Chair, Department of Art

B.F.A., Ohio University, 1982
 M.F.A., Western Michigan University, 1986 (2014)

JAMES A. FARIS, Limited-Term Assistant Professor of Art

B.F.A., Savannah College of Art and Design, 2003
 M.F.A., Georgia Southern University, 2014 (2014)

***BRIAN K. FELTMAN, Assistant Professor of History**

B.A., Clemson University, 1999

M.A., Clemson University, 2002
 Ph.D., The Ohio State University, 2010 (2012)

***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)

BRUCE FIELD, Professor and Chair, Department of Teaching and Learning

B.S., East Carolina University, 1975
 M.A., East Carolina University, 1978
 Ph.D., College of William and Mary, 1994 (2014)

NADIA N. FLANIGAN, Limited-Term Assistant Professor of Human Ecology

B.A., Wake Forest University, 2003
 M.A., University of North Florida, 2005
 Ph.D., Florida State University, 2011 (2011)

TERESA L. FLATEBY, Associate Vice President for Institutional Effectiveness and Instructor of Leadership, Technology, and Human Development

B.A., Capital University, 1972
 M.Ed., University of South Florida, 1978
 Ph.D., University of South Florida, 1982 (2011)

***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)

MATTHEW B. FLYNN, Assistant Professor of International Studies

B.S., Georgetown University, 1996
 M.S., London School of Economics, 1999
 Ph.D., University of Texas, 2010 (2013)

***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)

GLAUCO FONTGALLAND, Limited-Term Assistant Professor of Electrical Engineering

B.S., Federal University of Paraiba, 1990
 M.S., Federal University of Paraiba, 1994
 Ph.D., Institut National Polytechnique de Toulouse, 1999 (2014)

CHARLOTTE ADAMS FORD, Associate Professor Emerita of History

A.B., University of Georgia, 1941
 M.A., Georgia Southern College, 1964 (1964)

LAUREN F. FORTENBERRY, Limited-Term Instructor of Writing and Linguistics

B.A., Virginia Tech, 2006
 M.A.E., Virginia Tech, 2008
 M.P.H., Virginia Tech, 2012 (2014)

***RYAN C. FORTENBERRY, Assistant Professor of Chemistry**

B.S., Mississippi College, 2006
 M.S., Mississippi College, 2007
 Ph.D., Virginia Tech, 2012 (2013)

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 (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 (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, 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)

FRANK E. FRENCH, Professor Emeritus of Biology

B.S., Texas Technological College, 1957
M.S., Iowa State College, 1958
Ph.D., Iowa State College, 1962 (1969)

CYNTHIA J. FROST, Assistant Access Services Librarian and Assistant Professor

B.A., Illinois Wesleyan University, 1975
M.S.L.S., University of North Carolina at Chapel Hill, 1994 (1998)

***GEORGE YUZHU FU, Associate Professor of Civil Engineering**

B.E., Tianjin University, 1986
M.E., Tianjin University, 1989
Ph.D., University of Regina, 2002 (2008)

***CHUN HAI FUNG, Assistant Professor of Epidemiology**

B.A., University of Cambridge, 2003
M.S., University of London, 2005
M.A., University of Cambridge, 2007
Ph.D., Imperial College, 2009 (2013)

***HOWARD LESLIE FURR, Associate Professor of Hospitality Management**

B.A., Louisiana State University and A&M College, 1974
M.Ed., Springfield College, 1981
Ph.D., Texas A&M University, 1987 (1996)

G**ALEJANDRO J. GALLARD, Goizueta Foundation Distinguished Chair in Education and Research Professor of Teaching and Learning**

B.A., San Jose State University, 1977
M.A., San Jose State University, 1982
Ph.D., Michigan State University, 1990 (2012)

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)

SHAMIA T. GARRETT, Academic Professional and Instructor of Public Health

B.S.H.S., Georgia Southern University, 2004
M.P.H., Georgia Southern University, 2007 (2014)

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 BELL GATCH, Interim Director of Academic Assessment, Office of Institutional Effectiveness, and Associate Professor of Physics**

B.S., Georgia Southern University, 1995
Ph.D., University of Georgia, 2000 (2001)

***WORLANYO ERIC GATO, Assistant Professor of Chemistry**

B.S., University of Cape Coast, 1999
M.S., University of Nottingham, 2002
Ph.D., Western Michigan University, 2007 (2013)

MELISSA F. GAYAN, Lecturer of History

B.A., University of North Carolina-Charlotte, 2000
M.A., University of North Carolina-Charlotte, 2003 (2011)

***ROSE MARY GEE, Assistant Professor of Nursing**

B.S.C.J., Georgia Southern College, 1976
A.S.N., Armstrong State College, 1980
B.S.N., Medical College of Georgia, 1981
M.S.N., Medical College of Georgia, 1991
Ph.D., Emory University, 2005 (1995)

***JUAN M. GENDELMAN, Assistant Professor of Music**

B.A., University of La Plata, 2002
M.M., California State University-Northridge, 2004
D.M.A., University of Maryland, 2007 (2011)

***SOPHIE B. GEORGE, Professor of Biology**

B.S., University of Sierra Leone, 1981
M.S., University of Paris VI, 1989
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)

***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)

***CHRISTINA M. GIPSON, Assistant Professor of Sport Management**

B.S., Methodist University, 2005
 M.S., Georgia State University, 2007
 Ph.D., Brunel University, 2012 (2014)

JULI LYNN GITTINGER, Limited-Term Assistant Professor of Religious Studies

B.F.A., School of the Art Institute of Chicago, 1992
 B.A., Webster University, 2004
 M.A., University of Colorado, 2008 (2014)

***DANIEL F. GLEASON, Director, Institute for Coastal Plain Science, and Professor of Biology**

B.S., Furman University, 1980
 M.S., University of Houston, 1984
 Ph.D., University of Houston, 1992 (1996)

***ADRIAN GNAM, Lecturer of Music**

B.M., University of Cincinnati, 1961
 M.M., University of Cincinnati, 1962 (2009)

***FRANK J. GOFORTH, Associate Professor of Electrical Engineering**

B.S.E.E., Massachusetts Institute of Technology, 1977
 M.S.I.E., Cleveland State University, 2000
 D.Engr., Cleveland State University, 2006 (2006)

JOSEPH WILLIAM GOLDSTEIN, Lecturer of Spanish

B.A., Armstrong Atlantic State University, 1995
 M.A., Appalachian State University, 1999
 Ph.D., University of Georgia, 2006 (2011)

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)

***LAURIE A. GOULD, Assistant Professor of Justice Studies**

B.S., University of Central Florida, 1999
 M.S., University of Central Florida, 2001
 Ph.D., University of Central Florida, 2008 (2011)

***J. ARTHUR 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)

ROBERT BRIAN GRACIA, Adjunct Assistant Professor of Military Science

Captain, U.S. Army
 B.B.A., University of Texas-San Antonio, 2006 (2013)

***ANNIE MARIE GRAF, Instructor of Nursing**

B.S.N., Georgia Southern University, 1997
 M.S.N., Walden University, 2008 (2009)

***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)

VICTORIA L. GRAHAM, Limited-Term Instructor of Kinesiology

B.S., Bowling Green State University, 1983
 M.S., University of Tennessee, 1985 (2014)

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)

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)

COREY GREEN, Limited-Term Assistant Professor of Writing and Linguistics

B.A., Ouachita Baptist University, 2001
 M.F.A., Georgia State University, 2008 (2014)

***LUCILIA SANTOS GREEN, Assistant Professor of Instructional Technology**

B.M.Ed., East Texas Baptist University, 1999
 M.L.S., Texas Woman's University, 2004
 Ed.D., Texas Tech University, 2010 (2010)

***LANCE KENNETH GREENE, Assistant Professor of Anthropology**

B.A., University of Tennessee, 1987
 M.A., University of Tennessee, 1996
 Ph.D., University of North Carolina at Chapel Hill, 2009 (2012)

***KATY L. GREGG, Assistant Professor of Child and Family Development**

B.A., Clemson University, 2005
 M.S., University of Georgia, 2008
 Ph.D., University of Georgia, 2010 (2010)

***ARIKKA E. GREGORY, Associate Professor of Music**

B.A., University of Florida, 1994
 M.M., Florida State University, 1996
 D.M.A., University of Texas, 2002 (2007)

***BRYAN W. GRIFFIN, Associate Professor of Curriculum, Foundations, and Reading**

B.A., North Carolina State College, 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)

***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, Limited-Term Instructor of Management

B.B.A., Georgia Southern University, 1995
 M.B.A., Georgia Southern University, 1997 (1999)

MICHELLE DAWN GROOVER, Lecturer of Public Relations

B.S., Milligan College, 1993
M.Ed., Georgia Southern University, 2005 (2008)

FRANK BLACKBURN GROSS, Interim Associate Dean for Faculty and Research Programs, Allen E. Paulson College of Engineering and Information Technology, Professor, and Chair, Department of Electrical Engineering

B.S.E.E., University of Florida, 1974
M.S.E.E., University of Florida, 1975
Ph.D., The Ohio State University, 1982 (2013)

***AXEL GROSSMANN, Associate Professor of Finance**

B.Eng., University of Applied Sciences, 1999
M.B.A., University of Texas-Pan American, 2003
Ph.D., University of Texas-Pan American, 2007 (2013)

BRUCE GRUBE, President Emeritus and Professor Emeritus of Political Science

A.B., University of California Berkeley, 1964
Ph.D., University of Texas, 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)

JANICE GRUMBLES, Limited-Term Instructor of Biology

B.S., Texas A&M University, 1974
D.V.M., Texas A&M University, 1983 (2014)

PAOLO PASAOL GUJILDE, Collections Coordinator Librarian and Assistant Professor

B.A., University of Illinois-Chicago, 2001
M.S., University of Illinois at Urbana-Champaign, 2009 (2013)

JON D. GURNEY, Limited-Term Instructor of Criminal Justice and Criminology

B.A., University of Miami, 2000
J.D., University of Florida, 2004
M.A., University of Florida, 2005 (2014)

***ANTONIO PARTIDA GUTIERREZ, Assistant Professor of Educational Research**

B.A., University of Nevada-Las Vegas, 2004
M.S., University of Nevada-Las Vegas, 2008
Ph.D., University of Nevada-Las Vegas, 2012 (2014)

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)

LORI L. GWINETT, Document Librarian and Associate Professor

B.A., State University of West Georgia, 1994
M.L.I.S., Valdosta State University, 2007 (2007)

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)

***AMY A. HACKNEY, Associate Professor of Psychology**

B.A., Indiana University, 1994
M.S., Saint Louis University, 2000
Ph.D., Saint Louis University, 2003 (2003)

***RAMI J. HADDAD, Assistant Professor of Electrical Engineering**

B.S., Applied Sciences University, 2004

M.S.E.C.E., University of Minnesota-Duluth, 2006
Ph.D., University of Akron, 2011 (2011)

MARY HADLEY, Associate Professor Emerita 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)

STEPHANIE A. HAIRSTON, Assistant Professor of Accounting

B.S., Wake Forest University, 2008
M.S., Wake Forest University, 2009
Ph.D., University of Memphis, 2014 (2014)

***DOMINIQUE HALABY, Director, Bureau of Business Research and Economic Development, and Instructor of Economics**

B.A., University of Texas, 1995
M.B.A., University of Texas-Pan American, 2000
D.P.A., Nova Southeastern University, 2006 (2011)

H. STEPHEN HALE, Professor Emeritus of Anthropology

B.A., University of Central Florida, 1974
M.A., Florida Atlantic University, 1976
Ph.D., University of Florida, 1989 (1991)

***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)

***ERIC A. HALL, Assistant Professor of History**

B.A., Saint Joseph's College, 2004
M.A., Purdue University, 2006
Ph.D., Purdue University, 2011 (2011)

***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 (1992)

***ELLEN K. HAMILTON, Assistant Professor of Nursing**

B.S., West Virginia Wesleyan College, 1970
M.S.N., Marymount University, 1986
D.N.P., Duquesne University, 2012 (2012)

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)

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.Agr., 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 DAVID HANNA, Professor of Operations Management**

B.A., LeTourneau College, 1981
 M.S., Clemson University, 1983
 Ph.D., Clemson University, 1989 (2001)

***ANDREW RASMUS HANSEN, Assistant Professor of Community Health**

B.S.Ed., Georgia Southern University, 1993
 M.S., Georgia Southern University, 1995
 Dr.P.H., Georgia Southern University, 2012 (2004)

CHARLENE M. HANSON, Professor Emerita of Nursing

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 Emeritus of Theatre

B.F.A., Southern Oregon College, 1971
 M.F.A., University of California-Riverside, 1975 (1995)

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)

***STEVEN HARPER, Professor and Chair, Department of Music**

B.M., University of Louisville, 1987
 M.M., Northwestern University, 1989
 Ph.D., University of Texas-Austin, 1994 (2014)

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 (1972)

***BRANDONN S. HARRIS, Assistant Professor of Kinesiology**

B.S., Truman State University, 2002
 M.S., West Virginia University, 2005
 M.A., West Virginia University, 2008
 Ph.D., West Virginia University, 2008 (2011)

***JAMES K. HARRIS, Associate Professor 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)

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)

JAMES ORION HARRISON JR., Reference Librarian Emeritus and Associate Professor Emeritus

A.B., Georgia State University, 1969
 M.Ln., Emory University, 1970 (1970)

***JOHN SCOTT HARRISON, Associate Professor of Biology**

B.S., Brigham Young University, 1994

Ph.D., Texas A&M University, 2001 (2006)

***CHARLES I. 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, Professor of Biology**

B.S., Stanford University, 1981
 Ph.D., University of Arizona, 1988 (1998)

JAMES A. HARVIN, Limited-Term Assistant Professor of Physics

B.S., Florida State University, 1981
 M.S., Georgia State University, 1999
 Ph.D., Georgia State University, 2002 (2013)

***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.S., 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, Professor of Finance**

B.S., Yale College, 1980
 Ph.D., Louisiana State University and A&M College, 1990 (1990)

RICHARD J. HATHAWAY, Professor Emeritus of Mathematical Sciences

B.S., University of Georgia, 1979
 Ph.D., Rice University, 1983 (1986)

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)

RACHEL HAYWARD, Limited-Term Instructor of International Studies

B.A., Allegheny College, 1992
 M.A., Indiana University of Pennsylvania, 1994 (2012)

***MARY F. HAZELDINE, Professor of Marketing**

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 Institute of Hydraulic and Electric Engineering, 1983
 M.Ed., University of Toronto, 1992
 Ph.D., University of Toronto, 1998 (1998)

ANN H. HEALY, Lecturer of Journalism

B.A., Barry College, 1984
 M.A., University of Miami, 1986 (2010)

AMANDA JO HEDRICK, Limited-Term Instructor of Writing and Linguistics

B.A., Christopher Newport University, 2007

M.A., University of Maine-Orono, 2009 (2009)

TIFFANY HEDRICK, Limited-Term Instructor of Accounting

B.B.A., Georgia Southern University, 2009

M.B.A., Georgia Southern University, 2010 (2013)

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, Professor and Chair, Department 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)

***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 STEPHENS HENDERSON, Limited-Term 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

Ph.D., Indiana University of Pennsylvania, 2009 (1990)

***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)

CHELSEA HENSHEY, Limited-Term Assistant Professor of Writing and Linguistics

B.A., West Virginia University, 2011

M.F.A., Georgia College and State University, 2014 (2014)

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 (2009)

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 (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)

***JOSE MANUEL HIDALGO, Associate Professor of Spanish**

B.A., University of Seville, 1999

M.A., University of Seville, 1999

M.A., Ohio University, 2003

Ph.D., University of Virginia, 2006 (2006)

JAMES L. HIGDON, Associate 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, Associate Professor of Astronomy**

B.S., University of Leeds, 1986

M.A., University of Bradford, 1988

M.S., University of Manchester, 1989

Ph.D., University of Southampton, 1993 (2006)

ROBERT L. HIGGERSON, Limited-Term Assistant Professor of Philosophy

B.A., Southeast Missouri State University, 1989

M.A., Southern Illinois University, 1994

Ph.D., Southern Illinois University, 2003 (2007)

HALEY J. HIGGS, Limited-Term Instructor of Communication Arts

B.A., Georgia Southern University, 2011

B.S., Georgia Southern University, 2011

M.A., Kent State University, 2014 (2014)

RICHARD L. HILDE, Associate Professor Emeritus of Marketing

B.S., Minot State College, 1965

M.B.A., Saint Mary's University, 1969

Ph.D., University of North Dakota, 1973 (1973)

DEBORAH TIMMONS HILL, Lecturer of 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, Assistant Professor of Art**

B.F.A., Rhode Island School of Design, 1995

M.F.A., Columbia University, 2006 (2009)

***JONATHAN CULLEN HILPERT, Assistant Professor of Curriculum, Foundations, and Reading**

B.A., Pepperdine University, 2000

M.A., Arizona State University, 2007

Ph.D., Arizona State University, 2008 (2012)

***JESSICA HINES, Professor of Art**

A.A., Saint Louis Community College, 1980

B.F.A., Washington University, 1982

M.F.A., University of Illinois at Urbana-Champaign, 1984 (1984)

