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Georgia Southern
University

Undergraduate and
Graduate Catalog
2010-2011

Georgia Southern University

2010-2011 Undergraduate and Graduate Catalog

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GEORGIA SOUTHERN UNIVERSITY

Undergraduate and Graduate Catalog 2010-2011

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

Georgia Southern University

Statesboro, Georgia 30460

General Information: (912) 478-5611

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

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

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

How to Use This Catalog

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

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

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

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

Equal Opportunity Policy Statement

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

Accommodations for Americans With Disabilities

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

Student Notification Policy

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

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University Calendars

Fall Semester 2010

April 1	Final deadline for EdD Educational Administration applicants for Fall 2010 admission
June 1	Final deadline for international graduate students to apply for Fall 2010 admission
July 1	Final deadline for domestic graduate students to apply for Fall 2010 admission
July 22	Final date for graduate and undergraduate students to apply for Fall 2010 graduation
August 1	Final Deadline for freshmen students to apply for Fall 2010 admission
August 1	Final deadline for WebMBA applicants for Fall 2010 admission
August 1	Deadline for transfer, transient, post-baccalaureate, Accel, and mature students to apply for Fall 2010 admission
August 5	Academic Standards Committee meeting, 10:00 a.m.
August 6	New Faculty Orientation for Tenure Track and Full-Time Temporary Faculty
August 16	Final deadline for GOML (GeorgiaOnMyLine) applicants for Fall 2010 admission
August 9	Academic Year begins
August 9	Academic Standards Committee meeting, 2:00 p.m.
August 11	University Fall Convocation (for Faculty and Staff)
August 11	Academic Standards Committee meeting, 2:00 p.m.
August 11	Employee Tuition Assistance Program (TAP) registration for Fall 2010, via the web beginning at 8:30 a.m.
August 13	Residence hall check-in, 9:00 a.m. - 6:00 p.m. at the RAC and 6:30 p.m.-10:00 p.m. in the residence halls
August 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://students.georgiasouthern.edu/registrar) for specific registration times.
August 15	Conversations with Professors for all new first-year students, 3:30-4:45 p.m.
August 16	Fee payment deadline for Fall 2010 (First Day of University Classes)
August 16	Classes Begin, Attendance Verification must be completed on the first class meeting day
August 16-19	Drop/Add
August 20	\$100 Late Registration Fee begins
August 30	Fee payment deadline for final SOAR registration, registration or changing registration during the Drop/Add period
September 6	Labor Day Holiday – Administrative offices closed – No classes
September 7	Faculty may begin entering early alert/midterm grades for freshmen (due October 1)
October 1	Final deadline for international graduate students to apply for Spring 2011 Admission
October 1	Priority deadline for domestic graduate students to apply for Spring 2011 admission
October 1	Last day to submit required early alert/mid-term grades for freshmen
October 8-10	Family Weekend
October 11	Last day to withdraw without academic penalty; See the Policy for Limiting Individual Course Withdrawals for additional information http://academics.georgiasouthern.edu/advisement/aa_policy.html
October 25	Early Registration for Spring and Summer 2011 begins (Students should view WINGS for individual date and time)
October 28	Academic Standards Committee meeting, 3:00 p.m.
November 1	Final deadline for EdD Educational Administration applicants for Spring 2011
November 5-6	Interview weekend for MEd Counselor Education applicants, by invitation only, for Spring 2011
November 5-6	Homecoming – Classes canceled beginning at 2:00 p.m. on Friday, November 5
November 10	Final date to hold terminal or comprehensive examination, theses and dissertation defenses
November 13	Interview day for EdD Educational Administration applicants, by invitation only, for Spring 2011
November 15	Final deadline for domestic graduate students to apply for Spring 2011 admission
November 15	Final deadline for University System of Georgia full-time employees to apply for the Employee Tuition Assistance Program (TAP) for Spring 2011
November 17	Deadline to submit electronic theses and dissertations to College of Graduate Studies for final format review
November 22-26	Thanksgiving holidays for students, Residence halls open – Administrative offices open November 22-24, closed November 25-26 for Thanksgiving Holidays
December 1	Final Deadline for Undergraduate Students to apply for Spring 2011 Admission
December 3	Last day of classes
December 6-9	Final exams
December 9	Final date for graduate and undergraduate students to apply for Spring 2011 graduation
December 9	Deadline to submit final verified (approved) electronic theses or dissertation to College of Graduate Studies
December 10	Final deadline for WebMBA applicants for Spring 2011
December 10	Residence halls close at 12:00 noon (with the exception of students living in Southern Pines, Southern Courtyard, Buildings 3&4 of Centennial Place, and University Villas)
December 10	Commencement
December 11	Residence halls close at 12:00 noon for students participating in commencement activities (permission required)
December 11	Christmas break for students begins
December 15	Employee Tuition Assistance Program (TAP) registration for Spring 2011, via the web beginning at 8:30 a.m.
December 24-31	Winter Break – Administrative offices closed

Spring Semester 2011

December 09, 2010	Final date for graduate and undergraduate students to apply for Spring 2011 graduation
January 3	New Year's Day Holiday Observed-Administrative offices closed-No classes
January 4	Academic Standards Committee meeting, 2:00 p.m.
January 6	Academic Standards Committee meeting, 10:00 a.m.
January 6	Residence hall check-in, 12:00 noon at the Residence Halls
January 7	New Student Orientation and Registration for Undergraduate Students, Russell Union, 8:00 a.m. NOTE: Enrolled and former students should refer to WINGS (http://students.georgiasouthern.edu/registrar) for specific registration times.
January 9	Conversations with Professors for all new first-year students, 3:30-4:45 p.m.
January 10	Final deadline for GOML (GeorgiaOnMyLine) applicants for Spring 2011 admission
January 10	Fee payment deadline for Spring 2011 (First Day of University Classes)
January 10	Classes begin, Attendance Verification must be completed on the first class meeting day
January 10-13	Drop/Add
January 15	Application deadline for Doctor of Psychology applicants for Fall 2011 admission (Domestic & International)
January 15	\$100 Late Registration Fee begins
January 17	Martin Luther King Jr. Holiday - Administrative offices closed - No classes
January 24	Fee payment deadline for final SOAR registration, or changing registration during Drop/Add period
January 30	Final deadline for EdD Curriculum Studies applicants for Summer 2011
January 31	Faculty may begin entering early alert/midterm grades for freshmen (due Feb. 25)
February 1	Final deadline for international graduate students to apply for Summer 2011 admission
February 25	Last day to submit required early alert/mid-term grades for freshmen
February 28	Early Registration for Fall 2011 begins (Students should view WINGS for individual date and time.)
March 1	Priority deadline for domestic graduate students to apply for Fall 2011 admission
March 1	Deadline for receipt of Graduate Assistantship Applications to have priority consideration for Fall 2011
March 1	Application deadline for Doctorate of Nursing Practice applicants for Fall 2011 (Domestic & International)
March 7	Last day to withdraw without academic penalty; See the Policy for Limiting Individual Course Withdrawals for additional information http://academics.georgiasouthern.edu/advisement/aa_policy.html
March 14-18	Spring break for students – Administrative offices open – Residence halls open
March 15	Priority deadline for domestic graduate students to apply for Summer 2010 Admission
March 15	Application deadline for MEd Counselor Education applicants for Summer 2011 and Fall 2011 admission (no Spring 2010 admission)
March 15	Application deadline for MS Kinesiology-Coaching applicants for Summer 2011 (no fall or spring admission)
April 1	Application deadline for undergraduate students to apply for Summer 2011 Admission
April 1	Final deadline for EdD Educational Administration applicants for Fall 2011
April 1	Final deadline for domestic graduate students to apply for Summer 2011 admission
April 6	Honors Day, Nessmith-Lane Building 8:30 a.m. Classes beginning at 8:00 and 9:00 a.m. will be canceled
April 7	Academic Standards Committee meeting, 3:00 p.m.
April 8	Final date to hold terminal or comprehensive examination
TBA	Interview weekend for MEd Counselor Education applicants
April 15	Final Deadline for University System of Georgia full-time employees to apply for the Employee Tuition Assistance Program (TAP) for Summer 2011
April 15	Deadline to submit electronic theses and dissertations to College of Graduate Studies for final format review
May 2	Last day of classes
May 3-6	Final exams
May 6	Deadline to submit final verified (approved) electronic theses or dissertations to College of Graduate Studies
May 6	Final date for graduate and undergraduate students to apply for Summer 2011 graduation
May 7	Residence halls close, 12:00 noon
May 7	Commencement
May 8	Residence Halls close at 12:00 noon for students participating in Commencement activities (permission required)
May 11	Employee Tuition Assistance Program (TAP) Registration for Summer 2011, via the web beginning at 8:30 a.m.
June 1	Final deadline for international graduate students to apply for Fall 2011 admission

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

Institutional Testing Schedule 2010-2011

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

ISAT/On-Campus SAT (<http://academics.georgiasouthern.edu/testing/isat.htm>)

Friday	July 14, 2010
Friday	November 5, 2010
Friday	March 25, 2011
Friday	May 13, 2011
Tuesday	June 14, 2011
Wednesday	July 13, 2011

Testing is available by appointment Monday through Friday, at 8:30 am.

ACT- Residual/On-Campus ACT (<http://academics.georgiasouthern.edu/testing/iact.htm>)

Friday	July 15, 2010
Friday	November 12, 2010
Friday	April 15, 2011
Friday	May 20, 2011
Tuesday	June 15, 2011
Thursday	July 14, 2011

Testing is available by appointment Monday through Friday, at 8:30 am.

REGENTS (<http://academics.georgiasouthern.edu/testing/regents.htm>)

Friday through Wednesday	October 22-27, 2010
Saturday/Monday/Tuesday/Wednesday	March 5-9, 2011
Wednesday/Thursday/Friday	July 6-8, 2011

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

Saturday	August 21, 2010
Saturday	September 11, 2010
Saturday	October 16, 2010
Saturday	November 13, 2010
Saturday	December 4, 2010
Saturday	February 12, 2011
Saturday	March 12, 2011
Saturday	April 9, 2011
Saturday	May 7, 2011
Saturday	June 11, 2011

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

National Testing Schedule 2010-2011

(Dates are subject to change)

ACT (<http://www.actstudent.org>)

Saturday	September 11, 2010
Saturday	October 23, 2010
Saturday	December 11, 2010
Saturday	February 12, 2011
Saturday	April 9, 2011
Saturday	June 11, 2011

SAT (<http://www.collegeboard.com>)

Saturday	October 9, 2010
Saturday	December 4, 2010
Saturday	January 22, 2011
Saturday	March 12, 2011
Saturday	May 7, 2011
Saturday	June 4, 2011

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

Saturday	October 9, 2010
Saturday	November 13, 2010

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

Saturday	October 9, 2010
Saturday	December 11, 2010
Saturday	February 12, 2011

PCAT (<http://pcatweb.info>)

Saturday	August 21, 2010
Saturday	October 16, 2010
Saturday	January 22, 2011

EIT (<http://www.ncees.org>)

Saturday	April 9, 2011
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ACE (<http://www.acefitness.org>)

Offered on the computer by appointment through CastleWorld Wide.

CHES (<http://www.nchec.org>)

Saturday	October 16, 2010
Saturday	April TBA, 2011

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

See the web site for the testing dates.

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

Accreditation

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

Departments/Programs

Athletics Program

Career Services

Child Development Center

Counseling Center

Museum

College of Business Administration

Accounting (Undergraduate and Graduate)

College of Business Administration (Undergraduate and Graduate)

College of Education

College of Education (Undergraduate and Graduate)

Counseling Education

College of Health and Human Sciences

Coaching Education

Interior Design

Nursing (Undergraduate and Graduate)

Nutrition and Food Science
Recreation

Sport Management (Undergraduate and Graduate)

Athletic Training

College of Liberal Arts and Social Sciences

Art (Undergraduate and Graduate)

Graphics Communication Management

Music (Undergraduate and Graduate)

Public Administration

College of Information Technology

Computer Sciences

Information Technology

College of Science and Technology, Allen E. Paulson

Construction Management

Chemistry

Civil Engineering Technology

Electrical Engineering Technology

Mechanical Engineering Technology

Accrediting Organization

National Collegiate Athletic Association

Accreditation Council for Cooperative Education

National Association for the Education of Young Children

International Association of Counseling Services

American Association of Museums

Association to Advance Collegiate Schools of Business

Association to Advance Collegiate Schools of Business

National Council for Accreditation of Teacher Education

Georgia Professional Standards Commission (*Certification*)

Council for Accreditation of Counseling and Related Educational Programs

National Council for Accreditation of Coaching Education Level 3

Council for Interior Design Accreditation

National Association of Schools of Art and Design

Commission on Collegiate Nursing Education

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

Commission on Accreditation for Dietetics Education

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

North American Society for Sport Management

National Association for Sport and Physical Education

Commission on Accreditation of Athletic Training Education

National Association of Schools of Art and Design

National Association of Industrial Technology

National Association of Schools of Music

National Association of Schools of Public Affairs and Administration

Computing Accreditation Commission of the Accreditation Board for Engineering and Technology

Computing Accreditation Commission of the Accreditation Board for Engineering and Technology

American Council for Construction Education

American Chemical Society

Technology Accreditation Commission of the Accreditation Board for Engineering and Technology

Technology Accreditation Commission of the Accreditation Board for Engineering and Technology

Technology Accreditation Commission of the Accreditation Board for Engineering and Technology

General Information

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.

The University Strategic Plan Themes

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

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

The proposed action steps do not necessarily represent a fresh start toward an altogether new destination. Rather, they are ways of capitalizing on the progress we have made since 1906. We are already an excellent university, and we can contemplate actions that will enable us to become better and clearly one of the

nation's best public comprehensive universities. Given the differences among the units within the University, it is not anticipated that every unit will pursue the same themes. However, if the University is to progress, academic distinction must be the top priority at all levels and in all units.

History of Georgia Southern University

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

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

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

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

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

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

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

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

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

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

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

Beginning in the early 1970s, a resurgent effort to acquire university status for the Statesboro campus emerged, culminating in 1989 with the Board of Regents’ vote to promote Georgia Southern College to Georgia Southern University. When university status became effective on July 1, 1990, Georgia

Southern received its sixth and final name. Georgia Southern University became the first new university in Georgia in 21 years and the third largest university in the state. In 1992, the Regents authorized Georgia Southern University to initiate its first doctoral program, the Doctorate of Education, which was the first doctorate to be offered by an institution located in South Georgia. In 2006, the Carnegie Foundation for the Advancement of Teaching classified Georgia Southern University as a doctoral/research institution.

Administrative Structure

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

President

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

Interim Provost and Vice President for Academic Affairs

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

Vice President for Information Technology and Chief Information Officer

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

Vice President for Business and Finance

WILLIAM I. GRIFFIS, B.B.A.

Vice President for University Advancement

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

Vice President for Student Affairs and Enrollment Management

VACANT

Interim Dean, College of Health and Human Sciences

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

Interim Dean, Continuing Education and Public Services

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

Dean, Allen E. Paulson College of Science and Technology

CHARLES J. HARDY, B.S., M.S., Ph.D.

Dean, Jiann-Ping Hsu College of Public Health

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

Dean, College of Education

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

Dean of Students

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

Dean of the Library and University Librarian

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

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

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

Dean, College of Business Administration

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

Interim Dean, College of Information Technology

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

Dean, College of Liberal Arts and Social Sciences

College Structure

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

organizational structure provides for the degrees, fields of study, and courses set out in this catalog.

- I. College of Business Administration
 - Dr. Ronald E. Shiffler, Dean
 - School of Accountancy
 - Dr. Jill Lockwood, Interim Director
 - Department of Finance and Quantitative Analysis
 - Dr. William Wells, Chair
 - Department of Management, Marketing, and Logistics
 - Dr. Jerry Wilson, Chair
 - School of Economic Development
 - Dr. Godfrey Gibbison, Director
- II. College of Education
 - Thomas R. Koballa, Jr., Dean
 - Department of Curriculum, Foundations, and Reading
 - Dr. Cordelia Zinskie, Chair
 - Department of Leadership, Technology, and Human Development
 - Dr. Randal Carlson, Chair
 - Department of Teaching and Learning
 - Dr. Ronnie Sheppard, Chair
- III. College of Health and Human Sciences
 - Dr. Jean Bartels, Interim Dean
 - Department of Hospitality, Tourism, and Family and Consumer Sciences
 - Dr. Diana Cone, Interim Chair
 - Department of Health and Kinesiology
 - Dr. A. Barry Joyner, Chair
 - School of Nursing
 - Dr. Donna Hodnicki, Interim Chair
- IV. College of Information Technology
 - Dr. Ronald Shiffler, Interim Dean
 - Department of Computer Sciences
 - Dr. James Harris, Chair
 - Department of Information Systems
 - Dr. Tom Case, Chair
 - Department of Information Technology
 - Dr. J. Arthur Gowan, Chair
- V. College of Liberal Arts and Social Sciences
 - Dr. Michael Smith, Dean
 - Betty Foy Sanders Department of Art
 - Ms. Patricia Carter, Chair
 - Department of Communication Arts
 - Dr. Pamela Bourland-Davis, Chair
 - Department of Foreign Languages
 - Dr. Eric J. Kartchner, Chair
 - Department of History
 - Dr. William T. Allison, Chair
 - Department of Literature and Philosophy
 - Dr. David Dudley, Chair
 - Department of Music
 - Dr. Richard E. Mercier, Chair
 - Department of Political Science
 - Dr. Richard L. Pacelle, Jr., Chair
 - Department of Psychology
 - Dr. John Murray, Chair
 - Department of Sociology and Anthropology
 - Dr. Peggy G. Hargis, Chair
 - Department of Writing and Linguistics
 - Dr. Randall McClure, Chair
- VI. Jiann-Ping Hsu College of Public Health
 - Dr. Charles J. Hardy, Founding Dean
- VII. Allen E. Paulson College of Science and Technology

- Dr. Bret Danilowicz, Dean
- Department of Biology
 - Dr. Stephen Vives, Chair
- Department of Chemistry
 - Dr. John C. DiCesare, Chair
- Department of Construction Management and Civil Engineering Technology
 - Dr. Brian C. Moore, Chair
- Department of Geology and Geography
 - Dr. Dallas D. Rhodes, Chair
- Department of Mathematical Sciences
 - Dr. Martha Abell, Chair
- Department of Mechanical and Electrical Engineering Technology
 - Dr. Mohammad Davoud, Chair
- Department of Military Science
 - LTC George Lamont Fredrick, Chair
- Department of Physics
 - Dr. Mark Edwards, Chair
- Institute of Arthropodology and Parasitology
 - Dr. James Oliver, Director
- VIII. Jack N. Averitt College of Graduate Studies
 - Dr. Charles E. Patterson, Dean

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 premise that ultimately a student's program is his or her own responsibility. Any system of advisement must reflect students' freedom of choice and their right to make their own decisions. It is required that students see their advisors prior to registration each semester to have their classes approved and to receive their Registration Access Number (RAN). Students should meet with their advisors at other times to plan programs carefully and make sure all requirements are being met.

It is the institution's responsibility, however, to provide guidance, information, and assistance to the student whenever possible. It is the institution's responsibility to see that advisors have accurate information, that they are concerned about the students, and that they are accessible to the students on a reasonable basis. It is the institution's responsibility also to give the necessary support to those faculty members who choose advisement as an area of service and to see that good advisement is appropriately included in merit considerations.

Georgia Southern University also accepts the philosophy that faculty members should be involved in 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. Advisement also provides the faculty member with a vital area of service.

Definition of the Role of Advisors

Advisors should fill three roles for students. They should serve as resource persons, providing information about university programs and institutional requirements to assist students in

developing the most coherent plan for their college years. Second, they should serve as a link between students and the university community, referring them to areas of assistance and familiarizing them with the resources provided by the institution to meet whatever needs and goals they might have. Finally, advisors should assist students in understanding the nature and purpose of higher education and help them develop self-direction in the process of decision-making.

Responsibility for Advisement

Advisement for students who have declared a major is provided by faculty and/or professional staff advisors in centers or in faculty offices. The College of Business Administration, College of Information Technology, College of Education, College of Health and Human Sciences, College of Liberal Arts and Social Sciences, and the Allen E. Paulson College of Science and Technology all have established advisement centers. Majors in International Studies and International Trade are advised in the Center for International Studies. Graduate students are assigned faculty advisors. Students in the Bachelor of General Studies are advised in the College of Liberal Arts and Social Sciences advisement center. Advisement for students who have not declared a major is provided through the First Year Experience Program (located on the ground floor of the Williams Center). Transient, post-baccalaureate, and non-degree students are advised through the Registrar's Office.

The Academic Advisement Council consisting of key personnel from across campus meets on a monthly basis and serves to coordinate advisement activities at Georgia Southern. The Council is chaired by the Associate Provost for Academic Affairs.

The Division of Continuing Education and Public Service (CEPS)

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

CEPS is comprised of the following units:

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

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

Continuing Education

Continuing Education works closely with the region, community and each college in the University to provide credit and non-credit programs, seminars, conferences, workshops, and symposia designed for professionals seeking to enhance their personal,

professional, and leadership skills. The unit also works with businesses, non-profit organizations, institutions, and government agencies to address the workforce and economic development needs of southeast Georgia.

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

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

Nessmith-Lane Building

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

Regional Outreach Center

- **Coastal Georgia Center**

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

Outreach Facilities on the Georgia Southern Campus

- **Georgia Southern Botanical Garden**

The Georgia Southern Botanical Garden is located on an 11 acre site between Fair Road and Georgia Avenue near the southeast end of campus at 1505 Bland Avenue. Once the farmstead of Dan and Catharine Bland, the Garden's rural ambience evokes the past and provides a backdrop for the Garden's growing collection of Southeastern Coastal Plain

native plants. Features include the new Heritage Pavilion, woodland trails, a native azalea collection, arboretum of woody natives, heritage garden, butterfly garden, children's vegetable garden, complex of early 20th century farm buildings, and camellia garden, and outdoor classroom. The Garden is a research and educational resource for faculty and students and provides undergraduate and graduate internships as well as continuing education programs and programs of interest to the community. Workshops, tours, school field trips, special events, seasonal festivals, and community outreach are part of the Garden's public programs. For most programs, there is no admission charge. The Garden's gates are open 9 a.m. to dusk daily. Bland Cottage Visitor Center is open Monday through Friday, 10 a.m. to 4 p.m., and Sunday, 1 p.m. to 4 p.m. For more information, call the Garden office at (912) 871-1149, or visit the website at <http://ceps.georgiasouthern.edu/garden>.

- **The Georgia Southern University Museum**

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

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

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

- **The Center for the Performing Arts**

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

University Advancement

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

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

The Office of Alumni Relations seeks to promote the growth, progress and general welfare of Georgia Southern University by raising friends and connecting and reconnecting alumni through education and communication. Alumni programs include the Alumni Association, Eagle Clubs, On-Line Community, Alumni Awards, official class rings, Homecoming, reunions, athletics and NCAA championship activities, and many other special events.

The Office of Governmental Relations seeks to secure state and federal funding and represent the University's needs before federal and state legislatures. Special annual events are held in Atlanta and Washington, D.C., to inform legislators about the needs of Georgia Southern University and its economic and educational contributions to the communities of Georgia.

The Office of Marketing and Communications is responsible for services that enhance the University's image, brand-building and awareness, media and public relations, and potential for recruiting and fundraising. The office encompasses the University's primary communications services: media relations and news services, design and production of all major institutional publications, photo and video production, advertising, the institutional logo and

identity program, and oversight of the University web site. The office works closely with other departments, including athletics media relations and marketing, to ensure consistency in the standards and quality of external communications.

Henderson Library

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

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

As of July 2009, the Library's collections contained 607,542 bound volumes; 895,643 microform units; and 748,706 government documents. The Library maintains subscriptions to 2,389 serial and periodicals titles, and 46,711 electronic journals. In addition to the extensive collections in paper and microform, the Library has a large set of information materials in electronic format, including full-text copies of articles from thousands of academic periodicals and newspapers. These electronic resources are accessible from any Internet-connected computer.

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

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

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

Institute of Arthropodology and Parasitology

The James H. Oliver, Jr. Institute of Arthropodology and Parasitology (IAP) coordinates an area of interdepartmental

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

Intercollegiate Athletics

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

Georgia Southern student-athletes and teams have enjoyed national success as evidenced by six NCAA Football Championship Subdivision titles in addition to NCAA Tournament and NCAA Championship participation in men's and women's basketball, baseball, golf, softball, women's tennis, outdoor track and volleyball. Georgia Southern University joined the Southern Conference in 1992 and has claimed 34 league titles in 10 sports.

Postal Services

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

All student mailboxes are located in the Landrum Center. NOTE: A change in the method of assigning post office boxes will take place beginning with the Fall 2010 semester. At that time, 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. The change in process is in development and more information will be provided as it becomes available. Your box can be accessed with three easy steps. First, log into my.georgiasouthern.edu and click on WINGS. Next, click on the "Personal Information" tab, then "View P.O. Box combination". You will find both your P.O. Box number and the combination on this page as well as instructions on how to open the box.

Forwarding addresses should be left for students who will be:

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

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

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

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

Student Disability Resource Center

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

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

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

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

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

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

Regents Center for Learning Disorders (RCLD)

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

development, provides programs and services for disability service providers and their students, and provides clinical training and research opportunities for graduate students in psychology and related programs at Georgia Southern. For further information please call (912) 478-0100, or visit <http://services.georgiasouthern.edu/rclcd/>.

Visual Art Exhibitions and Permanent Collections

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

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

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

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

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

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

Music Program

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

Office of Research Services and Sponsored Programs

The Office of Research Services and Sponsored Programs (ORSSP) supports faculty and staff in the acquisition, performance and administration of projects and programs funded

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

In addition, the ORSSP serves as the administrative home for research compliance, providing support and guidance to the Institutional Review Board for the Protection of Human Subjects (IRB), the Institutional Animal Care and Use Committee (IACUC), the Institutional Biosafety Committee (IBC), and the Intellectual Property Committee (IPC). The ORSSP also administers the university processes for reviewing financial conflict of interest and scientific or scholarly misconduct in science allegations.

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

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

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

The University Writing Center

The University Writing Center is open to all Georgia Southern students who want feedback on their writing and/or advice about how to become better writers. Staffed by graduate students from the department of Literature and Philosophy and undergraduate peer tutors, the Writing Center offers one-on-one conferences to students working on writing projects for any course at any stage of the writing process. The Writing Center is not a remedial service, but an important resource for all student writers at all levels of ability. Consultants 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, almanacs
- Information and practice essay exams for MCAT, LSAT, GACE
- Sample topics and essays from the Regents Exam
- Reference library on writing theory
- Online assistance and conference appointments (<http://class.georgiasouthern.edu/writingc/>)
- Networked computer lab

Consultants are available to give short presentations about the UWC 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. - 7:00 p.m., and Friday, 10:00 a.m. - 3:00 p.m. Appointments can be made on a walk-in basis, online, or by calling the Writing Center at (912) 478-1413. For more information about the Writing Center, please visit the Web site at <http://class.georgiasouthern.edu/writingc/> or contact the Director, Dr. Michael Pemberton, at michaelp@georgiasouthern.edu.

Academic Success Center (ASC)

The Academic Success Center, a full-service learning center, offers support services to students ranging from first semester freshmen seeking to establish a firm foundation for their academic careers to honors and graduate students involved in more advanced scholarship.

Among the programs offered by and envisioned for the Academic Success Center are short courses and workshops in time management, study skills, mathematics, writing, reading, standardized test preparation, and computer skills; Auxiliary Instruction in regularly scheduled, out-of-class study and review sessions for selected courses; Study Group Facilitation; Mentor Programs to assist non-traditional students become acclimated to the university experience; Virtual Resources/Electronic Community Building including computer-aided instruction, e-mail groups, online learning resources. For more information about the ASC, call (912) 478-5371 or check the Center's web page at <http://academics.georgiasouthern.edu/success/>.

Tutoring Center

As a component of the Academic Success Center, the Tutoring Center's mission is to provide a supportive learning environment for Georgia Southern students by offering free tutoring in mathematics, statistics, biology, chemistry, writing across the curriculum, American government, and history.

The tutors are recommended by professors in their subject areas and are certified by Georgia Southern University Tutorial

Services. The center has a full-time coordinator and faculty consultants from the Academic Success Center who work with tutors in implementation of the program. Check for tutoring schedules and other information on the web at <http://academics.georgiasouthern.edu/tutorial/> or call (912) 478-0321.

Testing Office

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

Directory Information

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

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

Annual Notice of Privacy Rights

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

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

Admissions

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

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

Normally, all applicants who have applied or updated their applications prior to the application deadline for a specific term will be considered for admission. However, the University reserves the right to stop accepting applications at any time. Therefore, students are encouraged to apply or update well in advance of the application deadline.

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

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

The Director of Admissions may refer any applicant to the Academic Standards Committee of the University for study and advice. The final decision of acceptance or denial will be made by the Director of Admissions subject to the applicant's right to appeal as provided in the policies of the Board of Regents of the University System of Georgia.

An applicant who chooses not to enroll for the semester accepted must notify the Office of Admissions to update the term of application. Acceptance may be deferred until additional information is received. An applicant who updates the intended term of entry must meet admissions requirements for the new term.

Immunization Requirements

Please refer to the Health Services section of the catalog.

Beginning Freshmen

Requirements for Summer 2010, Fall 2010, Spring 2011

*An applicant will be considered for admission upon compliance with the following requirements and conditions:

1. Graduation from an approved secondary school;
2. Satisfactory completion of college preparatory subjects in high school which should include the following units:
 - 4 English
 - 3 Social Studies
 - 4 Mathematics (courses should include Algebra I, Algebra II, Geometry and Trigonometry or other higher math)
 - 2 Foreign Language (must be the same language)
 - 3 Science (2 with Labs);

3. Submission of satisfactory scores on the College Entrance Examination Board Scholastic Aptitude Test (SAT) - minimum 1000 SAT total (Math + Critical Reading) and a writing score - or American College Test (ACT) with a 21 composite;
4. U.S. Citizens or Resident Aliens for whom English is not the native language may be required to take the English Language Placement Exam upon arrival. Resident Aliens must submit a copy of their green card;
5. Submission of an official high school transcript and a record of good conduct. Major or continued difficulty with the school or civil authorities may make an applicant ineligible regardless of academic qualifications.

Georgia Southern University offers the Eagle Incentive Program, a program during the summer for students provisionally accepted for fall admission to demonstrate their ability to succeed at college-level work. Students who pass all courses and earn a "C" or better GPA can enroll regularly for Fall 2010. For eligibility requirements please refer to <http://admissions.georgiasouthern.edu/EIP.htm>.

Applicants are usually admitted prior to high school graduation, once they have completed their junior year of high school and have submitted an official high school transcript. The transcript should include a satisfactory grade point average. Satisfactory SAT or ACT scores should be requested from the testing agency or may be included on an official high school transcript.