***CHRISTINE MICHELLE HLADIK, Assistant Professor of Geography**

B.S., Creighton University, 2002

M.S., Creighton University, 2004

Ph.D., University of Georgia, 2012 (2013)

***CHARLES B. HODGES, Associate 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)

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 Emerita 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)

JACQUELINE F. HOELL, Limited-Term Instructor of Mathematical Sciences

B.S., Virginia Polytechnic Institute and State University, 1975
M.S., Virginia Polytechnic Institute and State University, 1978 (2012)

***ROBERT C. HOELL, Associate Professor and Interim Chair, Department 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)

***NICHOLAS S. HOLTZMAN, Assistant Professor of Psychology**

B.A., Loyola University of New Orleans, 2004
M.A., Washington University-St. Louis, 2007
Ph.D., Washington University-St. Louis, 2011 (2013)

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)

ADELE M. HOOLEY, Assistant Professor Emerita of English

B.S., Shippensburg State College, 1950
M.Ed., Georgia Southern College, 1966 (1967)

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)

RICHARD McCORMICK HOUSER, Limited-Term Instructor of Writing and Linguistics

B.A., Truman State University, 1994
M.A., Truman State University, 1999 (2008)

CATHERINE SUZANN HOWERTER, Assistant Professor of Teaching and Learning

B.A., Carlow University, 2001
M.A., New York University, 2008
Ph.D., University of Nevada, 2013 (2013)

***YI HU, Assistant Professor of Mathematical Sciences**

B., Tsinghua University, 2005
M., University of Chinese Academy, 2008
Ph.D., University of Illinois at Urbana-Champaign, 2012 (2013)

***YINGKANG HU, Professor of Mathematical Sciences**

B.S., Beijing Institute of Chemical Technology, 1982
Ph.D., University of South Carolina, 1989 (1989)

NACARRUS HUDSON, Adjunct Assistant Professor of Military Science

Staff Sergeant, U.S. Army (2014)

LAWRENCE HUFF, Professor Emeritus and Head Emeritus, Department of English and Philosophy

A.B., University of Georgia, 1941
M.A., University of Georgia, 1948
Ph.D., Vanderbilt University, 1958 (1958)

MARTHA LYNN HUGHES, Lecturer of French and Spanish

B.A., Vanderbilt University, 1971
M.A., New York University, 1975
Ph.D., University of South Carolina, 2008 (2005)

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 Mathematical Sciences**

B.A., Fort Lewis College, 1977
M.A., University of New Mexico, 1978
Ph.D., University of Alaska-Fairbanks, 1995 (1997)

***BRANDON B. HUNT, Associate Professor of Counselor Education**

B.S., James Madison University, 1983
M.Ed., University of Virginia, 1986
Ph.D., University of Virginia, 1992 (2014)

FARIA HUQ, Lecturer of Economics

B.A., Ohio Wesleyan University, 2000
M.S., Baylor University, 2003
Ph.D., Suffolk University, 2013 (2011)

***MICHAEL OWEN HURST, Associate Professor of Chemistry**

B.S., University of Missouri-Kansas City, 1977
Ph.D., Iowa State University, 1983 (1988)

I

***ALINA IACOB, Associate Professor of Mathematical Sciences**

B.S., University of Bucharest, 1992
Ph.D., University of Kentucky, 2005 (2007)

***IONUT EMIL IACOB, Lecturer of Mathematical Sciences**

B.S., Polytechnic University of Bucharest, 1993
M.S., University of Kentucky, 2002
Ph.D., University of Kentucky, 2005 (2007)

***SVITLANA IARMOLENKO, Assistant Professor of Recreation and Tourism Management**

B.Tour., Kyiv National University, 2008
M.S., East Carolina University, 2010
Ph.D., Pennsylvania State University, 2014 (2014)

***FERUZAN IRANI WILLIAMS, Associate Professor of Management**

M.B.A., University of West Georgia, 2003
M.S., Auburn University, 2007
Ph.D., Auburn University, 2008 (2009)

***WILLIAM S. IRBY, Associate Professor of Biology**

B.A., University of Oregon, 1979
M.S., North Carolina State University, 1983
Ph.D., North Carolina State University, 1987 (1988)

J

CHESTER WOOD JACKSON, 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)

KATRINA E. JACKSON, Catalog and Metadata Librarian and Assistant Professor

B.A., University of Arizona, 2002
B.A., University of Arizona, 2005
M.A., University of Arizona, 2007 (2012)

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)

***NATHANIEL MICHAEL JACKSON, Professor and Chair, Department of Civil Engineering and Construction Management**

B.S.C.E., University of South Florida, 1987
M.S.C.E., University of South Florida, 1988
Ph.D., Oregon State University, 1992 (2013)

***ROBERT E. JACKSON, Assistant Professor of Accounting**

A.A., Saint 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)

***SABA M. JALLOW, Associate Professor of Political Science**

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)

NATALIE LOUISE JAMES, Limited-Term Instructor of Literature

B.A., Drury University, 2008
M.A., University of Delaware, 2013 (2014)

***CARLA S. JEFFREYS, Assistant Professor of Music**

B.M., Birmingham Southern College, 1998
M.M., University of Mississippi, 2000
D.M.A., University of South Carolina, 2007 (2010)

***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)

***DEVON JENSEN, Assistant Professor of Educational Leadership**

B.A., University of Calgary, 1991
B.Ed., University of Calgary, 1993
M.Ed., University of Calgary, 1997
Ph.D., University of Alberta, 2000 (2011)

***MYUNG G. JEONG, Assistant Professor of Civil Engineering**

B.S., Sungkyunkwan University, 1998
M.S., Virginia Tech, 2005
Ph.D., Arizona State University, 2010 (2012)

***ABBY M. JOHNSON, Limited-Term Instructor of Sociology**

B.A., Georgia Southern University, 2003
M.A., Georgia Southern University, 2006 (2008)

CATHERINE Y. JOHNSON, Associate Professor of German

B.A., University of Michigan, 1986
M.A., University of Michigan, 1990
Ph.D., University of Michigan, 1994 (1994)

CYNTHIA ELAINE JOHNSON, Professor and Chair, School of Human Ecology

B.S., North Carolina Central University, 1971
M.S.H.E., East Carolina University, 1973

Ph.D., The Ohio State University, 1980 (2012)

JANE G. JOHNSON, Head Acquisitions Librarian Emerita and Professor Emerita

A.B., 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)

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)

DONNA N. JONES, Assistant Professor Emerita of English

B.M., Stetson University, 1953
M.A., Georgia Southern College, 1979 (1982)

***JEFFERY JONES, Assistant Professor of Health Policy and Management**

B.A., Appalachian State University, 1988
M.A., Appalachian State University, 1991
Ph.D., University of Kentucky, 2001 (2014)

***STEPHANIE ANNE JONES, Assistant Professor of Instructional Technology**

B.A., University of North Carolina-Greensboro, 1975
M.L.N., Emory University, 1986
Ph.D., University of Georgia, 2008 (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 MICHELLE JORDAN, Instructor of Athletic Training**

B.S., West Virginia University, 1995
M.S.K., Indiana University, 1996 (2007)

***VLADAN JOVANOVIC, Professor of Computer Sciences**

B.S., University of Belgrade, 1975
M.S., University of Belgrade, 1982
Ph.D., University of Belgrade, 1983 (2001)

***SHAUNA WILSON JOYE, Assistant Professor of Psychology**

B.S.B., Georgia Southern University, 2003
M.A., Florida State University, 2007
Ph.D., Florida State University, 2011 (2013)

***A. BARRY JOYNER, Interim Dean, College of Health and Human Sciences, and Professor of Kinesiology**

B.S.Ed., Georgia Southern College, 1985
M.Ed., Auburn University, 1986
Ph.D., University of Georgia, 1992 (1992)

***JUNE B. JOYNER, Senior Lecturer of Writing**

B.A., Georgia Southern University, 2000

M.A., Georgia Southern University, 2002 (2002)

YOUNGHAN JUNG, Assistant Professor of Construction Management

B.S., Bradley University, 2001
M.S., Bradley University, 2003
Ph.D., Virginia Polytechnic and State University, 2009 (2009)

***JAMES C. JUPP, Assistant Professor of Curriculum and Instruction**

B.A., University of Texas, 1988
M.A.I.S., University of Texas-Brownsville, 1999
Ph.D., University of Texas, 2006 (2011)

K

***CHRISTOPHER ANTHONY KADLEC, Associate Professor of Information Technology**

B.S., University of Mississippi, 1993
Ph.D., University of Georgia, 2008 (2007)

***YOUAKIM G. KALAANI, Associate Professor of Electrical Engineering**

A.A.S., Cuyahoga Community College, 1986
B.E.E., Cleveland State University, 1989
M.S.E.E., Cleveland State University, 1990
D.Eng., Cleveland State University, 1995 (2006)

JUN SUK KANG, Assistant Professor of Civil Engineering and Construction Management

B.E., Korea University, 1998
M.Eng., Korea University, 2000
Ph.D., Auburn University, 2007 (2011)

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 (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 KASAY, Lecturer of Information Technology

B.S.Ed., University of Miami, 1985
M.B.A., Georgia Southern University, 2001
M.M.I.S., Georgia College and State University, 2008 (2014)

DREW N. KEANE, Limited-Term Instructor of Writing and Linguistics

B.A., Johnson University, 2009
M.A., Georgia Southern University, 2011 (2011)

MYOUNG G. KEAY, Assistant Professor of Economics

B.A., Yonsei University, 2001
M.A., Seoul National University, 2005
Ph.D., Michigan State University, 2012 (2012)

BROOKS A. KEEL, President and Professor of Biology

B.S., Augusta College, 1978
Ph.D., Medical College of Georgia, 1982 (2010)

***HOWARD J. 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)

RUSSELL THOMAS KEEN, Vice President of Governmental Relations and Community Engagement

B.B.A., Georgia Southern University, 1999 (2006)

RICHARD ALLEN KEITHLEY, Assistant Professor Emeritus of Writing and Linguistics

B.A., Vanderbilt University, 1965
M.A., University of North Carolina at Chapel Hill, 1969 (1967)

GEOFFREY KELLEY, Limited-Term Instructor of Anthropology

B.A., University of California-Santa Barbara, 1993
M.A., Humboldt State University, 2002
Ph.D., University of Georgia, 2013 (2014)

CRAIG K. KELLOGG, Associate Professor Emeritus of Chemistry

B.S., Georgia Institute of Technology, 1959
Ph.D., Georgia Institute of Technology, 1963 (1966)

***JACQUE LYNN KELLY, Assistant Professor of Geology**

B.S., Northland College, 2004
M.S., University of Wisconsin, 2006
Ph.D., University of Hawaii-Manoa, 2012 (2012)

***KRISTINA L. KENDALL, Assistant Professor of Health and Kinesiology**

B.S., University of Oklahoma, 2007
M.S., University of Oklahoma, 2009
Ph.D., University of Oklahoma, 2012 (2012)

JANICE H. KENNEDY, Professor Emerita of Psychology

B.S., Georgia State College, 1973
M.A., Georgia State University, 1977
Ph.D., Georgia State University, 1980 (1984)

JOSHUA BENTON KENNEDY, Assistant Professor of Political Science

B.A., University of Tennessee, 2008
M.A., University of Colorado, 2010
Ph.D., University of Colorado, 2014 (2014)

***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 and A&M College, 2005 (2003)

***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)

***SCOTT N. KERSEY, Associate Professor of Mathematical Sciences**

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)

***MUJIBURRAHMAN KHAN, Assistant Professor of Mechanical Engineering**

B.S. Engr., Bangladesh University of Engineering and Technology, 2001
M. Engr., Bangladesh University of Engineering and Technology, 2003
M.S., King's College, 2004
Ph.D., Florida Atlantic University, 2010 (2012)

***JIN-WOO KIM, Assistant Professor of Marketing**

B.B.A., Sogang University, 1994
M.B.A., Sogang University, 1996
Ph.D., University of Texas-Arlington, 2011 (2011)

SEONGHOON KIM, Associate Professor of Construction Management

B. Engr., Myongji University, 1996
M.S., Iowa State University, 2004
Ph.D., University of Kansas, 2008 (2009)

***YOON HEE KIM, Assistant Professor of Operations Management**

B.S., Sung Kyun Kwan University, 1996
M.S., The Ohio State University, 2000
Ph.D., University of Wisconsin-Madison, 2010 (2014)

***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, Lecturer of Criminal Justice and Criminology**

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)

***TIMOTHY J. KINTZINGER, Lecturer of Music**

B.S., Binghamton University, State University of New York, 1992
M.M., Binghamton University, State University of New York, 1995
D.M.A., University of Missouri-Kansas City, 2000 (2011)

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)

***JEFFREY J. KLIBERT, Associate 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

Major (Retired), U.S. Army
B.A., Wofford College, 1982 (2008)

DONALD JASON KNOWLES, Assistant Professor of Communication Arts

B.G.S., University of Kansas, 1998
M.S., Emporia State University, 2004
M.F.A., University of Central Arkansas, 2010 (2013)

***THOMAS R. KOBALLA, 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)

REBECCA JANNET KOCERHA, Limited-Term Assistant Professor of Chemistry

B.A., Indiana University, 1994
M.S., Purdue University, 1996
Ph.D., University of Florida, 2005 (2013)

***BRIAN P. KOEHLER, Associate Dean of Students and Academic Programs, College of Science and Mathematics, and Associate Professor of Chemistry**

B.S., Presbyterian College, 1992
Ph.D., University of Georgia, 1999 (1999)

JOHN F. KOHN, Limited-Term Instructor of Marketing

B.A., Dickinson College, 1969
M.B.A., Georgia Southern University, 1993 (2001)

NORIKO M. KOLBE, Lecturer of Japanese

B.A., Kyoto Women's University, 1987
M.M.E., University of Kansas, 2003
Ph.D., University of Kansas, 2011 (2014)

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)

JENNIFER MARIE KOWALEWSKI, Assistant Professor of Communication Arts

B.S., Ohio University, 1996
M.A., Ohio University, 2006
Ph.D., University of North Carolina at Chapel Hill, 2009 (2013)

***DAVID I. KRELLER, Associate Professor of Chemistry**

B.S., 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**

A.B., West Georgia College, 1976
M.S., University of Georgia, 1979
Ph.D., University of Georgia, 1983 (1993)

CLARA E. KRUG, Professor Emerita of French

B.A., Madison College, 1968
M.A., Michigan State University, 1970
Ph.D., Michigan State University, 1978 (1978)

ASHLEY NEWSOME KUBLEY, Limited-Term Instructor of Fashion Merchandising and Apparel Design

B.F.A., North Carolina State University, 2005
M.F.A., Savannah College of Art & Design, 2011 (2013)

***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., Universitat Augsburg, 1982
M.A., The Ohio State University, 1986

Ph.D., The Ohio State University, 1992 (1993)

JULIE C. KUYKENDALL, Limited-Term Instructor of Health and Kinesiology

B.S., Georgia Southern University, 2003
M.S., Georgia Southern University, 2006 (2011)

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 A&M College, 1971 (1970)

DIANE KATHERINE LaFRANCE, Limited-Term Instructor of Curriculum, Foundations, and Reading

B.A., Long Island University-Post Campus, 1994
M.S., Nova Southeastern University, 2004 (2010)

***JASON A. LaFRANCE, Associate 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 LEWIS LAKE, Associate Professor of Social Foundations**

B.A., Empire State College, State University of New York, 1998
M.S., University at Albany, State University of New York, 2000
Ed.D., Georgia Southern University, 2006 (2006)

***ENKELEIDA K. LAKURIQI, Lecturer of Mathematical Sciences**

B.S., Temple University, 2001
M.S., Rutgers University, 2003
M.S., University of Pennsylvania, 2005
Ph.D., University of Pennsylvania, 2008 (2012)

JENNIFER B. LAMBETH, Limited-Term Instructor of Writing and Linguistics

B.A., Armstrong Atlantic State University, 2010
M.A., Georgia Southern University, 2012 (2012)

***ERIC JOHNATHAN LANDERS, Associate Professor of Special Education**

B.A., Lee University, 1998
M.Ed., University of Florida, 2003
Ph.D., University of Florida, 2006 (2009)

***SHAINAZ MOULA LANDGE, Lecturer of Chemistry**

B.S., University of Pune, 1998
M.S., University of Pune, 2000
Ph.D., University of Massachusetts-Boston, 2008 (2010)

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)

***JODY LEIGH LANGDON, Assistant Professor of Health and Kinesiology**

B.S., University of Florida, 2003
M.S., University of Florida, 2005
Ph.D., University of South Carolina, 2010 (2010)

***DAVID W. LANGLEY, Assistant Professor of Music**

B.Mus., University of Georgia, 2001
M.M.Ed., University of Georgia, 2003
Ph.D., Georgia State University, 2014 (2014)

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 MAE LANIER, Assistant Professor Emerita of Mathematical Sciences

B.S.Ed., Georgia Southern College, 1981
M.S.T., Georgia Southern College, 1983
Ph.D., University of Georgia, 1999 (1983)