An individual seeking admission as a special student not pursuing a degree program must submit a statement as to the type of studies to be pursued and the reason for selecting a special program. The individual must also submit documents and satisfactory scores on such ability or achievement tests as may be prescribed by the Director of Admissions.

*Requirements are subject to change. Please contact the Office of Admissions at (912) 478-5391 or at <http://admissions.georgiasouthern.edu/> for current admission requirements.

Please note: Students applying to the Georgia Southern nursing program must meet general admissions requirements, as well as meet specific nursing program requirements. An additional application to the nursing program is required. Admission to Georgia Southern University does not guarantee acceptance into the nursing program.

(GED holders - See Mature Student criteria)

College Preparatory Curriculum (CPC)

Requirements for Summer 2010, Fall 2010, Spring 2011

The following high school courses are required of students who plan to enroll in regular college programs leading to the baccalaureate degree in institutions of the University System of Georgia: four units of English (including grammar and usage, American and World literature, and advanced composition skills), three units of science (including at least one lab course from the life sciences and one lab course from the physical sciences), four units of mathematics (Algebra I, Algebra II, Geometry and

Trigonometry or higher), three units of social science (including one course focusing on United States studies, one course focusing on world studies, and a third college prep social science course), and two units of the same foreign language (skills-building courses emphasizing speaking, listening, reading, and writing). The Board of Regents provides a listing of specific qualifying college preparatory and academic courses in the Academic Affairs Handbook, Section 3.01.01. It is available on-line at USG Academic Affairs Handbook.

Additional courses selected from the following areas are also strongly recommended: trigonometry, an additional laboratory course in science, a third course in foreign language or study of a second foreign language, fine arts (art, dance, drama, music), computer technology, health and physical education.

Students who have completed the required courses of the college preparatory curriculum and who meet all other admission requirements will be considered for admission to Georgia Southern University as regularly admitted students.

Accel Program/Joint Enrollment

Effective Fall Term 2004, students who are receiving dual credit for high school courses and college degree-level courses from an eligible public or private college in Georgia will be eligible for the Accel Program. Public or private HOPE-eligible high schools and postsecondary institutions are eligible to participate in this program. A high school student must be classified as an 11th or 12th grader to participate and be classified as a Georgia Resident for purposes of in-state tuition, according to the Board of Regents policy, for at least 12 consecutive months immediately preceding the first day of classes of the school term for which Accel Program payment is sought in order to participate. Eligible high school courses include only core-curriculum courses of English Language Arts, Mathematics, Social Studies, Science, and Foreign Language that can be used to satisfy the core-curriculum high school graduation requirements. All hours paid for by the Accel Program will be included in the 127 semester or 190 quarter-hour HOPE credit hour cap. The Accel Program award for public colleges and universities will cover tuition, HOPE-approved mandatory fees (which are capped at FY 2004 levels), and a book allowance.

Students must apply by submitting an application for admission to Georgia Southern (no application fee required), high school transcript, SAT or ACT scores and an online Accel Program Application form. The Georgia Department of Education (DOE) has produced and provided to the Georgia Student Finance Commission (GSFC) a directory of eligible public high school courses that can be substituted with college degree-level coursework and applied toward high school graduation requirements for dual credit students. Georgia Student Finance Commission contact information - (770) 724-9025 or <http://www.gsfc.org/>.

Questions regarding this program should be directed to the student's high school counselor or Guidance Office or the Office of Admissions. Students should confer with their high school counselor to determine which courses are necessary for satisfying high school graduation requirements. Placement in these courses cannot be guaranteed.

Effective Fall 2009 homeschooled students who meet the University System of Georgia and Georgia Southern University admission requirements may also be eligible to participate in the joint enrollment program. Homeschooled students are not eligible for Accel funds.

Accel is a state-funded program for public and private high school students that provides dual enrollment tuition assistance in Georgia. The program offers the opportunity to earn dual credit, satisfying high school and college core curriculum requirements. Joint Enrollment is not a state-funded program and does not guarantee satisfaction of the high school core curriculum.

Admission Requirements for Accel or Joint Enrollment

A student classified as a high school junior or senior may apply to enroll for college credit while attending high school. To be admitted, the student must satisfy the following:

1. Have earned an academic grade-point average of at least a 3.0 (85 on numeric scale);
2. Submit SAT scores of at least 1000 (Math + Critical Reading only) or 21 Composite ACT;
3. Excel in the field in which the student is seeking to enroll;
4. Have written consent of parent or guardian;
5. Must be on track to complete College Preparatory Curriculum (CPC) requirements;

Meet all other regular (non-provisional) admissions requirements. Students who are dual-enrolled during high school with a college or university other than Georgia Southern University must meet the University System of Georgia's joint enrollment requirements before credit will be awarded in transfer to Georgia Southern.

*Admission requirements are subject to change.

Transfer Admission

Transfer admission policies are subject to change. Interested applicants should contact the Office of Admissions.

*Applicants who have attended any college or university should satisfy the following:

1. Request the Registrar at each institution attended, regardless of length of attendance or amount of credit earned, to send an official transcript to the Director of Admissions.
2. Present a satisfactory academic record from each institution attended. Admission will be evaluated in accordance with one of the following categories, as appropriate:
 - a. Generally, students completing a transferable A.A. or A.S. degree with a 2.0 cumulative GPA (4.0 scale) in a college or university parallel curriculum will be offered admission. **Note: Georgia Southern does not award credit for Associate of Applied Science degrees.**
 - b. Students who have earned 30 semester hours (45 quarter) of collegiate work: admission will be granted only if the student has a cumulative grade point average of at least 2.0 on all collegiate work attempted.
 - c. Students who have earned fewer than 30 semester hours (45 quarter) and graduated from a **Georgia high school**: admission will be granted only if the student meets all current requirements for regular freshman admission to Georgia Southern University and be eligible to return to their previous institution.
 - d. Students who have earned fewer than 30 semester hours (45 quarter) and graduated from a **non-Georgia high**

school: admission will be granted only if the student meets all current requirements for regular freshman admission with the exception of the Georgia college preparatory curriculum requirements, however, the applicant must meet the college preparatory curriculum requirements for the state from which they graduate high school. The student must also be eligible to return to their previous institution.

- e. GED transfer applicants are required to complete at least 30 semester hours (45 quarter) of transferable work with a 2.0 cumulative GPA.

*Applicants will not be eligible for admission if they are under current dismissal from any other institution. Students who have earned under 30 semester hours (45 quarter) of college parallel credit at another institution and have not met Georgia Southern University's freshman admission requirements and/or are enrolled in remedial/learning support courses at another college will not be eligible for admission until they successfully complete the remedial/learning support courses and have earned 30 semester hours (45 quarter) of regular degree credit with a cumulative 2.0 GPA. **Note: College prep curriculum make-up or learning support classes do not count toward the 30 semester hours (45 quarter) of transferable work.**

The Director of Admissions will ordinarily determine the applicant's eligibility on the basis of the above requirements but may also require the applicant to meet any or all of the following:

1. Present transcripts of high school work and meet freshman admission requirements.
2. A personal interview.
3. Present results for any psychological, achievement or aptitude test that the college may prescribe.

The applicant has the right to appeal the decision of the Director of Admissions to the Academic Standards Committee. Some programs may require additional materials for review before admission to a program of study is approved. Students must be admitted to the University in order to be admitted to a program of study. Transfer applicants cannot apply for the Medical Technology program.

Transfer Credit/Military Credit

Accepted applicants who have attended any college or university may be granted advanced standing according to the following policies:

1. Transfer credit may be accepted from degree granting institutions that are fully accredited at the collegiate level by their appropriate regional accrediting agency. The regional accrediting agencies are: Middle States Association of Colleges and Schools, North Central Association of Colleges and Schools, New England Association of Colleges and Schools, Northwest Association of Colleges and Schools, Southern Association of Colleges and Schools, and Western Association of Colleges and Schools. Provisions may be considered when an institution appeals the policy. However, should the quality of the educational program of the institution attended appear to be mediocre or unsatisfactory, the Director of Admissions has the prerogative not to accept all or any part of previously earned credits.

2. The amount of academic credit accepted in transfer may not exceed the normal amount of credit that could have been earned at Georgia Southern University during that time.
3. All degree requirements for a transferable academic associate's degree must be completed at a transferable accredited institution. Georgia Southern will not accept credit in transfer from any non-accredited technical college.
4. Credit will be allowed for completed college courses which are parallel in nature. Below college level (remedial or refresher) courses cannot be accepted in transfer.
5. The Director of Admissions, the Registrar, or the University Ombudsperson will make judgments concerning satisfying requirements for areas A-E of the Core Curriculum.
6. Transfer students who have a transferable academic associate's degree are granted core curriculum credit as follows:
 - a. A University System transfer will get credit for completion of core areas A-F, health and kinesiology, provided they have not changed their intended major from the transferring school. If they change majors, they will have to complete area F at Georgia Southern University (*Academic Affairs Handbook, University System of Georgia*, 2.04.04).
 - b. Non-system transfers who have completed a program with 60 semester hours or more will be given credit for core areas A-E, health and kinesiology (46 hours). Area F courses will be evaluated by the major advisor for use in the student's program of study.
7. Credits accepted in transfer by Georgia Southern University may not necessarily apply as hours toward graduation. Final determination, with exception of areas A-E of the core curriculum, will be made by the appropriate academic advisor and are subject to the regulations of the school and department granting the degree and major.
8. Transfers who have earned 30 or more hours are exempt from FYE 1220 - First Year Seminar (2).
9. A maximum of 30 semester hours of correspondence (including Advance Placement, CLEP, DANTES, Military Credit, Extension, etc.) or a maximum of 24 semester hours of International Baccalaureate credits may be accepted for transfer within the following guidelines:
 - a. A minimum grade of "C" is required for courses completed by extension or correspondence.
 - b. A maximum of fourteen semester hours of credit for military service experience may be awarded upon receipt of AARTS or DD214 or DD295 or any other official documentation in the Registrar's Office.
 - Fourteen semester hours including up to four semester hours of credit for physical education activity courses may be awarded for correspondence courses as recommended by the American Council on Education (A.C.E.).
 - Two semester hours of credits will be allowed for Physical Conditioning and Marksmanship for active service less than one year and four semester hours of credit for physical education activity courses may be allowed for one year or more active service.
 - c. Military experience credit should be appropriate to the degree programs offered at Georgia Southern University.
 - d. Any credit awarded for participation in the DANTES program will be awarded and administered in the same manner as CLEP.

Credit By Examination

Advanced Placement, International Baccalaureate, and CLEP
Georgia Southern University is a participant in the Advanced Placement (AP) Program, the International Baccalaureate (IB) program, and the College Level Examination Program (CLEP) of the College Entrance Examination Board. Under the AP and IB programs, a student offers a nationally graded examination as evidence of completion of a college level course taken in high school. Depending on the results of the examination, the student may receive credit for courses covering similar material. The total college course credits awarded for IB assessments may not exceed 24. Under the College Level Examination Program and Advanced Placement, the University grants up to 30 semester hours of general education credit to those students who obtain the minimum scores defined by university policy. (Credit will not be awarded if the student has previously registered for a similar course or a more advanced course in the same field, or if six months have not elapsed since last taking the test.) For further information contact the Director of Admissions or check the website, <http://admissions.georgiasouthern.edu/creditbyexam.htm>.

Proficiency Exams

Georgia Southern University also offers the student an opportunity to obtain credit by local proficiency examination. The procedure is as follows:

1. Student eligibility must be determined by the Registrar.
2. Student petitions department head of the subject area for an examination covering a particular course listed in the catalog.
3. The student and the examiner will decide the date and time of the examination.
4. If the petition is approved, the student must pay a test fee of \$15 per test to the Cashier's Office. A receipt will be issued which will allow the student to take the test.
5. Credit obtained by proficiency examination will be considered resident credit.
6. The proficiency exam score must be at least a "C" to award credit by exam. The Registrar will enter a grade of "K" on student's academic record showing credit was earned by proficiency examination.

Transient Admission

Subject to the availability of faculty, space, and facilities, a regular undergraduate student in good standing at another accredited institution may be permitted to enroll one semester at Georgia Southern University in order to complete work to be transferred back to the parent institution. The transient applicant should:

1. Submit the undergraduate application and application fee.
2. Present a statement from the dean or registrar of the home institution to the effect that he or she is in good academic standing and eligible to return to that institution.
3. Submit transcripts from all institutions attended and meet transfer requirements if applying for fall or spring terms.

Post-Baccalaureate Admission

Applicants for admission with a bachelor's degree from an accredited institution but who are not seeking graduate-level credit are expected to meet general admission requirements established for enrollment in undergraduate programs.

In addition to the general application for admission form and the application fee, applicants are required to submit an official transcript to the Director of Admissions from the institution in which they received their undergraduate degree. If the applicant is seeking an additional degree, official transcripts from all previous institutions will be required.

Individuals enrolled as post-baccalaureate students are eligible to take undergraduate level courses only.

International Student Admission

Georgia Southern subscribes to the principles of international education and to the concept that education and diversity can promote respect, appreciation, understanding, and tolerance of other cultures.

International students, permanent residents, and naturalized citizens graduating from U.S. high schools must meet requirements and conditions set forth under the heading of "Beginning Freshmen" in the Admissions section of this catalog. This includes completion of college preparatory subjects, submission of satisfactory scores on the Scholastic Aptitude Test (SAT) or the American College Test (ACT), and satisfactory grade point average. Students transferring from U.S. colleges or universities must meet the same requirements set forth in the "Transfer Admission" section of this catalog.

Applicants graduating or transferring from schools outside the United States will be considered for admission upon compliance with the following requirements:

1. Transfer and graduate students must submit an evaluation of international transcripts completed by a professional evaluation agency.
2. Submission of original or official secondary school and higher educational records including exam results, certificates, degrees, diplomas, and/or transcripts in the native language. The grade point average must be above average in academic work.
3. Submission of all educational documents translated into English; must be official translations.
4. Non-native English speakers must submit satisfactory scores on the Test of English as a Foreign Language (TOEFL). International students whose native language is not English, but whose secondary instruction was exclusively in English, must submit Scholastic Aptitude Test (SAT scores). Native speakers of English will be required to submit satisfactory scores on the SAT.
5. Applicants residing outside the U.S. who require an F-1 student visa must submit a SEVIS Data Form and official documentation from a financial institution showing a minimum of one year's educational and living expenses. The University assumes no financial responsibility for the student. Without this financial evidence, the University cannot issue the required I-20 Certificate of Eligibility for Nonimmigrant F-1 Student Status. Continuation of enrollment into a new program of study, such as a Master's degree, requires additional financial documentation.
6. If the student is in the United States or has a U.S. visa, a copy of the visa, I-94, and passport information must be submitted at the time of application. Permanent residents

(green card holders) are required to submit a copy of their resident alien card.

International students, permanent residents, and naturalized citizens, regardless of TOEFL or SAT scores, may be required to take an English placement exam upon arrival at Georgia Southern University. Georgia Southern University maintains the philosophy that all students who gain admission should be given the best chance possible to succeed. Since students enter at many levels of ability and preparation, the University seeks to give assistance to each student where needed. Georgia Southern University offers a full range of English Language Program courses designed specifically to assist students whose native language is not English in developing English skills.

Students in F-1 visa status are responsible for making sure they comply with all laws regulating their visa status. To assist students with maintaining their visa status, a summary of the visa laws are sent with the I-20 and are provided at the International Orientation session after arrival on campus. In addition, handouts are available in the Center for International Studies in the Forest Drive building. Students are encouraged to contact the Center for International Studies for information and assistance at (912) 478-7435 or on the web at <http://academics.georgiasouthern.edu/international>.

Two basic aspects of maintaining status involve employment and full-time enrollment. F1-visa law allows students to work on campus for a maximum of 20 hours a week. During summer semesters (if not enrolled) and official breaks, students are permitted to work on campus full time. Off-campus work is NOT permitted without specific authorization from Georgia Southern's Immigration Specialist or U.S. Citizenship and Immigration Services. F-1 visa law requires students to carry a FULL course of study during Fall and Spring Semesters. Summer Semesters are recognized as vacation terms and enrollment is not required. For international students in F-1 status, no more than one online class per semester may be counted toward the full course of study requirement.

Full time enrollment is as follows:

- 12 hours per semester = Undergraduate
- 9 hours per semester = Graduate (Some exceptions apply and must be closely coordinated with the Center for International Studies)

Georgia Southern will only admit students who are academically qualified.

The University System of Georgia requires all international students to have adequate health insurance. An insurance plan is available through the University and is administered by the Center for International Studies. The current cost is approximately \$950 per year and is paid in two installments. The August premium (payment) covers Fall Semester and the January premium covers Spring and Summer Semesters. Students who have health insurance that provides coverage in the U.S. may submit an International Student/Scholar Insurance Waiver Form, available through the Center for International Studies, to their insurance company. If the waiver is received directly from the insurance company and indicates the student has insurance comparable to the policy available through Georgia Southern, the insurance premium will be removed from the student's fees. Insurance is also available for dependents. Additional

information on the international health insurance plan can be obtained from the Center for International Studies.

Special Admission for Students Age 62 and Older

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

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

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

- Must meet all Georgia Southern University and University System of Georgia admission requirements including high school graduation, SAT or ACT scores, and participation in Learning Support if required;
- If the applicant has previously attended another college or university, he or she must satisfy transfer admission requirements;
- If a course of study is pursued to degree, all institutional, system, and state-legislated degree requirements must be met. (See REQUIREMENTS FOR GRADUATION.)

Special Admission for Mature (Non-Traditional) Students

Applicants applying for admission as a mature student must meet the following requirements:

1. Students who have been out of high school for at least five years or whose high school class graduated at least five years ago or have earned fewer than 30 transferable semester hours of college credit and have not attended college within the past five years (or are in good standing at the last college attended if admitted to that college as a non-traditional student) are not required to take the SAT or ACT. These students, however, shall take the University System of Georgia COMPASS exam and complete Learning Support requirements if applicable.
2. In addition to the application and application fee, applicants must submit a high school transcript, college transcript, and/or GED scores.

Readmission Policy

The following students must fill out a former student readmission application:

1. Students who do not attend the University for one calendar year.
2. Students whose most recent academic standing was exclusion.
3. Students that have earned a baccalaureate degree from Georgia Southern University who wish to enroll in additional undergraduate courses.
4. Students that wish to return as a transient student to Georgia Southern University.

Note: Students who are not required to file an application for readmission who have attended another institution while away from Georgia Southern University should contact that school and have an official transcript sent to Georgia Southern University Office of the Registrar.

The transcript must indicate that the student is in good academic standing at the last school attended. Failure to submit this transcript by the midpoint of the first term after returning to Georgia Southern University could result in the administrative withdrawal of the student.

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.)

Petition for Classification of Students for Tuition Purposes

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

Exceptions:

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

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

Student Responsibilities

1. **Student Responsibility to Register Under Proper Classification** - The responsibility of registering under the proper tuition classification belongs to the student. If there is any question of his/her right to in-state tuition status, it is his/her obligation, within 60 calendar days, beginning with the first day of class, to raise the question with the administrative officials of the institution in which he/she is registering and have it officially determined. The burden always rests with the student to submit information and documents necessary to support his/her contention that he/she qualifies for a particular tuition classification under Regents' regulations.
2. **Official Change of Tuition Status** - Every student classified as a nonresident shall retain that status until he/she petitions for reclassification in the form prescribed by the institution and shall be officially reclassified in writing as an in-state

student by the proper administrative officers. No more than one application may be filed for a given semester.

3. **Reclassification** - Every student who has been granted in-state tuition as a legal resident of Georgia shall be reclassified as an out-of-state student whenever he/she reports, or there have been found to exist, circumstances indicating a change in legal residence to another state.

Out-of-state Tuition Waivers

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

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

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

9. **International and Domestic Exchange Program.** Any student who enrolls in a University System institution as a participant in an international or domestic direct exchange program that provides reciprocal benefits to University System students.
10. **Economic Advantage Out of State Fee Waiver.** As of the first day of classes for the term, an economic advantage waiver may be granted to a U.S. citizen or U.S. legal permanent resident who is a dependent or independent student and can provide clear evidence that the student or the student's parent, spouse, or U.S. court appointed legal guardian has relocated to the State of Georgia to accept full-time, self-sustaining employment and has established domicile in the State of Georgia. Relocation to the state must be for reasons other than enrolling in an institution of higher education. For U.S. citizens or U.S. legal permanent residents, this waiver will expire 12 months from the date the waiver was granted.

As of the first day of classes for the term, an economic advantage waiver may be granted to an independent non-citizen possessing a valid employment-related visa status who can provide clear evidence of having relocated to the State of Georgia to accept full-time, self-sustaining employment. Relocation to the state must be for employment reasons and not for the purpose of enrolling in an institution of higher education. These individuals would be required to show clear evidence of having taken legally permissible steps toward establishing legal permanent residence in the United States and the establishment of legal domicile in the State of Georgia. Independent non-citizen students may continue to receive this waiver as long as they maintain a valid employment-related visa status and can demonstrate continued efforts to establish U.S. legal permanent residence and legal domicile in the State of Georgia.

A dependent non-citizen student who can provide clear evidence that the student's parent, spouse, or U.S. court-appointed legal guardian possesses a valid employment-related visa status and can provide clear evidence of having relocated to the State of Georgia to accept full-time, self-sustaining employment is also eligible to receive this waiver. Relocation to the state must be for employment reasons and not for the purpose of enrolling in an institution of higher education. These individuals must be able to show clear evidence of having taken legally permissible steps toward establishing legal permanent residence in the United States and the establishment of legal domicile in the State of Georgia. Non-citizen students currently receiving a waiver who are dependents of a parent, spouse, or U.S. court-appointed legal guardian possessing a valid employment-related visa status may continue to receive this waiver as long as they can demonstrate that their parent, spouse, or U.S. court appointed legal guardian is maintaining full-time, self-sustaining employment in Georgia and is continuing efforts to pursue an adjustment of status to U.S. legal permanent resident and the establishment of legal domicile in the State of Georgia.
11. **Recently Separated Military Service Personnel.** Members of a uniformed military service of the United States who, within 12 months of separation from such service, enroll in an academic program and demonstrate an intent to become a permanent resident of Georgia. This waiver may also be granted to their spouses and dependent children. This waiver may be granted for not more than one year.

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

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

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

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

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

Waiver of Mandatory Fees

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

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

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

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

Financial Aid

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

Mailing address:

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

Four types of financial aid are available:

- **Federal Work-Study (FWS)** provides jobs to students who qualify for need-based financial aid.
- **Grants** - Federal, state and privately funded grant programs are available to students enrolled at Georgia Southern University.
- **Loans** - Loan programs are available from state and federal agencies.
- **Scholarships** - Georgia Southern University offers a limited number of academic scholarships to its students.

Application Procedures

To apply for any Federal Title IV aid:

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

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

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

Class Attendance Verification

In accordance with federal regulations, financial aid cannot be released to your Office of Student Fees account until your professor(s) have verified your class attendance. Class attendance

will be taken by professors on the first day of each class for which you are registered.

Employment Programs

The University offers two student employment programs: Federal College Work-Study and Institutional Work Program.

Federal College Work-Study Program - The Federal College Work-Study Program (FWS) provides jobs for students who demonstrate financial need and who want to earn money to help pay for some of their educational expenses. Students must file the Free Application for Federal Student Aid (FAFSA) and establish financial need in order to be awarded FWS. Applicants must be enrolled at least half-time (six hours). The amount of the award depends upon demonstrated financial need and the amount of funds available. Funding is very limited for this program. The standard award allows the student to work 8 to 10 hours per week for the 15-week semester. Visit the Financial Aid Website at <http://students.georgiasouthern.edu/finaid/> for more information.

Institutional Work Program - The Institutional Work Program helps students find part-time jobs in the various departments on campus. All currently enrolled students may participate, and no financial eligibility requirements apply. Interested students should visit the Student Employment Center website at <http://jobs.georgiasouthern.edu/SEC/> in order to review the various on-campus job openings and part-time job opportunities available in the Statesboro area. Students must be enrolled in six or more hours to qualify for this program.

Grant Programs

State Grants

The Georgia Student Finance Commission administers a number of state scholarships and student grant programs. For information contact the Georgia Student Finance Commission, 2082 East Exchange Place, Suite 200, Tucker, GA 30084, (800) 505-4732, or <http://www.Gacollege411.org/>.

Federal Pell Grant

The Federal Pell Grant is the primary federal student aid program administered by the U.S. Department of Education. It is intended to be the first and basic component of an undergraduate student's financial aid package. To be eligible:

- You must show financial need.
- You must be enrolled in an approved undergraduate course of study and must not have a bachelor's degree.
- You must be a U.S. citizen or an eligible non-citizen as defined in the instructions on the Free Application for Federal Student Aid (FAFSA).

You may receive a Pell Grant each academic year until you receive your bachelor's degree. The maximum Federal Pell Grant for 2010/2011 is \$5550 for eligible students. Award amounts are prorated based on the number of hours for which a student is enrolled. Follow the instructions on the FAFSA form to apply for the Federal Pell Grant beginning January 1 of every year. For additional information visit our website at <http://students.georgiasouthern.edu/finaid/>.

Federal Supplemental Education Opportunity Grant (FSEOG)

The Federal Supplemental Education Opportunity Grant (FSEOG) is a federal program administered by the Financial Aid Department to assist undergraduate students with financial need. For additional information visit our website at

<http://students.georgiasouthern.edu/finaid>. To be eligible:

- You must show substantial financial need by using the FAFSA form.
- You must be eligible for Federal Pell Grant.
- You must be enrolled in an undergraduate course of study, and you must not have a bachelor's degree. The standard grant amount awarded is \$600 per academic year. The federal funding for this program is limited; therefore, funds are depleted rapidly.

Federal Academic Competitiveness Grant (ACG)

The Federal Academic Competitiveness Grant (ACG) will provide up to \$750 for the first year of undergraduate study and up to \$1300 for the second year of undergraduate study to students enrolled in at least 6 hours who are U.S. citizens or eligible non-citizens eligible for the Federal Pell Grant, and who have successfully completed a rigorous high school program, as determined by the state or local education agency and recognized by the Secretary of Education. Second year students MUST also have maintained a cumulative grade point average (GPA) of at least 3.0. First year and second year recipient's eligibility is determined by high school graduation date. For additional information visit our website at

<http://students.georgiasouthern.edu/finaid>.

National Science and Mathematics Access to Retain Talent Grant or National Smart Grant (SMART)

The National SMART Grant will provide up to \$4,000 for each of the third and fourth year of undergraduate study to students who are U.S. Citizens or eligible non-citizens enrolled in at least 6 hours, eligible for a Federal Pell Grant, and majoring in the following fields of study:

- Food Science
- Food Technology and Processing
- Environmental Science
- Fishing and Fisheries Sciences and Management
- Forest Sciences and Biology
- Wood Sciences and Wood Products/Pulp and Paper Technology
- Wildlife and Wildlands Science Management
- Biopsychology
- Nutrition Sciences
- Physiological Psychology/Psychobiology
- Physical Science
- Life Science
- Computer Science
- Mathematics
- Technology
- Engineering
- Foreign Language determined critical to national security

Students must also have maintained a cumulative grade point average (GPA) of at least 3.0 in coursework required for the major. For additional information visit our website at

<http://students.georgiasouthern.edu/finaid>.

Teacher Education Assistance for College and Higher Education (TEACH)

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

Georgia Leveraging Education Assistance Program (LEAP)

The Georgia LEAP (Leveraging Educational Assistance Program) provides educational grant assistance to undergraduate Georgia residents who are eligible for pell grant and who are enrolled in at least six semester hours. LEAP Grants do not have to be repaid. The maximum award is \$1,000 per year at Georgia Southern. Funding is very limited. For additional information visit our website at <http://students.georgiasouthern.edu/finaid>.

Loan Programs

Federal Perkins Loan Program

The Federal Perkins Loan Program is a low-interest (5 percent) federal loan for undergraduate students with exceptional financial need. This program is administered by the Department of Financial Aid at Georgia Southern University. Student eligibility is based upon a predetermined awarding formula using limited available funds. For additional information visit our website at <http://students.georgiasouthern.edu/finaid>.

Maximum Loan Amounts for Perkins

You may be awarded up to \$4,000 for each year of undergraduate study. The total amount allowed as an undergraduate is \$20,000. However, the standard Perkins Loan awarded at Georgia Southern University is \$2,000 per academic year; \$1,000 per semester.

Repayment Obligation for Perkins Loan

Repayment begins 9 months after you graduate, leave school, or drop below half time enrollment. You may be allowed up to 10 years to repay the loan. During the repayment period, you will be charged five percent, simple interest on the unpaid balance of the loan principal.

Application Procedure

1. Complete the FAFSA Statement of Rights and Responsibilities Under the Federal Perkins Loan Program: A Federal Perkins Loan is a serious legal obligation. Therefore, it is extremely important that you understand your rights and responsibilities.
2. You must, without exception, report any of the following changes to the Federal Perkins Loan Collections Office, Georgia Southern University, P.O. Box 8119, Statesboro, GA 30460, (912) 478-5974:
 - a. If you withdraw from school;
 - b. If you transfer to another school;
 - c. If you drop below half-time enrollment status;
 - d. If your name should change (because of marriage, for example);
 - e. If your address or your parents' address changes;
 - f. If you join military service, Peace Corps, or VISTA.

3. When you graduate or withdraw from Georgia Southern University you **MUST** arrange for an exit interview by calling (912) 478- 5974.
4. Your first monthly payment will be due nine months from the time you cease to be at least a half-time student.
5. Your minimum monthly payment will be at least \$40.
6. The annual percentage rate of five percent will be the FINANCE CHARGE based on the unpaid balance and will begin to accrue six months after you cease to be enrolled as at least a half-time student.
7. Cancellation will be granted for certain types of elementary or secondary school teaching; for military service in areas of hostilities; for full-time staff members in Head Start; and for permanent disability. You also accept the responsibility to inform the school of such status. In the event of death, family members should contact the school.
8. If you enter the military service, Peace Corps, VISTA, or comparable tax-exempt organization, full-time active duty in the Commissioned Corps of the U.S. Public Health Service, while temporarily totally disabled, or return to at least half-time study at an institution of higher education, you may request that the payments on your National Direct Student Loan be deferred.
9. If you fail to repay any loan as agreed, the total loan may become due and payable immediately, and legal action could be taken against you.
10. You must promptly answer any communication from Georgia Southern University regarding the loan.
11. You may repay at any time. Future interest payments will be reduced by making such payments. If you cannot make a payment on time, you must contact Georgia Southern University Federal Perkins Loan Office at (912) 478-5974.
12. Your loan history will be reported to a credit bureau at the time of disbursement.
13. When you sign the loan agreement, you authorize Georgia Southern University to contact any school which you may attend to obtain information concerning your student status, year of study, dates of attendance, graduation, withdrawal, transfer to another school or current address.