***DEREK LARSON, Assistant Professor of Art**

B.F.A., Indiana University, 2005
M.F.A., Yale University, 2007 (2011)

***LINDSAY L. LARSON, Assistant Professor of Marketing**

B.A., Vassar College, 2003
M.S., Yale University, 2005
M.Phil., Yale University, 2006
Ph.D., Yale University, 2007 (2011)

***REBECCA LARSON, Instructor of Nutrition and Food Science**

B.S., Utah State University, 1998
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 (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)

***RAYMONA H. LAWRENCE, Assistant Professor of Community Health**

B.S.K., Georgia Southern University, 2000
M.P.H., Georgia Southern University, 2003
Dr.P.H., Georgia Southern University, 2010 (2011)

***JOHN J. LEAPTROT, Associate Professor of Management**

B.S.B.A., Oregon State University, 1972
M.B.A., Nova Southeastern University, 1999
Ph.D., Florida Atlantic University, 2005 (2005)

***ALISA GAY LECKIE, Assistant Professor of Teaching and Learning**

B.A.Ed., University of Arizona, 1994
M.A., University of Arizona, 1998
Ph.D., University of Arizona, 2013 (2013)

***GERALD R. LEDLOW, Professor and Chair, Department of Health Policy and Management**

B.A., Virginia Military Institute, 1987
M.H.A., Baylor University, 1996
Ph.D., University of Oklahoma, 1999 (2006)

ALLISSA ANN LEE, Assistant Professor of Finance

B.B.A., Northeastern State University, 2002
M.S., Oklahoma State University, 2011
Ph.D., Oklahoma State University, 2012 (2013)

BRIDGETT H. LEE, Senior Lecturer of Mathematical Sciences

B.S.Ed., Georgia Southern University, 1994
M.Ed., Georgia Southern University, 2000 (2000)

***EUN BAE LEE, Assistant Professor of Instructional Technology**

B.A., Catholic University of Korea, 2003
M.Ed., University of South Carolina, 2005
Ph.D., University of Georgia, 2014 (2014)

***HYUN-WOO LEE, Assistant Professor of Sport Management**

B.S., Yonsei University, 2008
M., Yonsei University, 2010
Ph.D., Florida State University, 2014 (2014)

JAEHYUK LEE, Limited-Term Assistant Professor of Economics

B.A., Hanyang University, 1998
M.A., University of Oklahoma, 2004
Ph.D., Auburn University, 2013 (2013)

***KNICOLE LEE, Assistant Professor of Nursing and Clinic Coordinator**

A.S.N., South Georgia College, 1994
B.S., Valdosta State University, 2001
M.Ed., Georgia Southern University, 2003
M.S.N., Georgia Southern University, 2007
D.N.P., University of Alabama-Tuscaloosa, 2010 (2013)

MARTHA D. LEE, Limited-Term Instructor of Writing and Linguistics

B.B.A., University of Georgia, 1995
M.A., Georgia Southern University, 2003 (2013)

***LISSA M. LEEGE, Professor of Biology**

B.A., Saint Olaf College, 1988
Ph.D., Michigan State University, 1997 (1998)

***CHRISTINA A. LEMON, Professor of Art**

B.F.A., Radford College, 1990
M.F.A., East Carolina University, 1994 (1998)

***GORAN LESAJA, Professor of Mathematical Sciences**

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)

***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)

JOHN RICHARD LEWIS, Limited-Term Instructor of Information Systems

A.B., Tulsa Junior College, 1985
B.S., University of Georgia, 1973
M.A., State College of West Georgia, 1974
M.B.A., Mercer University, 1990 (2010)

***JINRONG LI, Assistant Professor of Writing and Linguistics**

B.A., China Foreign Affairs University, 2002
M.A., Beijing Foreign Studies University, 2004
Ph.D., Iowa State University, 2012 (2013)

***LI LI, Research Professor of Health and Kinesiology**

B.S., Peking University, 1982
M.S., Tianjin Institute of Physical Education, 1988

Ph.D., University of Massachusetts, 1999 (2012)

***LILI LI, Information Services Librarian and Associate Professor**

B.A., Shanghai Teachers' University, 1986
M.L.S., University of Southern Mississippi, 1991
M.S., Nova Southeastern University, 2004 (2002)

***LIXIN LI, Associate Professor of Computer Sciences**

B.E., Southwest Jiaotong University, 1997
M.E., Southwest Jiaotong University, 1999
Ph.D., University of Nebraska, 2003 (2003)

XIAONING LI, Limited-Term Assistant Professor of Chemistry

B.S., Dalian University of Technology, 2007
Ph.D., University of South Carolina, 2012 (2013)

***XIEZHANG LI, Professor of Mathematical Sciences**

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)

***SUNGKYUN LIM, Assistant Professor of Electrical Engineering**

B.S., Hanyang University, 1999
M.S.Engr., University of Texas, 2004
Ph.D., University of Texas, 2007 (2011)

***MAO LIN, Assistant Professor of History**

B., Peking University, 1999
M., Peking University, 2002
M.A., University of Georgia, 2004
Ph.D., University of Georgia, 2010 (2014)

***YI LIN, Associate Professor of Mathematical Sciences**

B.S., Sichuan University, 1994
M.S., Schuan University, 1997
M.S., Cornell University, 2001
Ph.D., Cornell University, 2004 (2008)

***DANIEL FREDERICK LINDER II, Assistant Professor of Biostatistics**

B.S.Mat., Georgia Southern University, 2006
M.S., Georgia Southern University, 2008
Ph.D., Georgia Regents University, 2013 (2012)

***TRACY A. LINDERHOLM, Associate Dean of Graduate Education and Research, College of Education, and Professor of Curriculum, Foundations, and Reading**

B.S., University of Kansas, 1989
M.A., California State University-Sacramento, 1996
Ph.D., University of Minnesota, 2000 (2011)

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)

PEGGY LINDSEY, Lecturer of Writing and Linguistics

B.A., The Ohio State University, 1986
B.S.Ed., The Ohio State University, 1990
M.A., University of Akron, 1995 (2012)

***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 Emeritus of Art

B.F.A., Auburn University, 1976

M.F.A., Auburn University, 1979

Ed.D., University of Georgia, 1993 (1988)

LINDA DIANE LITTRELL, Instructor of Nursing

A.D.N., Shoreline Community College, 1980

B.S., University of LaVerne, 1987

M.S.N., University of Phoenix, 2004 (2012)

***JUN LIU, Associate Professor of Quantitative Analysis**

B.Econ., Nankai University, 1993

M.S.Man., Nankai University, 1999

M.S., University of Illinois-Chicago, 2000

Ph.D., University of Illinois-Chicago, 2005 (2005)

JOHN THOMAS LLOYD, Professor Emeritus of Literature

B.A., Dartmouth College, 1973

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)

***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 Emerita of Accounting**

B.A., University of Florida, 1969

J.D., Emory University, 1974

M.L.Tx., Emory University, 1979 (1984)

MELISSA LOMBARD, Limited-Term Assistant Professor of Geology

B.A., William Smith College, 1995

M.S., Rensselaer Polytechnic Institute, 2002

Ph.D., University of New Hampshire, 2012 (2014)

***LESLIE L. LONCHARICH, Assistant Professor of Writing and Linguistics**

B.G.S., Oakland University, 1996

M.A., Oakland University, 2003

Ph.D., Michigan State University, 2012 (2012)

***MISTY L. LOUGHRY, Professor of 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)

DAVID A. LOWDER, Assistant Professor and Head Systems Librarian

A.B.J., University of South Carolina, 1977

M.Ln., University of South Carolina, 1983 (1995)

CLAYTON LOWE, Limited-Term Instructor of Sociology

A.A., Georgia Highlands College, 2010

B.S., Shorter University, 2011 (2014)

***JACEK LUBECKI, Assistant Vice President for Academic Affairs, Director of International Studies, and Associate Professor of Political Science**

M.A., University of Denver, 1993

Ph.D., University of Denver, 2000 (2012)

***CHRISTINE G. LUDOWISE, Associate Dean for Student Affairs and Curriculum, College of Liberal Arts and Social Sciences, and Associate Professor of Political Science**

B.A., College of Wooster, 1991

Ph.D., University of Tennessee, 1999 (1999)

***JOHN S. LUQUE, Associate Professor of Community Health**

B.A., Wesleyan College, 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)

JAMES WALTER LYNCH, Assistant Professor Emeritus of Mathematics

B.A., University of Georgia, 1952

M.A., University of Georgia, 1956 (1961)

M

***LI MA, 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)

***ALAN W. MACKELPRANG, Assistant Professor of Operations Management**

B.S., Arizona State University, 2004

M.S., University of Rochester, 2005

Ph.D., University of South Carolina, 2011 (2011)

RONALD J. MACKINNON, Associate Professor of Information Systems

B.S., Saint Francis Xavier University, 1959

Ed.D., Oklahoma State University, 1970

M.B.A., University of Minnesota, 1974 (2001)

***MARCEL M. MAGHIAR, Assistant Professor of Construction Management**

B.S.M.E., University of Polytechnics-Timisoara, 1997

M.S., Arizona State University, 2007

Ph.D., Arizona State University, 2011 (2011)

***COLTON ROBERT MAGNANT, Assistant Professor of Mathematical Sciences**

B.S., Oglethorpe University, 2003

M.S., Emory University, 2007

Ph.D., Emory University, 2008 (2011)

ZHUOJUN MAGNANT, Lecturer of Mathematical Sciences

B.S., Nanjing University, 2002

M.Eng., University of Tokyo, 2006

Ph.D., Emory University, 2011 (2011)

***SANTANU MAJUMDAR, Assistant Professor of Art**

B.F.A., National Institute of Design, 1999

M.F.A., Louisiana State University and A&M College, 2009 (2011)

***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 Corazon de Maria, 1975
Diploma, Universidad Nacional de Cordoba, 1981
M.S., Virginia Tech, 1987
Ph.D., Virginia Tech, 1992 (2006)

LORI PARNELL MALLARD, Limited-Term Instructor of Communication Arts

B.A.C., University of Alabama, 1988
M.B.A., Brenau University, 1999 (2008)

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)

CELINE F. MANOOSINGH, Assistant Professor of Civil Engineering and Construction Management

B.S.C.E., University of South Florida, 2007
M.S., University of South Florida, 2012
Ph.D., University of South Florida, 2014 (2014)

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 (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)

***BRENDA L.H. MARINA, Associate 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)

***CLINTON D. MARTIN, Senior Lecturer of Construction Management**

B.S., University of Oklahoma, 2004
M.S., University of Oklahoma, 2006 (2008)

ROBERT ALLAN MARTIN, Associate Professor Emeritus of Educational Psychology

B.S.Ed., The Ohio State University, 1960
B.Mus., The Ohio State University, 1960
M.A., The Ohio State University, 1964
Ph.D., The Ohio State University, 1971 (1972)

CARLOS ROBERTO MARTINEZ ISLAS, Limited-Term Instructor of Spanish

B.A., Universidad Autonoma de Nuevo Leon, 1987
M.A.T., Georgia Southern University, 2010
M.A., Georgia Southern University, 2010 (2011)

DORALINA MARTINEZ-CONDE, Associate Professor Emerita of Spanish

B.A., Universidad Nacional Pedro Henriquez Urena, 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)

***WILLIAM A. MASE, Assistant Professor of Health Policy and Management**

B.A., Wright State University, 1989
M.A., West Virginia University, 1992
M.P.H., The Ohio State University, 2005
Dr.P.H., University of Kentucky, 2008 (2014)

***RICHARD L. MASON, Associate 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)

ASHLEY LOREN MATHEWS, Limited-Term Assistant Professor of Biology

B.S., University of Miami, 2005
M.A., University of Miami, 2007
Ph.D., University of Florida, 2013 (2013)

***JULIE G. MAUDLIN, Associate Professor of Early Childhood Education**

B.A., Georgia Southern University, 1998
M.A., Georgia Southern University, 2001
Ed.D., Georgia Southern University, 2006 (2006)

KISHWAR MIRZA MAUR, Associate Professor Emerita of Biology

B.S., 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)

***ROBERT L. MAYES, Research Professor of Education of Teaching and Learning**

B.S.E., Emporia State University, 1979
M.S., Emporia State University, 1981
Ph.D., Kansas State University, 1989 (2011)

***LANCE D. McBRAYER, Interim Associate Dean of Faculty and Research Programs, College of Science and Mathematics, and 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)

SARAH McCARROLL, Assistant Professor of Theatre

A.F.A., Young Harris College, 1995
B.A., University of Missouri, 1997
M.F.A., University of Alabama, 2004
Ph.D., Indiana University, 2011 (2011)

WILLIAM W. McCARTNEY, Professor Emeritus of Management

B.I.M., Alabama Polytechnic Institute, 1964
M.B.A., Samford University, 1970
Ph.D., Louisiana State University and A&M College, 1978 (2000)

***STARLA McCOLLUM, 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, Assistant Professor of Political Science**

B.A., University of Colorado, 1979
 M.A., University of Wisconsin, 1982
 Ph.D., University of Wisconsin, 1989 (1995)

***JAMES 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)

***CATHERINE MICHELE DAVIS McGIBONY, 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 (2000)

***MICHAEL JOSEPH McGRATH, 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 (1987)

WILLIAM D. McINTOSH, Professor Emeritus of Psychology

B.S., Fordham University, 1984
 M.A., Duquesne University, 1985
 Ph.D., University of Georgia, 1990 (1990)

***BRITTON A. McKAY, Associate Professor of Accounting**

B.S., Southern Illinois University, 2001
 M.Acc., Southern Illinois University, 2003
 Ph.D., Southern Illinois University, 2007 (2007)

***BEVERLY ANN McKENNA, Assistant Professor of Teaching and Learning**

B.S.Ed., University of Arkansas, 1976
 M.Ed., Wichita State University, 1984 (1989)

***COLIN RICHARD McKENZIE, Assistant Professor of Music**

B.M., Valdosta State University, 2004
 M.M., Baylor University, 2006
 D.M.A., Michigan State University, 2011 (2011)

***DENSON KELLY McLAIN, Professor of Biology**

B.S., Texas A&M University, 1976
 M.S., University of Florida, 1978
 Ph.D., Emory University, 1982 (1987)

JUDITH McLAUGHLIN, Professor Emerita of 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 Emerita 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 SR., Associate Professor Emeritus of Mathematical Sciences

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 and Interim Chair, Department of Health and Kinesiology**

B.S.Ed., Georgia Southern College, 1981
 M.S., Auburn University, 1984
 Ed.D., Auburn University, 1987 (1986)

***EMERSON THOMAS McMULLEN, Associate Professor of History**

B.S., Washington State University, 1964
 M.S.E.A., Southern Methodist University, 1971
 M.A., Indiana University, 1986
 Ph.D., Indiana University, 1989 (1991)

GINNY STARLING McPHAIL, Limited-Term Instructor of Finance

B.B.A., Georgia Southern University, 1996
 M.B.A., Georgia Southern University, 2000 (2009)

MURALIDHAR MEDIDI, Professor and Chair, Department of Computer Sciences

B.Tech., Jawaharlal Nehru Technological University, 1983
 M.Tech., Indian Institute of Technology, 1986
 Ph.D., University of Central Florida, 1994 (2013)

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 F. MELTON, Associate Professor of Health and Kinesiology**

B.A., Purdue University, 1997
 M.S., Georgia Southern University, 2000
 Ed.D., Georgia Southern University, 2005 (1998)

***TERI DENLEA MELTON, Associate Professor of Educational Leadership**

B.A., University at Albany, State University of New York, 1974
 M.S., Buffalo College, State University of New York, 2001
 Ed.D., Lehigh University, 2004 (2008)

***KATIE MERCER, Limited-Term Instructor of Health Policy and Management**

B.A., Georgia Regents University, 2003
 M.P.H., Armstrong Atlantic State University, 2005
 Dr.P.H., Georgia Southern University, 2014 (2012)

***CHERYL T. METREJEAN, Associate Professor of Accounting**

B.S.B.A., University of Southwestern Louisiana, 1986
 M.Acc., University of North Carolina at Chapel Hill, 1988
 Ph.D., Texas A&M University, 1997 (2005)

***PAUL EDDIE METREJEAN, Associate Professor of Accounting**

B.S.B.A., University of Southwestern Louisiana, 1989
 M.T., University of Mississippi, 1997
 Ph.D., University of Mississippi, 2004 (2005)

***GRZEGORZ J. MICHALSKI, Lecturer of Mathematical Sciences**

B.S., University of Warsaw, 1986
 M.S., University of Warsaw, 1986
 Ph.D., University of Notre Dame, 1996 (1998)

***BRYAN L. MILLER, Associate Professor of Criminal Justice and Criminology**

B.S., Virginia Polytechnic Institute and State University, 2004
 M.S., Virginia Polytechnic Institute and State University, 2005

Ph.D., University of Florida, 2010 (2010)

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 Emerita 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)

***WEIHUA MING, Allen E. Paulson Distinguished Chair in Materials Science and Research Professor of Chemistry**

B.S., Fudan University, 1993
Ph.D., Fudan University, 1998 (2011)