Federal Direct Lending Program

Georgia Southern University participates in the Federal Direct Lending Program. Loan funding comes directly from the U.S. Department of Education to students through the Federal Direct Stafford Loan Program and to the parents through the Federal Direct PLUS (Parent Loan for Undergraduate Students) Program. Additional information is available at <http://www.ed.gov/DirectLoan>.

The University is responsible for providing, collecting, and forwarding a signed electronic promissory note to a contracted loan servicer. When loans are due, borrowers will repay them directly to the federal government through the loan servicer. For additional information visit our website at <http://students.georgiasouthern.edu/finaid>.

Federal Direct Stafford Loan

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

to a degree. If you drop below half-time status during a semester, the remainder of your loan may be canceled.

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

- Freshmen (those who have not completed 30 earned credit hours) - \$5,500 yearly, maximum subsidized amount = \$3,500 yearly
- Sophomores (30-59 earned hours) - \$6,500 yearly, maximum subsidized amount = \$4,500 yearly
- Juniors or seniors (60 + earned hours) - \$7,500 yearly, maximum subsidized amount = \$5,500 yearly
- Graduate students - may borrow a maximum of \$8,500 per year in subsidized loans

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

Subsidized Federal Direct Stafford Loan

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

If you are eligible for a subsidized Federal Direct Stafford Loan, the government will pay the interest for you until repayment begins. You will be assessed a loan origination fee, which is deducted from the loan proceeds but will not reduce the principal balance you are required to repay. For additional information visit our website at <http://students.georgiasouthern.edu/finaid>.

Unsubsidized Federal Direct Stafford Loan

The unsubsidized Federal Direct Stafford Loan can replace all or part of the family contribution. However, the amount of the loan may not be more than the difference between the cost of education and any financial assistance you will receive from the school and any outside source (including the subsidized Federal Direct Stafford Loan). If you are a dependent student, your total Federal Direct Stafford Loan (subsidized, unsubsidized, or a combination of both) cannot exceed the federal maximum according to your classification.

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

Additional Unsubsidized Federal Direct Stafford Loan

If you are an independent undergraduate student or a dependent student whose parents are declined for a PLUS Loan, you may borrow an additional unsubsidized Stafford loan as follows: students in their freshman and sophomore undergraduate years may borrow a maximum of \$4,000 per academic year; students in their junior or senior undergraduate year may borrow a maximum of \$5,000 per academic year; and graduate students may borrow \$12,000 per academic year in addition to the loan limits mentioned previously, not to exceed the cost of education. For additional information visit our website at <http://students.georgiasouthern.edu/finaid>.

Federal Direct Parent Loan for Undergraduate Students

If you are a dependent student, you may be eligible for a Federal Direct Parent Loan for Undergraduate Students (PLUS) to meet your education expenses. This loan is available through the University and is funded by the U.S. Department of Education. The maximum loan amount for an academic year is determined by subtracting all financial aid (including Stafford loans) from the annual cost of attendance.

The interest rate on the Federal Direct PLUS is variable but will not exceed nine percent. For PLUS loans made to parents that are first disbursed on or after July 1, 2008, the borrower has the option of beginning repayment on the PLUS loan either 60 days after the loan is fully disbursed or wait until six months after the dependent student on whose behalf the parent borrowed ceases to be enrolled on at least a half-time basis. A loan origination fee is deducted from each disbursement of a PLUS loan. These charges do not reduce the amount you are required to repay. Applications are available in the Department of Financial Aid. The University is responsible for forwarding a completed application/promissory note to the loan servicer. For additional information visit our website at <http://students.georgiasouthern.edu/finaid>.

Federal Direct Graduate PLUS Loan Program

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

To apply students must:

- Enroll as a Graduate or Professional Student in a degree-seeking program.
- Complete the FAFSA
- Receive a determination of the maximum Direct Subsidized and Unsubsidized Stafford Loan
- Enroll at least half-time (four credit hours) for the semester
- Pass a Credit Check completed by the Lender

- Meet all other Title IV Federal financial aid program requirements such as quality assurance requirements, academic progress, and eligible citizenship categories

The maximum loan amount for an academic year is determined by subtracting all financial aid (including Stafford loans) from the annual cost of attendance.

Scholarship Programs

New Student Scholarships

Scholarships for first-time freshmen and transfer students are administered by the Office of Admissions. To review scholarship opportunities, please access the Admissions website at <http://admissions.georgiasouthern.edu/scholarships.htm>.

Continuing Students

Georgia Southern University departments offer a vast array of scholarships for continuing students. These scholarships are managed by the individual departments within the University and vary from major-specific awards to leadership awards to study abroad awards. Most of these scholarships have different application procedures and deadlines. For information regarding these scholarships, contact the individual departments listed on our website at http://students.georgiasouthern.edu/finaid/Types_Of_Aid/scholarships.htm to determine the application procedure and deadlines.

Other Outside Sources of Financial Aid

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

HOPE Scholarship

The **HOPE Scholarship** (Helping Outstanding Pupils Educationally) is Georgia's unique program that rewards hard working Georgia students with matriculation scholarships in degree programs at any Georgia public college, university, technical college or eligible private institution.

To qualify for HOPE a student must be a legal resident of Georgia or be considered a Georgia resident for purposes of in-state tuition at the time of enrollment for the school term for which the scholarship is sought. Students that graduated from high school in 1993 or later with a high school core curriculum GPA of at least 3.0 for a college preparatory curriculum or a 3.2 for a general or career/technical curriculum track may qualify as incoming freshmen for the HOPE Scholarship.

Students who did not qualify for HOPE as incoming freshmen may still receive a HOPE Scholarship if they were a legal resident of Georgia at the time of enrollment for the school term for which the scholarship is sought, and have a 3.0 cumulative GPA after attempting 30, 60, or 90 semester hours of University course work.

HOPE eligibility is reviewed at various checkpoints during the academic year and all attempted hours are counted in the review. "Attempted hours" refers to all hours attempted in a degree program at a postsecondary institution after high school graduation, including classes that were dropped or failed as well as learning support classes. The deadline to apply for HOPE is the last day of class for the semester for which you are applying.

Contact a financial aid counselor for other requirements and further information, (912) 478-5413. Additional restrictions may apply. The above is based on the most recent information from the Georgia Student Finance Commission and is subject to change.

Satisfactory Academic Progress Policy

Requirement and Definition

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

The Department of Financial Aid is responsible for evaluating satisfactory academic progress of students receiving financial assistance from the following programs: Federal Pell Grant, Federal Supplemental Educational Opportunity Grant, The Federal Academic Competitiveness Grant (ACG), National Science and Mathematics Access to Retain Talent Grant, National Smart Grant (SMART), Teacher Education Assistance for College and Higher Education (TEACH) Grant, Federal Work-Study, Leveraging Educational Assistance Partnership Grant (LEAP), Federal Unsubsidized and Unsubsidized Stafford Loan, Federal PLUS Loan, Federal Graduate PLUS Loan, Federal Perkins Loan and HOPE Scholarship.

Satisfactory Academic Policy Criteria:

- Grade Point Average (GPA Requirements)**
 Undergraduates and post baccalaureate students must maintain a 2.0 minimum total institution GPA to remain in good standing for financial aid and academic purposes. Graduate students must maintain a 3.0 cumulative GPA to remain in good academic standing for financial aid and academic purposes. Failure to maintain the required cumulative GPA standards will result in academic and financial aid probation. When a student's unsatisfactory academic standing results in exclusion from school by the Registrar's Office, the student is also excluded from receiving financial aid. Student's GPA requirements are evaluated at the end of each term.
- Credit Hour Completion (SAP Incremental Progress Required)**
 Students are required to earn a minimum number of hours each academic year depending upon their enrollment status. Undergraduate, post baccalaureate, and graduate students should complete 67% of all attempted hours registered for during the academic year. Note that these are minimum requirement standards and that most students will complete the required course work at a faster rate. Students' incremental progress is evaluated at the end of the spring term and at the end of the summer term for students taking summer course work.

3. Maximum Time Frame

Undergraduate: Students in a 4-year program who have attempted more than 150% of the published length of a degree program will have their aid terminated. All terms of enrollment will count toward the maximum time limit. Terms in which no aid is received will count if the student is enrolled after the first week of classes. For example, if the published degree program length is 126 credit hours, the maximum time frame would be 188 credit hours (126 X 150%).

Graduate: Students who have attempted more than 150% of the published length of a degree program will have their aid terminated. All terms of enrollment will count toward the maximum time limit. Terms in which no aid is received will count if the student is enrolled after the first week of classes. For example, if the published degree program length is 36 credit hours, the maximum time frame would be 54 credit hours (36 X 150%).

Consortium Agreements

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

Post-baccalaureate Students

The above requirements apply to all students seeking an additional bachelor's degree. Post-baccalaureate students may not attempt more than 150% of additional hours required to obtain the second degree.

Failure to Meet the SAP Standards of Academic Progress

Financial Aid Probation

The standards of academic progress will be checked once a year at the end of the spring term of enrollment and if the standards of academic progress are not met, the student will be placed on Financial Aid Probation. The student will be notified by letter at the address they have on file in the Registrar's office of the following:

- They are being placed on Financial Aid Probation.
- They are eligible to receive financial aid during the Financial Aid Probation period.
- Their standards of academic progress will be checked at the end of the following spring term.
- If they fail to meet the standards of academic progress at the spring term check, financial aid will be canceled and their status is updated to Financial Aid Suspension.

Financial Aid Suspension

Students on Financial Aid Probation, as outlined above, who fail to meet the standards of academic progress will be placed on suspension and financial aid is denied.

Financial Aid Denied due to Suspension

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

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 will be included in the maximum time frame and the required percentage of credit hour completion. Upon a student successfully exiting the Learning Support program, the grades earned through learning support course work will be included in the calculation of the cumulative GPA. Remedial or learning support course work from another institution will be counted in the calculation.

Dropped and Repeated Courses

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

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

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

Withdrawal from School

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

Transfer Credits

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

Reinstatement of Financial Aid Eligibility

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

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

Appeal Process

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

Financial Aid Excluded Due to Failure to Meet Academic GPA Requirements

Students requesting an appeal to remain in school through the Academic Standards Committee in the Registrar's office may use the same process to request an appeal to receive financial aid. Should the academic appeal process determine that a student may remain enrolled in school, he/she will be allowed to continue to receive financial aid, provided they have earned 67% of attempted hours. Students with only a GPA issue should contact the Registrar's office for the appropriate appeal procedures.

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

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

Other Financial Assistance

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

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.

CO-OP Program

Georgia Southern University offers its students the opportunity to gain relevant work experience related to their academic majors, begin the career decision-making process, and earn money for educational expenses. This is accomplished through the Cooperative Education program that is provided on an optional basis in most majors and minors in the Colleges of Liberal Arts and Social Sciences, Business Administration, Health and Human Sciences, Information Technology, Public Health, Science and Technology, and the Engineering Transfer Programs. The Office of Career Services coordinates the Co-op Program administratively.

The Co-op assignment may be student, college, or industry initiated. Normally, students must have earned 30 semester hours of credit toward their major, have a GPA of 2.5 or better, and be willing to participate in no less than two alternating co-op work assignments, four (4) parallel work assignments, or a combination of alternating and parallel. Salaries and benefits are determined by the employer and normally increase as the program proceeds. Board and lodging are the responsibility of the student, but in 80% of the cases the employers provide assistance in locating suitable accommodations. Co-op students register for the Co-op course each semester that they are on a work assignment. Co-op students and Co-op employers are required to submit evaluations at the end of each semester. A pass or fail grade will be awarded to the student.

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 or veterans@georgiasouthern.edu. The Veterans Coordinator is responsible for assisting veteran students with the processing of VA forms for educational benefits. Students will be advised of procedural requirements and certification of enrollment will be verified to DVA.

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

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

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

Vocational Rehabilitation

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

U.S. Marine Corps Platoon Leaders Class

For freshmen, sophomores, and juniors, the Marine Corps offers the Platoon Leaders Class Program (PLCP). Freshmen and sophomores attend two six-week training sessions, and juniors attend one 10-week session at Quantico, VA.

To be eligible for the program, the student must be a U.S. citizen (either native-born or naturalized), with full-time enrollment in a minimum of 12 academic credits per semester, and must be working toward an accredited/recognized baccalaureate degree.

The PLCP offers two entry-level paths that lead to commissioning as a second lieutenant in the U.S. Marine Corps. The first is the Ground Officer Program, which encompasses all Military Occupational Specialties (MOS's) not directly related to piloting aircraft. Applicants must have a qualifying score from either the SAT or ACT tests. The second program is the Guaranteed Aviation Program. Applicants must have a qualifying SAT or ACT score and must take the ASTB. Those who have at least the minimum score of 4/6/4 on the ASTB, pass a Class-1 aviation medical examination performed at a military medical facility, pass a Marine Corps physical fitness test (PFT), and are accepted into the program by Headquarters Marine Corps, could be eligible to receive a contract guarantee. Under the contract guarantee, the student attends flight school for the Marine Corps after graduation from college and acceptance of the commission as a second lieutenant.

A stipend of \$150 a month for the nine months of the school year is available to all who meet the requirements and successfully complete summer training at Officer's Candidate School.

These programs are subject to the control of, and are administered by and under the rules and regulations of, the U.S. Marine Corps and are subject to change from time to time.

Drug Policy - Anti-Drug Abuse Act of 1988

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

Student Accounts

Business Regulations

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

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

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

The University reserves the right to make changes in its fees, which are regulated by the Georgia Board of Regents, at the beginning of any semester and without previous notice. **At press time, Tuition and Fees were unavailable for Fall 2010 and Spring 2011. As soon as they are available, Tuition and Fees will be posted on the web at <http://services.georgiasouthern.edu/bursar/osf/studentfeespage.htm>.*

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

Returned Check Procedure

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

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

When three checks have been returned by any student's bank without payment, check privileges for that student will be suspended.

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

In-State Tuition*

Tuition is charged to all students based on the number of semester credit hours for which the student is registered. In-state undergraduate students who first enrolled at a University System of Georgia institution prior to Fall 2006, in Summer 2009, or thereafter, and register for 15 or more hours will be charged \$1,998* per semester; students registering for fewer than 15 hours will be charged \$134* per semester hour. In-state undergraduate students who began attending college in Fall 2006 (expires summer 2010), Spring 2007 or Summer 2007 and are registering for 12 or more hours will be charged \$1,280 per semester; students registering for fewer than 12 hours will be charged \$107 per semester hour; these amounts will be valid for 12 semesters for Freshmen and University System of Georgia Transfer Students; students who began attending Fall 2007, Spring 2008 or Summer 2008 will be charged \$1,479 per semester; students registering for fewer than 12 hours will be charged \$124 per semester hour; these amounts are valid for 12 semesters. Freshmen and University System of Georgia Transfer Students; students who began attending Fall 2008, or Spring 2009 will be charged \$1,598 per semester; students registering for fewer than 12 hours will be charged \$134 per semester hour; these amounts are valid for 12 semesters. More information on guaranteed tuition is available on the Board of Regents of the University System of Georgia website at <http://www.usg.edu/>.

In-state graduate students registering for 12 or more hours will be charged \$2,520* per semester; students registering for fewer than 12 hours will be charged \$210* per semester hour.

Students who enroll in an Online Degree Program (degree is offered entirely online) will be charged \$1050 per course for a 3 hour course or \$350 per credit hour. Please see Online Degree Programs for more information.

Out-of-State Tuition*

Non-residents of Georgia are required to pay tuition at an out-of-state rate based on the number of semester credit hours for which the student is registered. Out-of-state undergraduate students who first enrolled at a University System of Georgia institution prior to Fall 2006, entered Summer 2009, or thereafter, and register for 15 or more semester hours will be charged \$7,986* per semester; students registering for fewer than 15 hours will be charged \$533* per semester hour. Out-of-state undergraduate students

who began attending college in Fall 2006 (expires summer 2010), Spring 2007 or Summer 2007 and are registering for 12 or more hours will be charged \$5,121 per semester; students registering for fewer than 12 hours will be charged \$427 per semester hour; these amounts will be valid for 12 semesters for Freshmen and University System of Georgia Transfer Students. Out-of-state undergraduate students who began attending college in Fall 2007, Spring 2008 or Summer 2008 and are registering for 12 or more hours will be charged \$5,915 per semester; students registering for fewer than 12 hours will be charged \$493 per semester hour; these amounts will be valid for 12 semesters. Out-of-state undergraduate students who began attending college in Fall 2008 or Spring 2009 and are registering for 12 or more hours will be charged \$6,389 per semester; students registering for fewer than 12 hours will be charged \$533 per semester hour; these amounts will be valid for 12 semesters. More information on guaranteed tuition is available on the Board of Regents of the University System of Georgia website at <http://www.usg.edu/>.

Out-of-state graduate students registering for 12 or more semester hours will be charged \$10,068* per semester; students registering for fewer than 12 hours will be charged \$839* per semester hour.

Students who enroll in an Online Degree Program (degree is offered entirely online) will be charged \$1,050 for a 3 hour course or \$350 per credit hour. Please see Online Degree Programs for more information.

University Fee*

Cultural, social and athletic activities, good health care and transportation services are important parts of the university's program and a student's educational environment. In order to provide these activities and services, a per semester University Fee of \$472* is charged. All students must pay this fee unless they are registered for fewer than four credit semester hours or enrolled in all off campus courses.

In addition, a \$200.00 Institution Fee is assessed each semester to all students enrolled for that semester, regardless of class, residency or program of study. This fee is mandatory set by the Board of Regents.

Technology Fee*

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

**Fees quoted are for Fall 2009 and Spring 2010. At press time, Tuition and Fees were unavailable for Fall 2010 and Spring 2011. As soon as they are available, Tuition and Fees will be posted on our website at*
<http://services.georgiasouthern.edu/bursar/osf/studentfeespage.htm>.

Late Registration Fee*

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

Parking Permits*

All vehicles parking on campus are required to have a parking permit which is available from the Parking Office located in Building 114 behind the Landrum Center on Chandler Road across the street from Subway. Resident permits are \$128 and Commuter Permits are \$146. Free parking is available for those who are willing to walk a little further and for those who park at Paulson Stadium and ride the bus to campus and Car Pool permits are available for those wanting to share the cost of parking. Residents of some apartment complexes in close proximity to Campus do not qualify for parking permits but will be allowed to purchase commuter permits after September 1 if parking is available. Permits are available for purchase on the Web at the address below. For details, please call the Parking and Transportation Office at GSU-PARK (912-478-7275) or visit our web site at <http://services.georgiasouthern.edu/park/>.

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

Transportation Fee*

A \$53 per semester Transportation Fee is charged to Georgia Southern University students as part of their University Fee (See University Fee above). This fee is used to fund the Transit Services that are provided to students allowing them to park at Paulson Stadium and ride the Transit Shuttle to and around campus. For additional information, please call the Parking Office at (912) GSU-PARK (912-478-7275) or visit our web site at <http://services.georgiasouthern.edu/park/>.

Graduation Fee

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

Textbooks and Supplies

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

Fee Refunds

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

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

Refunds due to formal withdrawal from school are made after the mid-point in the semester.

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

Refunds for a Student Receiving Federal Title IV Financial Assistance

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

Example: Student received Title IV aid as follows: \$1,274.00 in Subsidized Federal Direct Stafford Loan and \$782.00 in Pell Grant. The student had \$844.00 in Institutional Charges. Student withdrew on day 25 of a semester having 112 days. The student has earned 22.3% (25 days divided by 112 days) of the Title IV aid which equals \$458.49 (Loan of \$1,274.00 plus grant of \$782.00 times 22.3%). The student has unearned aid of \$1,597.51 (Total aid received of \$2,056.00 minus aid earned of

\$458.49) that must be returned to the federal programs. The Institution must return \$656.00 (\$844.00 Institutional charges times 77.7% unearned aid); all of this will be returned to the Subsidized Federal Direct Stafford Loan. The remaining \$941.51 (unearned aid of \$1,597.51 minus amount Institution returned of \$656.00) must be returned by the student. The student must repay \$618.00 (\$1,274.00 received in loan minus \$656.00 returned to loan by Institution) to the Subsidized Federal Direct Stafford Loan in accordance with the terms of the loan. The student must return \$162.00 (remaining unearned aid of \$941.51 minus \$618.00 returned to loan fund by student equals \$323.51 multiplied by 50% {students are required to return 50% of unearned grant funds}) to the Pell Grant Program.*

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

Dining Plans

Five dining plan options are available. Registration of contract dining plans may be completed via the Housing Agreement on the web, at the Eagle Card Center in the Russell Union, or on the Eagle Dining Services website at <http://www.eagledining.georgiasouthern.edu>. Contract dining plans are accepted at all dining establishments on campus.

Contract Dining Plans

- (1) 19 Plan = 3 meals/day, Monday-Friday; \$1525.00/semester*
2 meals/day, Saturday-Sunday
- (2) 14 Plan = 2 meals/day, Monday-Sunday \$1370.00/semester*
- (3) 10 Plan = 2 meals/day, Monday-Friday \$1072.00/semester*
- (4) 5 Plan = 1 meal/day Monday-Friday \$ 536.00/semester*
- (5) 3 Plan Upperclassmen Only \$320.00/semester*
3 meals anytime Monday-Friday

*The Rates quoted above are for Fall 2010 and Spring 2011. Please see our website for up to date charges.

Freshmen living in residence halls must purchase a 10 or greater contract dining plan. Freshmen living on campus are not eligible for the 5 or 3 dining plans. Please note that the housing contract contains a freshmen dining plan requirement clause. Please read and understand this requirement before signing the contract. Once this requirement has been satisfied, an EAGLEXPRESS account may then be opened. All other students may purchase any of the five dining plans.

EAGLEXPRESS

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

University Housing

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

First Year On-Campus Live on Requirements/Eligibility

To be eligible to live in University Housing, one must be enrolled at Georgia Southern University and maintain a minimum of 3 credit hours per semester. First year students, with some exceptions, are required to live in On-Campus housing. For detailed information about this policy, go to <http://www.gsuhousing.com/prospective> for guidelines and exceptions.

Applying for Campus Housing

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

Occupancy Periods

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

Removal from Housing

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

Rates

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

Communities in the Residence Halls

Georgia Southern residence halls are organized around a community concept. Each of the nine residence halls falls into one of the community types that are designed to meet the different needs and desires of different residents. The types and specific communities for each residence hall are listed below.

Living/Learning Communities (LLCs) are composed of students who live together in a residence hall and have a common interest that serves as the central theme of the community. With the help of trained residence hall staff members, students structure programming and community standards to promote their community's purpose.

Residential Interest Groups (RIGs) are clusters of roughly twenty two students who share a major or interdisciplinary interest. The 2010-2011 RIGs include:

American Entrepreneur, BUGS (Biology Undergraduate Students), DOCS2B (Pre-Med), Chemistry ELEmentS (Chemistry Educational Living Environments for Students), CLASS ACT (College of Liberal Arts and Social Sciences - Academic Community Team), Math PLUS (Math Positive Learning of Undergraduate Students), Healthful Living, Irish Studies, Nursing, Communication Arts, Lead & Serve, School House.

Questions pertaining to student housing should be directed to:

Department of 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>

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.

Enrollment Management

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

Dean of Students Office

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

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

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

Student Conduct Code

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

Judicial procedures, appeal procedures, and disciplinary sanctions are found in the Student Conduct Code. 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 Judicial Affairs at (912) 478-0059 or visit the web at <http://students.georgiasouthern.edu/sta/guide/>.

Support Services

Campus Life and Activity Programs

Russell Union

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

Campus Recreation and Intramurals

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

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

Recreation Activity Center (RAC):

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

Outdoor venues:

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

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

- *Aquatics* is a program for those participants who enjoy swimming, diving, aqua aerobics, or simply relaxing in the pool.
- *Club Sports* are unique student organizations in which the overall functions of the organization are student operated. Club Sports may be organized for instructional, recreational and/or competitive purposes, and offers a way of finding others who share similar recreational interests. Current organized clubs include Aikido, Badminton, Baseball, Bass Fishing, Bowling, Brazilian Jujitsu, Climbing, Cycling, Disc Golf, Equestrian, Fencing, Inline Hockey, Kendo, Kung Fu, Lacrosse, Racquetball, Rugby, Scuba, Soccer, Softball, Southern Explosion (dance), Table Tennis, Tennis, Tae-Kwon-Do, Ultimate Frisbee, Volleyball, Water Ski, and Wrestling.
- The *Fitness and Wellness Program* promotes health and wellness in many ways. Group Fitness (GF) classes including Yoga, Pilates, traditional aerobic and resistance classes and assist participants in improving their cardiorespiratory fitness while also building strength and endurance. Lifestyle and Weight Management workshops provide education for a healthy lifestyle. Personal Training and Fitness Assessment and Nutritional services are available to assist in evaluating fitness levels and providing guidance to reach or maintain fitness and wellness goals. Massage Therapy is also available to aid in relaxation and stress relief.
- *Informal Recreation* allows participants to engage in a variety of unstructured recreation activities such as basketball, volleyball, racquetball, walking or jogging. CRI also offers items for check-out – free of charge! Some of these items include: hand wraps, boxing gloves, racquetballs, 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 variety of skill and competition levels. Participants can compete in a variety of sports including flag football, dodge ball, basketball,

indoor/outdoor soccer, swimming, softball, golf, tennis, sports trivia, and sand volleyball.

- *Southern Adventures* is the university community's resource for adventure programming. Southern Adventures provides guided backpacking, sea kayaking, canoeing, and cycling trips that range from weekend trips around the southeast to week-longs in Hawaii and California. The equipment rental center provides all the gear needed for embarking on your own adventures. The challenge course is designed to provide exciting, experiential opportunities that focus on leadership, communication, self/group awareness and inter-personal skills. The climbing wall, located in the RAC, allows participants to experience the thrill of rock climbing indoors. Instructional clinics are offered throughout the year to learn kayaking, belaying, navigating and other hard skills for outdoor recreation enthusiasts.
- *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, spiritual). Numerous wellness opportunities are offered, with Wellness Week, which includes the Live Well Fair and Seminar Series, being the major event.

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

Career Services

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

Acquiring relevant work experience during college increases a student's marketability in his/her chosen career. Experiential Education enables students to gain relevant professional work experience in which they can apply to the world of work their analytical reasoning, critical thinking and writing skills, and the theoretical practices acquired in their major area of study. Our Cooperative Education program allows students to gain relevant experience associated with their academic major on a work-study rotation. Internships are another excellent way to gain valuable experience. Career Services serves as a clearinghouse to assist students in identifying possible internship sites and to work collaboratively with department internship coordinators, faculty, staff, and employers. Externships are designed for students who did not acquire relevant work experience during their academic career. Job Shadowing, another component of Experiential

Education, also assists students in the decision-making process. We recommend that students not only conduct informational interviews, but also shadow a professional in the career they are considering. Job Shadowing can be conducted during fall and spring semester breaks. Observing a professional in the real world environment and day-to-day activities gives students a realistic idea of what to expect when pursuing that career after graduation.

Our professional staff advises and assists students in developing professional skills during their academic career so that they may mount an effective job search campaign prior to graduation. Workshops, class presentations, and PowerPoint presentations on our home page prepare students in the areas of effective job search and networking strategies, cover letter and resume development, interviewing techniques, negotiation strategies, and making the transition from college to the world of work. Our department attracts a variety of industries and organizations to recruit Georgia Southern University seniors and alumni through resume referrals, on-campus interviewing, and employer websites located on our homepage. Seven major Career Fairs are held during the academic year, two Eagle Expos, Graduate School Fair, CO-OP, Internship & Summer Job Fair, GACE College to Career Fair, and two Education Career Fairs. Students are able to network with potential employers from business, industry, government, health and human services, and education to inquire about full-time employment upon graduation. Career Services works collaboratively with the academic and local communities to provide all Georgia Southern University graduates with the tools necessary to be highly marketable and competitive in the job market arena. For more information, please visit our website at: <http://students.georgiasouthern.edu/career/> or call (912) 478-5197.

Counseling and Career Development Center

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

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

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

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

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

The center's staff offers workshops designed to educate students, faculty, and staff about stress management, dating violence, acquaintance rape, interpersonal relationships, and communication skills. Counseling staff members will conduct

specific programs for campus groups or classes by request if notified two weeks in advance.

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

Eagle Entertainment

Eagle Entertainment is Georgia Southern University's student-led programming board that consists of five Executive Officers and forty-five board members. These areas provide programming that allows students to maintain a healthy balance between academic pursuits and social activities. Eagle Entertainment offers a diverse selection of popular entertainment throughout the year and supports the academic mission of Georgia Southern University by collaborating with various academic departments, organizations, and offices to provide entertainment on a variety of topics.

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

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

Educational Opportunity Programs

The primary goals of the Educational Opportunity Programs (EOP) are to identify disadvantaged young people with the potential to succeed in postsecondary education, to encourage them to continue and to graduate from secondary school, to enroll in postsecondary and graduate programs, and to encourage high school and college dropouts to return to school. Three TRIO Federal programs, Upward Bound, Educational Talent Search, and the Ronald E. McNair Post-Baccalaureate Achievement Program, comprise the Office of Educational Opportunity Programs. Upward Bound (1980), Educational Talent Search (1991) and the Ronald E. McNair Post-Baccalaureate Achievement Program (1998) have been responsible for placing more than 90 percent of their graduates in postsecondary educational programs. More than 49 percent of the former participants have graduated from college and more than 51 percent are currently enrolled in a postsecondary educational program.

Educational Talent Search provides 900 middle school, high school, and out-of-school youth with the support and assistance needed to complete high school and enter a program of postsecondary education. Eligible participants must:

- reside in Bulloch, Emanuel, Jenkins, or Screven Counties;
- be enrolled in the 6th through 12th grades, or be a high school/postsecondary school dropout;
- be a potential first generation college student, or meet the economic guidelines for low income families;

- possess the potential to be successful at the postsecondary educational level; or
- be at least 11 years of age, or be a veteran, regardless of age

Upward Bound provides 95 high school students with the motivation and academic assistance needed to successfully enroll in and complete higher education programs. Eligible participants must be enrolled in the 9th or the 10th grades in Bulloch, Candler, Emanuel, Evans, or Screven County high schools and possess the academic potential necessary for higher education.

The Ronald E. McNair Post-Baccalaureate Achievement Program provides 18 talented university juniors and seniors with the support necessary to increase their chances for success in graduate programs leading to doctoral degrees. McNair Scholars are exposed to summer research opportunities, internships, faculty mentors, assistance with graduate school admissions, fellowships, and academic assistance seminars. Eligible participants should possess the interest and the aptitude to pursue doctoral studies.

These three projects are sponsored by grants provided by the U.S. Department of Education and are administered by the Georgia Southern University Division of Student Affairs and Enrollment Management.