JESSICA MINIHAN, Coordinator of Continuing Resources, Zach S. Henderson Library, and Assistant Professor

B.A., Maryville College, 2005
M.S., University of Tennessee, 2007 (2010)

***TIMUR Z. MIRZOEV, Associate Professor of Information Technology**

B.A., University of Mississippi, 1996
B.B.A., Kabardino-Balkarian State University, 1999
M.B.A., Kabardino-Balkarian State University, 1999
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)

ADITI MITRA, Limited-Term Instructor of Mathematical Sciences

B.S., Calcutta University, 1988
B.S., University of Nevada, 1995
M.S., University of Nevada, 1999 (2012)

***ANIRUDDHA MITRA, Associate Professor of Mechanical Engineering**

B.S.M.E., Jadavpur University, 1985
M.S.M.E., Indian Institute of Science, 1987
Ph.D., University of Nevada-Reno, 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)

***GUSTAVO J. MOLINA, Associate Professor of Mechanical Engineering**

Diploma, National University of Cordoba, 1986
M.A.S.C., University of Ottawa, 1994
Ph.D., Virginia Polytechnic Institute and State University, 2000 (2000)

***EDWARD B. MONDOR, Associate Professor of Biology**

B.S., Brandon University, 1993
M.S., University of Alberta, 1996
Ph.D., Simon Fraser University, 2001 (2006)

***JULIAN LOWELL MOONEY, Professor of Accounting**

B.B.A., University of Georgia, 1978
M.Acc., University of Georgia, 1979
Ph.D., University of Georgia, 1989 (1989)

***DANELL COOPMAN MOORE, Instructor of Nursing**

A.D.N., Georgia State College, 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)

GARY JOSEPH MOREA, Adjunct Professor and Chair, Department of Military Science

Lieutenant Colonel, U.S. Army
B.S., United States Military Academy at West Point, 1994
M., Embry-Riddle Aeronautical University, 2002
M.M.A.S., United States Army Command and General Staff College, 2007
M.M.A.S., United States Army Command and General Staff College, 2008 (2012)

***MARLA B. MORRIS, Professor of Curriculum, Foundations, and Reading**

B.A., Tulane University, 1991
M.A., Loyola University-New Orleans, 1993
Ph.D., Louisiana State University and A&M College, 1999 (2000)

***HANS P. MORTENSEN, Associate Professor of Art**

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)

JANET MOSS, Senior Lecturer of Quantitative Analysis

B.A., University of South Florida, 1983
M.B.A., Georgia State University, 1985 (2008)

***STEVEN E. MOSS, Professor of Quantitative Analysis**

B.A., University of South Florida, 1982
M.B.A., Georgia State University, 1985
Ph.D., Georgia State University, 1994 (2000)

MARGARET J. MOSSHOLDER, Instructor of Nursing

A.A.S., Western Wisconsin Technical College, 1987
B.S.N., Viterbo College, 1992
M.S., Winona State University, 1994 (2012)

SAFINAZ MOSTAFA, Limited-Term Assistant Professor of Health and Kinesiology

B.S., University of Dhaka, 2004
M.S., Florida Atlantic University, 2011
M.D., University of Dhaka, 2012 (2013)

***MARC E. MOULTON, Associate Professor of Art**

B.A., Weber State University, 1985
M.F.A., The Ohio State University, 1987 (2006)

***LINDA G. MULLEN, Associate 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. LUNSFORD MULLER, Limited-Term Instructor of Communication Arts

B.S., Georgia Southern University, 1998

J.D., University of Georgia, 2001 (2004)

LINDA S. MUNILLA, Professor Emerita of Marketing
B.S., West Virginia Institute of Technology, 1971
M.S.Ed., Virginia Polytechnic Institute and State University, 1976
Ed.D., Virginia Polytechnic Institute and State University, 1981 (1979)

***BARRY A. MUNKASY, Associate Professor of Kinesiology**
B.S.E., Tulane University, 1985
M.S., Arizona State University, 1990
Ph.D., University of Southern California, 1999 (1998)

***MONIQUE LYNN MURFIELD, Assistant Professor of Logistics**
B.S.B.A., Bowling Green State University, 2005
M.B.A., Bowling Green State University, 2006
Ph.D., University of Tennessee, 2012 (2012)

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)

***DAVID MURRAY, Associate Professor of Music**
B.M., Southwest Baptist University, 1993
M.M., University of Kentucky, 1995
D.M.A., Arizona State University, 2002 (2007)

***NICHOLAS MURRAY, Assistant Professor of Kinesiology**
B.S., San Diego State University, 2009
M.A., San Diego State University, 2010
Ph.D., University of Texas-El Paso, 2014 (2014)

***MARY ELIZABETH HARBEN MYERS, Assistant Professor of Fashion Merchandising and Apparel Design**
B.S., University of Georgia, 2001
M.S., University of Georgia, 2004
Ph.D., Auburn University, 2009 (2012)

N

BEAULAH SUGANDHINI NARENDRAPURAPU, Limited-Term Assistant Professor of Chemistry
B.S., Osmania University, 2006
M.S., Indian Institute of Technology, 2008
Ph.D., University of Georgia, 2013 (2013)

***SAEED NASSEH, Assistant Professor of Mathematical Sciences**
B.S., Sharif University of Technology, 2001
M., University of Tehran, 2003
Ph.D., North Dakota State University, 2013 (2014)

JESSICA NASTAL-DEMA, Assistant Professor of Writing and Linguistics
B.A., Loyola University Chicago, 2002
M.A., Saint Louis University, 2007
Ph.D., University of Wisconsin-Milwaukee, 2014 (2014)

***KAREN Z. NAUFEL, Associate Professor Psychology**
B.A., University of Arkansas, 2002
M.A., University of Arkansas, 2004
Ph.D., University of Arkansas, 2007 (2007)

***SHAHNAM NAVAEE, Professor of Civil Engineering**
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)

CHRISTINA A. NDALUKA, Lecturer of Biology
B.A., University of Colorado, 2000
Ph.D., Colorado State University-Fort Collins, 2011 (2014)

***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 (1986)

***ERIC R. NELSON, Professor of Writing**
B.A., Virginia Polytechnic Institute and State University, 1975
M.A., The Johns Hopkins University, 1977 (1989)

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)

BOBBIE JO NEWELL, Instructor of Environmental Health Sciences
B.S.Ed., Georgia Southern University, 2003
M.Ed., Georgia Southern University, 2012 (2013)

NICHOLAS D. NEWELL, Assistant Professor of Communication Arts
B.A., Hanover College, 1998
M.F.A., Harvard University, 2001 (2013)

APRIL C. NEWKIRK, Instructor of Early Childhood Education
B.S.Ed., Georgia Southern University, 2004
M.Ed., Georgia Southern University, 2008 (2010)

***SZE-MAN NGAI, Professor of Mathematical Sciences**
B.S., University of Hong Kong, 1987
M.A., University of Pittsburgh, 1989
Ph.D., University of Pittsburgh, 1995 (2000)

HA NGUYEN, Lecturer of Mathematical Sciences
A.A., Fullerton College, 2003
B.S., University of California-Los Angeles, 2005
M.S., Emory University, 2008
Ph.D., Emory University, 2010 (2012)

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 at Chapel Hill, 1966
Ph.D., University of North Carolina at Chapel Hill, 1969 (1987)

***MICHAEL E. NIELSEN, Professor and Chair, Department of Psychology**
B.A., Southern Utah State College, 1986
M.A., Northern Illinois University, 1990
Ph.D., Northern Illinois University, 1992 (1993)

DAVID A. NOEL SR., Adjunct Assistant Professor of Military Science
Master Sergeant, U.S. Army
B.A., American Military University, 2009 (2014)

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)

PATRICIA A. NOONE, Limited-Term Instructor of Sociology

B.A., Augusta State University, 1997
 M.A., Georgia Southern University, 1999 (2012)

***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)

***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)

STEVEN NYBERG, Limited-Term Instructor of Communication Arts

B.S., Georgia Southern University, 2011
 M.A., Savannah College of Art and Design, 2014
 M.F.A., Savannah College of Art and Design, 2014 (2014)

O

OLUSEYI ODUBOTE, Limited-Term Instructor of Mathematical Sciences

B.S., University of Lagos, 2008
 M.S., Georgia Southern University, 2013 (2013)

***ANNA OGANYAN, Associate Professor of Statistics**

B.S., Moscow State Institute for Radiotechnology, Electronics, and Automation, 1994
 M.S., Moscow State Institute for Radiotechnology, Electronics, and Automation, 1994
 Ph.D., Polytechnic University of Catalonia, 2004 (2008)

***CONSTANTIN OGLOBLIN, Associate Professor of Economics**

Diploma, Kuban State University, 1978
 K.E.N., Rostov State University, 1986
 M.A., Kent State University, 1996
 Ph.D., Kent State University, 1999 (2000)

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 (1978)

JAMES H. OLIVER JR., Fuller E. Callaway Professor Emeritus of Biology and Director Emeritus, Institute of Arthropodology and Parasitology

B.S.Ed., Georgia Teachers College, 1952
 M.S., Florida State University, 1954
 Ph.D., University of Kansas, 1962 (1969)

EDIE ANDERSON OLLIFF, Limited-Term Instructor of Accounting

B.B.A., Stetson University, 1986
 M.B.A., Georgia Southern College, 1988 (1999)

CHRISTINA M. OLSON, Limited-Term Assistant Professor of Writing and Linguistics

B.A., College at Fredonia, State University of New York, 2003
 M.F.A., Minnesota State University, 2007 (2011)

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)

KAREN E. OLSSON, Academic Services Professional and Instructor of Nursing

B.S.N., University of Miami, 1980
 M.S., Northeastern University, 1998 (2011)

***BRODERICK O. OLUYEDE, Professor of Mathematical Sciences**

B.S., 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., Director of the Regents Engineering Transfer and CoOp Programs, Allen E. Paulson College of Engineering and Information Technology, and 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 and Chair, Department 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**

Diploma, Yaba College of Technology, 1976
 B.F.A., Memphis Academy of the Arts, 1980
 M.F.A., Memphis State University, 1982
 Ph.D., Binghamton University, State University of New York, 2006 (1994)

SAMUEL OPOKU, Limited-Term Instructor of Health Policy and Management

B.S., Kwame Nkrumah University of Science and Technology, 2006
 M.B.Ch.B., Kwame Nkrumah University of Science and Technology, 2009 (2014)

JEFFERY A. ORVIS, Professor of Chemistry

B.S., Oakland University, 1986
 Ph.D., University of Tennessee, 1991 (1991)

JESSICA NEWTON ORVIS, Associate Professor of Chemistry

B.S., Vanderbilt University, 1986
 M.S., University of Tennessee, 1989 (1992)

***TANESHA CLARICE OSBORNE, Lecturer of Chemistry**

B.S.Chem., Georgia Southern University, 2003
 Ph.D., University of South Carolina, 2008 (2008)

P

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)

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)

LAXMAN PANDEY, Limited-Term Assistant Professor of Chemistry

B.S., McKendree College, 2007

Ph.D., Georgia Institute of Technology, 2013 (2013)

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., East Georgia State College, 1978

B.B.A., Georgia Southern College, 1984

M.B.A., Georgia Southern College, 1988 (1989)

***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)

TIMOTHY MICHAEL PARKS, Adjunct Assistant Professor Military Science

Master Sergeant, U.S. Army (2012)

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 (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)

MILDRED MOORE PATE, Assistant Professor Emerita of Writing and Linguistics

B.A., Claflin College, 1974

M.S.T., Georgia Southern College, 1976 (1985)

CHARLES E. PATTERSON, Vice President for Research and Economic Development and Dean, Jack N. Averitt College of Graduate Studies

B.S., Mississippi State University, 1998

Ph.D., University of Texas Southwestern Medical Center, 2003 (2009)

***STEVEN JOHN PATTERSON, Instructor of Health and Kinesiology**

B.S., Vanguard University of Southern California, 1998

M.S., Palm Beach Atlantic University, 2002 (2012)

***CHRIS WESLEY PAUL II, Professor of Finance**

B.S., Southwest Missouri State College, 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 GAY 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 and Professor of Biostatistics**

B.S., Georgia Teachers College, 1963

M.S., Clemson University, 1964

Ph.D., Virginia Commonwealth University, 1976 (2000)

WALTER JAMES PEACH, Professor Emeritus of Special Education

B.S., Saint Louis University, 1963

Ed.M., Saint 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., Binghamton University, State University of New York, 1986 (1995)

***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)

***TIMOTHY A. PEARSON, Professor and Director, School of Accountancy**

B.S.Ed., University of Wisconsin, 1979

M.Acc., University of Wisconsin, 1986

Ph.D., University of Wisconsin, 1990 (2012)

ARON P. PEASE, Limited-Term Assistant Professor of Writing and Linguistics

B.A., Central College, 1995

M.A., Bowling Green State University, 1999

Ph.D., University of Florida, 2010 (2010)

ANGELA HAGAN PEDEN, Limited-Term Instructor of Community Health

B.S., James Madison University, 1999

M.P.H., Georgia Southern University, 2009 (2012)

***JOHN PEDEN, Associate 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)

***JOSEPH N. PELLEGRINO, Associate 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 at 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-San Luis Obispo, 1984

Ph.D., University of California-San Diego, 1990 (1999)

***JUANJUAN PENG, Associate Professor of History**

B.Econ., Wuhan University, 1997

M.Econ., Wuhan University, 2000

M.A., The Johns Hopkins University, 2004

Ph.D., The Johns Hopkins University, 2007 (2007)

***KELLIE O. PENIX, Lecturer of Health and Kinesiology**

B.S.Ed., Georgia Southern University, 2008

M.S., Georgia Southern University, 2009

Dr.P.H., Georgia Southern University, 2014 (2012)

AMY PERRY, Limited-Term Instructor of the English Language Program

B.A., University of North Carolina-Charlotte, 1995

M.A., International University of Japan, 2000 (2014)

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)

J. DIANE PHILLIPS, Assistant Professor of Interior Design

B.S.H.E., University of Georgia, 1976

M.H.E., University of Georgia, 1978 (1989)

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 at Chapel Hill, 1965

M.Ed., University of Florida, 1974

M.S., University of South Carolina, 1987

Ph.D., University of Florida, 1977 (1985)

REINHARD E. PILTNER, Limited-Term Assistant Professor of Mathematical Sciences

M.S.C.E., Ruhr University Bochum, 1976

D.Eng., Ruhr University Bochum, 1982 (2004)

***ANGELA PINILLA-HERRERA, Assistant Professor of Spanish**

B.A., Universidad de Los Andes, 1997

M.A., Arizona State University, 2006

Ph.D., University of Minnesota, 2012 (2012)

DANIEL PIOSKE, Limited-Term Assistant Professor of Religious Studies

B.A., Gustavus Adolphus College, 2004

M.Div., Princeton Theological Seminary, 2007

Ph.D., Princeton Theological Seminary, 2012 (2014)

***ROBERT C. PIRRO, Professor of Political Science**

A.B., Harvard University, 1986

M.A., University of California-Berkeley, 1989

Ph.D., University of California-Berkeley, 1996 (1997)

ELOISE PITT, Limited-Term Instructor of Criminal Justice and Criminology

B.S., East Carolina University, 1988

M.A., Kentucky State University, 2007 (2014)

DANIEL PITTMAN, Professor Emeritus 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 Emerita of Art

B.S.Ed., Edinboro State College, 1971

M.F.A., Indiana State University, 1981 (1984)

MELISSA SUZANNE PLEW, Lecturer of Communication Studies

B.S., Indiana State University, 1999

M.A., Indiana State University, 2002

Ph.D., Georgia State University, 2011 (2011)

DANIEL R. PLUNKETT, Limited-Term Assistant Professor of Writing and Linguistics

B.S., University of Alabama, 2008

M.F.A., Georgia College and State University, 2014 (2014)

***CHRISTINA POLICASTRO, Assistant Professor of Criminal Justice and Criminology**

B.S., University of Tennessee-Chattanooga, 2008

M.S.C.J., University of Tennessee-Chattanooga, 2010

Ph.D., Georgia State University, 2013 (2013)

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, 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)

***CHAD POSICK, Assistant Professor of Criminal Justice and Criminology**

A.S., Finger Lakes Community College, 2003

B.S., Rochester Institute of Technology, 2006

M.S., Rochester Institute of Technology, 2009

Ph.D., Northeastern University, 2012 (2013)

PAMELA BLUESTEIN 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 (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 Emerita 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)

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 Emerita of Writing and Linguistics

B.S.Ed., University of Georgia, 1969

M.A., Georgia Southern College, 1977

Ed.D., Georgia Southern University, 2003 (1987)

***TONY A. PRITCHARD, Associate Professor of Pedagogy**

B.S., Erskine College, 1994

M.S., Appalachian State University, 1997

Ed.D., West Virginia University, 2004 (2006)

***URSULA ANNA PRITHAM, Assistant Professor of Nursing**

B.S.N., State University of New York at Plattsburgh, 1977

M.S., University of California-Los Angeles, 1988

M.S., University of California-San Francisco, 1989

Ph.D., University of Maine, 2009 (2011)