Services:

- Academic, Personal, and Career Counseling
- Basic Skill Classes, Tutoring
- Cultural enrichment and educational travel
- Assistance with college selection and financial aid
- A six-week residential summer program (Upward Bound)
- ACT, GRE, and SAT preparation workshops and fee waivers
- Motivational and self-esteem Activities
- College courses for graduating high school seniors
- Workshops on financial aid, study skills, and personal growth
- Literature on postsecondary and graduate programs
- Parental involvement activities such as meetings, program events and trips
- Referrals to regional summer math and science programs
- An eight-week summer research and internships program (McNair)
- Mentoring and graduate school admissions assistance

For further information, visit the Office of Educational Opportunity Programs in Room 1026 of the Williams Center, or call (912) 478-5458. E-Mail: eop@georgiasouthern.edu; Homepage: <http://students.georgiasouthern.edu/eop/>.

Health Services

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

The mission of Health Services is to help Georgia Southern University students achieve the best possible physical and psychological health and to positively impact their long-term health-related behaviors by providing them with high-quality,

cost-effective healthcare services, programs, and products. Health Services supports the vision, mission, and strategic initiatives of Georgia Southern University, the Division of Student Affairs and Enrollment Management, and the Division of Auxiliary Services.

Services and programs include primary care on an appointment and walk-in basis, men's and women's health care, immunization and allergy injection services, laboratory services, radiology services, respiratory therapy services, pharmacy services, and health education & promotion service including HIV counseling & testing.

Health Services financial base is supported by the student health fee (included in the student fees and tuition), and by fees generated through specific healthcare services rendered to students. Health Services efforts to decrease rising health fee costs have resulted in a partnership with Highland Campus Health Group, an experienced national health insurance billing company, to conduct third party insurance billing for professional clinical services rendered at this facility. Health Services medical providers are now duly recognized and credentialed by most major insurance companies, which allows our provider prescriptions and medical referrals to be recognized by parent/student health insurance plans. Health Services will accept and bill all insurance plans, and will accept the amount allowed by the insurance carrier as paid in full for all professional office visits and ancillary services rendered. Health Services will not "balance bill" the students and parents (i.e., bill the balance of what was charged and what was paid for by the insurance plan). The insurance billing service, implemented in 2007, has helped to alleviate some of the financial pressures faced by university students and their parents by eliminating some out-of-pocket expenses for reimbursable professional clinical services and ancillary services (i.e., laboratory tests and X-rays), which were already covered by their health insurance plans. Third party insurance billing will enable Health Services to limit increases in the student health fee, which is used to support the administrative costs of managing an ambulatory student health facility. It will also provide a revenue source for medical supplies and equipment, future expansion of the current facility, and resources to expand campus-wide health education, disease prevention, and wellness promotion. However, there may be certain situations when non-allowed ancillary services may be the student's financial responsibility.

In addition to the quality medical services provided to Georgia Southern University students, Health Services is very excited about a web communication tool: My Student Health Zone. My Student Health Zone is a comprehensive, on-line library of health information designed exclusively for college students. Articles cover medical, emotional, behavioral, drugs and alcohol, food and fitness, school and jobs, and sexual health issues relevant to young adults.

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

Education; Rx Refill Request; Health Center Policies; After Hour & Emergency Guidelines.

Look for the My Student Health Zone log-in icon on the Health Services web site homepage at: <http://services.georgiasouthern.edu/health>.

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

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

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

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

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

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

Students are encouraged to maintain health insurance coverage in case of hospitalization. For those who are no longer covered by their parents’ insurance plan, or who may elect to purchase additional insurance coverage, Health Services has arranged for a

Student Accident and Sickness Insurance Plan. To get an application or for more information about the insurance company or plan, please visit our web site at <http://services.georgiasouthern.edu/health> where you will find a link to the insurance company and their enrollment application form. Health Services provides its services, programs, and products regardless of students’ insurance plan or lack of insurance.

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

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

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

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

Immunization Requirements

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

The Board of Regents has adopted the Centers for Disease Control’s recommendation to modify the varicella (chickenpox) requirement and to post additional information about tetanus, diphtheria and acellular pertussis (whooping cough) vaccination, effective January 2007. The change in the varicella requirement mandates that all US born students, born in 1980 or later, as well as all foreign born students, regardless of the year born, are required to provide proof of immunization against varicella. All new students will be required to provide proof of immunization against Tetanus/Diphtheria, and the booster dose must have been

received within 10 years prior to matriculation. A combined vaccine booster containing tetanus, diphtheria, and acellular pertussis (whooping cough), known as Tdap, is preferred, but Td is acceptable.

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

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

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

HEALTH SERVICES

P.O. Box 8043

Statesboro, GA 30460-8043

Main Phone: (912) 478-5641

Fax: (912) 478-1893

Immunization Office Phone: (912) 478-0743

Immunization Office Fax: (912) 478-0792

Appointment Office Phone: (912) 478-5484

E-Mail: health@georgiasouthern.edu

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

Minority Advisement Program

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

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

Multicultural Student Center

The mission of the Multicultural Student Center (MSC) supports Georgia Southern University's greater mission to support cultural diversity. The department is designed to educate and celebrate the cultural and ethnic diversity of students, staff and the Georgia

Southern community. This is accomplished by cultivating leaders who value civility, problem solving and heritage. The Multicultural Student Center also promotes a fulfilling and comprehensive college experience which encourages social responsibility and personal well-being obtained through cultural opportunities both inside and outside the classroom. These include a series of support services, programs and activities that foster inclusion and pluralism.

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

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

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

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

Off-Campus Housing Programs

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

Office of Judicial Affairs (Philosophy)

The Office of Judicial Affairs 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.

Southern's Orientation, Advisement, and Registration (SOAR)

Once accepted for admission, all undergraduate students must attend Southern's Orientation, Advisement, and Registration (SOAR). **SOAR is a mandatory program for all new students (freshmen and transfers)** which assists with their transition to University life and provides academic advisement, an opportunity to register for classes, *The Eagle Eye: New Student Handbook*, and other resource materials. Parents are invited and encouraged to attend SOAR. There is a fee for both students and parents to attend SOAR. Accepted students may complete an online orientation reservation, which can be found on the Office of Orientation's website, <http://admissions.georgiasouthern.edu/orientation/>.

For Fall Semester enrollment, freshmen students can attend one of eight two-day SOAR sessions during the months of June and July. Transfer students can attend one of two one-day SOAR sessions during the months of June and July. For more information about SOAR contact the Office of Orientation at (912) 478-SOAR, orientation@georgiasouthern.edu, or visit the website at <http://admissions.georgiasouthern.edu/orientation/>.

Student Leadership and Civic Engagement

Come visit the Office of Student Leadership and Civic Engagement in the Russell Union Room 2024, visit our website at <http://students.georgiasouthern.edu/leadership>, call us at (912) 478-1435, or contact us via email at leader@georgiasouthern.edu.

The Office of Student Leadership and Civic Engagement serves to advance the leadership potential and civic engagement of Georgia Southern students. Our mission is to integrate learning, service, and leadership to empower students to become global citizens who lead with a lifelong commitment to service. The Office also provides students with information and resources about the many opportunities available to become active in the community. Volunteering is a powerful way for students to gain hands-on professional level experience while addressing existing social issues and community needs.

Some of the programs provided by the Office include:

- **Southern Leaders Program** - a comprehensive, four stage leadership development experience built on a model of Transformational Leadership and focusing on self, collaborative, and community leadership. Integrating the core concepts of service and leadership, the program features a leadership mentoring or internship experience and culminates with a leadership legacy project. Upon

completion of all program requirements, participants earn a Leadership and Service seal on their diploma.

- **Community Liaisons Program** - A service-learning and civic engagement program in which student leaders are placed in community agencies to help recruit and manage university volunteers and to assist with other needs of the agencies. Community Liaisons serve to strengthen partnerships between Georgia Southern and the local community.
- **Leadership 101 Workshop Series** - The office coordinates a weekly leadership workshop series for students who have an interest in developing their leadership skill sets. Attend 9 out of 11 workshops and receive a certificate confirming your training through the workshop series.
- **Leadership Conferences** - The Office of Student Leadership and Civic Engagement organizes the annual Fall Leadership Conference hosted on Georgia Southern's campus. The conference is designed for both students in leadership positions and students looking to advance their leadership skills. Additionally, the office provides opportunities for current students to attend regional leadership conferences.
- **LEAD 2031: Principles of Leadership** - This 3-hour academic course is taught during the fall and spring semesters and is an opportunity for students to gain a foundation in leadership studies while building leadership skills to enhance success in both personal and professional life.
- **LeaderShape** - A six-day intensive leadership institute to help young adults become effective leaders and lead with integrity! Georgia Southern hosts a campus version of the national institute in May and also offers the opportunity for students to attend the state-wide session of LeaderShape.
- **Leadership Interns Program** - This innovative internship program moves beyond typical disciplinary internships by providing students direct access to corporate, non-profit, and governmental leaders. Participants focus on leadership development in a direct mentoring relationship with these leaders. The ten-week program guarantees 3-5 hours per week with the executive leadership and is a full time commitment.
- **Alternative Break Trips** - Offered in March, May, and December, these low-cost trips offer students the opportunity to spend their breaks giving back to others.
- **Presidential Volunteer Service Award** - This award is given by the President of the United States for service to the community. Students must register in the Office to qualify.
- **Step-Into-Statesboro** - Half-day service opportunities throughout the year for students to discover community agency opportunities in Statesboro.
- **Volunteer Involvement Board** - This student group plans and implements volunteer activities for the campus and community.
- **St Jude Up 'til Dawn** - This student group works to raise money and awareness for St Jude Children's Research Hospital, a hospital that will treat children with terminal illnesses regardless of their family's ability to pay. The group, which formed in fall 2006, has raised over \$50,000.

Student Media

Georgia Southern's campus media include a student newspaper (The George-Anne) published Tuesdays and Thursdays during the academic year, a glossy general interest magazine (The Southern Reflector), and a semi-annual magazine of the arts (The Miscellany Magazine of the Arts). In addition, student media

supports a comprehensive website with stories, photos, visitor feedback and a community calendar. Also two student groups—Photography, Art, Graphics, Electronic Systems, (PAGES) and Advertising/Distributing Services (ADS)—provide technical and business support for the student media. Student Media also publishes the official guide to orientation, Our House, along with a graduation edition, housing editions and special sports publications. The Student Media Advisory Board of the Division of Student Affairs and Enrollment Management serves as a panel that also provides oversight to student media operations. The mission of Student Media is educational, providing students a real world laboratory modeled on professional media operations in which students serve and interact with the university community on a daily basis. Additionally, student media provides a written historical record of life on campus, and provides news, information and entertainment within a designated limited forum for exchange of ideas. Student Media's mission is two-fold: train the journalist of tomorrow while informing the students of today. For more information contact the Office of Student Media, P.O. Box 8001, Room 2022 Williams Center, Statesboro, GA 30460, call the office at (912) 478-7459, visit its web site at <http://www.gadaily.com> or email the executive editor at executive@georgiasouthern.edu.

Student Organizations

Part of each student's education is the development of his or her talents outside of the classroom. Through offering a wide variety of activities and over 240+ student organizations, Georgia Southern University promotes this growth. Current student organizations range from the Student Government Association to the honor and recognition societies, special interest groups, professional fraternities and departmental clubs, and religious groups.

The supervision and coordination of student activities and organizations are the responsibility of the Office of Student Activities. At Georgia Southern University, student activities and organizations are regarded as an integral part of the total educational program. To warrant existence and recognition, campus organizations must contribute to the academic, recreational or cultural climate of the university. Therefore, the university reserves the right to officially recognize each student organization and requires that it function in accordance with its constitution and/or purpose. Procedures for establishing new organizations can be found in the Guide to Chartering a Student Organization, available from the Office of Student Activities or at <http://studentorg.georgiasouthern.edu/>. Practices of the various student organizations shall not be contrary to stated policies of the university. All students and student organizations are responsible for their conduct and for familiarizing themselves with the standards and regulations of the university. For more information on student organizations contact the Office of Student Activities, (912) 478-7270.

Student Government Association

The Student Government Association is the central student organization on campus. Its five executive officers - President, Executive Vice President, Vice President for Academic Affairs, Vice President for Finance, and Vice President for Auxiliary Affairs - are elected each Spring Semester by the student body.

Student Government represents the student body in all phases of student life at Georgia Southern University and facilitates

communication among the administration, the faculty, and the student body. Individuals or organizations desiring input into the total life of the campus should enlist the services of the officers and senators. For additional information, call the Student Government Association at (912) 478-0655 or access their website at <http://studentorg.georgiasouthern.edu/sga/>.

Greek Life

Greek Life is an active part of student life on campus. Approximately 11 percent of full time undergraduate students are members of 20 fraternities and 9 sororities. These organizations provide opportunities for members to develop and refine personal leadership skills, make new friends, participate in campus activities and athletics, contribute to local and national philanthropies, and improve their scholarship aptitude. For additional information, call the Office of Greek Life at (912) 478-5185 or access their website at <http://students.georgiasouthern.edu/greeklife/>.

The University Store

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

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

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

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

Academic Information

The following information pertains to undergraduate students. Graduate students, please reference “The College of Graduate Studies” section regarding graduate academic information.

General and Academic Information

Calendar

The University is organized on the semester system with each of the two terms (Fall and Spring) in the regular session extending over a period of approximately 15 weeks. Fall, Spring, and Summer term calendar information can be found at <http://students.georgiasouthern.edu/registrar/>.

Credit Hours

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

Classification

Students are classified at the beginning of each term on the following basis:

Freshmen	0 - 29.99 hours earned
Sophomores	30 - 59.99 hours earned
Juniors	60 - 89.99 hours earned
Seniors	90 or more hours earned

Course Load

A student’s course load is computed on the credit hour value of all courses taken for credit during the term whether taken on-campus, off-campus, or by correspondence. A normal load in a term is 15 to 18 hours. Twelve or more hours is considered a full-time load for undergraduate students. An advisor may approve an overload for 19-21 hours. The Dean of the College in which the student’s major is found may approve an overload for 22-23 hours. Under extraordinary circumstances, a student’s dean may recommend to the Provost that a student be allowed to take more than 23 hours, but never more than 25 hours. During the summer semester, an undergraduate student must receive approval from his/her advisor to enroll in more than 12 hours. Graduate students must receive advisor approval to enroll in more than 9 hours in the summer semester.

Registration Time Tickets and RANs

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

Before any student at Georgia Southern University registers for classes on WINGS, he/she must have a RAN (Registration Access Number). This number will be given to each student by the appropriate academic advisor during advisement each semester. Post Baccalaureate students who have declared a major will receive their RAN from their academic advisor. Any Post Baccalaureate student who has not declared a major (undeclared) will get their RAN from their MyGeorgiaSouthern account. Also, transient students will get their RAN from their MyGeorgiaSouthern account.

Auditing Courses

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

Class Attendance

University policy requires all students to attend the first class meeting of all classes for which they are registered. Instructors are required to report attendance for all students registered in their classes. Students who do not attend the first class meeting of a course for which they are registered will be dropped from the course. This policy applies to all levels of courses and includes on campus, off campus, distance learning, two way interactive video, and internet (on-line) classes. It is the student’s responsibility to verify course drops and check that fees are adjusted. Students who have verifiable extenuating circumstances which prohibit them from attending the first day of classes must contact their instructor or complete the web form available at <https://my.georgiasouthern.edu/> to avoid being dropped from the course. In lieu of contacting the instructor or completion of the web form, students may also call (912) 478-0735, or (912) 478-5152.

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

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.

Policy for Changing a Student’s Final Examination

A change in a student’s final examination schedule will be approved only for emergency reasons, such as serious illness (a note from Health Services or family physician is required) or the death of an immediate family member (a letter or phone call from a parent, guardian, or physician is required). Letters and phone calls should be directed to the appropriate faculty member.

Final examination schedules will not normally be changed for any of the following reasons: wedding of the student, relative, or friend; part-time or full-time job or job interview; internship or field study; vacation; graduation of relative or friend; convenience of travel schedule; or only one final examination remaining at the end of the week. Exceptions to these guidelines can be made, but should be based on a very compelling case.

Using these guidelines, the student may submit a Request to Reschedule a Final Examination form to the instructor, who, with approval of the department chair, has authority to reschedule the final examination to a new time not conflicting with other regularly scheduled examinations or classes if he or she desires. Forms are available on the following website <http://academics.georgiasouthern.edu/provost/forms.html>.

Policy for Changing a Student’s Final Examination if There is a Conflict

A conflict is defined as three exams in a calendar day or two exams at the same time. Conflict Periods are scheduled at the stated times in the semester exam schedule, which can be accessed at: <http://students.georgiasouthern.edu/registrar/>. Go to the main menu and scroll down to the “Final Exam Schedule.” To resolve a conflict in which a student has two examinations scheduled for the same period, the instructor of the lower numbered course shall reschedule the exam to another time mutually agreed on by the instructor and the student, or to one of the Conflict Periods.

To resolve a conflict in which a student has three examinations scheduled in one calendar day, the examination scheduled for the middle period shall be rescheduled to another time mutually agreed on by the instructor and the student, or to a Conflict Period on another day. **It is incumbent upon the student to petition his/her professor no later than the last week of classes so that an alternative arrangement can reasonably be made** <http://academics.georgiasouthern.edu/provost/forms.html>.

Degree Evaluation

The Degree Evaluation is a degree audit advising tool available through WINGS that is used to help undergraduate students track courses toward their degree. The Degree Evaluation is an UNOFFICIAL evaluation of how courses may be used toward degree requirements. The Degree Evaluation is a guide that can be used by the student and/or advisor. Adjustments can be made to the evaluation by submitting the “Degree Evaluation

Adjustment Form.” For additional information on Degree Evaluation and the Adjustment Form, please see “DEGREE EVALUATION” at <http://students.georgiasouthern.edu/registrar/wings.htm>.

Transient Students

Georgia Southern University students (with a 2.0 Georgia Southern institutional GPA) who wish to take course work at another institution and receive academic credit at the institution may do so if the following conditions are met:

1. Student is not on Academic Probation, Restricted Enrollment, Exclusion, or disciplinary dismissal (exclusion);
2. Student must complete a Transient Form (available in the Registrar’s Office or at <http://students.georgiasouthern.edu/registrar/forms.htm>) obtaining the approval of his/her advisor and the Registrar;
3. If the student is within the last 30 hours of graduation, the student must also obtain the written approval of his/her dean;
4. Students with learning support requirements must obtain permission from the Director of the Academic Success Center;
5. Students may be approved for transient status for only one term at a time;
6. Students must make a minimum grade of “C” to assure that the course will be accepted in transfer;
7. Students attending another institution as a transient student must request that an official transcript of course work as a transient be sent to Georgia Southern University’s Office of the Registrar once the term is over;
8. A student who takes his/her last work for a degree as a transient student during any graduation term may not be eligible for graduation that term;
9. A student must make application to the school he/she wishes to attend;
10. International transcripts require an official comprehensive course-by-course evaluation provided by one of the following or an alternative credentials agency: World Education Services <http://www.wes.org/> or Josef Silny and Associates, Inc. <http://www.jsilny.com>.

Note: Courses taken as a transient will not be calculated in the Georgia Southern University GPA. However, transient work may affect a student’s eligibility for graduation with honors.

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
A	Excellent	4.0
B	Good	3.0
C	Satisfactory	2.0
D	Passing	1.0
F	Failure	0.0
*WF	Withdrew Failing	0.0

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

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

I	Incomplete	0.0
IP	In Progress	0.0
K	By Examination	0.0
NR	Not Reported	0.0
S	Satisfactory	0.0
U	Unsatisfactory	0.0
V	Audit	0.0
W	Withdrew	0.0
WM	Withdrew Military	0.0

- I** An incomplete grade (“I”) indicates that the student was doing satisfactory work but was unable to meet the full requirements of the course due to non-academic reasons. It is the student’s responsibility to contact the instructor to complete the remaining requirements of the course. The instructor assigning an “I” grade must submit justification for this grade to the Registrar’s Office. An “I” should be removed during the following term, but the instructor may allow the student up to one calendar year to remove the incomplete. The student must complete the requirements of the instructor who assigned the incomplete and should not re-register for the course. If the “I” is not satisfactorily removed by the end of the third term (one calendar year), it will be changed to an “F” by the Office of the Registrar. For HOPE scholarship recipients, “I” grades could affect HOPE eligibility status when the grade for the incomplete is eventually submitted to the Office of the Registrar. Students who had been awarded HOPE, but later became ineligible with the grade change, will have HOPE awards canceled until the next checkpoint, and will be responsible for the repayment of any HOPE funds received while not eligible.
- IP** This symbol indicates that credit has not been given in courses that require an “IP” continuation of work beyond the term for which the student signed up for the course. The use of this symbol is approved for dissertation and thesis hours and project courses. With the exception of Learning Support courses, this symbol **cannot** be used for other courses. This symbol cannot be substituted for an “I”.
- K** This symbol indicates that a student was given credit for the course by examination (e.g., College Level Examination Program (CLEP), Advanced Placement (AP), International Baccalaureate (IB), and Proficiency). See “Credit by Examination” in the Admissions section of the catalog.
- 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. Also, this symbol is used

- 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. Also, this symbol is used for mid-term grades for freshmen and indicates that performance at mid-term is equivalent to less than a “C” grade. A “U” is not included in the computation of the GPA.
- V** This symbol indicates that a student was given permission to audit the course.
- W** This symbol indicates that a student was permitted to withdraw without penalty. It is assigned when a student withdraws before the last day to withdraw without academic penalty, unless the student has reached his/her maximum of five withdrawals. If the student has reached his/her maximum withdrawals of five, a “WF” will be assigned by the Office of the Registrar. A “W” is not considered in computing the GPA. If a student withdraws from all classes after the last day to drop without academic penalty, it is recommended to the instructor that he or she assign a “W” if passing at the time of withdrawal. If a “W” grade is not assigned by the instructor, a “WF” grade will be posted by the Registrar’s Office. If the student has reached his/her maximum withdrawals of five, a “WF” will be assigned by the Office of the Registrar for all withdrawn courses. All WF grades posted will be calculated in the student’s GPA as an “F”.
- WM** A “WM” grade indicates that the student was called for active duty in the military and withdrew from all classes. See “Military Withdrawals” for further information.

Other Transcript Designations

- # Academic Renewal (Forgiveness) Policy - not used in calculating total institution GPA
- * College Preparatory Curriculum (CPC) - not used for graduation
- % Institutional Credit - No Earned Hours - not used in calculating GPA
- CR Credit earned through military experience - not used in calculating GPA
- T When after a grade, used to designate transfer credit
- N When after a grade, used to designate transfer credit - No credit awarded

S/U Grading Option

Students may select the S/U grading option under the following conditions:

1. Student must have earned 67 semester hours of credit prior to enrolling in any course for S/U grading;
2. Student must be in good academic standing;
3. Student must have declared a major;

4. S/U grading will be permitted only in courses being used to satisfy the free elective or minor requirements of the individual student’s degree program. A maximum of three hours will be allowed for any minor. The option applies only to undergraduate courses;
5. Student may not change from S/U grading status to letter grade status or vice versa after the last day of Drop/Add.

Under the S/U grading option, the course content and requirements are the same for S/U registrants as for regular registrants. The minimum performance for an “S” grade is equivalent to the minimum performance for the letter grade “D”.

A student electing the S/U grading option must obtain approval from the student’s advisor. The advisor giving such approval should submit a memo specifying this approval to the Registrar’s Office.

Petition to Review/Change a Grade

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

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

Stages Two through Four must be completed during the term immediately following the term in which the grade was assigned unless an extension is authorized by the Provost. At the completion of each stage of the appeal, the student is to be notified of the decision in writing.

Procedures

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

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

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

information. If the dean determines the need for a review committee to examine the issue, the committee shall consist of:

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

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

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

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

Early Alert/Midterm Grades

Georgia Southern faculty report to freshmen students (who have earned 29 hours or fewer) their progress in each of their classes prior to mid-term. By using this very important academic and retention tool, it is hoped that members of the University will be able to intervene earlier with students so that they may be successful in their courses.

Faculty will assign students with fewer than 30 hours one of the following early alert/midterm grades:

- S Satisfactory
- U Unsatisfactory
- UA Unsatisfactory attendance
- UG Unsatisfactory grade(s)
- UP Unsatisfactory class participation
- UAG Unsatisfactory attendance and grades
- UAP Unsatisfactory attendance and participation
- UGP Unsatisfactory grades and participation
- UAGP Unsatisfactory attendance, grades and participation

A grade of “S” will indicate that the student is doing the equivalent of “C” or better work, while a grade of “U” will indicate that the student is doing less than “C” work. Progress may be determined by any and all means of evaluation (e.g., tests, quizzes, written assignments, class participation, attendance, or a combination). Faculty are able to submit progress grades through WINGS using a Progress Report Grade Roster, which lists only the freshmen enrolled in the class. Freshmen are able to view their

progress grades in their WINGS student account as soon as the instructor enters the grade. (To view midterm grades, select “Student Records.” Click “Student Records” again and choose “Early Alert/Midterm Grades” to view the grades assigned for all courses.)

Freshmen who receive unsatisfactory progress grades are advised to seek the counsel of their instructor and advisor to determine a plan for intervention, which should help the students be successful in their classes. The intervention strategies may include workshops in the Academic Success Center, tutoring sessions, individual tutoring, enrollment in a tutorial class, assistance from the Student Disability Resource Center or Counseling Center, or withdrawing from the course if that is deemed necessary. See “Withdrawing from a Course” section below.

Grade Point Average (GPA)

The grade point average is the grade average on all work for which the student is enrolled excluding remedial and institutional credit. It is obtainable by dividing the total number of grade points earned by the total number of semester hours attempted (GPA hours). The total institution GPA is based only on the course work done at Georgia Southern University and does not include transfer course work. To calculate your GPA, go to the Office of the Registrar website at <http://students.georgiasouthern.edu/registrar/> and click on “Calculate Your Projected GPA”.

The total institution GPA is used for determining a student’s academic standing. Also, undergraduate students must maintain a 2.0 total institution grade point average to be considered in good academic standing. An undergraduate student may repeat any course and the most recent grade becomes the official grade for the course even if the most recent grade is lower. In computing the total institution grade point average all grades will be used. Students should be aware that all grades earned at Georgia Southern University will appear on the Georgia Southern transcript.

A GPA is computed for each level (undergraduate, masters, specialist, doctorate) of course work. For example, a student who has been enrolled as both an undergraduate and a masters student will have one GPA for all undergraduate course work and one GPA for masters course work.

Policy for Limiting Individual Course Withdrawals

Undergraduates at Georgia Southern University may withdraw from a maximum of five courses for their entire enrollment at the University. Students who have reached their maximum number of withdrawals may elect to receive a “withdrawal-failing” (WF) grade in the course, which is calculated as an F for GPA purposes. A student who attempts to withdraw from a course beyond the limit without special permission from the dean of his or her college will continue to be enrolled in the course and will receive a grade at the end of the term.

Only withdrawals incurred at Georgia Southern University count toward the maximum number of withdrawals. Withdrawals incurred prior to the implementation date (Fall 2009) will not count toward students’ number of allowed withdrawals. Transfer students, irrespective of their classification upon enrolling at

Georgia Southern, are also limited to five withdrawals at Georgia Southern.

Exceptions

Automatic exceptions are as follows:

- Withdrawals from courses taken during Summer semester do not count toward the maximum of five withdrawals.
- Withdrawals are automatically exempted from the maximum number of withdrawals when students withdraw from all classes for military or medical reasons that are documented and approved by the Registrar’s Office or the Counseling and Career Development Center, respectively.

Petitions for exception based on other circumstances are heard in the following manner:

- In cases where students completely withdraw from the University for reasons not covered by the second bullet above, students may petition in writing to the Dean of Students (or the dean’s designee) to have these courses exempted from the total number allowed by completing the form at <https://www.sta.georgiasouthern.edu/Axiom/Login.aspx?SourceID=31>.
- Once the withdrawal limit is reached, students will only be allowed to withdraw from an individual course or courses for extenuating circumstances beyond their control. To withdraw without penalty in these cases, students must appeal in writing to the dean (or the dean’s designee) of their academic college (not necessarily the college in which the course is taught). Appeals for individual withdrawals are not heard unless the student has already reached the maximum number of withdrawals allowed.

Nothing in this list of exceptions affects a student’s existing responsibilities for course fee payment or a student’s financial aid status.

Withdrawing from a Course

Withdrawing from a course after the last day of registration (Drop/Add) can be done by either submitting a withdrawal via WINGS or completing a “Course Withdrawal” form and submitting it to the Registrar’s Office prior to midnight on the last day to withdraw without academic penalty (this date is published in the University Calendar for each semester). For assistance with withdrawing from a course, contact the Registrar’s Office in the Rosenwald Building. The office is open Monday-Friday from 8:00 a.m. - 5:00 p.m. Before withdrawing from a class, it is important that you speak with your instructor, academic advisor and financial aid counselor. While there can be good reasons for withdrawing from a course after drop/add is over, withdrawing is often not the best option for students. Your chances of success in the course may be better than you think. You should also know the consequences of withdrawing from a course for your degree program and financial aid. Again, contact your instructor, your academic advisor and your financial aid counselor before taking this step. Any student who registers for a course must either complete course requirements or officially withdraw before the last day to withdraw without academic penalty. An “F” will be assigned to any student who discontinues attending class without officially withdrawing from the course before the last day to withdraw without academic penalty. Beginning Fall 2009, all undergraduate students will be limited to a total of five withdrawals during their academic enrollment at Georgia Southern University. See “Policy for Limiting Individual Course

Withdrawals” for more details. 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; if the student has not met his/her withdrawal limit of five (5) classes. Fees will not be reduced if the course is withdrawn from after the Drop/Add dates.

Withdrawal from School

To discontinue enrollment prior to the first day of University classes, a student should complete and submit a Voluntary Cancellation Form. Any student who wishes to withdraw from school during the term must complete and submit an official Withdrawal Form. Both forms are available at

<http://students.georgiasouthern.edu/registrar/>. Failure to complete and submit an official Withdrawal Form will result in the assignment of failing grades in all courses for which the student registered. A withdrawal is not permitted after the last day of classes. Grades of “W” will be given for all courses if the withdrawal is before the last day to withdraw without academic penalty. If the withdrawal is completed after the last day to withdraw, instructors are given the option of assigning “W” or “WF” grades. If the instructor does not assign a withdrawal grade, the Registrar's Office will post a “WF” grade for the course. A “WF” grade is calculated in the GPA as an “F” grade. Students will not be able to withdraw from all of their classes via WINGS. WINGS prevents students from withdrawing from their last course over the web.

Medical Withdrawals

Students may petition for a medical withdrawal from the University to the Director of the Counseling Center when significant physical or psychological impairments beyond the student's control interfere with the ability to meet academic requirements. Students wishing to petition for such a voluntary, medical withdrawal should contact the Counseling Center. Additionally, a student may be involuntarily administratively withdrawn from the University when it is determined by the Dean of Students that the student suffers from a physical, mental, emotional, or psychological health condition which: (1) poses a significant danger or threat of physical harm to the student or to the person or property of others or (2) causes the student to interfere with the exercise of any proper activities or functions of the University or its personnel or (3) causes the student to be unable to meet institutional requirements for Admission and continued enrollment, as defined in the Student Conduct Code and other publications of the University. Except in emergency situations, a student shall, upon request, be accorded an appropriate hearing prior to a final decision concerning his or her continued enrollment at the institution. Medical withdrawals are not permitted after the term is completed (last day of classes). Medical withdrawals are exempt from the Limited Withdrawal policy.

Military Withdrawals

A student who is called to active duty to serve in the military while attending courses at Georgia Southern University is eligible to receive a Military Withdrawal. Students receiving this type of withdrawal are withdrawn as of the first day of University classes for the term. A 100% refund is issued. The student will receive “WM” grades for all courses that he/she enrolled in during the semester. The “WM” grades that are assigned will not affect the

student's GPA. To process this type of withdrawal, the student needs to contact the Office of the Dean of Students or go online and submit a “Withdrawal Form.” The student will need to provide this office with a copy of his/her orders stating the date and place of deployment assigned by the military. Military withdrawals are exempt from the Limited Withdrawal Policy beginning Fall 2009.

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; unless the student has met his/her withdrawal limit of five (5) classes. No petition is involved. Simply complete a “Course Withdrawal” form through the Office of the Registrar or withdraw from the course via WINGS. For a student to withdraw without academic penalty from individual courses after the last day to withdraw without academic penalty, the instructor must certify on the “Petition to Withdraw from a Specific Course” form all four of the conditions below and recommend withdrawal:

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

The instructor will be asked by the student to deliver the form to his/her Department Chair. The Department Chair also must recommend the withdrawal. If the instructor and Department Chair approve the withdrawal, the form must be sent to the Dean. The instructor or the Department Chair may deliver the form to the Dean. The Dean will submit the petition to the Office of the Registrar if he/she approves and recommends the withdrawal. This form may only be obtained from the Office of the Registrar. All students who have met their five (5) maximum withdrawals will not be given the option to use this form to withdraw from any courses.

Transcripts - Ordering via fax, mail, or web

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

Academic Policies

A student shall be considered in good academic standing unless he/she has been excluded from the University and not readmitted. A student whose total institution GPA falls below 2.0 will be subject to the policies listed below.

Probation

Probation serves as a notice that academic dismissal from the University will follow unless the quality of academic work improves and the terms of probation are satisfied. A student will be placed on probation at the end of any term in which the total institution GPA drops below 2.0. Probation status is noted on the student's transcript. A student will be allowed to continue on probation a maximum of two successive terms of enrollment as long as he/she maintains a term GPA of 2.0 or better. Probation will be removed at the end of any term in which the total institution GPA reaches 2.0. If at the end of two successive terms of enrollment the total institution GPA has not reached 2.0, the student will be placed on Restricted Enrollment or Exclusion.

If a student returns to satisfactory status (2.0 or better total institution GPA) and later falls below again, the student will again have two successive terms to reach a total institution GPA of 2.0 as long as the term GPA is at least 2.0.

Academic Intervention Policy

Any student with fewer than 30 overall GPA hours and whose total institution GPA is 1.5 or below must meet the following conditions (This policy also applies to transfer students.):

1. Must enroll in no more than 13 hours until the total institution GPA is above 1.5. The typical load would be academic courses for 9 - 10 hours, GSU 1120 for 2 hours (see #2 below), and a physical activity course (KINS prefix) for 1 hour.
2. Must enroll in GSU 1120, "Methods of Learning", unless the student has completed that course with a minimum grade of "C" prior to Spring 2002, or a grade of "S". The GSU 1120 course is specifically designed to improve study skills and overall academic performance. Students who do not attend as required will receive a grade of "F".

Exceptions to this policy must be approved by the Office of the Registrar. In addition to these requirements, students are strongly urged to have regular meetings with their advisors for periodic updates on academic progress, for consultation, and for referral to appropriate support services as needed.

While on Academic Intervention, a student may pre-register for a subsequent term without being subjected to the Academic Intervention Policy.

Restricted Enrollment

Restricted Enrollment only applies to a student who has not had a prior exclusion. Restricted Enrollment will occur in either of the following two conditions:

1. Failure to earn a term GPA of 2.0 or better while on probation or failure to remove probation status after two successive terms of enrollment.
2. When a student is enrolled in 9 or more hours of course work at the 1000 level or above, completes the term, receives grades other than "I" or "W", fails to earn any credit for that term, and the total institution cumulative GPA is below 2.0.

A student on Restricted Enrollment will be subject to probation requirements with the probation counter starting over the first term on Restricted Enrollment. Therefore, if a student earns a term GPA below 2.0 while on Restricted Enrollment and the total institution GPA is below 2.0, or fails to earn a total institution GPA of at least 2.0 within two terms after placement on Restricted Enrollment, the student will be excluded.

The student should meet with his/her academic advisor to discuss ways to regain good standing.

Exclusion

Exclusion is an involuntary separation imposed upon a student who has previously been on Restricted Enrollment and who fails to meet the terms of Probation. Exclusion results when a student in this situation either fails to earn a term GPA of at least 2.0 or fails to clear Probation by the end of two consecutive terms of enrollment. **You must earn at least a 2.0 GPA the first term on Probation to qualify for the second consecutive term.** The purpose of Exclusion is to allow the student time to reflect on the jeopardy of his/her academic status. A first Exclusion is for one term. The summer term will be treated as any other term, including terms of involuntary separation. Any subsequent Exclusion is for one calendar year. A student who is readmitted after an Exclusion must enroll under the conditions of Probation. Academic Exclusion is noted on the student's transcript. For a student with a previous Restricted Enrollment, Academic Exclusion will also result when a student is enrolled in 9 or more hours of course work at the 1000 level or above, completes the term, receives grades other than "I" or "W", fails to earn any credit for that term, and the total institution GPA is below 2.0.

Learning Support Dismissal

1. A Learning Support student who is placed on dismissal for failure to exit the Learning Support Program will be excluded for three years. Any student in the exit-level course and still in only one area of Learning Support may appeal for one additional semester. If granted an appeal, the student may register for only the Learning Support course needed to complete his/her requirements. A student wishing to appeal should contact the Academic Success Center at (912) 478-5371. Appeals must be received in the Academic Success Center by noon the day before classes begin.
2. Alternately, a Learning Support student who is placed on dismissal for failure to exit Learning Support may apply for readmission as a transfer student after satisfying Learning Support requirements and completing thirty hours of college-level work with a minimum GPA of 2.0.

Readmission

A student who has been placed on first Academic Exclusion may apply for readmission to Georgia Southern University after remaining out for one term. After a subsequent Exclusion, a student may apply for readmission after remaining out for one year. A former student application should be submitted to the Registrar's Office for the term readmission is desired.

Right of Appeal

In all matters concerning Academic Exclusion, the student may appeal by writing to the Registrar and clearly stating the basis for an appeal. The appeal will be considered by the Academic Standards Committee. A student will be allowed no more than

two approved appeals to the Academic Standards Committee and no more than one approved appeal to the student's dean.

Appeal forms are available online at <http://students.georgiasouthern.edu/registrar> and must be submitted electronically. Go to "Forms," scroll down to the readmission appeal form, complete the form, and submit the appeal. An appeal should be submitted as soon as possible but must be received in the Office of the Registrar prior to 4 p.m. three (3) working days before the first day of University classes for the term a student is seeking readmission to Georgia Southern University. Individuals failing to satisfy the deadline may submit their appeal for the following term.

Requirements After Readmission

Following any academic dismissal and a subsequent readmission on probation, failure to earn a term GPA of 2.0 or better, or failure to remove Probation by the end of two successive terms of enrollment will result in Academic Exclusion.

Repeating Courses

An undergraduate student may repeat any course and the most recent grade becomes the official grade for the course even if the most recent grade is lower. All grades will be used in computing the total institution GPA. The total institution GPA will be used to determine academic standing and graduation GPA requirements.

Attending Other Colleges and Universities

The University cannot request another institution to accept a student during any period of ineligibility at Georgia Southern University. No transfer credit will be awarded for credits earned at another institution during any period of academic or disciplinary ineligibility.

Academic Renewal Policy

The Academic Renewal policy allows students who are enrolled in the University System of Georgia to have a fresh start if they have had academic difficulties in the past. The student must re-enroll at the same institution in which he/she experienced the problems and must not have attended any post-secondary institution for at least five calendar years prior to re-enrolling.

Former Learning Support students may not apply for Academic Renewal unless they had successfully completed all Learning Support requirements during their previous enrollment.

1. All previously attempted course work will continue to be recorded on the student's official transcript. The student's Regents' GPA will include all credit courses taken excluding Learning Support courses. Any scholastic suspensions or exclusions that occurred in the past shall remain recorded on the student's permanent record.
 - a. Students must apply for Academic Renewal and Academic Renewal shall be granted upon application by the student. A student can be granted Academic Renewal status only once. Students should contact the Office of the Registrar to apply for Academic Renewal.
 - b. An Academic Renewal GPA is begun when the student resumes taking course work following the five-year period of absence. A statement will be placed on the student's transcript indicating the Academic Renewal status.

- c. The Academic Renewal GPA will be used for determining academic standing and eligibility for graduation. At least 50% of work toward a degree must be completed after the granting of Academic Renewal for a student to be eligible for honors at graduation.
 - d. Academic credit for previously completed course work including transfer course work will be retained only for courses in which an "A", "B", "C", or "S" grade has been earned. Retained grades are not calculated in the Academic Renewal GPA but are counted in the Academic Renewal Hours Earned.
 - e. Retained hours earned prior to Academic Renewal may be used to satisfy Georgia Southern's graduation residency requirement.
2. If a student does not request Academic Renewal status at the time of re-enrollment after a five year or greater period of absence from any post-secondary institution, the student may do so by the end of the second semester of re-enrollment or within one calendar year, whichever comes first. The Academic Renewal GPA begins with the first semester following re-enrollment.
 3. Re-entry into any program is not automatic.
 4. The granting of Academic Renewal does not supersede financial aid policies regarding Satisfactory Academic Progress.
 5. The granting of Academic Renewal at Georgia Southern University will not supersede the admissions requirements of certain programs (e.g., teacher education, nursing) which require a specific minimum GPA based upon all course work.
 6. United States and Georgia History and Constitution requirements met prior to the granting of Academic Renewal will remain on the student's permanent record even though the courses may not count in the Academic Renewal GPA. Also, Regents' Test scores prior to Academic Renewal will remain on the student's record. Georgia Southern University will count all hours earned prior to Academic Renewal in regards to Regents' review classes, College Preparatory Curriculum, and other Board of Regents' Policy requirements.
 7. Note for Students Granted Academic Renewal: The granting of Academic Renewal at Georgia Southern University will not supersede the admission requirements to graduate programs as set by the departments and the College of Graduate Studies.

President's List

During any term, an undergraduate or post baccalaureate student carrying 12 or more GPA hours and making a term GPA of 4.0 will be placed on the President's List. A President's List Certificate will be awarded by the President.

Dean's List

During any term, an undergraduate or post baccalaureate student carrying 12 or more GPA hours and making a term GPA of 3.5 - 3.9 will be placed on the Dean's List. The Dean's List Certificate will be awarded by the appropriate dean.

Honors Day - Academic Awards

Each year in April, the University honors outstanding students from all disciplines and areas of college life. The Honors Day Convocation highlights outstanding awards such as “University System Academic Recognition Award”, “The Alumni Association Scholarship Award”, Outstanding Scholar, selection to the Honor Society of Phi Kappa Phi and other honor societies, and Who’s Who Among Students in American Universities and Colleges. In addition, other students receive special awards from departments.

Election to membership in the national Honor Society of Phi Kappa Phi will be made on the basis of the following criteria:

1. A GPA of 3.5 or above with senior classification; 3.7 or above with junior classification;
2. Sound character;
3. Enrollment at Georgia Southern University for at least one year;
4. Juniors elected may not exceed one percent of candidates for graduation that year;
5. Seniors elected may not exceed ten percent of candidates for graduation that year;
6. Graduates elected may not exceed ten percent of students receiving graduate degrees that year.

To be honored for Outstanding Scholar, the student must have earned at Georgia Southern University a total institution GPA of 3.5 or higher. The student must have completed at least 15 semester hours of resident degree credit at Georgia Southern University. This group will include currently enrolled undergraduate students, undergraduate students who have completed requirements for graduation, and baccalaureate students working toward a second degree. These students will be recognized by standing as a group on Honors Day. Seniors who have applied for graduation for the upcoming Spring, Summer, and Fall commencement will receive a certificate for “Outstanding Scholar Graduating Senior with GPA 3.9 or Higher at Georgia Southern” and will be recognized on stage if they meet the following criteria:

- Spring prospective graduates must be enrolled in enough hours Spring semester to reach 60 Georgia Southern University hours at the end of Spring.
- Summer prospective graduates must be enrolled in enough hours Spring and Summer semesters to reach 60 Georgia Southern University hours at the end of Summer.
- Graduates must have a 3.9 GPA or higher at Georgia Southern.

Selections for Who’s Who Among Students in American Universities and Colleges will be made on the basis of the following criteria:

1. A institution GPA of 3.0 or above;
2. Campus and/or community leadership;
3. Campus and/or community service;
4. Junior or senior classification.

Any member of the faculty, staff, or student body may nominate candidates for Who’s Who Among Students in American Universities and Colleges. Final selections will be made by the Honors Committee from these nominations. These students will be recognized by standing as a group on Honors Day.

Selections for Special Awards will be made by the various organizations and departments in keeping with established criteria.

Any organization wishing to present a new award should make application through the Honors Day Committee. New awards to be presented on Honors Day must be submitted for approval by the Honors Day Committee before the beginning of the previous Fall semester. Criteria and information about the award can be sent to the Office of the Registrar and the coordinator of Honors Day will submit the information to the Honors Day Committee for review.

Requirements for All Degrees

Area A - Essential Skills (9 Hours)

Area B - Institutional Options (4 Hours)

Area C - Humanities and Fine Arts (6 Hours)

Area D - Science, Mathematics, and Technology (11 Hours)

Area E - Social Science (12 Hours)

Area F - Courses Appropriate to Major (18 Hours)

Additional Requirements - Health, Kinesiology, and First-Year Seminar (6 Hours)

Upper Division Requirements and Electives, to total a minimum of 126 semester hours.

Definition of a Major

A major program must include 21 semester hours or more of upper division (junior-senior level) courses in a field of study.

Regents’ Testing Program

The Regents’ Test is an examination that assesses the competency level in reading and writing of those students enrolled in undergraduate degree programs in University System institutions. The following statement is policy of the Board of Regents of the University System of Georgia:

Each institution of the University System of Georgia will ensure the other institutions and the system as a whole that students obtaining a degree from the institution possess literacy competence.

The Regents’ Testing Program has been developed to attain this goal. The objectives of the Testing Program are:

1. to provide system wide information on the status of student competence in the areas of reading and writing; and
2. to provide a uniform means of identifying those students who fail to reach the minimum levels of competence in these areas.

Who Takes It:

You must take the test if any of the following conditions are met.

1. All regularly enrolled undergraduate students of Georgia Southern University;
2. Students whose native language is not English will take the test but will be tested separately and given more time (2 hours) on each component of the test under the guidelines of the International Students’ Policies;
3. Students with a documented disability will take the test under provisions approved by the Student Disability Resource Center;

4. All transfer students must take the test the first term of enrollment, unless taken and passed at a previous institution, or exempted from the test.

Exemptions:

Regents' Reading

Students with SAT Reasoning Test Verbal (Critical Reading) scores of at least 510 or ACT Reading scores of at least 23 will be considered to have fulfilled the reading comprehension requirement of the Regents' Test and do not need to take the reading portion of the Regents' Test. Scores must be from a national administration of the SAT or ACT.

Regents' Essay

Students scoring 560 or higher on the Writing section of the SAT Reasoning Test, students with College Board Advanced Placement (AP) English scores of at least 3, International Baccalaureate (IB) higher-level English scores of at least 4, or SAT Subject Test English Writing scores of at least 650 will be considered as having fulfilled the essay requirement of the Regents' Test and do not need to take the essay portion of the Regents' Test. Other exemptions include: SAT Reading score of 510 **AND** Writing Section score of 500; or ACT Combined English/Writing score of 24; or ACT Combined English/Writing score of 22 **AND** ACT Reading score of 23.

When:

Students must take both portions of the test their first semester of enrollment unless they meet one or more of the exemptions listed above. Those who do not take the test while enrolled in ENGL 1101 cannot enroll in ENGL 1102 until they have taken the Regents' Test or satisfied the exemptions. Students are not required to pass the Regents' exam prior to enrolling in ENGL 1102. Students who do not pass the test(s) must continue taking the test(s) each term until both sections are passed. Students who fail both sections of the test are required to re-take both sections at one testing. The Testing Office will register students for the test. The tests will appear as RRE 0001 (Reading and Essay), RE 0001 (Essay only), or RR 0001 (Reading only) on students' schedules.

Regents' Review Course(s)

Students who score a 50 or below (low fail) on the Regents' Reading Exam must enroll in the Regents' Reading Review course the following semester regardless of the semester enrolled, effective Fall 2008. All other students who have not satisfied the exam within three (3) semesters of enrollment must take the Reading Review course each semester in attendance until both sections of the test have been passed, whether ENGL 1101 or 1102 has been completed. A student who has never tested or satisfied the requirement and has been enrolled three (3) semesters must also enroll in the Regents' Reading Review course.

Students who score a low fail score on the Regents' Essay Exam must enroll in the Regents' Essay Review course the following semester regardless of the semester enrolled. Students who have been enrolled three (3) semesters and who have not passed or taken the Regents' Essay Exam must take a Regents' Essay Review course each semester in attendance until the Essay portion is passed, whether English 1101 or 1102 has been completed, as well.

Each course carries two hours of institutional credit and will be considered a part of the student's academic load. The student may not register for more than 18 hours Fall and Spring semesters including the review courses. Summer semester students may register for no more than 12 hours.

Transfer Students

All transfer students must take the test during their first term of enrollment. Those who have not passed the test before their third semester of enrollment are subject to the review course requirement. **EXCEPTION:** If a transfer student scores a 50 or below on the Regents' Reading Exam and/or a low fail score on the Regents' Essay, they will automatically have to enroll in the Regents' Reading and/or Essay Review course(s) the following semester regardless of the semester enrolled. Students who have not satisfied Regents' Test requirements but have satisfied ENGL 1101 prior to entering Georgia Southern may be permitted to enroll in ENGL 1102 and will be registered for the Regents' Test(s). Transfer students who have completed ENGL 1101 and/or 1102 still need to fulfill the Regents' Exam either through the exemptions option listed previously or by taking the exam.

Effective Spring 2010, all University System of Georgia college transfers will be required to enroll immediately in appropriate Regents' Review classes after three terms at their previous USG institutions if they have not satisfied their Regents' requirements.

Regents' Reading Skills: RGTR 0198

This course will meet twice a week (two hours per class) for eight weeks immediately preceding the Regents' Test date. Schedule may vary with the term.

Regents' Writing Skills: RGTE 0199

This course will meet twice a week (two hours per class) for eight weeks immediately preceding the Regents' Test date. Schedule may vary with the term.

Attendance Policy: A student must attend at least 75 percent of the classes and complete at least 75 percent of the assigned work in order to be eligible to take the Regents' Test that same semester. ***Failure to attend at least 50% of the class sessions will result in the student being ineligible to enroll in the University for the subsequent semester.***

Exceptions:

1. Students will not be allowed to take the test when they are in violation of Regents' policies;
2. International students will be subject to the policies approved by the Faculty Senate. Exceptions to these policies will be dealt with by the Exceptions Committee.

Students who fail to meet the above requirements will be subject to this action: A student who is required to take review courses and who does not meet the attendance requirements of the course will not be allowed to take the Regents' Test during the term in which the student is enrolled. Students who are required to enroll in review courses for the Regents' Test and do not register for them before the first class meeting are in violation of Regents' and Institution's policy. Such students will be administratively withdrawn from the University.

Campus Review Procedure for the Essay Component

1. A student may request a formal review of his/her failure on the essay component of the test if that student's essay received at least one passing score among the three scores

awarded and if the student has passed ENGL 1101 and ENGL 1102.

2. The review procedure is as follows:
 - a. The student gives a written request to the Testing Coordinator.
 - b. The request must be received no later than one week after the last day of Drop/Add the following term.
 - c. The Testing Coordinator will verify the validity of the review request and will notify the chair of the Writing and Linguistics Department. The Chair will appoint three members of the Writing and Linguistics faculty to review the essay. Action of the Writing and Linguistics Department Review Committee will be final. The review must be completed within one week of the request by the Department Chair.
 - d. The Chair of the Writing and Linguistics Department will send the results of the committee's findings to the Testing Coordinator, who will inform the student of the results.
 - e. If the committee's findings support the student, the Testing Coordinator will send the appeal to the Board of Regents' office for action.
3. The results of the review by the Board of Regents Testing Office will be final. The student will be notified through the institution of the results. Action on the appeal is generally taken after mid-term and after the next administration of the Regents' Test.

History and Constitution (U.S. and Georgia) Requirements

Georgia law requires that each candidate for a degree or certificate demonstrate knowledge of the history and constitution of the United States and Georgia. These requirements may be met by passing examinations offered by the Testing Office (912) 478-5415.

http://academics.georgiasouthern.edu/testing/legislative_exemption_exams.htm or by receiving a passing grade in certain courses. The courses and the requirement(s) each course satisfies are as follows:

- POLS 1101/1101H satisfies Georgia Constitution and United States Constitution;
- HIST 2110/2110H satisfies Georgia History and United States History;
- POLS 3330 satisfies Georgia Constitution;
- HIST 4130 satisfies Georgia Constitution and Georgia History;
- BHON 2133 satisfies United States History, United States Constitution, Georgia History, and Georgia Constitution.

Equivalent courses taken at other institutions may not meet these requirements. If you took any of the equivalent courses listed above at an out of state college you will not have satisfied the Georgia History or the Georgia Constitution requirement.

Information concerning preparation materials that will prepare you for the examinations offered by the Testing Office can be accessed at http://academics.georgiasouthern.edu/testing/legislative_exemption_exams.htm or you may call (912) 478-5415.

Students taking College Level Examination Program tests or Advanced Placement (AP) Program tests for POLS 1101 or HIST 2110 should be aware that credit for these exams will satisfy the U.S. components of the History and/or Constitution requirements.

If the AP course was taken at a Georgia High School and credit is awarded, the student will receive credit for satisfying the Georgia components.

These requirements may be met if the student has already received credit for the College Level Examination Program (CLEP) and/or the Advanced Placement Program (AP) and/or the International Baccalaureate Organization (IBO) as follows:

- CLEP for POLS 1101 satisfies United States Constitution
- CLEP for HIST 2110 satisfies United States History
- AP for POLS 1101 satisfies United States Constitution (Georgia Constitution requirement will be satisfied only if the student has completed the AP course at a Georgia high school)
- AP for HIST 2110 satisfies United States History (Georgia History requirement will be satisfied only if the student has completed the AP course at a Georgia high school)
- IBO for HIST 2110 satisfies United States History (Georgia History requirement will be satisfied only if the student has completed the IBO course at a Georgia high school)

If you took any of the equivalent courses or tests listed above at an out of state high school, you will not have satisfied the Georgia History or the Georgia Constitution requirement. Information concerning preparation classes that will prepare you for the examinations offered by the Testing Office can be accessed at <http://academics.georgiasouthern.edu/testing> or you may call (912) 478-5415.

Other Degree Requirements

Foreign Language Requirements

1. Requirements for Students Subject to CPC (College Preparatory Curriculum)-High School Graduation less than five years ago:
Students graduating from high school are subject to CPC. These students are required to complete two years of the same foreign language in high school to satisfy CPC requirements. If the CPC requirement in foreign language is not met at the time of enrollment, the student must enroll in a first foreign language course (1001) which will not count toward college graduation.
2. Requirements for Students Not Subject to CPC-High School Graduation more than five years ago:
Students graduating from high school more than 5 years ago are not subject to CPC. These students may count the foreign language toward graduation even though they may have completed these levels of the same language in high school.

Students who graduate from high schools outside the United States are not subject to the CPC requirements. Students whose native language is not English and have graduated from a high school in the U. S. and who have not satisfied CPC in high school may take a proficiency exam in their native language and satisfy their CPC requirement if they are proficient at the Elementary II (1002) level of their language.

Foreign Language Degree Requirements

B.A. Degree Requirements in Foreign Languages

B.A. degree students must complete through an Intermediate II course or its equivalent. Equivalence may be demonstrated by one of the following:

1. Secondary school background showing four (4) years or more of preparation in a single language;

2. Taking and passing a placement test which grants credit through the Intermediate II course;
3. Written certification by the Department of Foreign Languages that the student's residence abroad, family background, or other non-academic circumstance has provided the equivalent of Intermediate II proficiency.

Students who continue the language which they began in high school may do one of the following:

- Enroll in Intermediate I (2001) or higher and complete the foreign language sequence through Intermediate II (2002). Students who are admitted with three or more years of preparation in a single language may want to seek higher placement through testing or advisement.
- Take a placement test for credit for Intermediate I (2001) and/or Intermediate II (2002). Students who receive credit for Intermediate I (2001) but not Intermediate II (2002) may then enroll in Intermediate II (2002).
- Enroll in one or more elementary foreign language course(s) (1001/1002) as well as the two Intermediate level courses (2001/2002). All Accelerated Elementary and Intermediate (1060 and 2060) courses count toward graduation.

The four basic sequence courses (1001, 1002, 2001, and 2002) will count toward graduation for B.A. degree students who take all four courses. The accelerated sequence (1060, 2060) allows students to complete the B.A. requirement in two semesters.

B.S. Degree Requirements in Foreign Languages

B.S. degree students whose programs specify a foreign language or allow for the option of a foreign language must complete through the Intermediate I (2001) course or equivalent. Equivalence may be demonstrated by one of the following:

1. Secondary school background showing three (3) years or more of preparation in a single language;
2. Taking and passing a placement test which grants credit through the Intermediate I (2001) course;
3. Written certification by the Department of Foreign Languages that the student's residence abroad, family background, or other non-academic circumstance has provided the equivalent of Intermediate I proficiency.

Students who continue the language which they began in high school may do one of the following:

- Complete course work through Intermediate I (2001).
- Take a placement test for credit for Intermediate I (2001). Students who are admitted with three or more years of preparation in a single language may want to seek credit for Intermediate I (2001) or higher placement through testing or advisement.
- Enroll in one or more elementary foreign language course(s) (1001/1002) as well as the Intermediate level course Intermediate I (2001). All Accelerated Elementary and Intermediate courses count toward graduation.

B.S. degree students who choose to start a language will take all three basic sequence courses (1001, 1002, 2001) and they will all count toward graduation.

NOTE: Intermediate I (2001) and Intermediate II (2002) may be taken concurrently with permission from the Foreign Language Department.

Graduation Requirements

Subject to the limitations and qualifications stated elsewhere in this catalog, the requirements for the baccalaureate degree are as follows:

- Undergraduate students should have their programs of study checked with their advisors at least three terms before anticipated completion of degree and submit an "Application for Graduation." All degree seeking graduate students expecting to graduate must apply for graduation no later than the semester **before** degree requirements are expected to be completed.
- To have a degree awarded, the graduation fee must be paid and all other financial obligations or "holds" must be satisfied or removed before the end of the term that the student is planning to graduate.
- Students must earn at least 25 percent (30 semester hours) of their degree requirements in residence at Georgia Southern University. The last 30 semester hours of work must be earned at Georgia Southern University, unless an exception is made for the student to be a transient student at another institution. A student cannot complete requirements immediately following the term he/she is in attendance as a transient student at another institution unless an official transcript of transient credit is received by the Registrar prior to the end of the semester at Georgia Southern University.
- For the B.A. degree, a maximum of 30 semester hours of upper division course work in the major may be allowed to count toward the minimum of 126 hours required for graduation.
- For the B.S. degree, a maximum of 40 semester hours of upper division course work in the major may be allowed to count toward the minimum of 126 hours required for graduation.
- At least half of the courses required in the major must be taken at Georgia Southern University.
- At least nine semester hours of the fifteen required in the minor must be taken at Georgia Southern University.
- At least twelve semester hours of the eighteen required in the concentration must be taken at Georgia Southern University.
- A maximum of three semester hours may be taken under the S/U grading system within any minor.
- The total institution cumulative GPA of all courses (at least 126 semester hours) applying to the degree must be 2.0.
- A student must fulfill all major, minor and specific requirements prescribed for the degree and satisfy the legal requirements with regard to evidence of an understanding of the History and Constitutions of Georgia and of the United States.
- A student must pass the Regents' Test as required by the University System of Georgia (see Regents' Testing Program). Satisfactory scores or exemptions will be evidence of competence and shall satisfy the requirement. This is a requirement for graduation.
- All students will be required to complete any current requirements beyond the catalog, such as legislative, certification and Board of Regents requirements.
- Advisors may recommend course substitutions in the major when deemed necessary by submitting the request for approval to their department chair. The substitution is then submitted to the Registrar who will review each request in accordance with the Board of Regents and institutional policies.
- For students whose initial enrollment is Fall 1998 and after, GSU 1120-Methods of Learning will not apply to the degree.

- Credit for Military Science (MSCI) Courses will appear on the student's record. For students who are not pursuing a Military Science minor, four of these credit hours, either transfer or resident, may be applied toward the 126 hours required for a degree provided it meets with the approval of the appropriate advisor and department.
- A minimum grade of "C" is required in all Area A courses.
- A maximum of five physical activity courses may be applied to the 126 hours required for a degree.
- Students typically satisfy the requirements for graduation listed in the catalog when they initially enroll at Georgia Southern University. However, with the approval of their advisor, students enrolled Fall 1998 and after may elect to satisfy the graduation requirements specified in any of the catalogs in effect while they are enrolled. A change of major does not constitute a change of catalog for these students. If a major is changed after Fall 1998, students must satisfy semester major requirements. However, if a student has been out of school for ten or more calendar years and re-enters, the current catalog requirements (at time of re-entry) will apply. Any exceptions require the approval of the advisor, department chair, and dean.
- All outstanding "I" or "IP" grades must be cleared and all transcripts from other institutions must be received by the end of the term the student plans to graduate.
- Academic and financial obligations not met by the end of the term will result in the conferring of the degree the following term.

Second Majors

To have two majors, the two have to be under the same degree.

For example: B.A. Spanish/B.A. Biology or B.S.

Psychology/B.S. Hotel Restaurant Management. Students seeking a second major within the same degree program must complete the specific requirements for both majors. An application for the second major must be submitted to the Office of the Registrar. Both majors will be noted on the transcript.