KATHERINE M. PRUITT, Senior Lecturer in Kinesiology

B.S., Georgia Southern College, 1979

M.Ed., Georgia Southern College, 1982 (1986)

***KEVIN PSONAK, Lecturer of Writing and Linguistics**

A.B., Princeton University, 1996

M.A., University of Texas, 2005

Ph.D., University of Texas, 2012 (2012)

***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)

***OSCAR J. PUNG, Professor of Biology**

B.A., Oakland University, 1973
M.S., Seton Hall University, 1981
Ph.D., University of North Carolina at 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)

Q

***RAFAEL LOPES QUIRINO, Assistant Professor of Chemistry**

B.S., Universidade de Brasilia, 2005
M.S., Universidade de Brasilia, 2006
Ph.D., Iowa State University, 2011 (2012)

R

SANDRA C. RABITSCH, Assistant Professor Emerita of English

B.S., Georgia Southern College, 1962
M.S.T., Georgia Southern College, 1969 (1968)

NICHOLAS CYRIL RADKO, Lecturer of Geology

B.S., University of Virginia, 2008
M.S., University of Georgia, 2011 (2013)

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)

***SHARON G. RADZYMSKI, Professor and Chair, School of Nursing**

B.S.N., Saint John College, 1975
M.S.N., Loyola University Chicago, 1978
Ph.D., Case Western Reserve University, 2001
J.D., Cleveland State University, 2003 (2011)

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)

ABDUR RAHMAN, Limited-Term Assistant Professor of Electrical Engineering

B.S., University of Dhaka, 1994
M.S., University of Dhaka, 1996
M.S., Oklahoma State University, 2000
Ph.D., Colorado State University, 2005 (2010)

***MOSFEQUR RAHMAN, Associate Professor of Engineering Studies**

B.S., Bangladesh University of Engineering and Technology, 1997
M.S., Bangladesh University of Engineering and Technology, 1999
M.S.E.S.M., University of Alabama, 2002
Ph.D., University of Alabama, 2005 (2006)

DONALD RAKESTRAW, Professor Emeritus of History

B.A., Jacksonville State University, 1975
M.A., Jacksonville State University, 1980

Ph.D., University of Alabama, 1991 (1988)

MARY D. RAMOS, Limited-Term Instructor of Nursing

B.S.N., University of Santo Tomas, 2004
M.A., University of Santo Tomas, 2009 (2013)

***RIA R. RAMOUTAR, Lecturer of Chemistry**

B.S., Claflin University, 2003
Ph.D., Clemson University, 2009 (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 Dean of Student and External Relations, College of Business Administration, and Assistant Professor of Quantitative Analysis

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, Senior Lecturer of Mathematical Sciences

A.B., Brown University, 1972
M.S., Stetson University, 1977
Ed.S., Stetson University, 1991 (2003)

***DANDA B. RAWAT, Assistant Professor of Electrical Engineering**

B.S., Tribhuvan University, 2002
M.S., Tribhuvan University, 2005
Ph.D., Old Dominion University, 2010 (2013)

***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)

***JULIE K. REAGAN, Assistant Professor of Health Policy and Management**

A.A.S., Bee County College, 1979
B.S., Lamar University, 1990
J.D., University of Houston, 1993
M.P.H., University of Texas Health Sciences Center, 1995
Ph.D., University of Texas Health Sciences Center, 2010 (2014)

ROY E. REDDERSON, Associate Professor Emeritus of Electrical Engineering Technology

B.S.E.E., Auburn University, 1961
M.S.E.E., United States Navy Postgraduate School, 1966 (1979)

***LAURA B. REGASSA, Professor of Biology**

B.A., Marquette University, 1985
Ph.D., University of Wisconsin, 1993 (1999)

***JAMES S. REICHARD, Professor of Geology**

B.S., University of Toledo, 1981
M.S., University of Toledo, 1984
Ph.D., Purdue University, 1995 (1996)

***MICHELLE REIDEL, Associate Professor of Middle Grades and Secondary Education**

B.A., Eckerd College, 1990
 M.A., Clark University, 1992
 Ph.D., University of Colorado, 2006 (2006)

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 Emerita 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)

RAND W. RESSLER, Professor of Economics and Chair, Department of Finance and Economics

B.S., Auburn University, 1988
 Ph.D., Auburn University, 1993 (2013)

***WILLIAM MARTIN REYNOLDS, Associate Professor of Curriculum, Foundations, and Reading**

B.A., Roberts Wesleyan College, 1975
 M.S.Ed., State University of New York at Brockport, 1980
 Ed.D., University of Rochester, 1986 (1997)

DALLAS D. RHODES, Professor Emeritus of Geology and Chair Emeritus, Department of Geology and Geography

B.S., University of Missouri, 1969
 M.A., Syracuse University, 1973
 Ph.D., Syracuse University, 1973 (1998)

***FREDRICK J. RICH, Professor of Geology**

B.S., University of Wisconsin, 1973
 Ph.D., Pennsylvania State University, 1979 (1988)

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 Emerita of Family and Consumer Sciences Education

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, Dean, College of Liberal Arts and Social Sciences, and Professor of Writing and Linguistics**

B.A., Brigham Young University, 1975
 M.A., Brigham Young University, 1980
 D.A., Illinois State University, 1987 (1984)

LAURA E. RIDINGS, Instructor of Teaching and Learning

B.A., Western State Colorado University, 1992
 M.A., University of Colorado-Cororado Springs, 1998 (2014)

***AMY JO RIGGS, Associate Professor of Nutrition and Food Sciences**

B.S., Indiana University, 1997
 M.S., Ball State University, 2002
 Ph.D., Auburn University, 2006 (2006)

REBECCA ELIZABETH RIGGS, Lecturer of Health and Kinesiology

B.S., Mercer University, 2007
 M.S., Georgia Southern University, 2009 (2010)

***FERNANDO RIOS-GUTIERREZ, Associate Professor of Electrical Engineering**

B.S., National Polytechnic Institute, 1978
 M.S., National Institute of Astrophysics, Optics, and Electronics, 1980
 M.S., Tulane University, 1998
 Ph.D., Tulane University, 2000 (2007)

***KENT ALLAN RITTSCHOF, Professor and Chair, Department of Curriculum, Foundations, and Reading**

B.S., Arizona State University, 1988
 M.A., Arizona State University, 1992
 Ph.D., Arizona State University, 1994 (1994)

SUSAN E. ROACH, Limited-Term Instructor of Management

B.B.A., Kennesaw State College, 1987
 M.B.A., Georgia College and State University, 1995 (1999)

***CLAIRE ROBB, Associate Professor of Epidemiology**

B.A., University of Mount Union, 1967
 M.P.H., University of South Florida, 2003
 Ph.D., University of South Florida, 2003 (2012)

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)

ARNITA P. ROBERTS, Instructor of Nursing

B.S.N., Georgia Southern University, 1995
 M.S.N., University of Phoenix, 2005 (2008)

***JAMES HENRY ROBERTS, Assistant Professor of Biology**

B.S.F.R., University of Georgia, 2000
 M.S., Virginia Tech, 2003
 Ph.D., Virginia Tech, 2012 (2014)

***ROBBIE WATERS ROBICHAU, Assistant Professor of Public Administration**

B.B.A., Lamar University, 2004
 M.A., Texas A&M University, 2007
 Ph.D., Arizona State University, 2013 (2013)

***HARESH ROCHANI, Assistant Professor of Biostatistics**

M.B.B.S., Maharaja Sayajirao University of Baroda, 2007
 M.P.H., Georgia Southern University, 2010
 Dr.P.H., Georgia Southern University, 2014 (2014)

***KARLA JAN ROCKER, Academic Services Professional**

B.M., New Mexico State University, 1988
 M.M., Arizona State University, 1991
 D.M., Florida State University, 2002 (2009)

***PAUL A. RODELL, Professor of History**

B.A., Northern Illinois University, 1968
 M.A., University of Buffalo, State University of New York, 1982
 Ph.D., University of 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)

ALFREDA ROGERS, Limited-Term Instructor of Mathematical Sciences

B.S., Armstrong Atlantic State University, 2005

M.S., Georgia Southern University, 2010 (2012)

***CAMILLE F. ROGERS, Associate Professor and Interim Chair,
Department 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)

**GERALD WESLEY ROGERS, Limited-Term Instructor of Mathematical
Sciences**

B.S.Ed., Georgia Southern University, 1995
M.S., Georgia Southern University, 1997 (1997)

**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)

***PETER DAVID ROGERS, Associate Professor of Civil Engineering
and Construction Management**

B.S., Colorado School of Mines, 1991
M.S., Colorado School of Mines, 1995
Ph.D., Colorado State University, 2006 (2012)

**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., Drexel University, 1996 (1996)

**MICHAEL K. ROMANO, Limited-Term Assistant Professor of Political
Science**

B.A., Arizona State University, 2006
Ph.D., Western Michigan University, 2014 (2014)

***NERI ROMERO, Assistant Professor of Special Education**

B.A., Loyola University Chicago, 1995
M.A.T., Tulane University, 1997
Ph.D., University of North Carolina at Chapel Hill, 2013 (2014)

**DOUGLAS T. ROOT, Limited-Term Assistant Professor of Writing and
Linguistics**

B.A., Virginia Tech, 2002
M.A., Florida State University, 2005
Ph.D., University of Georgia, 2010 (2014)

**LAURA ROSALES-LAGARDE, Limited-Term Assistant Professor of
Geology**

B.S., Monterrey Technologic Institute of Superior Studies, 1994
M.S., Universidad Nacional Autonoma de Mexico, 2002
Ph.D., New Mexico Institute of Mining and Technology, 2012 (2014)

***LEVI ANDRE ROSS, Assistant Professor of Community Health**

B.A., University of West Florida, 1997
M.P.H., University of Alabama, 2000
Ph.D., University of Alabama, 2004 (2013)

***SABRINA N. ROSS, Associate Professor of Curriculum Studies**

B.A., University of North Carolina-Greensboro, 1995
M.S., University of North Carolina-Greensboro, 2001
Ph.D., University of North Carolina-Greensboro, 2007 (2009)

***STEPHEN J. ROSSI, Associate Dean for Institutional Effectiveness
and Curriculum, College of Health and Human Sciences, and
Associate 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)

***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)

JOSEPH ROUSSEAU, Limited-Term Instructor of Management

B.S., Rutgers University, 1978
M.B.A., Central Michigan University, 1982
J.D., Georgia State University, 1989 (2013)

***MARY BETH ROUSSEAU, Assistant Professor of Management**

B.A., Michigan State University, 1982
M.S., Florida International University, 1987
Ph.D., University of Tennessee, 2013 (2013)

***JOSEPH S. RUHLAND, Associate Professor of Finance**

B.B.A., University of Wisconsin, 1997
Ph.D., University of Georgia, 2006 (2006)

***MARCELA TERESITA RUIZ-FUNES, Assistant Professor of Spanish**

B.A., Universidad Nacional de Cordoba, 1984
M.A.Ed., Virginia Tech, 1988
Ph.D., Virginia Tech, 1994 (2012)

***ALISON M. RUSHING, Limited-Term Instructor 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, Associate Professor of Art**

B.A., University of Iowa, 1989
M.A., University of Iowa, 1993
M.F.A., University of Iowa, 1994 (2008)

ANASTASIA N. RUSINA, Lecturer of Physics

B.S., Saint Petersburg State Polytechnical University, 2004
M.S., Saint Petersburg State Polytechnical University, 2006
M.S., Georgia State University, 2008
Ph.D., Georgia State University, 2010 (2011)

***PAIGE SPRINGER RUTNER, Associate Professor of Information
Systems**

B.S., Millersville State College, 1988
M.Acc., Georgia Southern University, 1998
Ph.D., University of Arkansas, 2008 (2005)

***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, Associate Professor of Psychology**

B.A., Concord College, 2002
M.A., West Virginia University, 2004
Ph.D., West Virginia University, 2006 (2006)

S

MARIANA SAENZ-AYALA, Assistant Professor of Economics

B.S., Universidad de los Andes, 2003
M.S., West Texas A&M University, 2005
M.S., University of Nebraska-Lincoln, 2010
Ph.D., University of Nebraska-Lincoln, 2014 (2014)

ARPITA SAHA, Assistant Professor of Chemistry

B.S., Presidency College, 2002
 M.S., Indian Institute of Technology, 2004
 Ph.D., University of Florida, 2011 (2012)

***SUBHRAJIT K. SAHA, Assistant Professor of Biology**

B.S., Bidhan Chandra Krishi Viswavidyalaya State Agricultural University, 2000
 M.S., University of Florida, 2004
 Ph.D., University of Florida, 2008 (2011)

SIRAJUS I. SALEKEEN, Limited-Term Assistant Professor of Mechanical Engineering

B.S., Bangladesh University of Engineering and Technology, 1986
 M.S., Tuskegee University, 1992
 D.S., Georgia Washington University, 1999 (2008)

CHRISTINA SALHI, Limited-Term Instructor of Spanish

B.A., University of Louisville, 2001
 M.A., University of Louisville, 2003
 M.A.T., University of Louisville, 2005 (2013)

YOUSSEF SALHI, Lecturer of Arabic

B.A., University of Hassan II, 1998
 M.A., University of Louisville, 2009 (2012)

***BISWANATH SAMANTA, Assistant Professor of Mechanical Engineering**

B.T., Indian Institute of Technology-Kha, 1981
 Ph.D., Indian Institute of Technology-Kha, 1987 (2010)

***HANI M. SAMAWI, Professor of Biostatistics**

B.S., Yarmouk University, 1981
 M.Stat., Yarmouk University, 1986
 M.S., University of Iowa, 1991
 Ph.D., University of Iowa, 1994 (2006)

OMID SAMIMI-ABIANEH, Assistant Professor of Mechanical Engineering

B.S., Amirkabir University, 2005
 M.S., Tarbiat Modares University, 2007
 M.S.E., University of Alabama-Huntsville, 2011
 Ph.D., University of Alabama-Huntsville, 2013 (2014)

***SUSAN SANDERS SAMMONS, Assistant Professor of Nursing**

A.D.N., Florida State College, 1984
 B.S.N., Armstrong Atlantic State University, 2005
 M.S.N., Armstrong Atlantic State University, 2005
 Ph.D., Georgia State University, 2012 (2013)

MAURICIO PENA SANCHEZ, Lecturer of Spanish

Licenciatura, Universidad Autonoma de Queretaro, 2006
 M.A., Western Michigan University, 2008 (2010)

FREDERICK KIRKLAND SANDERS, Professor Emeritus of Literature

B.A., Wofford College, 1958
 M.A., Emory University, 1963
 Ph.D., University of Georgia, 1971 (1969)

BRIAN ALLEN SANTANA, Lecturer of Writing and Linguistics

B.A., University of North Carolina-Asheville, 2003
 M.A., North Carolina State University, 2005
 Ph.D., George Washington University, 2012 (2012)

DONNA SAYE, Assistant Professor Emerita 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 Emeritus of Writing and Linguistics

B.S., Berry College, 1974

M.A., Georgia Southern College, 1978
 Ed.D., Georgia Southern University, 2002 (1988)

ADEL EL SHAHAT LOTFY SAYEDAHMED, Limited-Term Assistant Professor of Electrical Engineering

B.E.E., Zagazig University, 1999
 M.S., Zagazig University, 2004
 Ph.D., The Ohio State University and Zagazig University, 2011 (2014)

JAMIE E. SCALERA, Assistant Professor of Political Science

B.A., Stetson University, 2005
 M.A., University of Florida, 2007
 Ph.D., University of Illinois at Urbana-Champaign, 2012 (2012)

***DONALD DAVID ARTHUR SCHAEFER, Limited-Term Assistant Professor of Public Administration**

A.A., Windward Community College, 1990
 B.A., University of Hawaii, 1993
 M.A., University of Michigan, 1995
 Ph.D., University of Michigan, 1999
 M.A., University of Michigan, 2001
 J.D., University of Washington, 2004 (2013)

***HANS-JORGE SCHANZ, Assistant Professor of Chemistry**

M.S., Universität Bayreuth, 1995
 D.Eng., Universität Bayreuth, 1997 (2011)

***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)

***JEFFREY M. SCHMUKI, Assistant Professor of Art**

B.F.A., Northern Arizona University, 1993
 M.F.A., Alfred University, 1998 (2012)

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)

***JOANNA SCHREIBER, Assistant Professor of Writing and Linguistics**

B.S., Dakota State University, 2005
 M.S., Michigan Technological University, 2007
 Ph.D., Michigan Technological University, 2013 (2013)

***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**

B.A., University of Nebraska, 1997
 M.S., University of Nebraska-Omaha, 2000
 Ph.D., University of Nebraska, 2009 (2010)

AMANDA ANNE SCHUMACHER, Limited-Term Assistant Professor of Writing and Linguistics

B.A., Luther College, 2004
 M.A., Iowa State University, 2008 (2011)

RACHEL DEBRA SCHWARTZ, Director, Centers for Teaching and Technology, and Associate Professor of Health Policy and Management

B.A., Hebrew University, 1984

M.F.A., Washington University in Saint Louis, 1995
 M.A., Washington University in Saint Louis, 1998
 Ph.D., Washington University in Saint Louis, 2002
 M.S., Saint Louis University, 2008 (2012)

***HEATHER C. SCOTT, Instructor of Science Education**

B.S., University of Georgia, 1993
 M.A., Texas Tech University, 1995
 Ed.D., Georgia Southern University, 2013 (2007)

***DAVID WILLIAM SEAMAN, Professor of Foreign Languages**

B.A., College of Wooster, 1962
 A.M., Stanford University, 1964
 Ph.D., Stanford University, 1970 (1992)

LEWIS R. SELVIDGE JR., Professor Emeritus of Technology

B.S., Southern Illinois University, 1962
 M.S., Southern Illinois University, 1964 (1968)

SAHANA SEN, Limited-Term Instructor of Information Technology

B.S., University of Calcutta, 1998
 M.T., Georgia Southern University, 2005
 M.S., Department of Electronics Accreditation of Computer Courses Society, 2007
 M.B.A., Louisiana State University and A&M College, 2010 (2011)

***JARED Y. SEXTON, Assistant Professor of Writing and Linguistics**

B.S., Indiana State University, 2005
 M.F.A., Southern Illinois University, 2008 (2012)

***GULZAR HUSSAIN SHAH, Associate Dean for Research, Jiann-Ping Hsu College of Public Health, and Research Associate Professor of Health Policy and Management**

B.S., University of Punjab, 1984
 M.Stat., University of Punjab, 1987
 M.S.S., Utah State University, 1990
 Ph.D., Utah State University, 1995 (2012)

***MOHAMMED ABID SHAIKH, Assistant Professor of Chemistry**

B.S., University of Pune, 1998
 M.S., University of Pune, 2000
 Ph.D., University of Massachusetts-Boston, 2007 (2010)

***PADMINI SHANKAR, 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)

***JUNAN SHEN, Associate Professor of Civil Engineering**

B.S., Southeast University, 1985
 M.S., Southeast University, 1990
 M.S., Chalmers University of Technology, 1997
 Ph.D., Saga University, 2000 (2005)

***CHARLES 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)

***RONNIE L. SHEPPARD, Professor, 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)

RONALD E. SHIFFLER, Professor Emeritus of Quantitative Analysis and Dean Emeritus, College of Business Administration

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, Assistant Professor of Nursing**

B.S.N., Armstrong State College, 1983
 M.S.N., Georgia Southern University, 1997
 D.N.P., Georgia Southern University, 2012 (2008)

MINCHUL SHIN, Assistant Professor of Mechanical Engineering

B.Eng., Kyungpook National University, 2005
 M.S.B.M.E., University of Alabama, 2007
 Ph.D., Tufts University, 2012 (2014)

DAVID G. SHIRLEY, General Education Assessment Coordinator and Instructor of Psychology

B.S., University of Georgia, 2008
 M.Ed., Augusta State University, 2010 (2012)

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)

***NANCY SHUMAKER, Professor Emerita of Spanish**

B.A., Swarthmore College, 1967
 M.A., University of Georgia, 1973
 Ph.D., University of Georgia, 1977 (1982)

EDWARD H. SIBBALD, BB&T Distinguished Chair in Banking and Senior 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)

SALMAN A. SIDDIQUI, Lecturer of Electrical Engineering

B.S., Florida State University, 2000
 M.S., Florida State University, 2002
 Ph.D., Florida State University, 2012 (2013)

CYNTHIA F. SIKES, Assistant Professor Emerita of Mathematics

B.A., Georgia College, 1971
 M.S., Clemson University, 1973 (1980)

***ANDREW V. SILLS, Associate Professor of Mathematical Sciences**

B.A., Rutgers University-New Brunswick, 1989
 M.A., Pennsylvania State University, 1994
 Ph.D., University of Kentucky, 2002 (2007)

***ERIC O. SILVA, Assistant Professor of Sociology**

A.A., Adirondack Community College, 1998
 B.A., State University of New York at Oswego, 2000
 M.A., University of Nevada-Las Vegas, 2002
 Ph.D., University of California-Davis, 2009 (2010)

BISHAL SILWAL, Assistant Professor of Mechanical Engineering

B.M.E., Tribhuvan University, 2004
 M.S., St. Cloud State University, 2009
 Ph.D., Utah State University, 2013 (2014)

KATHLEEN A SIMON, Limited-Term Instructor of Nursing

B.S.N., University of Wisconsin-Eau Claire, 1972
 M.S., University of Minnesota, 1977
 D.N.S., Boston University, 1991 (2012)

***JACOB V. SIMONS, 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, 1974
 M.A., University of North Carolina at Chapel Hill, 1976
 Ph.D., University of North Carolina at Chapel Hill, 1985 (1987)

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, Associate Professor of Legal Studies**
 B.A., Wake Forest University, 1987
 J.D., University of Georgia, 1990
 M.S.Ed., James Madison University, 2005 (2005)

***VINOTH KUMAR SITTARAMANE, Assistant Professor of Biology**
 B.V.S., Pondicherry University, 2000
 M.V.S., Indian Veterinary Research Institute, 2002
 Ph.D., University of Missouri, 2008 (2012)

CHARLES A. SKEWIS, Assistant Professor and Head Acquisitions Librarian
 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 J. 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 Associate 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)

***ALAN W. SKIPPER, Instructor of Nursing**
 A.S.N., College of Coastal Georgia, 2005
 B.S.N., Georgia Southern University, 2008
 M.S.N., Valdosta State University, 2012 (2013)

***JOSEPH B. SKIPPER, Assistant Professor of Logistics**
 B.S., Troy State University, 1992
 M.S., Air Force Institute of Technology, 2002
 Ph.D., Auburn University, 2008 (2014)

***KIRBIE BRYANT SMALLEY, Associate Professor of Psychology and Executive Director, Rural Health Research Institute**
 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)

***STACY W. SMALLWOOD, Assistant Professor of Community Health**
 B.S., Wake Forest University, 2001
 M.P.H., University of South Carolina, 2003
 Ph.D., University of South Carolina, 2013 (2014)

CHASEN G. SMITH, Lecturer of Mathematical Sciences
 B.S.Mat., Georgia Southern University, 2009

M.S., Georgia Southern University, 2011 (2012)

CHELDA SMITH, Assistant Professor of Early Childhood Education
 B.A., Albany State University, 2006
 M.S.Ed., Brooklyn College, 2008
 Ph.D., University of Minnesota, 2014 (2014)

CHRISTOPHER WILLIAM SMITH, Limited-Term Assistant Professor of Writing and Linguistics
 B.A., University of Colorado, 2006
 B.F.A., University of Colorado, 2006
 M.F.A., University of Nebraska, 2009 (2014)

EARL BARNETT SMITH, Limited-Term Assistant Professor of Mechanical Engineering
 B.M.E., Georgia Institute of Technology, 1988
 M.S.Engr., Prairie View A&M University, 1994
 Ph.D., Texas A&M University, 1999 (2011)

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 W. SMITH JR., Professor and Head of Access Services
 A.B.J., University of Georgia, 1975
 M.S., Florida State University, 1976 (1986)

GORDON N. SMITH, Director, MBA Programs, and Instructor of Information Systems
 B.S.C.E., Southern Methodist University, 1980
 M.S., Carnegie Mellon University, 1986
 Ph.D., Carnegie Mellon University, 1991
 M.B.A., University of Texas, 1995 (2012)

KATHLYN M. SMITH, Assistant Professor of Geology
 B.S., Purdue University, 2001
 M.S., Michigan State University, 2004
 Ph.D., University of Michigan, 2010 (2010)

LISA PURSLEY SMITH, Information Services Librarian and Associate Professor
 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)

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)

***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)

***TRINA SUE SMITH, Assistant Professor of Sociology**

B.A., University of Nebraska, 2000
Ph.D., University of Minnesota, 2008
M.S.W., University of Minnesota, 2013 (2013)

***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)

***LOWELL 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 BELL SOARES, Associate Professor of Curriculum and Instruction**

B.A., University of North Carolina-Greensboro, 1974
M.S., National University, 1993
Ph.D., University of North Carolina-Charlotte, 2009 (2009)

***VALENTIN A. SOLOIU, Allen E. Paulson Distinguished Chair in Renewable Energy and Associate Professor of Mechanical and Electrical Energy**

Ph.D., Polytechnic University Bucharest, 1997 (2008)

JIMMY L. SOLOMON, Professor Emeritus of Mathematical Sciences

B.S., University of Mississippi, 1964
M.S., Mississippi State University, 1966
Ph.D., Texas A&M University, 1972 (1995)

ABHA SOOD, Limited-Term Instructor of Chemistry

B.S., Panjab University, 2004
Ph.D., University of Massachusetts, 2012 (2014)

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)

JESSICA Y. SPEARMAN, Limited-Term Instructor of Writing and Linguistics

B.A., Georgia Southern University, 2012
M.A., Georgia Southern University, 2014 (2013)

LEON E. SPENCER, Professor Emeritus 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)

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)

***ZACHARY ROSS STAHLSCHMIDT, Assistant Professor of Biology**

B.S., University of Illinois at Urbana-Champaign, 2004
Ph.D., Arizona State University, 2011 (2013)

***LAWRENCE D. STALCUP, Associate Professor of Hospitality Management**

B.S., Cornell University, 1977
M.P.S., Cornell University, 1980
Ph.D., Purdue University, 1997 (1997)

JACK STALLINGS, Associate Professor Emeritus of Kinesiology

B.S., Wake Forest College, 1955
M.Ed., University of North Carolina at 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)

***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)

***JAMES H. STEPHENS, Associate Professor of Health Policy and Management**

B.S., Indiana University, 1972
M.H.A., Indiana University, 1974
D.H.A., Central Michigan University, 2006 (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)

***ALMA DEL ROSARIO STEVENSON, Assistant Professor of Reading Education**

B.A., Instituto Tecnológico y de Estudios Superiores de Monterrey, 1976
M.Ed., University of Texas-El Paso, 2005
Ph.D., New Mexico State University, 2011 (2011)

***AMANDA LYNN STEWART, Assistant Professor of Chemistry**

B.S.Chem., Georgia Southern University, 2003
Ph.D., University of North Carolina at Chapel Hill, 2009 (2012)

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)

ERROL G. STEWART, Assistant Professor of Accounting

B.S., University of the West Indies, 1978
M.S., University of the West Indies, 1981
Ph.D., Florida Atlantic University, 2012 (2012)

LEWIS M. STEWART, Assistant Professor Emeritus of Finance

B.S., Harding College, 1957

M.B.A., Texas Technological College, 1960 (1970)

***STEVEN STEWART, Assistant Professor of Management**

B.S.B.A., University of Florida, 1991
M.Div.Bl., Southwestern Baptist Seminary, 1995
Ph.D., Florida Atlantic University, 2014 (2013)

***ALEXANDER M. STOKOLOS, Associate Professor of Mathematical Sciences**

B.S., Odessa National University, 1982
M.S., Odessa National University, 1982
Ph.D., University of Worclaw, 1998 (2009)

DAVID R. STONE, Professor Emeritus of Mathematics

B.S., Georgia Institute of Technology, 1964
Ph.D., University of South Carolina, 1968 (1968)

***JOHN WILLIAM STONE, Assistant Professor of Chemistry**

B.S., Armstrong Atlantic State University, 2002
M.S., University of South Carolina, 2008
Ph.D., University of South Carolina, 2008 (2013)

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., State University of New York at Fredonia, 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)

GLORIA J. STUART, Lecturer 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)

***BRADLEY R. STURZ, Associate Professor of Psychology**

B.A., Auburn University, 2002
M.S., Auburn University, 2004
Ph.D., Auburn University, 2007 (2011)

***JORGE W. SUAZO, Assistant Professor of Spanish**

B.A., University of Chile-Nuble Branch, 1979
M.A., Ohio University, 1986
Ph.D., The Ohio State University, 1996 (1993)

STANLEY SUBOLESKI, Assistant Professor of Management

B.S., Syracuse University, 1984
M.S., University of Nevada, 2006
Ph.D., University of Nevada, 2012 (2013)

***KELLY SULLIVAN, Assistant Professor of Epidemiology**

B.A., University of West Florida, 1999
M.S.P.H., University of South Florida, 2002
Ph.D., University of South Florida, 2011 (2014)

MARGARET ELIZABETH SULLIVAN, Lecturer of Writing and Linguistics

B.A., Belmont Abbey College, 1984
M.A., State University of West Georgia, 2007

Ph.D., Saint Louis University, 2011 (2010)

***JING SUN, Lecturer of Chemistry**

B.S., Hefei University of Technology, 2004
M.S., Zhejiang University, 2007
Ph.D., University of South Carolina, 2011 (2012)

LACE ANN SVEC, Lecturer of Biology

B.S., University of Oklahoma, 2003
Ph.D., Michigan State University, 2009 (2009)

MATTHEW SYNO, Limited-Term Instructor of Kinesiology

B.S., Elon University, 2000
M.S.Ed., Old Dominion University, 2004 (2014)

***ROBERT J. SZYMANSKI, Lecturer of Information Systems**

B.S., Boston College, 1986
M.B.A., Boston College, 1998 (2010)

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, 1994
Ph.D., University of Illinois-Chicago, 1999 (1999)

EDWARD TACKETT, Adjunct Assistant Professor of Military Science Major, U.S. Army (2014)

NELSON J. TACY, Limited-Term Assistant Professor of Mechanical Engineering

B.S., Cornell University, 1999
M.S., Rensselaer Polytechnic University, 2003
Ph.D., Rensselaer Polytechnic University, 2006 (2014)

***YELENA N. LYTTLE TARASENKO, Assistant Professor of Health Policy and Management**

J.D., Vladimir State University, 2002
M.P.A., Southern Illinois University, 2004
M.P.H., University of Kentucky, 2009
Dr.P.H., University of Kentucky, 2011 (2012)

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 and Interim Chair, Department of Mathematical Sciences**

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 Dean, Jiann-Ping Hsu College of Public Health, and Associate Professor of Epidemiology**

B.S., Georgia Southern College, 1987

M.S., Clemson University, 1989
Ph.D., University of South Carolina, 1994 (2000)

VIRGINIA TEEL, Assistant Professor of Nursing

B.S.N., Kansas State College of Pittsburg, 1974
M.S., Kansas State College of Pittsburg, 1975
M.S.N., Wichita State University, 1996
D.H.S., Nova Southeastern University, 2007 (2013)

***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)

***JOSEPH TELFAIR, Professor and Chair, Department of Community Health, Chair, Department of Environmental Health Sciences, and Karl E. Peace Chair of Public Health**

B.A., California State University-Northridge, 1979
M.S.W., University of California-Berkeley, 1982
M.P.H., University of California-Berkeley, 1983
Dr.P.H., The Johns Hopkins University, 1992 (2013)

***RUSSELL FRANK THACKSTON, Assistant Professor of Information Technology**

B.B.A., Georgia Southern University, 1996
M.S., Georgia State University, 2006
Ph.D., Auburn University, 2013 (2013)

KELLY PARSONS 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)

CHARLES S. THOMAS, Professor Emeritus of History

B.A., University of Tennessee, 1972
M.A., University of Tennessee, 1974
Ph.D., Vanderbilt University, 1983 (1983)

***DEBORAH M. THOMAS, Associate Dean of Undergraduate Teacher Education, College of Education, and Associate Professor of Teaching and Learning**

B.S., Florida State University, 1976
M.S., Florida State University, 1979
Ph.D., Florida State University, 1991 (1991)

***MICHAEL L. THOMAS, Associate Professor and Interim Chair, Department of Marketing**

B.B.A., Saint Norbert College, 1986
M.B.A., Southern Illinois University, 1990
Ph.D., Southern Illinois University, 2007 (2006)

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)

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 D. THOMPSON, Associate Professor of Music**

B.M., Belmont University, 1996
M.A., Middle Tennessee State University, 1999
Ph.D., University of California-Santa Barbara, 2006 (2007)

TERESA ELAINE THOMPSON, Vice President, Student Affairs and Enrollment Management

B.S., Mississippi University for Women, 1981
M.S., Mississippi State University, 1997
Ph.D., University of Southern Mississippi, 2000 (2010)

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)

***MARY KATHLEEN THORNTON, Associate 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)

***SAMUEL Y. TODD, Professor of Sport Management**

B.S., Erskine College, 1998
M.S., Florida State University, 2001
Ph.D., Florida State University, 2003 (2003)

***MIHAI TOHANEANU, Assistant Professor of Mathematical Sciences**

A.B., Dartmouth College, 2003
Ph.D., University of California-Berkeley, 2009 (2014)

TIMOTHY TOLENTINO, Limited-Term Assistant Professor of Biology

A.S., Tampa Technical Institute, 1985
B.S., Georgia State University, 1998
M.S., Georgia Institute of Technology, 2002
Ph.D., Georgia Institute of Technology, 2007 (2014)

***KATHLEEN MALOOF 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**

A.B.C., University of Alabama, 1979
M.A., University of Washington, 1983
Ph.D., University of Washington, 1987 (1988)

***TIFFANIE PAIGE TOWNSEND, Associate Professor of Art**

B.A., University of Tennessee, 1989
M.A., University of Georgia, 1996
Ph.D., University of Georgia, 2003 (2005)