Dual Degrees

A student who has been awarded a baccalaureate degree, from Georgia Southern or another accredited institution, may be granted a second baccalaureate degree provided the following conditions have been fulfilled:

1. If the first degree is earned at Georgia Southern a student may seek a second undergraduate degree only if the degree is different from the first degree.
2. The student must satisfy all major requirements listed for the chosen program of study.
3. The student must complete the history and constitution requirements.
4. The student must take a minimum of 30 additional credit hours at Georgia Southern.
5. The student must earn at least 50% of the credits toward the major at Georgia Southern.
6. The requirement of a minor for the B.A. degrees will be waived, if the first degree content area is among the recognized minors at Georgia Southern as listed in the "Minors" section of the Georgia Southern catalog. If the student seeks a B.A. and has not already completed a major or minor recognized by Georgia Southern, the student would be required to complete a minor from the list of approved minors. The minor requirement is also waived for students who hold a B.G.S. from Georgia Southern and are seeking a B.A. degree.
7. The student may work on two degrees at the same time.

Graduation With Honors

Honors are computed in the Registrar's Office and all questions concerning honors should be directed to that office. There are three sets of criteria in effect, and the set that applies is determined by the student's first date of attendance at Georgia Southern. Only baccalaureate degree candidates are eligible to graduate with honors. Students seeking graduate degrees are not eligible for graduation with honors. The following requirements must be met:

1. At least 60 hours of credit must be earned at Georgia Southern University. Hours enrolled Spring for May candidates will be computed to reach the 60 hours. Spring and Summer hours enrolled for Summer candidates who elect to participate in the May graduation will be computed to reach the 60 hours. Hours enrolled Fall for December candidates will be computed to reach the 60 hours. Attaining the required 60 hours will ensure that the candidate will be recognized as graduating with honors at the respective commencement ceremony.
2. To determine eligibility for recognition of graduation with honors at the ceremony, the student's grade point average at the end of the term prior to the commencement ceremony will be used. After graduation and all final grades are recorded and all degree requirements are complete, honors are re-calculated and will be added to diplomas and transcripts if honors are achieved.
3. The first GPA criterion is that the minimum average for a particular level of honors must be earned on all undergraduate course work taken at Georgia Southern University.
4. The second GPA criterion is that the minimum average for a particular level of honors must be earned on all undergraduate course work attempted at all institutions attended.
5. In applying the two GPA criteria, the lower GPA will be used to assess the level of honors, if any.
6. The honors assigned and the scholastic records are:

Cum Laude	3.5 - 3.69
Magna Cum Laude	3.7 - 3.89
Summa Cum Laude	3.9 - 4.0
7. HONORS FOR SUBSEQUENT BACCALAUREATE DEGREES: In addition to the preceding, a third GPA criterion applies to students earning subsequent undergraduate degrees. The student must earn the minimum average for a particular level of honors on all course work taken between the most recent undergraduate degree and the current degree. The lowest of the three GPA calculations will be applied to assess the level of honors, if any.
8. HONORS FOR STUDENTS WHO SELECT ACADEMIC RENEWAL: Please refer to the policy regarding Academic Renewal.

Core Curriculum Course Requirements

AREA A - Essential Skills (9 Hours Total)

A minimum grade of "C" will be required in all Area A courses.

- ENGL 1101 - Composition I (3)
- ENGL 1102 - Composition II (3) (*Prerequisite ENGL 1101*)

Select one math course from the following:

- MATH 1101 - Introduction to Math Modeling (3) (*Not a prerequisite for MATH 1112 or MATH 1113*) *
- MATH 1111 - College Algebra (3) **
- MATH 1112 - Trigonometry (3) (*Prerequisite MATH 1111 or equivalent academic background*) *** †
- MATH 1113 - Pre-Calculus (4) (*Prerequisite MATH 1111 or equivalent academic background*)
- MATH 1441 - Calculus I with Lab (4) (*Prerequisite MATH 1112 or 1113 or equivalent academic background*)

*Satisfies Area A in CLASS and some CHHS Programs.

**Credit earned for only one of these courses (MATH 1111 or MATH 1101) can count toward graduation.

***Fulfills the MATH 1113 requirement for most students.

† Credit earned for only one of these courses (MATH 1112 or MATH 1113) can count toward graduation.

AREA B - Institutional Options (4 Hours Total)

- HIST 1112 - World History II: Emergence of the Modern Global Community (3)
- IDS 2210 - Turning Points and Connections (1) (*Prerequisite HIST 1112*)

AREA C - Humanities and Fine Arts (6 Hours Total)

Students may satisfy Area C by successfully completing requirements outlined below in Option 1 or Option 2.

(Option 1)

Select one literature course from the following:

- ENGL 2111 - World Literature I (3) (*Prerequisites ENGL 1101 and 1102*)
- ENGL 2112 - World Literature II (3) (*Prerequisites ENGL 1101 and 1102*)

Select one humanities/fine arts course from the following:

- ART 1000 - Art in Life (3)
- COMM 1110 - Principles of Public Speaking (3) (*Prerequisite ENGL 1101*)
- Foreign Language 1001 - Elementary I (3) *
- Foreign Language 1002 - Elementary II (3) *
- Foreign Language 2001 - Intermediate I (3) *
- Foreign Language 2002 - Intermediate II (3) *
- Foreign Language 1060 - Accelerated Elementary (3 of 6) (3 Hours to Area C) *
- Foreign Language 2060 - Accelerated Intermediate (3 of 6) (3 Hours to Area C) *
- HUMN 2433 - Classicism (3)
- HUMN 2434 - Myth in Arts and Humanities (3)
- MUSC 1100 - Music Appreciation (3)
- PHIL 1030 - Introduction to Philosophy (3)
- RELS 2130 - Introduction to Religion (3)
- THEA 1100 - Theatre Appreciation (3)

*Language can be FREN, GRMN, JAPN, LATN, SPAN, or YORU.

(Option 2)

Both of the following humanities courses:

- HUMN 2321 - Humanities I (3) (*Prerequisite ENGL 1101 or concurrent enrollment*)
- HUMN 2322 - Humanities II (3) (*Prerequisites ENGL 1101 and HUMN 2321*)

AREA D - Science, Mathematics, and Technology (11 Hours Total)

Select one course from Section I, one course from Section II, and Section III may be satisfied by selecting a course in any of the three sections. Only two courses in the same discipline may be chosen in Area D.

Section I - Traditional Laboratory Science Course (4 Hours)

Select one traditional laboratory science course from the following:

- ASTR 1010 - Astronomy of the Solar System (3) and ASTR 1211 - Astronomy Lab (1)
- ASTR 1020 - Stellar and Galactic Astronomy (3) and ASTR 1211 - Astronomy Lab (1)
- BIOL 1130 - General Biology (3) and BIOL 1110 - General Biology Lab (1)
- CHEM 1140 - Introduction to General and Organic Chemistry with Lab (4)
- CHEM 1145 - Principles of Chemistry I with Lab (4)
- GEOL 1121 - Introduction to the Earth (3) and GEOL 1110 - Earth Lab (1)
- PHYS 1111 - Introduction to Physics I (3) (*Prerequisite MATH 1112 or 1113*) and PHYS 1113 - Physics Lab I (1)
- PHYS 2211 - Principles of Physics I (3) (*Prerequisite MATH 1441*) and PHYS 1113 - Physics Lab I (1)

Section II - Environmental Science with Lab (4 Hours)

Select one environmental science course with lab from the following:

- BIOL 1230 - Environmental Biology (3) and BIOL 1210 - Environmental Biology Lab (1)
- CHEM 1040 - Chemistry and the Environment with Lab (4)
- GEOL 1330 - Environmental Geology (3) and GEOL 1310 - Environmental Geology Lab (1)
- PHYS 1149 - Environmental Physics with Lab (4)

Section III - Mathematics, Science or Technology Elective (3 Hours minimum)

Select one mathematics, science or technology elective. Course can be chosen from either section I, II or III in Area D.

- ASTR 1000 - Introduction to the Universe (3)
- BIOL 1331 - Insects and People (3)
- BIOL 1333 - From Neuron to Brain (3)
- BIOL 1335 - Plants and Civilization (3)
- CHEM 1030 - Chemistry and Your World (3)
- CHEM 1146 - Principles of Chemistry II with Lab (4) (*Prerequisite CHEM 1145*)
- CISM 1110 - Computer Applications (1)
- CISM 1120 - Computer Concepts (2)
- CSCI 1230 - Introduction to BASIC Programming (3) (*Prerequisite Math course*)
- CSCI 1232 - Introduction to FORTRAN Programming (3) (*Prerequisite Math course*)
- GEOG 1111 - Climate and the Landscape (3) and GEOG 1110 - Climate and the Landscape Lab (1)
- GEOL 1122 - General Historical Geology with Lab (4) (*Prerequisite GEOL 1121 with Lab*)
- GEOL 1430 - Dinosaurs, Extinctions, and Disasters (3)
- GEOL 1530 - Principles of Oceanography (3)
- MATH 1112 - Trigonometry (3) (*Prerequisite MATH 1111 or equivalent academic background*)
- MATH 1113 - Pre-Calculus (4) (*Prerequisite MATH 1111 or equivalent academic background*)
- MATH 1232 - Survey of Calculus (3) (*Prerequisite MATH 1101 or MATH 1111*)
- MATH 1441 - Calculus I with Lab (4) (*Prerequisite MATH 1112 or 1113 or equivalent academic background*)
- MATH 2242 - Calculus II with Lab (4) (*Prerequisite MATH 1441*)
- MATH 2243 - Calculus III with Lab (4) (*Prerequisite MATH 2242*)
- PHYS 1112 - Introduction to Physics II (3) (*Prerequisite PHYS 1111*) and PHYS 1114 - Physics Lab II (1) (*Prerequisite or concurrent enrollment of PHYS 2212 or 1112*)
- PHYS 1135 - Physics: How Things Work (3)
- PHYS 2212 - Principles of Physics II (3) (*Prerequisite PHYS 2211*) and PHYS 1114 - Physics Lab II (1) (*Prerequisite or concurrent enrollment of PHYS 2212 or 1112*)
- STAT 2231 - Introduction to Statistics I (3) (*Prerequisite MATH 1101 or MATH 1111*)
- STAT 2232 - Introduction to Statistics II (3) (*Prerequisite STAT 2231*)
- TCGT 1530 - Science, Technology and the Environment (3)

AREA E - Social Science (12 Hours Total)

- ECON 2105 - Economics in a Global Society (3)
- HIST 2110 - The United States: A Comprehensive Survey (3)
- POLS 1101 - Introduction to American Government (3)

Select one social science elective course from the following:

- ANTH 1102 - Introduction to Anthropology (3)
- GEOG 1130 - World Regional Geography (3)
- PSYC 1101 - Introduction to Psychology (3)
- SOCI 1101 - Introduction to Sociology (3)

Additional Requirements (6 Hours Total)

- FYE 1220 - First Year Seminar (2)
- HLTH 1520 - Healthful Living (2)
- 2 Physical Activity Courses (2) (1 hour each)

University Programs and Courses

GENERAL STUDIES B.G.S., 126 HOURS

The Bachelor of General Studies (B.G.S.) program provides opportunities for non-traditional college students who are interested in combining a liberal arts background with some degree of specialization. It offers a solid core curriculum program along with the freedom to choose from a wide range of concentrations.

While the General Studies degree allows for study in several areas, it is organized to provide an academically sound program with carefully planned concentrations. The student who earns this degree will have achieved a broad-based education that meets high standards of learning.

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills		9
Hours Area B - Institutional Options		
4 Hours Area C - Humanities and Fine Arts		
and Technology	6 Hours Area D - Science, Mathematics,	
	11 Hours Area E - Social Science	
	12 Hours Area F - Courses	
Appropriate to Major		18 Hours
Humanities and Fine Arts (3-9)		
Science, Mathematics, and Technology (0-8)		
Social Science (3-9)		
Any course(s) appropriate to Concentration approved by advisor		
Health and Physical Education Activities		4
Hours		
HLTH 1520 - Healthful Living (2)		
Physical Education Activities (2)		
Orientation		2
Hours		
FYE 1220 - First Year Seminar (2)		
Major Requirements		51-54
Hours		

For the major, students may choose one of the following three options:

1. Three (3) concentrations of 18 hours each from the list of approved concentrations below;
2. Two (2) concentrations of 18 hours each from the list of approved concentrations below and one (1) Individual Emphasis of 18 hours;
3. Two (2) concentrations of 18 hours each from the list of approved concentrations below and one (1) 15-hour minor from the list of approved minors.

Of the total number of hours for the major, 42 of the hours must be at the upper division level. The remaining hours to meet the required 126 total hours will be electives approved by advisor.

Approved Concentrations

Africana Studies, American Studies, Asian Studies, Business, Communication Arts, Culture and Society, Education, Entrepreneurship, European Studies, French, Geographic Information Science, German, Graphic Communications Management, Humanities, Individual Emphasis, International Studies, Latin American Studies, Linguistics, Religious Studies, Southern Studies, Spanish, Technical Writing, Visual Communications Design, Women’s and Gender Studies

Note: Please check with B.G.S. advisor for detailed information on Approved Concentrations.

Approved Minors

Africana Studies, American Studies, Anthropology, Art (History), Art (Studio), Art (Studio/Graphic Design), Athletic Training, Biology, Business, Classical and Medieval Studies, Chemistry, Child and Family Development, Communication Studies, Community Health, Comparative Literature, Computer Science, Economics, English, Exercise Science - *Option 1: Exercise Behavior or Option 2: Coaching*, Fashion Merchandising and Apparel Design, Film Studies, Finance, Fraud Examination, French, Geographic Information Science, Geography, Geology, German, Graphic Communications Management, Health Behavior, History, Hotel and Restaurant Management, Industrial Safety and Environmental Compliance, Information Systems, Information Systems/Information Technology (IS/IT), International Studies, Irish Studies, Japanese, Japanese Studies, Journalism, Justice Studies, Latin American Studies, Linguistics, Management, Marketing, Mathematics, Military Science, Multimedia Communication, Music - Applied, Music - History and Literature, Music - Music Technology, Nutrition and Food Science, Philosophy, Physics, Political Science, Psychology, Public Relations, Recreation, Regional Economic Development, Religious Studies, Sociology, Spanish, Spanish for the Professions, Theatre, Web Media, Women’s and Gender Studies, Writing

Electives		6-9
Hours		

ADVISEMENT: The program is administered by the College of Liberal Arts and Social Sciences Advisement Center. Contact: CLASS Advisement Center at (912) 478-7740.

OTHER PROGRAM REQUIREMENTS:

- Students must have a 2.0 total institution GPA overall and a total GPA of 2.0 in each concentration (or minor).

OTHER PROGRAM INFORMATION:

- Foreign Language - Although foreign language is optional in the Bachelor of General Studies Degree, students who wish may continue the same language which they began in high school or take a new language and receive credit.

Center For International Studies

Director: Dr. Nancy W. Shumaker
 Assistant Vice President for International Studies
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Mission

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

Objectives:

- To implement degree programs in International Studies and International Trade
- To enhance the international dimension in other degree programs through interdisciplinary minors, concentrations, and relevant international content courses
- To develop study abroad, exchange, and internship programs by establishing linkages with foreign institutions of higher education
- To provide services and programs for international students at the university
- To improve and expand foreign language instruction
- To organize faculty workshops designed to increase interaction among academic disciplines related to international studies
- To promote extracurricular programs aimed at increasing international awareness on the Georgia Southern campus, in the Statesboro community, and throughout Southeast Georgia
- To provide services to regional businesses and industries interested in conducting business in the global marketplace

Undergraduate Academic Programs

International Studies, B.A.

The B.A. in International Studies is a challenging major designed to provide an undergraduate, interdisciplinary social science background for careers both inside and outside the United States. The course work requires a student to choose one emphasis from the following:

- Modernization, Development, and Environment
- War and Peace Studies
- Society, Cultures, and Tradition

Students majoring in International Studies become highly proficient in understanding global affairs through a variety of means:

- The study of the culture, history, and political economy of regions outside the United States
- The acquisition of a high level of proficiency in a second language
- Direct experience of another culture by studying or working abroad

International Trade, B.S.

The B.S. in International Trade is a professional degree designed to provide an interdisciplinary business background for careers outside the United States or in international businesses and agencies within the U. S.

The degree will require completion of a prescribed course of study and an internship overseas or with a business or institution having an international component in the United States. The purpose of this internship is to immerse the student in the professional practice within the culture and in the language which has been studied for the required foreign language minor.

Area Concentrations

The Undergraduate Concentrations in Africana Studies, Asian Studies, European Studies, and Latin American Studies allow students to supplement a disciplinary major with broad interdisciplinary exposure to one of these areas of study. Students pursue a focused curriculum that will provide a solid foundation for employment in African, Asian, European or Latin American related fields.

Approved course listings for all degree-related services are available in the Center for International Studies.

Area Minors

Interdisciplinary minors with an international focus are available in Africana Studies, Irish Studies, Japanese Studies, and Latin American Studies. These minors can be combined with a variety of majors to add an international component to the degree.

Significant International Content Courses

Some B.S. degree programs allow for choice of completion of a foreign language at the 2001 (Intermediate I) level or the selection of a single course with significant international content. The majors associated with these B.S. degrees are:

- Broadcasting
- Child and Family Development
- Fashion Merchandising and Apparel Design
- Hotel and Restaurant Management
- Interior Design
- Journalism
- Justice Studies

Nutrition and Food Science
 Physics
 Public Relations
 Recreation
 Speech Communication
 Sport Management

Significant International Content courses are approved through the International Studies curriculum committee. They must be courses at the 2000 level or better which either carry no prerequisite or allow permission of the instructor for enrollment. The course selected must fall outside the major program of study and 1) exhibit a contemporary focus; 2) provide students with cross-cultural perspectives; and 3) focus on regional/area studies or global/international systems.

The following list of courses has been approved to fulfill the significant international content course requirement:

Africana Studies

AAST 3230 - Introduction to Africana Studies (3)
 AAST/ART 3435 - African Art (3)
 AAST/INTS/HIST 3531 - History of Africa Since 1800 (3)
 AAST/GEOG 4330 - Geography of Africa South of the Sahara (3)

Anthropology

ANTH 3331 - Cultural Anthropology (3)
 ANTH 4333 - Comparative Social Organization (3)
 ANTH 4431 - European Cultures (3)
 ANTH 4435 - Middle Eastern Cultures (3)
 ANTH/WGST 5331 - Gender and Anthropology (3)
 ANTH/AAST 5437 - Cultures of Africa (3)

English

ENGL/COML 5536 - Post-Colonial Literature (3)

Foreign Languages

YORU/AAST 3330 - Yoruba Culture and Civilization (3)

Geography

GEOG 3230 - Economic Geography (3)
 GEOG 3530 - Cultural Geography (3)
 GEOG 4232 - Geography of Latin America (3)
 GEOG 4233 - Geography of Asia (3)
 GEOG/AAST 4330 - Geography of Africa South of the Sahara (3)
 GEOG 4430 - Geography of Europe (3)

Health

HLTH 5195S - International Studies in Health and Kinesiology (3)

History

HIST/INTS 3338 - Contemporary Europe (3)
 HIST 3436 - The Holocaust (3)
 HIST/AAST/INTS 3531 - History of Africa Since 1800 (3)
 HIST/INTS 3532 - The Modern Middle East (3)
 HIST/INTS 3534 - Modern Southeast Asia (3)
 HIST/INTS/LAST 3538 - Modern Latin America (3)
 HIST 4335 - "Women Question" in Europe (3)
 HIST 4530 - Revolution and Revelation (3)
 HIST/INTS 5532 - Modern China (3)
 HIST/INTS 5533 - Economic Rivals: U.S. - E.C. - Japan (3)

International Studies

INTS 2090/2090S - Selected Topics in International Studies (1-3)
 INTS 2130 - Introduction to International Studies (3)
 INTS 3130 - Contemporary World Cultures (3)
 INTS/POLS 3239 - Human Rights International Relations (3)
 INTS/PRCA 3333 - International Public Relations (3)
 INTS/AAST/HIST 3531 - History of Africa Since 1800 (3)
 INTS/LAST/HIST 3538 - Modern Latin America (3)
 INTS/POLS 4137 - Industrializing Nations (3)
 INTS/POLS 4138 - International Terrorism (3)
 INTS 4630 - Seminar in International Studies (3)
 INTS/HIST 5532 - Modern China (3)

Justice Studies

CRJU 4531 - Comparative World Criminal Justice Systems (3)

Philosophy

PHIL/RELS 3131 - World Religions (3)

Political Science

POLS/INTS 3132 - Asian Politics (3)
 POLS/LAST 3133 - Latin American Politics (3)
 POLS/INTS 3236 - International Relations (3)
 POLS/INTS 3239 - Human Rights in International Relations (3)
 POLS/AAST 3431 - African Politics (3)
 POLS 4134 - International Law and Diplomacy (3)
 POLS/INTS 4135 - International Organizations (3)
 POLS/INTS 4136 - Industrialized Nations (3)
 POLS/INTS 4137 - Industrializing Nations (3)
 POLS/INTS 4138 - International Terrorism (3)

Public Relations

PRCA/INTS 3333 - International Public Relations (3)

Recreation

RECR 3337 - International Tourism (3)

Religion

RELS/PHIL 3131 - World Religions (3)

Sports Management

SMGT 3237 - International Sport Management (3)

INTERNATIONAL TRADE B.S., 126 HOURS

See Core Curriculum on page 59 for required courses in Area A through Area E.

The B.S. in International Trade is a professional degree designed to provide an interdisciplinary business background for careers outside the United States or in international businesses and agencies within the U. S. The degree includes an internship designed to immerse the student in professional practice within the culture and language which has been studied for the required foreign language minor.

Area A - Essential Skills	9
Hours Area B - Institutional Options	4
4 Hours Area C - Humanities and Fine Arts	6
Hours Area D - Science, Mathematics, and Technology	11
Hours Area E - Social Science	12
Hours Area F - Courses Appropriate to Major	18
ACCT 2101 - Financial Accounting (3)	
ACCT 2102 - Managerial Accounting (3)	
CISM 2530 - Advanced Business Applications (3)	
ECON 2106 - Business Economics (3)	
Foreign Language 2002 - Intermediate II (0-6)	
Electives (0-6)	
Health and Physical Education Activities	4
Hours	
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
Orientation	2
Hours	
FYE 1220 - First Year Seminar (2)	
Specific Requirements	6
Hours	
BUSA 1105 - Introduction to Business (3)	
INTS 2130 - Introduction to International Studies (3)	
Business Core	18
Hours	
Select <u>18 hours</u> from the following:	
ECON 3132 - International Economics I (3) and ECON 3232 - International Monetary Relations (3)	
FINC 3131 - Principles of Corporate Finance (3) and FINC 3133 - International Finance (3)	
GEOG 3230 - Economic Geography (3) and GEOG 3440 - Introduction to GIS and Cartography (3)	
LOGT 3231 - Principles of Transportation (3) and LOGT 4232 - International Logistics (3)	
MKTG 3131 - Principles of Marketing (3) and MKTG 4136 - International Marketing (3)	
International Studies Courses	12
Hours	
INTS 3130 - Contemporary World Cultures (3)	
INTS 3230 - Global Issues (3)	
POLS 3236 - Introduction to International Relations (3) OR POLS 4133 - International Political Economy (3)	
Free Elective (3)	
Foreign Language	15
Hours	
Appropriate 3530 Foreign Language course (3)	
Four additional Foreign Language courses at the 3000 and 4000 level (12)	
Internship abroad with an international business using a foreign language on the job. Intensive study of language and culture in a total immersion environment	9
Hours	
ADVISEMENT: Dr. Nancy W. Shumaker, Center for International Studies, P.O. Box 8106, (912) 478-0332.	

Note: A minimum grade of "C" must be made in every course of the International Trade major.

Additional Programs and Services

European Union Studies Certificate Program

The European Union Studies Certificate is offered by the University System of Georgia's European Council. Students have the option of earning a certificate jointly conferred with the University of Munich in Germany. The certificate consists of a six course program of study which includes a mandatory course, Introduction to the European Union, four discipline-specific courses from three different disciplines and a capstone seminar for a total of 18 hours. The program is open to all academic majors and can be completed with a combination of courses offered at the home institution and web-based courses. The official certificate is awarded by the student's home institution and is indicated on the transcript. A special notation of distinction for foreign language proficiency or honors thesis also can be added. For more information, contact:

Dr. Nancy Shumaker
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(912) 478-0332
E-mail: shumaker@georgiasouthern.edu

Studies Abroad and Exchange Programs

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

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

The Georgia Southern Center at Xalapa, Mexico:

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

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

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

The University System programs are open to all undergraduate students with a minimum cumulative GPA of 2.5; however, certain programs may require a higher GPA and completion of prerequisites. Graduate students are required to have a 3.0 GPA. HOPE currently pays for tuition for study abroad for students who are eligible. In addition, students in the University System of Georgia who receive financial aid may use it toward study abroad programs.

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

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

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

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

Mr. Jeff Palis
Coordinator, Study Abroad and Exchange
Forest Drive Bldg, Room #1323
Phone: (912) 478-1787
E-mail: jpalis@georgiasouthern.edu

International Student Programs and Services

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

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

For more information about programs and services, please contact:

Ms. Joan Stalcup
Coordinator, International Students
Forest Drive Building, Room #1327
Phone: (912) 478-0693
E-mail: jstalcup@georgiasouthern.edu

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

English Language Program

The English Language Program's mission is to prepare non-native speakers for the academic environment by offering English as a second language course in the essential skill areas of oral communication and fluency, academic writing, intensive reading, English grammar, and U.S. culture. Please direct inquiries to:

English Language Program
Forest Drive Building, Suite 1313, P.O. Box 8106
Statesboro, GA 30460-8106, U.S.A.
(912) 478-1379
E-mail: elp@georgiasouthern.edu

Course Offerings

ESL 0091A - Reading and Writing (2)
ESL 0091B - Listening and Speaking (2)
ESL 0091C - Grammar (2)
ESL 0091D - Computer Assisted Language Learning (2)
ESL 0091E - U.S. Culture (2)
ESL 0092A - Reading and Writing (3)
ESL 0092B - Listening and Speaking (3)
ESL 0092C - Grammar (3)
ESL 0092D - Computer Assisted Language Learning (2)
ESL 0092E - U.S. Culture (3)

The University Honors Program

The University Honors Program (UHP) provides a small college atmosphere in the context of a large comprehensive university. The program is designed to foster the development of a critical sense of inquiry, a spirit of creativity, a global perspective, and an ethic of civic responsibility. A hallmark of the program is the emphasis on bringing ideas to life through undergraduate research, experiential learning, and service-learning opportunities.

Honors students have the opportunity to enroll in honors sections of courses which are smaller and more dynamic than the typical class. During the junior and senior years, students develop an

honors thesis or capstone project to further deepen their knowledge of their major field. In addition, honors students apply themselves outside of the classroom in at least one experiential learning project each year.

Approximately 175 new students are admitted to the University Honors Program each year and those students compete for \$1,500 renewable scholarships. Incoming freshman can compete for one of the 15-18 full tuition 1906 Scholarships each year.

Admission to the University Honors Program is competitive and for incoming freshmen requires a minimum SAT score of 1200, or ACT score of 27, and a high school academic grade point average of 3.5. The 1906 Scholarship requires a minimum SAT score of 1300 or ACT score of 29. For current Georgia Southern Students, admission is competitive-a minimum cumulative GPA of at least 3.3 is required. For more information, call the University Honors Program at 912-478-7926 or visit the website at <http://academics.georgiasouthern.edu/honors/>.

Georgia Southern University Online Degrees

Center for Online Learning

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

Georgia Southern University offers the following online degree programs:

Graduate Programs

- Doctor of Nursing Practice
- Education Specialist in Teaching and Learning (some onsite coursework required)
- Master of Education with a major in Accomplished Teaching
- Master of Education with a major in Educational Leadership
- Master of Education with a major Higher Education Administration
- Master of Education with a major in Instructional Technology
- Master of Education with a major in Teaching and Learning, emphasis in Instructional Improvement
- Master of Science with a major in Kinesiology, Coaching Education emphasis (some onsite coursework required)
- WebMBA-Master of Business Administration

Undergraduate Programs

- WebBSIT-Bachelor of Science in Information Technology

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

SOLO: Student Online Learning Orientation

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

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

For more information about SOLO, see <http://academics.georgiasouthern.edu/col/solo/index.php>.

First-Year Seminar

FYE 1220: First-Year Seminar

Students who enter the University with thirty or fewer hours enroll in FYE 1220: First-Year Seminar in their first semester at Georgia Southern. FYE 1220 is a thematic seminar designed to promote information literacy skills and support students' cognitive and affective integration into the University community. For more information, contact:

First-Year Experience
1001 Williams Center
(912) 478-3939

<http://academics.georgiasouthern.edu/fye/>

Learning Skills Course

GSU 1120 - Methods of Learning

Designed to promote academic success, Methods of Learning emphasizes opportunities for students to learn and apply strategies that lead to success in their academic courses, including interpreting, organizing, and synthesizing academic information in texts and lectures; identifying and assessing individual learning styles; setting and achieving academic goals; managing time effectively; taking comprehensive notes; and preparing for tests. This course is required of all freshmen with a total institution GPA of 1.5 or below unless they have already passed the course with a grade of "C" or "S". Credit hours for this course can not be used toward graduation.

Learning Support

According to Board of Regents policies, "All non-traditional freshmen must be screened for placement in learning support courses using the COMPASS administered by a University System institution and must meet University System criteria for exemption or exit of learning support in reading, English, and mathematics. As an alternative, an institution may allow non-traditional freshmen who have within the past seven years posted SAT scores of at least 500 in both Verbal and Mathematics or ACT scores of at least 21 on both English and Mathematics to exempt the COMPASS placement test."

The purpose of the Learning Support Program is to provide students who have been admitted with inadequate skills in

reading, composition, and/or mathematics the opportunity to develop those skills to entry-level competency for regular freshman credit hours. If results of the placement tests reflect a need for assistance in developing academic skills of those who qualify for admission, students will be enrolled in a portion or in the entire Learning Support curriculum.

Learning Support courses carry institutional credit but not credit toward a degree. Except for Hope scholarship calculations, institutional credit is not used in computing grade point averages. If the diagnostic tests so indicate, a student may be allowed to enroll in one or more college-level courses for degree credit concurrently with Learning Support courses. The student's first obligation, however, is to satisfy Learning Support requirements, and a student may not accumulate more than twenty (20) hours of degree-credit before completing Learning Support requirements.

Students' progress will be assessed periodically, and they may move out of Learning Support courses at the end of any semester, provided satisfactory levels of proficiency have been reached. Students have a maximum of three semesters to exit an area of Learning Support (since the math area has two courses, students have a maximum of two semesters in Math 0097). A Learning Support student who does not complete requirements for an area in three semesters (two semesters for Math 0097), will be placed on dismissal. Any student placed on dismissal for failure to exit Learning Support will be excluded for three years. Any student in the exit-level course and still in only one area of Learning Support may appeal for up to two additional attempts. A departmental appeal committee will individually evaluate the student and the decision will be based upon the student's prior record and likelihood of success in completing requirements. If granted the additional course attempt, the student may take only the required learning support course unless the department approves additional course work. Alternately, a Learning Support student who is placed on dismissal for failure to exit Learning Support may apply for readmission as a transfer student after satisfying Learning Support requirements and completing thirty hours of college-level work with a minimum GPA of 2.0. A Learning Support student who enrolls at another institution before completing Learning Support requirements at Georgia Southern may apply for readmission as a transfer student after satisfying Learning Support requirements and completing thirty hours of college-level work with a minimum GPA of 2.0.

Students may carry a maximum of 15 hours (including any Learning Support courses) except in their third semester when they are limited to 12 hours.

Learning Support students will be assigned an advisor in the Academic Success Center and must see this advisor for drop/add and registration (even if the student has declared a major).

Students are not allowed to drop any required Learning Support classes. The only way a student can withdraw from a required Learning Support course is to withdraw from school.

Students who apply for or receive financial aid and who are enrolled as Learning Support students will receive the same consideration and awards as any other student.

Students who are not required to enroll in a Learning Support course may enroll on an audit basis only. They will be expected to participate in the course and take the tests, but they will not be subject to the Learning Support exit requirements.

See Course Descriptions for:

READ 0099 A, B, C Academic Reading
ENGL 0099 A, B, C Communication Skills
MATH 0097 A, B Elementary Algebra
MATH 0099 A, B, C Intermediate Algebra

Minors

Students in all baccalaureate programs who wish to do so may add a minor to their major programs of study from the following list of Minor Programs. The Bachelor of Arts (B.A.) degree programs require a minor. The courses to make up the minor should be planned with the major advisor, unless otherwise noted.

Minors and second minors may be declared as early as the freshmen year but should always be declared as soon as possible so that students have adequate time to plan the completion of their minors.

Minors may be declared by completing a Minor/Concentration Declaration Form. A student changing their major may also declare or change a minor by completing the "Minors" section of the Change of Major Form.

Within the fifteen hours of course work presented for the required minor in the B.A. programs or the optional minor in any bachelor's degree program, the student must have a minimum total institution GPA of 2.0, with no more than three hours of "D" work. A minimum of nine of the fifteen hours must be earned at Georgia Southern University.

A maximum of three hours may be taken under the S/U grading system within any minor.

Anthropology

Prerequisite:

ANTH 1102 - Introduction to Anthropology (3) or equivalent

Minor Program:

ANTH - Upper Division courses (15)

Art (History)

Minor Program:

ART 2531 - History of Art I (3)
ART 2532 - History of Art II (3)
ART - Three Upper Division Art History courses (9)
(selected in consultation with an Art History Advisor)

Art (Studio)

Minor Program:

ART 1010 - Drawing I (3)
ART 1020 - Two-Dimensional Design (3)
ART 1030 - Three Dimensional Design (3)

Select two level-one studio courses from the following:

ART 1135 - Painting I (3)
ART 1230 - Ceramics I (3)
ART 1235 - Sculpture I (3)
ART 1236 - Jewelry & Metalsmithing I (3)
ART 1335 - Photography I (3)
ART 1430 - Print, Paper, Book Arts I (3)

Art (Studio/Graphic Design)

Prerequisites:

ART 1010 - Drawing I (3)
ART 1020 - Two-Dimensional Design (3)
GCM 1131 - Graphic Communications Technology (3)

GCM 1321 - Desktop Publishing (2)
GCM 1411 - Desktop Publishing Lab (1)

Minor Program:

ART 2330 - Typography I (3)
ART 2331 - Visual Thinking in Graphic Design (3)
ART 3331 - Graphic Design Methods (3) (*All students must pass graphic design portfolio review prior to enrolling in ART 3331*)
ART 3338 - Typography II (3)

Select one upper division graphic design elective from the following:

ART 3431 - Digital Photography I (3)
ART 3731 - Graphic Design Internship (3)
ART 4333 - Publication Design (3)
ART 4335 - Web Page Design (3)

Athletic Training

Prerequisites: (Must earn a minimum grade of "C")

KINS 2531 - Human Anatomy and Physiology I (3)
KINS 2511 - Human Anatomy and Physiology I Lab (1)
KINS 2532 - Human Anatomy and Physiology II (3)
KINS 2512 - Human Anatomy and Physiology II Lab (1)
PHYS 1111 - Introduction to Physics I (3)
PHYS 1113 - Introduction to Physics I Lab (1)

Minor Program:

KINS 3330 - Prevention of Injury and Illness in Athletic Training (3)
KINS 3331 - Pathology and Care of Athletic Injury and Illness (3)
KINS 4330 - Evaluation of Lower Extremity Injuries (3)
KINS 4331 - Evaluation of Upper Extremity Injuries (3)

Select one from the following:

KINS 4332 - Therapeutic Modalities in Athletic Training (3)
KINS 4333 - Therapeutic Exercise and Rehabilitation (3)

The Athletic Training Minor is open to any student interested in athletic training. Contact the Department of Health and Kinesiology, Room 2115, Hollis Building, (912) 478-0200 for information and advisement.

Biology

Prerequisites:

BIOL 1130 - General Biology (3) and BIOL 1110 - General Biology Lab (1) **OR** BIOL 2107 - Principles of Biology I (3) and BIOL 2107L - Principles of Biology Lab I (1) and one chemistry course (6-8 hours) (Area D offerings accepted)

Minor Program:

Lower Division courses (4 hours):

BIOL 2108 - Principles of Biology II (3) and BIOL 2108L - Principles of Biology II Lab (1)

Upper Division (11 hours)

BIOL - Upper Division courses (3000 level or above) - at least one laboratory offering required (11 hours)

Additional Minor Requirements/Recommendations:

A Departmental Advisor must approve all course work.

For individuals seeking teacher certification through MAT, the following list of courses is strongly recommended as part of the 15 credit hours requirement.

BIOL 3130 - Principles of Genetics (3)
BIOL 3133 - Evolution and Ecology (3)

For further information regarding Certification, please refer to the College of Education section of the Catalog.

Business**Minor Program:**

- ACCT 2030 - Survey of Accounting (3)
- ECON 2105 - Economics in a Global Society (3)
- Upper Division courses for which the prerequisites have been met (12)

Chemistry**Prerequisites:**

- CHEM 1145 - Principles of Chemistry I (4)
- CHEM 1146 - Principles of Chemistry II (4)

Minor Program:

The Chemistry Minor requires 15 hours above the 2100 level of which 9 hours must be upper division courses.

The following courses may NOT be counted in the 15 hours for the minor:

- CHEM 2542 - Nutritional Biochemistry (4)
- CHEM 3790 - Teaching Internship in Chemistry (1-3)
- CHEM 4790 - Chemistry Internship (1-4)

For individuals seeking teacher certification through MAT, the following list of courses is strongly recommended as part of the 15 credit hours requirement.

- CHEM 2242 - Analytical Chemistry (4)
- CHEM 3341 - Organic Chemistry I (4)

For further information regarding Certification, please refer to the College of Education section of the Catalog.

Child and Family Development**Minor Program:**

- CHFD 2134 - Family Development (3)
- CHFD 2135 - Child Development (3)

Select three of the following:

- CHFD 3131 - Birth to 5 Methods (3)
- CHFD 3135 - Middle Child and Adolescence (3)
- CHFD 3136 - Families in Later Life (3)
- CHFD 3137 - Children in Hospitals (3)
- CHFD 3138 - Early and Middle Adulthood Development (3)
- CHFD 3139 - Parenting: Family Child Interaction (3)
- CHFD 4130 - Administration of Programs: Children and Families (3)
- CHFD 4131 - Teaching Preschool (3)
- CHFD 4134 - Family Life Education (3)
- CHFD 4136 - Assessment of Children and Families (3)

Additional Minor Requirements/Recommendations:

- Consultation with a CHFD faculty member

Communication Studies**Prerequisites:**

- COMM 1100 - Introduction to Human Communication (3)
- COMM 1110 - Principles of Public Speaking (3)

Minor Program:

- COMS - Upper division courses (15)

Community Health**Minor Program:**

- HLTH 2130 - Foundations of Health Education (3)
- HLTH 3133 - Health Promotion Program Planning (3)
- HLTH 3230 - Community Health (3)
- HLTH 3231 - Epidemiology and Vital Statistics (3)

Select one of the following:

- HLTH 4230 - Maternal and Child Health (3)
- HLTH 4231 - Health Aspects of Aging (3)

The Community Health Minor is open to any student interested in community health. Contact the Department of Health and Kinesiology, Room 2115, Hollis Building, (912) 478-0200 for information and advisement.

Computer Science**Minor Program:**

- CSCI 1301 - Programming Principles I (4)
- CSCI 1302 - Programming Principles II (3)
- CSCI 3230 - Data Structures (3)
- CSCI 3232 - Systems Software (3)

Select one of the following Upper Division courses:

- CSCI 5335 - Object Oriented Design (3)
- CSCI 5432 - Database Systems (3)

Economics

The minor in economics is an excellent choice for students who want a basic understanding of economics to complement their major field of study.

Minor Program:

- ECON 2106 - Business Economics (3)
- ECON 3131 - Intermediate Macroeconomics (3)
- ECON 3231 - Intermediate Microeconomics (3)
- ECON - Two upper division economics courses (6)

Engineering Technology**Minor Program:**

- TENS 2141 - Statics (4)
- TENS 2142 - Dynamics (4) **OR** TENS 2143 - Strength of Materials (4)
- TENS 2144 - Fluid Mechanics (4) **OR** TENS 2135 - Thermodynamics (3)
- TENS 2146 - Electrical Devices (4)

English**Prerequisites:**

- ENGL 2131 - Introduction to Literary Studies (3) (Must be taken prior to or concurrent with all upper division courses.)

Minor Program:

- ENGL - Upper Division (3000 or above) courses (15)

Exercise Science**Prerequisites: Prerequisites apply to Option 1 ONLY.**

A minimum grade of "C" in:

- KINS 2531 - Human Anatomy and Physiology I (3) and KINS 2511 - Human Anatomy and Physiology I Lab (1)
- KINS 2532 - Human Anatomy and Physiology II (3) and KINS 2512 - Human Anatomy and Physiology II Lab (1)
- PHYS 1111 - Introduction to Physics I (3) and PHYS 1113 - Physics Lab I (1)
- PSYC 1101 - Introduction to Psychology (3)

Minor Program:

OPTION 1 - Exercise Behavior Emphasis Requirements:

- KINS 3131 - Biophysical Foundations of Human Movement (3)
- KINS 3132 - Foundations of Exercise and Sport Psychology (3)
- KINS 3133 - Physiological Aspects of Exercise (3)
- KINS 3134 - Biomechanical Analysis of Movement (3)

Select one of the following:

- KINS 3230 - Motor Control, Coordination, and Skill (3)

KINS 4231 - Fitness Evaluation and Exercise Prescription (3)

OPTION 2 - Coaching Behavior Emphasis Requirements:

KINS 3430 - Principles of Coaching (3)

KINS 3431 - Psychology of Coaching (3)

KINS 4420 - Sport Conditioning Laboratory (2)

KINS 4730 - Coaching Practicum (3)

Select two of the following:

KINS 3426 - Coaching Baseball and Softball (2)

KINS 3427 - Coaching Basketball (2)

KINS 3428 - Coaching Football (2)

KINS 3429 - Coaching Olympic Sports (2)

KINS 4421 - Principles of Officiating (2)

The Exercise Science Minor is open to any student interested in exercise science. Students can choose between two emphases: exercise behavior or coaching behavior. Contact the Department of Health and Kinesiology, Room 2115, Hollis Building, (912) 478-0200 for information and advisement.

Fashion Merchandising and Apparel Design

Minor Program:

FMAD 1234 - Apparel I (3) **OR** FMAD 2230 -

Social/Psychological Aspects of Clothing (3)

FMAD 3231 - Fashion Fundamentals (3)

FMAD 3234 - Textiles (3)

Select two of the following:

FMAD 3232 - Principles of Merchandising (3)

FMAD 3233 - Visual Merchandising (3)

FMAD 3235 - History of Costume (3)

FMAD 3236 - Apparel II (3)

FMAD 4231 - Apparel Design Analysis I (3)

FMAD 4232 - Apparel Design Analysis II (3)

FMAD 4234 - Fashion Presentation and Promotion (3)

FMAD 4235 - Computer Aided Design (3)

FMAD 4236 - Fashion Study Tour (3)

Finance

Minor Program:

ACCT 2030 - Survey of Accounting (3) **OR** ACCT 2101 - Financial Accounting (3)

FINC 3131 - Principles of Corporate Finance (3)

FINC - Three electives for which the prerequisites are met (9)

The Finance minor is open to students who want a basic understanding of finance to complement their major fields of study. ACCT 2030 or ACCT 2101 should be satisfied before any upper division course is taken. Course selections should be approved by a faculty advisor.

French

Prerequisites:

FREN 1001 - Elementary French I (3) and FREN 1002 - Elementary French II (3), **OR** FREN 1060 - Accelerated Elementary French (6)

FREN 2001 - Intermediate French I (3) and FREN 2002 - Intermediate French II (3) or equivalent

Minor Program:

FREN - Fifteen upper-division hours (15) (*Students must earn a minimum grade of "C" in each course in French.*)

Geographic Information Science

Minor Program: (Upper Division)

GEOG 3440 - Introduction to GIS and Cartography (4)

GEOG 4542 - Intermediate GIS (4)

GEOG 4543 - Advanced GIS: Spatial Analysis and Modeling (4)

Select one of the following:

GEOG 3741 - Remote Sensing (4)

GEOG 5091 - Applied GIS (4)

Geography

Prerequisites: (3-4 hours)

Select one of the following:

GEOG 1101 - Introduction to Human Geography (3)

GEOG 1111 - Climate and the Landscape (3) and GEOG

1110 - Climate and the Landscape Lab (1)

GEOG 1130 - World Regional Geography (3)

Minor Program:

GEOG - Upper Division courses (15) - (3000-level and above)

For individuals seeking teacher certification through MAT, the following list of courses is recommended.

Highly recommended:

GEOG 3330 - Weather and Climate (3)

GEOG 3530 - Cultural Geography (3)

Recommended: 9 hours from the following:

GEOG 3130 - Conservation (3)

GEOG 3230 - Economic Geography (3)

GEOG 4130 - Biogeography (3)

GEOG 4232 - Geography of Latin America (3)

GEOG 4233 - Geography of Asia (3)

GEOG 4430 - Geography of Europe (3)

GEOG 5230 - Urban Geography (3)

GEOG 5430 - Political Geography (3)

GEOG 5590 - Field Studies in Geography (6-8)

For further information regarding Certification, please refer to the College of Education section of the Catalog.

Geology

Prerequisites:

GEOL 1110 - Earth Lab (1)

GEOL 1121 - Introduction to the Earth (3)

Minor Program:

Select 8 hours from the following Upper Division courses:

GEOL 3541 - Mineralogy (4) and GEOL 3542 - Petrology (4)

GEOL 5141 - Paleontology (4) and GEOL 5142 - Stratigraphy and Sedimentation (4)

GEOL - Any combination of upper level courses that will total at least 7 hours (7)

Additional Minor Requirements/Recommendations:

Students are encouraged to take one of two basic course tracks, either the "hard rock" sequence or the "soft rock" sequence in order to develop strength in at least one area of the science.

For individuals seeking teacher certification through MAT, the following list of courses is recommended.

GEOL 3541 - Mineralogy (4)

GEOL 3542 - Petrology and Petrography (4)

GEOL 5142 - Stratigraphy and Sedimentation (4)

GEOL 5440 - Structural Geology (4)

For further information regarding Certification, please refer to the College of Education section of the Catalog.

German

Prerequisites:

GRMN 1001 - Elementary German I (3) and GRMN 1002 - Elementary German II (3), **OR** GRMN 1060 - Accelerated Elementary German (6)

GRMN 2001 - Intermediate German I (3) and GRMN 2002 - Intermediate German II (3) or equivalent

Minor Program:

GRMN - Fifteen upper-division hours (15) (Students must earn a minimum grade of "C" in each course in German.)

Graphic Communications Management

Prerequisite:

GCM 1131 - Graphic Communications Technology (3)

Minor Program:

(No more than 11 hours at the 1000 and 2000 levels)

GCM 1321 - Desktop Publishing (2)

GCM 1411 - Desktop Publishing Lab (1)

GCM 2532 - Desktop Publishing II (3)

GCM 2512 - Desktop Publishing Lab II (1)

GCM - Approved Electives (8)

NOTE: Certain prerequisites are waived for students wishing to minor in Graphic Communications Management. Please contact the Graphic Communications Management minor advisor for specific requirements.

Health Behavior

Minor Program:

HLTH 2130 - Foundations of Health Education (3)

HLTH 3133 - Health Promotion Program Planning (3)

HLTH 3330 - Theories of Health Behavior Change (3)

HLTH 3331 - Stress Theory and Management in Health Promotion (3)

HLTH 4330 - Promotional Strategies for Health Programs (3)

The Health Behavior Minor is open to any student interested in health behavior. Contact the Department of Health and Kinesiology, Room 2115, Hollis Building, (912) 478-0200 for information and advisement.

History

Minor Program:

HIST 1112 - World History II (3)

HIST 2110 - U.S. History (3)

HIST - History Courses (15)

Hotel and Restaurant Management

Prerequisite:

Student must complete 42 semester credit hours

Minor Program:

Lower Division Courses (0-3)

Upper Division Courses (12-15)

Required Courses:

HNRM 3333 - Introduction to Hospitality Operations (3)

HNRM 3336 - Hotel Operations (3)

Select three of the following:

HNRM 2334 - Hospitality Accounting and Finance (3)

HNRM 3334 - Hospitality Facilities Layout and Design (3)

HNRM 3337 - Marketing of Hospitality Services (3)

HNRM 3338 - Human Resources Management for Hospitality (3)

HNRM 4336 - Hospitality Issues and Perspectives (3)

Additional Minor Requirements/Recommendations:

HNRM 3333 - Introduction to Hospitality Operations (3) will serve as a prerequisite for all other minor courses listed except the Hospitality Issues and Perspectives course (HNRM 4336) which requires HNRM 3336 - Hotel Operations (3) as an additional prerequisite.

Industrial Safety and Environmental Compliance

Prerequisite: (This course may be taken concurrently with the minor program courses below with permission of the program advisor.)

TMET 3431 - Free Enterprise Simulation (3)

Minor Program:

TMFG 3131 - Industrial Materials and Processes (3)

TSEC 5331 - Occupational Safety (3)

TSEC 5333 - Industrial Hygiene and Ergonomics (3)

TSEC 5334 - Hazardous Waste Management (3)

TSEC 5335 - System Safety in Manufacturing (3)

Information Systems

Minor Program:

ACCT 2030 - Survey of Accounting (3) **OR** ACCT 2101 - Financial Accounting (3) and ACCT 2102 - Managerial Accounting (3)

CISM 4130 - Management of Information Systems (3) **OR**

ACCT 4130 - Accounting Information Systems (3) CISM -

Three 3000-level (or higher) electives for which the prerequisites are met (9)

Information Systems/Information Technology (IS/IT)

Prerequisites:

CSCI 1236 - Introduction to Java Programming (3)

IT 1130 - Introduction to IT (3)

IT 1430 - Web Page Development (3)

Minor Program:

CISM 2230 - Advanced Java (3)

CISM 3135 - Systems Analysis and Design (3)

CISM 4134 - Data Management (3)

IT 3234 - Systems Acquisition Integration and Implementation (3)

Select one of the following:

CISM 3236 - Web Database Development (3)

IT 3131 - Web Applications Design and Development (3)

Japanese

Minor Program:

Select five of the following:

JAPN 3090 - Selected Topics (3)

JAPN 3130 - Conversation (3)

JAPN 3131 - Reading (3)

JAPN 3230 - Modern Japanese Literature in Translation (3)

JAPN 3330 - Cultural Patterns (3)

JAPN 3331 - Culture for America (3)

JAPN 3530 - Business Japanese (3)

JAPN 4790 - Internship (3)

JAPN 4890 - Directed Study (3)

Journalism**Prerequisites:**

- COMM 2332 - Media and Society (3)
- JOUR 2331 - Introduction to Journalism (3)

Minor Program:

- JOUR 3331 - News Reporting and Writing (3)
- JOUR 3335 - Copy Editing (3)
- JOUR 3337 - Law and Ethics of Mass Communication (3)
- JOUR 4331 - History of Mass Communication (3)
- JOUR - Upper division elective (3)

Justice Studies**Prerequisite:**

- CRJU 1100 - Introduction to Criminal Justice (3)

Minor Program:

Select 15 hours from the following:

- CRJU - Upper Division courses (15) **OR**
- CRJU 2131 - Justice and Ethics (3) and CRJU - Upper Division courses (12)

Linguistics**Minor Program:**

- LING/FORL/ANTH 3533 - Introduction to Language (3)

An additional 12 semester hours of courses with a significant Linguistics dimension in at least two disciplines other than the major must be completed for a total of 15 semester hours. Courses may be selected from the list of courses approved for the minor. Other courses must be approved by the director of the Linguistics Minor.

Select 12 hours from the following courses approved for the Linguistics Minor:

- FORL 3030 - Selected Topics in Foreign Language (1-3)
- FORL 4030 - Selected Topics in Foreign Language (1-3)
- LING 3030 - Selected Topics in Linguistics (3)
- LING 3031 - Phonology (3)
- LING 3032 - Syntax (3)
- LING/FORL 3131 - Greek and Latin Vocabulary (3)
- LING 3337 - Language, Power, Politics (3)
- LING/AAST/AMST/ANTH 4133 - Gullah and Geechee Language and Culture (3)
- LING/COMS 4333 - General Semantics (3)
- LING/COMS 4335 - Linguistic Analysis (3)
- LING 5330 - History of the English Language (3)
- LING/COMM/ANTH 5530 - Sociolinguistics (3)

Management**Minor Program:**

- ACCT 2030 - Survey of Accounting (3)
- MGNT 3130 - Management and Organizational Behavior (3)
- MGNT 3134 - Behavior in Organizations (3)
- MGNT 3334 - Human Resource Management (3)
- MGNT - One elective for which the prerequisites are met (3)

Marketing**Minor Program:**

- ACCT 2030 - Survey of Accounting (3)
- MKTG 3131 - Principles of Marketing (3)
- MKTG - Three electives for which the prerequisites are met (9)

Mathematics**Prerequisites:**

- MATH 1441 - Calculus I (4)
- MATH 2242 - Calculus II (4)

Minor Program:

- MATH 2331 - Elementary Linear Algebra (3)

Select one of the following:

- MATH 2243 - Calculus III (4)
- MATH 2332 - Mathematical Structures (3)

MATH - Any 3000-level or above MATH/STAT courses approved for the B.S. with a Major in Mathematics or the B.S. in Mathematics degree programs (9)

Military Science**Minor Program:**

- MSCI 3131 - Advanced Tactics and Applied Leadership I (3)
- MSCI 3132 - Advanced Tactics and Applied Leadership II (3)

- MSCI 4131 - Military Leadership and Management Seminar (3)

- MSCI 4132 - Transition to Lieutenant (3)

Military History. Select one of the following:

- HIST 3136 - US as a Global Power (3)
- HIST 3230 - American Military History (3) - *preferred*
- HIST 4531 - World War I (3)
- HIST 5335 - World War II (3)

Multimedia Communication**Prerequisites:**

- COMM 2332 - Media and Society (3)
- Passage of Grammar Proficiency Exam or a minimum grade of "C" in WRIT 3520 - Revision, Grammar and Culture (3)

Minor Program:

- MMC 2110 - Broadcast Technology (1)
- MMC 2335 - Introduction to Media Writing (3)
- MMC/JOUR 3337 - Media Law and Ethics (3)
- MMC - Three Upper Division elective (9)

Music - Applied**Prerequisite:**

- MUSC 1100 - Music Appreciation (3)

Minor Program:

- MUSA 3xxx - Applied Lessons (3 semesters) (6)
- MUSC 1333 - Music Fundamentals I (3)
- MUSC 1334 - Music Fundamentals II (3)
- MUSE 1100 - Recital Attendance (2 semesters) (0)
- MUSE 3xxx - Ensembles (3 semesters) (3)

Additional Minor Requirements/Recommendations:

Music -Applied Minors must be admitted by passing an audition in applied music. Students must be formally advised by a minor advisor and a minor must be declared prior to completing seven hours in the minor or registration for applied lessons. All credits earned in Principal Applied must be on a single instrument or in voice only. Students pursuing the music minor must enroll in the specified ensemble(s) appropriate to their Principal-Applied area. All minors must achieve equivalent of Level I proficiency in their applied area prior to completion of the minor.

Music - History and Literature**Prerequisite:**

MUSC 1100 - Music Appreciation (3)

Minor Program:

MUSC 1333 - Music Fundamentals I (3)

MUSC 1334 - Music Fundamentals II (3)

MUSE 1100 - Recital Attendance (2 semesters) (0)

Select 9 hours from the following:

MUSC 3131 - Music History I (3)

MUSC 3132 - Music History II (3)

MUSC 5234 - Opera History (3)

MUSC 5236 - Jazz History (3)

MUSC xxxx - Upper division Music Literature Elective (3)

Additional Minor Requirements/Recommendations:

Students must be formally advised by a minor advisor and a minor must be declared prior to completing seven hours in the minor.

Music - Music Technology**Prerequisite:**

MUSC 1100 - Music Appreciation (3)

Minor Program:

MUSC 1333 - Music Fundamentals I (3)

MUSC 1334 - Music Fundamentals II (3)

MUSC 1515 - Technology in Music (1)

MUSC 5530 - Digital Audio Montage (3)

MUSC 5531 - Advanced MIDI Sequencing (3)

MUSC 5630 - Music, Technology, and Contemporary Culture (3)

MUSE 1100 - Recital Attendance (2 semesters) (0)

Additional Minor Requirements/Recommendations:

Students must be formally advised by a minor advisor and a minor must be declared prior to completing seven hours in the minor.

Nutrition and Food Science**Minor Program:**

NTFS 2534 - Introductory Food Science (3)

Select one of the following

NTFS 2530 - Nutrition and Health (3)

NTFS 2535 - Nutrition and Diet Therapy (3)

NTFS 3534 - Human Nutrition (3)

Select three of the following

NTFS 3535 - Life Cycle Nutrition (3)

NTFS 3630 - Sports Nutrition (3)

NTFS 4535 - Community Nutrition (3)

NTFS 4539 - Issues and Trends in Food Science (3)

NTFS 4899 - Directed Individual Study (1-6)

The Nutrition and Food Science Minor is open to any student interested in Nutrition and Food Science. Contact the Department of Health and Kinesiology, Room 2115, Hollis Building, (912) 478-0200 for information and advisement.

Philosophy**Minor Program:**

Select 15 hours from the following courses:

PHIL - Upper Division courses (15) **OR**

PHIL 2232 - Critical Thinking (3) and PHIL - Upper Division courses (12)

Physics**Prerequisites:** (8 hours)

PHYS 1113 - Physics Lab I (1)

PHYS 1114 - Physics Lab II (1)

Select one 6-hour sequence from the following:

PHYS 1111 - Introduction to Physics I (3) and PHYS 1112 - Introduction to Physics II (3)

PHYS 2211 - Principles of Physics I (3) and PHYS 2212 - Principles of Physics II (3)

Minor Program:

Select 15 hours from the following Upper Division courses: (must have approval of the physics advisor)

ASTR 3137 - The Search for Life in the Universe (3)

ASTR 3538 - Physical Astronomy (3)

ASTR 4130 - Astrophysics (3)

ASTR 4138 - Galactic Astronomy (3)

ASTR 4330 - Observational Techniques in Astronomy (3)

PHYS 3130 - Sound Waves and Acoustics (3)

PHYS 3131 - Optics (3)

PHYS 3149 - Methods of Theoretical Physics (4)

PHYS 3420 - Advanced Physics Laboratory (2)

PHYS 3520 - Problem Solving in Physics (2)

PHYS 3536 - Modern Physics I (3) and PHYS 3537 - Modern Physics II (3)

PHYS 3539 - Introduction to Biophysics (3)

PHYS 3542 - Analog Electronics (4)

PHYS 3543 - Digital Electronics (4)

PHYS 3558 - Introduction to General Relativity (3)

PHYS 4131 - Quantum Optics (3)

PHYS 4232 - Properties of Materials (3)

PHYS 4332 - Principles of Laser (3)

PHYS 5151 - Classical Mechanics (5)

PHYS 5152 - Classical Electromagnetic Theory (5)

PHYS 5530 - Thermal Physics (3)

PHYS 5557 - Quantum Mechanics (5)

For individuals seeking teacher certification through MAT, the following list of courses is strongly recommended as part of the 15 credit hours requirement.

PHYS 3536 - Modern Physics I (3)

PHYS 3537 - Modern Physics II(3)

For further information regarding Certification, please refer to the College of Education section of the Catalog.

Political Science**Prerequisites:**

POLS 2101 - Introduction to Political Science (3)

Minor Program:

POLS - Upper Division courses (15) (Planned with major advisor)

Psychology**Prerequisites:**

PSYC 1101 - Introduction to Psychology (3)

Minor Program:

PSYC - Upper Division courses (15) (Must take one each from Groups I, II, and III as defined under the B.S. psychology major requirements plus any two additional upper division psychology courses as approved by the major advisor.)

Public Relations**Prerequisites:**

- COMM 2332 - Media and Society (3)
 JOUR 2331 - Introduction to Journalism (3)

Minor Program:

- PRCA 2330 - Introduction to Public Relations (3)
 PRCA 3330 - Public Relations Writing (3) **OR** JOUR 3331 -
 News Reporting and Writing (3)
 PRCA - Upper Division electives with appropriate
 prerequisites (6) (*Upper Division electives cannot
 include internship courses*)

Recreation and Tourism Management**Minor Program:**

- RECR 1530 - Foundations of Recreation and Leisure (3)
 Select 12 hours from the following:
 RECR 2530 - Leadership and Programming in Recreation (3)
 RECR 3130 - Introduction to Therapeutic Recreation (3)
 RECR 3230 - Adventure Education (3)
 RECR 3235 - Introduction to Natural and Cultural Resource
 Management (3)
 RECR 3236 - Planning Recreation Areas and Facilities (3)
 RECR 3335 - Dynamics of Tourism (3)
 RECR 3430 - Conference and Event Planning (3)
 RECR 3530 - Attractions & Tourism Management Field
 School (3)
 RECR 4230 - Resource Management and Interpretation (3)
 RECR 4430 - Financial and Legal Dimensions (3)
 RECR 4435 - Managing Recreation Organizations (3)
 RECR 4530 - Marketing Recreation Services (3)

Additional Minor Requirements/Recommendations:

Consultation with an RTM faculty member.