SHARON K. TRACY, Professor Emerita 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)

SUSAN B. TRIMBLE, Professor Emerita 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)

CHARLES H. TRUPE III, Associate Professor of Geology

B.S., George Mason University, 1985

M.S., University of North Carolina at Chapel Hill, 1989
Ph.D., University of North Carolina at Chapel Hill, 1997 (1998)

***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, Associate 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)

***PERRI DAWN TYSINGER, Associate Professor of School Psychology**

B.A., University of Memphis, 1997
M.S., University of Memphis, 1999
Ph.D., University of Memphis, 2002 (2010)

U

MASAHIKO UCHIDA, Lecturer of Mathematical Sciences

B.S., North Georgia College and State University, 2006
M.S., Georgia Southern University, 2010 (2011)

***ASLIHAN UNAL, Assistant Professor of Curriculum and Instruction**

B.A., Pamukkale University, 1996
M.Ed., University of Missouri, 2002
Ph.D., Florida State University, 2006 (2013)

***STEPHEN JEFFREY UNDERWOOD, Professor and Chair, Department of Geology and Geography**

B.S., Virginia Tech, 1998
M.A., University of Georgia, 1994
Ph.D., University of Georgia, 1999 (2011)

***LINDA A.L. UPCHURCH, Assistant Professor of Nursing**

B.S.N., Georgia Southern University, 2003
M.S.N., Vanderbilt University, 2007
D.N.P., Georgia Southern University, 2011 (2007)

V

***LAURA E. VALERI, Associate Professor of Writing**

B.A., New York University, 1988
M.F.A., Florida International University, 2001
M.F.A., University of Iowa, 2002 (2003)

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)

***JOHN TOLAND VAN STAN, Assistant Professor of Geography**

B.S., University of Delaware, 2005
B.A., University of Delaware, 2006
M.S., The Johns Hopkins University, 2007
M.S., University of Delaware, 2009
Ph.D., University of Delaware, 2012 (2012)

***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)

***MICHAEL SCOTT VAN WAGENEN, Assistant Professor of History**

B.A., Brigham Young University, 1992
M.A., University of Texas-Brownsville, 1999
Ph.D., University of Utah, 2009 (2012)

***ROBERT 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)

GARY MATTHEW VANDERLAAN, Limited-Term Assistant Professor of Biology

B.S., Truman State University, 2000
Ph.D., University of Missouri, 2006 (2013)

JUAN EDUARDO VARGAS, Professor of Computer Science

B.S.E.E., University of Texas-El Paso, 1973
M.S., National Polytechnic Mexico, 1980
Ph.D., Vanderbilt University, 1988 (2013)

JORGE VILLA-VARGAS, Limited-Term Assistant Professor of Physics

B.S., Universidad Nacional Autonoma de Mexico, 1997
M.S., Universidad Nacional Autonoma de Mexico, 2000
Ph.D., Universite de Provence, 2005 (2013)

***MARY A. VILLEPONTEAUX, Associate Professor of Literature and Interim Chair, Department of Literature and Philosophy**

B.A., College of Charleston, 1979
M.A., University of Sussex, 1981
Ph.D., Louisiana State University and A&M College, 1990 (2006)

***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 and Chair, Department of Mechanical Engineering**

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 and Chair, Department of Biostatistics, and Chair, Department of Epidemiology**

B.A., Hanover College, 1970
M.A., University of Louisville, 1978
Ph.D., Emory University, 1983 (2003)

W

PHILIS A. WAINFORD, Lecturer of Information Technology

B.F.A., Rhode Island School of Design, 1971
M.T., Georgia Southern University, 2007 (2011)

***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)

***DINA CAROL WALKER-DEVOSE, Assistant Professor of Child Development**

B.S.H.E., North Carolina Central University, 1993

M.S., Miami University, 1995

M.A., North Carolina Central University, 2004

Ph.D., North Carolina State University, 2013 (2013)

***NANCY AMANDA WALL, Assistant Professor of Middle Grades Education**

A.B., Brown University, 1997

M.A.T., University of Massachusetts, 1999

Ph.D., University of North Carolina, 2013 (2013)

HOPE M. WALLACE, Assistant Professor of Fashion Merchandising and Apparel Design

B.A., Howard University, 2000

M.F.A., Savannah College of Art and Design, 2007 (2008)

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)

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, Associate Professor of Mathematical Sciences**

B.S., 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, 1985

M.S., Florida Institute of Technology, 1987

Ph.D., University of Georgia, 1992 (1995)

***XINFANG WANG, Associate Professor of Quantitative Analysis**

B.S., Shanghai University, 1999

Ph.D., University of Cincinnati, 2007 (2008)

***TOMASZ WARCHOL, Associate Professor of Literature**

B.A., Adam Mickiewicz University, 1977

Ph.D., University of Massachusetts, 1984 (1984)

JULIE WARNER, Limited-Term Assistant Professor of Writing and Linguistics

B.S.Ed., Georgia Southern University, 2004

M.Ed., Kennesaw State University, 2007

Ed.D., Columbia University, 2014 (2014)

PAMELA C. WATKINS, Assistant Professor Emerita of Mathematics

B.S.Ed., Georgia Southern College, 1975

M.S.T., Georgia Southern College, 1978 (1977)

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)

***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)

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)

***MARK R. WELFORD, Professor of Geography**

B.S., Lanchester Polytechnic/Coventry University, 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)

***PAMELA C. WELLS, Assistant Professor of Counselor Education**

B.A., Plymouth State University, 1994

M.A., Ball State University, 1997

M.Ed., Plymouth State University, 2011

Ph.D., Idaho State University, 2014 (2014)

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, Associate Dean for Faculty and Curriculum, College of Business Administration, and Associate Professor of Finance**

B.A., Jacksonville University, 1977

Ph.D., University of Mississippi, 1999 (2001)

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)

CHRISTOPHER C. WHEELER, Limited-Term Instructor of Biology

B.C.E., Georgia Institute of Technology, 1997

M.Engr., University of California-Berkeley, 1999

M.S., Georgia Southern University, 2005 (2014)

***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)

ROBERT L. WHITAKER, Vice President for Business and Finance

B.B.A., Morehead State University, 1991

M.B.A., Georgia Southern University, 1993 (2013)

***CHRISTINE R. WHITLOCK, Professor of Chemistry**

B.A., Huntingdon College, 1989

Ph.D., University of Alabama, 1994 (1994)

AMBERYS R. WHITTLE, Professor Emeritus of English

B.A., University of North Carolina at Chapel Hill, 1961

M.A., University of North Carolina at Chapel Hill, 1965

Ph.D., University of North Carolina at Chapel Hill, 1968 (1983)

RUTH ELLEN WHITWORTH, Academic Services Professional and Instructor of Biostatistics

B.B.A., Abilene Christian University, 1984

M.B.A., University of Memphis, 1997 (2004)

***THARANGA D. WICKRAMARACHCHI, Assistant Professor of Mathematical Sciences**

B.S., University of Colombo, 2005

M.S., Clemson University, 2008

Ph.D., Clemson University, 2012 (2013)

***MICHAEL R. WIGGINS, Lecturer of Legal Studies**

B.F.A., Wichita State University, 1989

J.D., University of Arizona, 1994

M.B.A., University of Massachusetts, 2008 (2008)

ERIC WALTER WILBERG, Limited-Term Assistant Professor of Geology

B.S., Michigan State University, 2004

Ph.D., University of Iowa, 2012 (2013)

***DAVID A. WILLIAMS, Associate Dean for Students, Curriculum, and Advisement, Allen E. Paulson College of Engineering and Information Technology, and 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 (1978)

LEIGH A. WILLIAMS, Limited-Term Instructor of Writing and Linguistics

B.A., Georgia Southern University, 1992

M.A., Georgia Southern University, 1995 (2011)

LOUIS WILLIAMS, Adjunct Assistant Professor of Military Science

Captain, U.S. Army (2014)

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)

***SUSAN REBSTOCK WILLIAMS, Professor of Information Systems**

B.S., Southwest Missouri State University, 1975

M.B.A., Southwest Missouri State University, 1985

Ph.D., Oklahoma State University, 1995 (1994)

***MECA R. WILLIAMS-JOHNSON, Associate 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)

***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)

***CHARLES HENRY WILSON, Assistant Professor of Coaching Education**

B.A., University of North Carolina-Wilmington, 1997

M.S., University of Tennessee, 2001

Ph.D., University of Tennessee, 2014 (2014)

***JANIE H. WILSON, Professor of Psychology**

B.S., College of Charleston, 1989

Ph.D., University of South Carolina, 1994 (1994)

***JERRY W. WILSON, Professor of Marketing**

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)

ROBIN LAINE WILSON, Limited-Term Instructor of Legal Studies

B.A., Oglethorpe University, 2000

J.D., Florida State University, 2003 (2013)

AMY SPILLMAN WINSKIE, Limited-Term Instructor of Mathematical Sciences

B.S., University of North Carolina, 1996

M.Ed., Georgia Southern University, 2003 (2012)

SPENCE L. WISE, Associate Professor Emeritus of Accounting

B.B.A., Ohio University, 1963

M.B.A., Ohio University, 1966 (1988)

***BRENT D. WOLFE, Associate Professor of Therapeutic Recreation**

B.S., Houghton College, 1996

M.A., University of Georgia, 2001

Ph.D., University of Georgia, 2004 (2007)

DANETTE L. WOOD, Associate Professor Emerita of Nursing

A.S.N., Empire State College, State University of New York, 1985

B.S.N., Empire State College, State University of New York, 1990

M.S.N., Georgia Southern University, 1992

Ed.D., Georgia Southern University, 1999 (1995)

***MALCOLM JARED WOOD, Assistant Professor of Anthropology**

B.S., Middle Tennessee State University, 2000

Ph.D., University of Georgia, 2009 (2012)

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 BROWN WOODWARD, Instructor of Early Childhood Education**

B.A., Georgia Southern University, 2001

M.Ed., Georgia Southern University, 2004 (2010)

MICHAEL WRIGHT, Limited-Term Assistant Professor of International Studies

B.A., University of Colorado, 2001

M.A., Universiteit Leiden, 2003

Ph.D., University of Pittsburgh, 2012 (2012)

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)

***JI WU, Assistant Professor of Chemistry**

B. Engr., Hefei University, 1994
M.S., Anhui University, 2000
Ph.D., Texas Christian University, 2007 (2012)

***TIEHANG WU, Assistant Professor of Biology**

B.Agr., Shanxi Agricultural University, 1986
M.Agr., Nanjing Agricultural University, 1989
Ph.D., Pennsylvania State University, 2002 (2011)

***YAN WU, Professor of Mathematical Sciences**

B.S., Beijing Polytechnic University, 1992
M.S., University of Akron, 1996
Ph.D., University of Akron, 2000 (2000)

ERNEST TILLMAN WYATT, Associate Professor Emeritus of Communication Arts

A.B.J., University of Georgia, 1967
M.A., University of Georgia, 1975 (1975)

X***SHAOWEN XU, Assistant Professor of Mechanical Engineering**

B.S., Huazhong University of Science and Technology, 1985
M.S., Huazhong University of Science and Technology, 1991
Ph.D., University of South Carolina, 2003 (2009)

Y***CANDACE THRESA YANCEY, Associate Professor of Psychology**

B.S., University of Alabama, 1999
M.A., University of Nebraska, 2002
Ph.D., University of Nebraska, 2006 (2008)

***BILL Z. YANG, Professor of Economics**

B.S., University of Wuhan, 1982
M.A., Queen's University, 1987
Ph.D., University of Iowa, 1993 (2000)

***MARK ANDREW YANOCHIK, Professor of Economics**

B.B.A., Kennesaw State College, 1989
M.S., Auburn University, 1993
Ph.D., Auburn University, 1997 (1999)

CHUN-WEI YAO, Limited-Term Assistant Professor of Electrical Engineering

B.S., National Taiwan University, 2002
M.S., National Taiwan University, 2004
Ph.D., Texas A&M University, 2014 (2014)

***ROBERT A. YARBROUGH, Associate Professor of Geography**

B.A., Roanoke College, 1998
M.A., University of Georgia, 2001
Ph.D., University of Georgia, 2006 (2006)

***ARDA YENIPAZARLI, Assistant Professor of Operations Management**

B.S., Sabanci University, 2007
Ph.D., University of Florida, 2012 (2012)

***JINGJING YIN, Assistant Professor of Biostatistics**

B.A., Sichuan University, 2009
M.A., University at Buffalo, State University of New York, 2011
Ph.D., University at Buffalo, State University of New York, 2014 (2014)

LISA SCHAFER YOCCO, Assistant Professor of Mathematical Sciences

B.S., Augusta College, 1977
M.S., Florida State University, 1978 (1989)

ALFRED YOUNG, Professor Emeritus 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, Associate Professor of Biostatistics**

M.D., Tianjin Medical University, 1995
M.S., Capital University of Medical Sciences, 2001
M.S., The Ohio State University, 2004
Ph.D., The Ohio State University, 2007 (2007)

WEI YU, Assistant Professor of Mechanical Engineering

B. Engr., Hefei University of Technology, 2003
M. Engr., Hefei University of Technology, 2006
Ph.D., Florida State University, 2010 (2014)

Z**BENJAMIN H. ZELLNER, Professor Emeritus of Physics**

B.S., Georgia Institute of Technology, 1964
Ph.D., University of Arizona, 1970 (1994)

TONG ZENG, Limited-Term Assistant Professor of Economics

B.A., Wuhan University, 1999
M.S., Louisiana State University and A&M College, 2007
Ph.D., Louisiana State University and A&M College, 2011 (2013)

***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 Engineering**

B.E., University of Science and Technology, 1995
M.S.M.E., Purdue University, 2001
Ph.D., Purdue University, 2007 (2010)

***JIAN ZHANG, Associate Professor of Epidemiology**

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.S., University of Science and Technology, 1981
D.S., University of Science and Technology, 1986 (1990)

***PIDI ZHANG, Associate Professor of Sociology**

M.A., Tianjin Foreign Languages Institute, 1986
M.A., University of South Carolina, 1993
Ph.D., University of South Carolina, 1997 (1997)

***RONGRONG ZHANG, Associate Professor of Finance**

B.B.A., Hefei University of Technology, 1997
M.S., University of Tennessee, 2000
Ph.D., University of Tennessee, 2004 (2005)

SHUQI ZHANG, Limited-Term Instructor of Health and Kinesiology

B.A., Shanghai University of Sport, 2009
Ph.D., Louisiana State University and A&M College, 2014 (2013)

***WEN-RAN ZHANG, Professor of Computer Sciences**

B.S., Shanxi Mining Institute, 1976
M.S., University of South Carolina, 1984

Ph.D., University of South Carolina, 1986 (2001)

ZUOTANG ZHANG, Lecturer of Chinese

M.A., Southwest Missouri State University, 1998 (2013)

***CHUNSHAN ZHAO, Associate Professor of Mathematical Sciences**

B.S., Lan-Zhou University, 1994

M.S., Xi'an Jiaotong University, 1997

Ph.D., University of Iowa, 2006 (2006)

***JIANQIANG ZHAO, Associate Professor of Mathematical Sciences**

B.S., Nankai University, 1990

M.S., Nankai University, 1993

M.S., Brown University, 1997

Ph.D., Brown University, 1999 (2014)

***SHIJUN ZHENG, Associate Professor of Mathematical Sciences**

M.S., Nanjing University, 1993

M.A., University of New Mexico, 1997

Ph.D., University of Maryland, 2003 (2007)

XIAOLU ZHOU, Assistant Professor of Geography

B.S., Wuhan University, 2008

M.S.S., National University of Singapore, 2010

Ph.D., University of Illinois at Urbana-Champaign, 2014 (2014)

***JIEHUA ZHU, Associate Professor of Mathematical Sciences**

B.S., Hubei University, 1988

M.S., Zhongshan University, 1991

Ph.D., University of Iowa, 2005 (2005)

***FRANCOIS ZIEGLER, Limited-Term Assistant Professor of
Mathematical Sciences**

Diploma, Federal Polytechnic School of Lausanne, 1988

Ph.D., Aix-Marseille I University, 1997 (2004)

***REBECCA LEA 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)

***CORDELIA D. ZINSKIE, Professor of Curriculum, Foundations, and
Reading**

B.A., Millsaps College, 1983

M.S., Memphis State University, 1985

Ed.D., Memphis State University, 1988 (1993)

***JENNIFER ZOROTOVICH, Assistant Professor of Child and Family
Development**

B.S., University of Georgia, 2007

M.S., University of Tennessee, 2010

Ph.D., University of Tennessee, 2014 (2014)

***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

AAST Africana Studies	207
Academic Common Market - Graduate	43
Academic Dishonesty	54
Academic Performance	33
Academic Probation - Doctoral Students	138
Academic Services	8
Accounting M.Acc.	68
Accounting M.Acc. (Forensic Accounting Concentration)	70
Accounting WebM.Acc. (The Web-Based Master of Accounting)	71
Accreditation	12
ACCT Accounting	207
Additional Programs and Services	24
ADED Adult Education	209
Adjunct Faculty Status	33
Administrative Structure	13
Admission and Retention in College of Education Programs	79
Admission and Retention in the Teacher Education Program	80
Admission by Appeal	43
Admission to Student Teaching/Internship	81
Advisement	8
Advisement	34
Advisor	34
AL-Ling-GOML	209
Allen E. Paulson College of Engineering and Information Technology ...	119
AMST American Studies	209
ANTH Anthropology	209
Application Deadlines - College of Graduate Studies	43
Application Procedures	27
Applied Economics Certificate (Online)	76
Applied Economics M.S.	73
Applied Engineering M.S.A.E.	121
Applied Physical Science M.S.	198
Applying for Campus Housing	61
ART	210
ARTH Art History	212
ASTR Astronomy	213
Auditing Courses	34

B

BIOL Biology	213
--------------------	-----

Biology M.S.	196
BIOS Biostatistics	217
Biostatistics Dr.P.H.	183
Biostatistics M.P.H.	183
Border County Fee Waiver	43
BUSA Business Administration	219
Business Administration M.B.A.	73
Business Administration M.B.A. (The Georgia WebMBA)	75
Business Administration M.B.A. (With Area Concentration)	76
Business Administration Ph.D. (Logistics and Supply Chain Management)	65
Business Regulations	51

C

Campus Recreation and Intramurals	55
Candidacy Examination	137
Career Services	56
CENG Civil Engineering	220
Center for International Studies	25
Certificate in Music Performance	166
Certificate in Public and Nonprofit Management	173
Certificate in Public History	162
Certificate Programs	128
Certification	81
CHBE Comm Hlth Behavior & Ed	221
CHEM Chemistry	221
CHFD Child and Family Devel	223
Choice of Graduate Catalog Requirements	34
CIED-Valdosta State-Franchise	223
CISM Computer Infor Systems	223
Class Attendance	34
Class Attendance Verification	27
Clinical Psychology Psy.D.	167
Coaching Certificate Program	144
COHE Community Health	225
College of Business Administration	62
College of Education	78
College of Graduate Studies	128
College of Health and Human Sciences	141
College of Liberal Arts and Social Sciences	156
College of Science and Mathematics	196
College Structure	13
COML Comparative Literature	225
COMM Communication Arts	225

Community Health Behavior and Education Dr.P.H.	186	Department of Information Systems	63
Community Health M.P.H.	185	Department of Leadership, Technology, and Human Development	86
Computer Science M.S. (Online)	120	Department of Literature and Philosophy	162
Correspondence Study	131	Department of Mathematical Sciences	200
Correspondence Study	134	Department of Mechanical Engineering	121
Correspondence Study	137	Department of Music	163
COUN Counseling Education	225	Department of Psychology	166
Counseling and Career Development Center	57	Department of Sociology and Anthropology	170
Counselor Education Ed.S.	87	Department of Teaching and Learning	100
Counselor Education M.Ed.	93	Department of Writing and Linguistics	171
Course Description Index	207	Dietetic Internship Certificate Program	145
Course Descriptions	206	Dining Plans	51
Course Load	35	Directory Information	11
Courses Applied Toward Two Doctoral Degrees	137	Directory Page	14
Courses Applied Toward Two Ed.S. Degrees	134	Dissertation	139
Courses Applied Toward Two Master's Degrees	131	Dissertation Committee	136
Credit Hour Policy	35	Dissertation Continuous Enrollment Requirement	139
CRJU Criminal Justice	228	Division of Continuing Education	8
CSCI Computer Science	229	Doctor of Education Programs	113
Curriculum and Instruction - Accomplished Teaching M.Ed. (Online)	105	Doctor of Nursing Practice D.N.P. (Online)	146
Curriculum Studies Ed.D.	81	Doctor of Public Health	179
D		Doctoral Degree Completion Check-List	140
Dean of Students Office	55	Doctoral Degree Program Requirements	136
Degree Requirements	128	Doctoral Off-Campus Research	137
Degree Time Limit - Doctoral Programs	138	Doctoral Program Admission Requirements	136
Degree Time Limit - Ed.S.	133	Doctoral Program Credit Requirements	137
Degree Time Limit - Master's	130	Doctoral Program of Study	137
DegreeWorks	130	Domestic (U.S. Citizens and Resident Alien) Applicants	45
DegreeWorks	133	Drug Policy - Anti-Drug Abuse Act of 1988	27
DegreeWorks	136	Dual-Listed Courses	35
Department of Art	156	E	
Department of Biology	196	EAGLEXPRESS	52
Department of Biostatistics	182	Early Childhood Education (Grades P-5) Ed.S. (Online)	101
Department of Chemistry	198	Early Childhood Education (Grades P-5) M.Ed. (Online)	106
Department of Community Health Behavior and Education	185	Earning a Duplicate Degree	35
Department of Computer Science	119	ECED Early Childhood Ed	231
Department of Curriculum, Foundations, and Reading	81	ECON Economics	232
Department of Environmental Health Sciences	188	Ed.S. Degree Completion Check List	135
Department of Epidemiology	189	Ed.S. Degree Requirements	133
Department of Foreign Languages	159	EDAT Accomplished Teaching	233
Department of Health and Policy Management	190	EDCI-Education GASate Franchi	234
Department of History	161	EDET Education-GOML	234

EDLD Educational Leadership	234	Fine Arts M.F.A. (Concentration in 2D Studio Art)	157
EDMS-Ed Acclish Teach CSU-GML	241	Fine Arts M.F.A. (Concentration in 3D Studio Art)	158
EDMT-Educ Math-GOML	241	Foreign Language Requirement	128
EDRD-Georgia State Univ-Franch	241	Forensic Accounting Programs	64
EDSC Sci for Teachers	241	FORL Foreign Language	256
EDUC Curriculum	242	FRCT Curriculum Theory	256
Education Specialist Program Requirements	133	FREC-Early Childhood	256
Education Specialist Programs	114	FREN French	256
Educational Leadership Ed.D.	88	FRER-Educational Research	257
Educational Leadership Ed.S.	90	FRIT-Instructional Technology	257
Educational Leadership M.Ed.	95	FRLT-Educational Foundations	258
EDUF Educational Foundations	243	FRMS Middle & Secondary Ed	258
EDUR Educational Research	244	Full-Time/Half-Time Enrollment	36
EENG Electrical Engineering	245	G	
Electronic Thesis and Dissertation Requirements	139	GCM Graphic Comm Management	258
EMBA Executive MBA	255	General and Academic Information	33
Endorsement Programs	128	General Information	8
Endorsements	114	GEOG Geography	259
Engineering and Manufacturing Management Certificate	124	GEOG Geography	260
ENGL English	246	Georgia Southern University Online Degrees	26
English for Speakers of Other Languages (ESOL) Education Endorsement	113	Grade Requirements - Doctoral Programs	138
English M.A.	162	Grade Requirements - Ed.S. Level	134
English Proficiency for International Students	44	Grade Requirements - Master's Level	131
Enterprise Resources Planning (ERP) Certificate Program (Online)	64	Grading Systems	36
ENVH Environmental Hlth Scienc	249	Graduate Academic Information	33
Environmental Health Sciences M.P.H.	188	Graduate Admission Classification	44
EPID Epidemiology	250	Graduate Admission Test Score Requirements	45
Epidemiology M.P.H.	189	Graduate Admissions	43
EPRS-Georgia State Univ-Franch	251	Graduate Application Process	45
EPSF Education Foundations-GML	251	Graduate Assistantships	27
EPY-ED Psyc- GOML	251	Graduate Catalog	7
ESED Element - Secondary Educa	251	Graduate Credit	37
ESPY School Psychology	253	Graduate Credit for Seniors (Senior Privilege)	46
Exclusion	132	Graduate Degree Program Directors/Coordinators	15
Exclusion	135	Graduate Degree Program Directors/Coordinators	37
Exclusion - Doctoral Students	138	Graduate Degrees, Endorsements and Certificate Programs	321
F		Graduate Faculty	15
Faculty	328	Graduate Faculty	37
Fee Refunds	52	Graduate Final Comprehensive Examination	130
Financial Aid	27	Graduate Final Comprehensive Examination	134
FINC Finance	255	Graduate Grade Point Average	37
Fine Arts M.F.A. (Concentration in 2D Graphic Design)	156	Graduate Off-Campus Research	131

Graduate Program Approval and Unit Accreditation	115	Interprofessional Collaboration for Multiple Chronic Conditions Certificate	153
Graduate Required Academic Standing	38	INTS International Studies	266
Graduate Student On-Campus Housing	61	IT Information Technology	267
Graduate Student Organization	57	ITEC Instructional Tech Ed	267
Graduate Transient Admission	46	J	
Graduation Fee	52	Jiann-Ping Hsu College of Public Health	175
Grant Programs	30	K	
GRMN German	261	Kinesiology M.S.	142
GSU GSU	261	KINS Kinesiology	268
Guidance for Graduate Students	38	L	
H		LAST Latin American Studies	271
Health Policy and Management M.P.H.	192	Late Registration Fee	53
Health Services	57	LING Linguistics	272
Health Services Administration Concentration	195	Loan Programs	30
Healthcare Administration M.H.A.	194	LOGT Log/Intermodal Transpor.	272
Henderson Library	9	LSTD Legal Studies	272
Higher Education Administration M.Ed.	96	M	
HIST History	261	Master of Education Programs	115
History M.A.	161	Master of Healthcare Administration	193
History of Georgia Southern University	16	Master of Public Health	176
HLTH Health	264	Master's Degree Completion Check-List	132
How to Apply for Admission to the College of Graduate Studies	46	Master's Degree Program Requirements	128
HSPM Hlth Service Policy Mgmt	264	Master's Thesis Committee	129
I		MATH Mathematics	272
Immunization Requirements	46	Mathematics M.S.	201
In-State Tuition	52	Medical Withdrawals or Leave of Absence	38
Inactive Status	131	Medical Withdrawals or Leave of Absence	132
Inactive Status	135	Medical Withdrawals or Leave of Absence	135
Inactive Status	137	Medical Withdrawals or Leave of Absence	138
Independent Study	131	MENG Mechanical Engineering	276
Independent Study	134	Message from the Dean	16
Independent Study	137	MGED Middle Grades Education	279
Information on Adjunct (Unpaid Appointments) Faculty	38	MGMS-Valdosta State-Franchise	279
Institute for Public and Nonprofit Studies	172	MGNT Management	280
Institutional Testing Schedule 2015-2016	324	Middle Grades Education (Grades 4-8) Ed.S. (Online)	102
Instructional Technology Certification (Non-degree) (Online)	98	Middle Grades Education (Grades 4-8) M.Ed. (Online)	106
Instructional Technology Ed.S.	91	Military and Veteran Student Center (MVSC)	8
Instructional Technology M.Ed. (Georgia ONmyLINE)	96	Military Withdrawals	38
Intercollegiate Athletics	9	Minimum Admission Requirements	47
International Graduate Applicants	45	Minimum Admission Requirements for a Graduate Degree or Certificate Program	47
International Students	46	Minority Advisement Program	59
Internships	115		

MKTG Marketing	281	Practicum Requirement	138
MSED Middle Grades & Second Ed	282	Preparing for Graduation	132
Multicultural Student Center	59	Preparing for Graduation	135
MUSA Applied Music	284	Preparing for Graduation	140
MUSC Music	285	Printing & Postal Services	9
MUSE Music Ensemble	287	Probation	132
Music M.M.	164	Probation	135
Music Program	10	Program of Study	130
N		Program of Study	133
National Testing Schedule 2015-2016	325	PSYC Psychology	298
Non-Degree Graduate Studies	115	Psychology M.S.	170
Non-Medical Leave of Absence	132	Psychology M.S. (Psy.D. Track)	170
Non-Medical Leave of Absence	135	PSYG Psychology-GOML	300
Non-Medical Leave of Absence	138	PUBH Public Health	301
NTFS Nutrition and Food Science	287	Public Administration M.P.A.	172
NURS Nursing	288	Public Health Leadership Dr.P.H. (Partially Online)	190
Nursing BSN to DNP	148	R	
O		Rates	61
Occupancy Periods	61	READ Reading	303
Occupational Safety and Environmental Compliance Certificate	125	Reading Education (K-12) Ed.S. (Online)	84
Off-Campus Housing Programs	59	Reading Education M.Ed. (Online)	85
Office of Graduate Programs	65	Reading Endorsement: Classroom Teacher of Reading Program (Online)	86
Office of Institutional Effectiveness	17	RECR Recreation	304
Office of Research Services and Sponsored Programs	11	Refunds for a Student Receiving Title IV Financial Assistance	53
Office of Student Conduct (Philosophy)	59	Regents Center for Learning Disorders	10
Online and Off-Campus Graduate Offerings	115	Registration Policies	39
Other Financial Assistance	30	Reinstatement Appeal	132
Out-of-State Tuition	53	Reinstatement Appeal	135
Outreach Facilities on the Georgia Southern Campus	8	Reinstatement Appeal	138
P		RELS Religious Studies	304
Parking Permits	53	Removal from Housing	61
PBAD Public Administration	292	Repeated Coursework	31
Petition to Review/Change a Grade	38	Repeating a Course	39
Petition to Withdraw from a Specific Course (Without Penalty)	39	Restricted Courses	137
PHIL Philosophy	294	Retroactive Withdrawal	39
PHLD Public Health Leadership	294	Returned Check Procedure	54
PHYS Physics	295	Right of Appeal	40
Policies and Procedures for Field Experiences, Internships and Clinical Experience - Initial Teacher Preparation	116	Russell Union Facilities and Event Services	60
POLS Political Science	296	S	
Post-MSN Certificate Family Nurse Practitioner	151	SAP Appeal Process	31
Post-MSN Certificate Psychiatric Mental Health Nurse Practitioner	152	Satisfactory Academic Progress Policy	31
Post-MSN Nurse Educator Certificate (NEC)	153	SCED Secondary Education	304

School Library Media Certification (Non-degree) (Online)	99	System Institutions	326
School of Health and Kinesiology	142	T	
School of Nursing	146	TBCC Building Construction Tech	312
School Psychology Ed.S.	92	TCGT General Technology	312
SEAC-Valdosta State-Franchise	305	TCM Construction Management	312
Secondary Education (Grades 6-12) Ed.S. (Online)	103	Teacher Certification Process and Procedures	117
Secondary Education (Grades 6-12) M.Ed. (Online)	107	Teacher Certification Programs	117
Secondary Education Degree	154	Teacher Education Program	118
Secondary or P-12 Education Certification	77	Teacher Leadership Endorsement (Online)	99
Secondary or P-12 Education Certification	201	Teaching and Learning Endorsement (Online)	100
Secondary P-12 Education Programs	174	Teaching English to Speakers of Other Languages (TESOL)/Applied Linguistics Certificate (Online)	171
SEGC-Valdosta State-Franchise	305	Teaching M.A.T.	109
SERD GOML Valdosta	305	Technology Fee	54
Simultaneous Enrollment in More Than One Graduate Program	41	TEET Elect Engineering Tech	313
SMGT Sport Management	305	Testing Office	11
SOCI Sociology	306	Textbooks and Supplies	54
Social Science M.A.	171	TFG Technology-Fort Gordon	317
SPAN Spanish	308	TGET Engineering Tech - Grad	313
Spanish M.A.	159	The City of Statesboro	17
Special Admission for Students Age 62 and Older	47	The College of Graduate Studies	41
Special Education (Grades P-12) Ed.S. (Online)	104	The Jack N. Averitt College of Graduate Studies	17
Special Education (Grades P-12) M.Ed. (Online)	108	The University Store	60
SPED Special Education	309	The University Strategic Plan Themes	17
Sport Management M.S. (Online)	143	The University System of Georgia	326
STAT Statistics	310	The University Writing Center	11
Structure	116	THEA Theatre	313
Structure	125	Theses and Dissertations	41
Structure	155	Thesis	129
Structure	174	Thesis Continuous Enrollment Requirements	129
Structure	195	Thesis, Dissertation (Supervisory) Committees	42
Structure	204	TMAE Applied Engineering	313
Student Accounts	51	TMET Mech Engineering Tech	315
Student Affairs and Enrollment Management	55	TMFG Manufacturing Technology	316
Student Conduct Code	55	Transcript Records	42
Student Disability Resource Center	10	Transcripts	42
Student Life	54	Transfer Credit	42
Student Media	60	Transfer Credit	48
Student Records	41	Transportation Fee	54
Student Services	27	TSEC Safety and Environmental Compliance	316
Student Teaching/Internship Placements	117	TSLE-North Georgia-Franchise	317
Support Services	55	Tuition Classification	48
System Administration	326		

U

University Advancement 9
University Calendars 17
University Fees 54
University Housing 60
University Mission 24
University Programming Board 60
University Programs 24
University System of Georgia Franchise Programs 129

V

Visual Art Exhibitions and Permanent Collections 10

W

WBUS Web Business Administration 317
WGST Women and Gender Studies 317
Withdrawal from School 42
Withdrawing from a Course 43
WLST Web Legal Studies 317
WMAC Web Masters of Accounting 318
WMBA Web MBA 318
WRIT Writing 319