The Recreation and Tourism Management Minor is open to any student interested in the fields of community recreation, natural resources management, or tourism. Contact the Recreation and Tourism Management Program, (912) 478-5345 for information and advisement.

Sociology**Prerequisite:**

- SOCI 1101 - Introduction to Sociology (3)

Minor Program:

Select 15 hours of upper division Sociology courses with at least two courses from the following:

- SOCI 3333 - Deviant Behavior (3)
 SOCI 3336 - Social Problems (3)
 SOCI 4332 - Sociology of Gender (3)
 SOCI 4335 - Self and Society (3)
 SOCI 4431 - Inequality (3)
 SOCI 5132 - Sociology of Community (3)
 SOCI 5133 - Sociology of Religion (3)
 SOCI 5138 - Sociology of the Family (3)
 SOCI 5333 - Race and Ethnicity (3)

Spanish**Prerequisites:**

- SPAN 1001 - Elementary Spanish I (3) and SPAN 1002 -
 Elementary Spanish II (3) **OR** SPAN 1060 -
 Accelerated Elementary Spanish (6)
 SPAN 2001 - Intermediate Spanish I (3) and SPAN 2002 -
 Intermediate Spanish II (3) **OR** SPAN 2060 -
 Accelerated Intermediate Spanish (6)

Minor Program:

SPAN - Fifteen upper-division hours (15) (Students must earn a minimum grade of "C" in each course in Spanish.)

Spanish for the Professions

Department: Foreign Language

Contact: Chair, Department of Foreign Languages, Forest Drive Building, Room 1302, (912) 478-8081

Minor Program:

Note: This minor is not available to students seeking the B.A. in Modern Languages (concentration Spanish) degree nor the Spanish Minor.

- SPAN 3131 - Spanish Grammar and Composition (3)
 SPAN 3132 - Spanish Phonetics and Phonology (3)
 SPAN 3530 - Introduction to Spanish for Business (3)
 SPAN - professions-related upper-division courses (6) (*to be selected in consultation with a Spanish advisor*)

Theatre**Prerequisites:**

- THEA 1100 - Theatre Appreciation (3)

Minor Program:

- THEA 2333 - Fundamentals of Acting (3) **OR** THEA 2332 -
 Stagecraft (3)
 THEA - Upper Division courses (12)

Writing**Minor Program:**

Select five Upper Division Writing and Linguistics courses (15)

Interdisciplinary Minors

Minors are available in seventeen interdisciplinary areas, each of which is coordinated by a committee of faculty from the disciplines involved. A student who minors in one of these areas typically will major in one of the disciplines whose courses are listed in the minor. Otherwise, the student must secure the approval of the committee. Approval also is required for the group of courses selected to comprise the minor.

Guidelines for Interdisciplinary Minors

The interdisciplinary minor offers an opportunity to elect courses focused on a given area of study from more than one discipline. As with single discipline minors, the interdisciplinary minor is distinct from the major program of study.

The following guidelines apply to all interdisciplinary minors:

1. A minor must contain 15 semester hours of coursework with at least 12 upper division hours. Typically, courses taken for the minor shall be in at least two disciplines other than the major. A minimum of nine of the fifteen hours must be earned at Georgia Southern University.
2. While courses taken to satisfy Core Areas A through E may not be used to satisfy coursework in the minor, courses listed in Area F may be counted as coursework in the minor.
3. A student has the option of taking one authorized lower division course and one upper division course crosslisted with the student's major to fulfill minor requirements.
4. The chairperson of the minor program must approve the courses selected for the minor.

5. Students should declare the minor by the beginning of the junior year and advise the chairperson of the minor program of that decision.

Africana Studies Minor

Department: Center for Africana Studies

Contact: Dr. Saba Jallow, Director, Center for Africana Studies, Forest Drive Building, Room 1116, (912) 478-5387

Minor Program:

- AAST 3230 - Introduction to Africana Studies (3)
- AAST 4630- Seminar in Africana Studies (3)

An additional 9 semester hours of courses with a significant Africana dimension in at least two disciplines other than the major must be completed for a total of 15 semester hours. Courses may be selected from the list of courses approved for the minor. Other courses must be approved by the Director of the Africana Studies Minor.

Select 9 hours from the following courses approved for the Africana Minor:

- AAST 3030 - Selected Topics in Africana Studies (1-3)
- AAST/HIST/AMST 3130 - African American History to 1877 (3)
- AAST/HIST/AMST 3131 - African American History Since 1877 (3)
- AAST 3230 - Introduction to Africana Studies (3)
- AAST/ENGL/AMST 3231 - Survey of African American Literature (3)
- AAST/POLS/AMST 3237 - African American Politics (3)
- AAST/YORU 3330 - Yoruba Culture and Civilization (3)
- AAST/THEA/AMST 3332 - African American Theatre (3)
- AAST/FREN 3336 - Francophone Cultures of Africa and Caribbean (3)
- AAST/POLS 3431 - African Politics (3)
- AAST/ART 3435 - African Art and Culture (3)
- AAST/ART 3436 - African American Art (3)
- AAST/HIST/INTS 3530 - History of Africa to 1800 (3)
- AAST/HIST/INTS 3531 - History of Africa Since 1800 (3)
- AAST/AMST/ANTH/LING 4133 - Gullah and Geechee Language and Culture (3)
- AAST/GEOG 4330 - Geography of Africa South of the Sahara (3)
- AAST/COMS/AMST 4337 - Rhetoric of Social Movements (3)
- AAST/SOCI 4431 - Inequality (3)
- AAST/HIST 4530 - Revelation and Revolution (3)
- AAST/HIST 4532 - Destruction of Slavery (3)
- AAST 4630 - Seminar in Africana Studies (3)
- AAST/YORU 4890 - Directed Individual Study in Yoruba (1-15)
- AAST/HIST 5233 - The American City (3)
- AAST/MUSC 5236 - Jazz History (3)
- AAST/SOCI/AMST 5333 - Race and Ethnicity (3)
- AAST/SOCI/ANTH/AMST 5435 - The Rural South (3)
- AAST/ANTH 5437 - Cultures of Africa (3)
- AAST/ENGL/WGST 5539 - Literature by Women (3)
- LING/ANTH/COMM/WRIT 5530 - Sociolinguistics (3)
- YORU 1002 - Elementary Yoruba II (3)
- YORU 2002 - Intermediate Yoruba II (3)
- YORU 3130 - Yoruba Conversation (3)

American Studies Minor

Department: Communication Arts

Contacts: Dr. Bradley Edwards, Literature and Philosophy Department, Newton Building, (912) 478-5909 and Dr. Donald Rakestraw, History Department, Forest Drive Building, (912) 478-0252

Minor Program:

- AMST 3033 - Introduction to American Studies (3)
- AMST 4033 - Seminar in American Studies (3)

An additional 9 semester hours of courses with significant American Studies dimension in at least two disciplines other than the major must be completed for a total of 15 semester hours. Courses may be selected from the list of courses approved for the minor. Other courses must be approved by one of the directors of the American Studies Minor.

Select 9 hours from the following courses approved for the American Studies Minor:

- AMST/AAST/HIST 3130 - African American History to 1877 (3)
- AMST/AAST 3131 - African American History Since 1877 (3)
- AMST/HIST 3133 - United States Constitutional History (3)
- AMST/HIST 3134 - American Economic History (3)
- AMST/WGST/HIST 3137 - Topics in U.S. Women's History (3)
- AMST/HIST 3230 - American Military History (3)
- AMST/AAST/ENGL 3231 - Survey of African American Literature (3)
- AMST/AAST/POLS 3237 - African American Politics (3)
- AMST/FILM 3331 - History of American Film (3)
- AMST/AAST/THEA 3332 - African American Theatre (3)
- AMST/SOCI 3336 - Social Problems (3)
- AMST/SOCI 3337 - Urban Sociology (3)
- AMST/ART 3437 - American Art (3)
- AMST/POLS 4130 - American Political Thought (3)
- AMST/HIST 4131 - American Biography (3)
- AMST/HIST 4132 - Recent America: US Since 1945 (3)
- AMST/AAST/ANTH/LING 4133 - Gullah and Geechee Language and Culture (3)
- AMST/ENGL 4237 - The American Novel (3)
- AMST/AAST/SOCI 4333 - Race and Ethnicity (3)
- AMST/AAST/COMS 4337 - Rhetoric of Social Movements (3)
- AMST/HIST 4432 - Diversity and Division: Early America 1670-1763 (3)
- AMST/GEOG 5130 - Historical Geography of North America (3)
- AMST/ANTH 5131 - Historical Archaeology (3)
- AMST/HIST 5133 - Revolutionary America (3)
- AMST/HIST 5134 - Civil War and Reconstruction (3)
- AMST/HIST 5137 - The Antebellum South (3)
- AMST/ENGL 5230 - Colonial American Literature (3)
- AMST/ENGL 5231 - American Romanticism (3)
- AMST/ENGL 5233 - American Realism (3)
- AMST/ENGL 5234 - Southern Literature (3)
- AMST/MUSC 5235 - Music in the United States (3)
- AMST/MUSC 5236 - Jazz History (3)
- AMST/ANTH 5431 - North American Indians (3)
- AMST/ANTH 5432 - Southeastern Indians (3)
- AMST/AAST/ANTH/SOCI 5435 - The Rural South (3)

The list of additional courses approved for the American Studies Minor can be obtained from the director.

Classical and Medieval Studies Minor

Department: History

Contact: Timothy Teeter, History Department, Forest Drive Building, (912) 478-0239

Minor Program:

HIST 1111 - World History I (3)

LATN - Any 3000 or 4000 level course (3)

Select at least four of the following courses:

ART 2531 - Art History I (3)

ART 3530 - Ancient Art (3)

ART 3531 - Medieval Art (3)

ENGL 4135 - Chaucer (3)

ENGL 5530 - Bible as Literature (3)

HIST 3030 - Selected Topics in History (3)

HIST 3330 - History of Greece (3)

HIST 3331 - History of Rome (3)

HIST 3332 - Late Antiquity (3)

HIST 3333 - The Middle Ages (3)

HIST 3334 - History of Christianity 450-1750 (3)

HIST 3430 - History of England to 1603 (3)

HIST 5331 - The Age of Chivalry: Europe 1000-1300 (3)

LATN 3131 - Latin Authors (3)

LATN 3330 - Roman Women (3)

LATN 4890 - Directed Independent Study in Latin (at least 3 hours)

PHIL 3431 - Ancient Philosophy (3)

POLS 3336 - Classical Political Thought (3)

Additional Minor Requirement:

A minimum of 15 hours will be necessary for a minor in Classical and Medieval Studies, including 3 hours of upper division Latin. No student may apply any course in the department of his major towards the minor in Classical and Medieval Studies.

HIST 1111 - World History I (3) will be a requirement for all students minoring in Classical and Medieval Studies and counts toward the necessary 15 hours for all students except History majors. A History major who minors in Classical and Medieval Studies may not count World History I towards fulfilling the necessary 15 hours since history majors are already required to take HIST 1111 as part of their major requirements. All students minoring in Classical and Medieval Studies may take up to one lower division and one upper division course cross listed with their majors.

Selected topics courses (3030s), study abroad programs and independent study courses with a specifically classical or medieval focus may be used as credit towards the minor upon approval of the director of the program and provided they are accepted for credit by the University. Their suitability for the minor will be decided by the director of the program.

Comparative Literature Minor

Department: Literature and Philosophy

Contact: Dr. Michael McGrath, Department of Foreign Languages, Forest Drive Building, Room 1346, (912) 478-0115

Minor Program:

COML 2531 - Crossing Borders: Introduction to Comparative Literature (3)

Foreign Language majors select three courses; non-Foreign Language majors select two courses from the following group:

COML/ENGL 3090 - Selected Topics (3)

COML/ENGL 5330 - World Drama to Romanticism (3)

COML/ENGL 5530 - The Bible as Literature (3)

COML/ENGL 5533 - Literary Criticism and Theory (3)

COML/ENGL 5536 - Post-Colonial Literature (3)

ENGL 5538 - World Fiction since 1900 (3)

For all students, select one course from the following group:

ART 3435 - African Art (3)

ART 3438 - Art of Asia (3)

ART 3530 - Ancient Art (3)

ART 3531 - Medieval Art (3)

ART 3532 - Renaissance Art (3)

ART 3533 - Baroque and Rococo Art (3)

ART 3534 - Nineteenth Century Art (3)

ART 4530 - Twentieth Century Art (3)

COMM 3331 - Media Criticism (3)

COML 3530 - Literary Translation (3)

FILM 3332 - Documentary Film (3)

FILM 3333 - Art of Film (3)

MUSC 3131 - History of Music I (3)

MUSC 3132 - History of Music II (3)

MUSC 5236 - Jazz History (3)

PHIL 3330 - Aesthetics (3)

THEA 4330 - Theatre History: To the Elizabethans (3)

THEA 4331 - Theatre History: Elizabethan to Modern (3)

For non-Foreign Language majors, one foreign language literature course (3)

Film Studies Minor

Department: Communication Arts

Contact: Joanna Bastarache, Communication Arts Department, Building: Veazey Hall, Room 3006, (912) 478-5777

Prerequisites:Select one of the following:

FILM 2331 - Introduction to Film Studies (3)

FILM/ENGL 2434 - The Language of Film (3)

Minor Program:

FILM/AMST 3331 - History of American Film (3)

FILM 3333 - Art of Film (3)

Select three of the following:

FILM /WRIT 2531 - Introduction to Screenwriting (3)

FILM 3030 - Selected Topics in Film (3)

FILM/ENGL 3232 - Adaptation of Literature (3)

FILM 3332 - Documentary Film (3)

FILM/POLS 3334 - Film and Politics (3)

FILM/IRSH 3430 - Ireland in Film (3)

FILM 3531 - Advanced Screenwriting (3)

FILM/ENGL 3535 - Patterns in Film and Literature (3)

Fraud Examination Minor

Department: School of Accountancy

Contact Dr. Charles Harter, School of Accountancy, Business Administration Building, Room 2203, (912) 478-0103

Minor Program:

ACCT 4631 - Macro Fraud Examination (3)

ACCT 4632 - Micro Fraud Examination (3)

ACCT 4830 - Selected Topics in Accounting (3)

ACCT 5633 - Forensic Interviews and Interrogations (3)

LSTD 3630 - White Collar Crime (3)

LSTD 3631 - Fraud and the Law (3)

Select one of the following:

ACCT 2030* - Survey of Accounting (3)

ACCT 2101* - Financial Accounting (3)

ACCT 2102* - Managerial Accounting (3)

*Business majors take ACCT 2101/ACCT 2102. Other students take ACCT 2030. ACCT 2101 and ACCT 2030 are in Area F.

Humanities Minor

Department: Music

Contact: Dr. Gregory Harwood, Department of Music, Foy Fine Arts Building, (912) 478-5813

Prerequisites:

- HUMN 2321 - Humanities I (3)
- HUMN 2322 - Humanities II (3)

Minor Program:

An additional 15 semester hours of courses with a significant Humanities dimension in at least three different areas must be completed for a total of 15 hours, 12 hours of which must be upper-division courses (3000 or above). Courses may be selected from the list of courses below approved for the minor. Other courses may be approved by the director of the Humanities minor.

- ART/AAST 3435 - African Art (3)
- ART/AAST 3436 - African American Art (3)
- ART/AMST 3437 - American Art (3)
- ART 3438/3438S - Art of Asia (3)
- ART 3530/3530S - Ancient Art (3)
- ART 3531/3531S - Medieval Art (3)
- ART 3532 - Renaissance Art (3)
- ART 3533 - Baroque and Rococo Art (3)
- ART 3534 - Nineteenth-Century Art (3)
- ART/AMST 3535 - Native American Art (3)
- ART 4530 - Twentieth Century Art (3)
- ART 4531 - Contemporary Art (3)
- ENGL/AAST/AMST 3231 - Survey of African American Literature (3)
- ENGL/WGST 3237 - Women and Literature (3)
- ENGL/FILM 3535 - Patterns in Film and Literature (3)
- ENGL 4133/4133S - The British Novel (3)
- ENGL 4135/4135S - Chaucer (3)
- ENGL/AMST 4237 - The American Novel (3)
- ENGL 4337 - Shakespeare (3)
- ENGL 4435/4435S - Single Author (3)
- ENGL/WGST 5539 - Literature by Women (3)
- FILM 3332 - Documentary Film (3)
- FILM 3333 - Art of Film (3)
- HUMN 2433/2433S - Classicism (2) (only one 2000-level course may be included)
- HUMN 2434/2434S - Myth in Arts and Humanities (2) (only one 2000-level course may be included)
- MUSC 3131 - History of Music I (3)
- MUSC 3132 - History of Music II (3)
- MUSC 4234 - History of Opera (3)
- MUSC 5230 - Music in the Baroque Period (3)
- MUSC 5231 - Music in the Classic Period (3)
- MUSC 5232 - Music in the Romantic Period (3)
- MUSC 5233 - Music in the Contemporary Period (3)
- MUSC/AMST 5235 - Music in the United States (3)
- MUSC/AAST/AMST 5236 - Jazz History (3)
- PHIL/RELS 3131 - World Religions (3)
- PHIL 3330/3330S - Introduction to Art and Beauty (3)
- PHIL 3431/3431S - Ancient Philosophy (3)
- PHIL 3432 - Modern Philosophy (3)
- PHIL 3433 - Nineteenth Century European Philosophy (3)
- PHIL 3434 - Contemporary Philosophy (3)
- PHIL 3531 - Theory of Knowledge (3)
- PHIL 3532/3532S - Metaphysics (3)
- PHIL 3635 - Existentialism (3)
- PHIL/WGST 4130 - Feminist Philosophy (3)
- PHIL/RELS 4632 - Philosophy of Religion (3)
- RELS/HIST 3139 - History of Religion in the U.S. (3)

- RELS/HIST 3233 - The Early Church (3)
- RELS/HIST/INST 3250 - The Muslim World to Tamerlane (3)
- RELS/HIST/INST 3251 - The Muslim World Since Genghis Khan (3)
- RELS 3330 - Introduction to the Old Testament (3)
- RELS/HIST 3334 - Christian Europe 450-1750 (3)
- RELS/HIST 5332 - The Reformation (3)
- RELS/COML/ENGL 5530 - The Bible as Literature (3)
- THEA/AAST/AMST 3332 - African American Theater (3)
- THEA/IRSH 3333 - Irish Theater (3)
- THEA 4330 - Theatre History: To the Elizabethans (3)
- THEA 4331/4331S - Theatre History: Elizabethan to Modern (3)
- THEA 4338 - Seminar: World Theater (3)

International Studies Minor

Department: Center for International Studies

Contact: Dr. Nancy W. Shumaker, Center for International Studies, Forest Drive Building, Room 1323, (912) 478-0332

Minor Program:

- INTS 3130 - Contemporary World Cultures (3)
- INTS 3230 - Global Issues (3)

An additional 9 semester hours of courses with significant International Studies dimension in at least two disciplines other than the major must be completed for a total of 15 semester hours. Courses may be selected from the list of courses approved for the minor. Other courses must be approved by the director of the International Studies Minor.

Courses approved for the International Studies Minor can be obtained in the Center for International Studies located in the Forest Drive Building Room 1313.

Irish Studies Minor

Department: Center for Irish Studies

Contact: Howard Keeley PhD, Director, Center for Irish Studies

Location: Room 3302, Newton Building

Telephone: (912) 478-2350

Email: irish@georgiasouthern.edu

Web: <http://class.georgiasouthern.edu/irish>

Minor Program:

The interdisciplinary Minor in Irish Studies requires fifteen semester hours of courses with a significant Irish dimension. Nine of the required fifteen hours must derive from upper-division courses. Six of the required fifteen hours may, but do not have to, derive from lower-division courses.

Courses may be selected from the list of courses approved for the Minor in Irish Studies. Other courses with an Irish concentration must be approved by the Director of the Center for Irish Studies.

On a regular basis, students pursuing the Minor in Irish Studies should consult with the Director of the Center for Irish Studies. They should also check the semester-by-semester course listings on the Center for Irish Studies webpage. To supplement the list of courses approved for the Minor in Irish Studies, the Center generally offers additional Irish courses through its summer study-in-Ireland program at the Waterford Institute of Technology in southeast Ireland.

Courses Approved for the Minor in Irish Studies

- ANTH 4431 - Anthropology of European Cultures (3)
- ENGL 5136 - Medieval British Literature (3)
- HIST 3430 - History of England to 1603 (3)
- HIST 3431 - England Since 1603 (3)
- IRSH 1001 - Gaelic Irish I (3)
- IRSH 2001 - Gaelic Irish II (3)
- IRSH 2130 - Introduction to Irish Culture (3)
- IRSH 3090 - Selected Topics (3)
- IRSH/THEA 3333 - Irish Theatre (3)
- IRSH/FILM 3430 - Ireland in Film (3)
- IRSH/POLS 3432 - Celtic Identity and Conflict (3)
- IRSH/ENGL 5235 - Irish Literature to 1850 (3)
- IRSH/ENGL 5236 - Irish Literature since 1850 (3)

Japanese Studies Minor

Department: Foreign Languages

Contact: Chair, Department of Foreign Languages, Forest Drive Building, Room 1302, (912) 478-8081

Minor Program:

Select five of the following:

- JAPN 3090 - Selected Topics (3)
- JAPN 3130 - Conversation (3)
- JAPN 3131 - Reading (3)
- JAPN 3230 - Modern Japanese Literature in Translation (3)
- JAPN 3330 - Cultural Patterns (3)
- JAPN 3331 - Culture for America (3)
- JAPN 3530 - Business Japanese (3)
- JAPN 4790 - Internship (3)
- JAPN 4890 - Directed Study (3)

Latin American Studies Minor

Department: Center for International Studies

Contact: Dr. Nancy W. Shumaker, Center for International Studies, Forest Drive Building, Room 1323, (912) 478-0332

Minor Program:

- INTS 3130 - Contemporary World Cultures (3)
- LAST 4890 - Seminar in Latin American Studies (3)

An additional 9 semester hours of courses with significant Latin American dimension in at least two disciplines other than the major must be completed for a total of 15 semester hours. Courses may be selected from the list of courses approved for the minor. Other courses must be approved by the director of the Latin American Studies Minor.

Select three of the following courses approved for the Latin American Studies Minor:

- LAST 3090 - Selected Topics in Latin American Studies (3)
- LAST/POLS 3133 - Latin American Politics (3)
- LAST/HIST/INTS 3537 - Colonial Latin America (3)
- LAST/HIST/INTS 3538 - Modern Latin America (3)
- LAST/ANTH 4135 - Mesoamerican Archeology (3)
- LAST/SPAN 4231 - Spanish American Life, Literature, and Thought (3)
- LAST/GEOG 4232 - Geography of Latin America (3)
- LAST/SPAN 5232/5232G - Studies in Hispanic Societies (3)
- SPAN 3335 - Spanish American Culture (3)
- SPAN 3336 - Mexican Culture (3)
- SPAN 3337 - Caribbean Culture (3)

Linguistics Minor

Department: Writing and Linguistics

Contact: Dr. Frank Arasanyin, Writing and Linguistics Department, Newton Building, Room 1119-B, (912) 478-7749

Minor Program:

LING/FORL/ANTH 3533 - Introduction to Language (3)

An additional 12 semester hours of courses with a significant Linguistics dimension in at least two disciplines other than the major must be completed for a total of 15 semester hours. Courses may be selected from the list of courses approved for the minor. Other courses must be approved by the director of the Linguistics Minor.

Select 12 hours from the following courses approved for the Linguistics Minor:

- FORL 3030 - Selected Topics in Foreign Language (1-3)
- FORL 4030 - Selected Topics in Foreign Language (1-3)
- LING 3031 - Phonology (3)
- LING 3032 - Syntax (3)
- LING/FORL 3131 - Greek and Latin Vocabulary (3)
- LING 3337 - Language, Power, Politics (3)
- LING/AMST/AAS/ANTH 4133 - Gullah and Geechee Language and Culture (3)
- LING/COMS 4333 - General Semantics (3)
- LING/COMS 4335 - Linguistic Analysis (3)
- LING 5330 - History of the English Language (3)
- LING/COMM/ANTH 5530 - Sociolinguistics (3)

Regional Economic Development Minor

Department: School of Economic Development

Contact: Dr. John Brown, School of Economic Development, Business Administration Building, Room 3310, (912) 478-0347

Minor Program:

- POLS 3330 - State and Local Government (3)
- REDV 3130 - Introduction to Regional Economic Development (3)
- REDV 4730 - Regional Economic Development Field Project (3)
- REDV/ECON 4131 - Applied Econometrics and Regional Analysis (3)
- REDV/ECON 4431 - Economic Development (3)

Religious Studies Minor

Department: Literature and Philosophy

Contact: Dr. Hemchand Gossai, Literature and Philosophy Department, Newton Building, Room 2222C, (912) 478-0222

Minor Program:

- RELS 2130 - Introduction to Religion (3)
- RELS 4890 - Seminar in Religious Studies (3)

An additional 9 semester hours of courses with significant Religious Studies dimension in at least two disciplines other than the major must be completed for a total of 15 semester hours. Courses may be selected from the list of courses approved for the minor. Other courses must be approved by the director of the Religious Studies Minor.

Select three of the following courses approved for the Religious Studies Minor:

- RELS/HIST 3030 - Selected Topics (3)
- RELS/PHIL 3131 - World Religions (3)
- RELS/HIST 3139 - Introduction to the History of Religion in the U. S. (3)

RELS/PSYC 3231 - Psychology of Religion (3)
 RELS/HIST 3233 - The Early Church (3)
 RELS/HIST 3250 - The Muslim World to Tamerlane (3)
 RELS/HIST 3251 - The Muslim World Since Genghis Khan (3)
 RELS 3330 - Introduction to the Hebrew Bible (3)
 RELS/HIST 3332 - Late Antiquity (3)
 RELS/HIST 3334 - Christian Europe 450-1750 (3)
 RELS 3335 - Introduction to the New Testament (3)
 RELS/PSYC 3336 - Humanistic and Transpersonal Psychology (3)
 RELS/PHIL 3635 - Existentialism (3)
 RELS/HIST 4336 - Science and Religion (3)
 RELS/PHIL 4632 - Philosophy of Religion (3)
 RELS/SOCI 5133 - Sociology of Religion (3)
 RELS/HIST 5332 - The Reformation (3)
 RELS/ENGL 5530 - The Bible as Literature (3)

WGST/HIST 4335 - "Women Question" in Europe (3)
 WGST/HIST/AAST 4530 - Revelation and Revolution (3)
 WGST 5131 - Sex, Violence, and Culture (3)
 WGST/ANTH 5331/5331G - Gender and Anthropology (3)
 WGST/ENGL/AAST 5539/5539G - Literature by Women (3)
 WGST/WRIT 5633/5633G - Writing the Body (3)

Web Media Minor

Department: Information Technology
 Contact: Dr. Art Gowan, Information Technology, CIT Building
 Room 2120A, (912) 478-7679

Minor Program:

Required: 2.5 Institutional GPA and passage of Grammar Proficiency Exam, or a minimum grade of "C" in WRIT 3520 - Revision, Grammar, and Culture (3)
 ART 2233 - Computer Graphics (3)
 CISM 1110/1110S - Computer Applications (1)
 CISM 1120/1120S - Computer Concepts (2)
 COMM 2332/2332S -Media and Society (3)
 GCM 5332 - Multimedia Presentations (3)
 IT 1430 - Web Page Development (3)
 IT 3132 - Web Software (3)
 MMC/JOUR 3337 - Media Law & Ethics (3)

Women's and Gender Studies Minor

Department: Women's and Gender Studies
 Contact: Dr. Lori Amy, Writing and Linguistics Department,
 Forest Drive Building, Room 1127, (912) 478-0625

Minor Program:

WGST 2530 - Introduction to Women's and Gender Studies (3)

An additional 12 semester hours of courses with significant Women and Gender Studies dimension in at least two disciplines other than the major must be completed for a total of 15 semester hours. Courses may be selected from the list of courses approved for the minor. Other courses must be approved by the director of the Women's and Gender Studies Program.

Select four of the following courses approved for the Women's and Gender Studies Program:

WGST 3090 - Selected Topics in Women's and Gender Studies (3)
 WGST/HIST/AMST 3137 - Topics in U.S. Women's History (3)
 WGST/PSYC/INTS 3232 - Psychology of Gender (3)
 WGST/POLS 3235 - Gender and Politics (3)
 WGST/COMS 3333 - Communication and Gender (3)
 WGST/PHIL 4130 - Feminist Philosophy (3)
 WGST/COMM 4331 - Gender, Media and Representation (3)
 WGST/SOCI 4332 - Sociology of Gender (3)

Interdisciplinary Concentrations

Students in baccalaureate programs may add an area of interdisciplinary concentration to their program of study. Such concentrations offer students the opportunity to elect courses focused on a given area of study from more than one discipline. As with minor programs, the interdisciplinary concentration is distinct from the major program of study. The interdisciplinary concentration permits students to add a significant segment of coursework focused on a particular area of study to their major degree program.

The concentration consists of 18 hours of coursework, 15 hours of which must be at the upper division level. At least 12 hours of the total 18 hours must be taken at Georgia Southern University. A minimum grade of "C" is required for all courses used to complete the interdisciplinary concentration.

The courses taken to make up the concentration should be planned with the major advisor and the director of the concentration program. Students should declare the concentration by the beginning of the junior year.

Interdisciplinary concentration programs are administered through the Office of the Vice President for Academic Affairs.

Guidelines for Interdisciplinary Concentrations

The interdisciplinary concentration offers students the opportunity to elect courses focused on a given area of study from more than one discipline. As with minor programs, the interdisciplinary concentration is distinct from the major program of study.

The following guidelines apply to all interdisciplinary concentrations:

1. A concentration must contain 18 semester hours of coursework with at least 15 upper division hours. Typically, courses taken for the concentration shall be in at least two disciplines other than those used in additional concentrations or the major program of study.
2. While courses taken to satisfy Core Areas A through E may not be used to satisfy coursework in the area of concentration, courses listed in Area F may be counted as coursework in the area of concentration.
3. A student has the option of taking one authorized lower division course and one upper division course crosslisted with the student's major to fulfill concentration requirements.
4. The chairperson of the concentration program must approve the courses selected for the concentration.
5. Students should declare the concentration by the beginning of the junior year and advise the chairperson of the concentration program of that decision.

Africana Studies Concentration

AAST 3230 - Introduction to Africana Studies (3)

Five other courses, with at least one each from the humanities and the social sciences. A list of approved courses is available from the Center for Africana Studies.

American Studies Concentration

AMST 3033 - Introduction to American Studies (3)

AMST 4033 - Seminar in American Studies (3)

Three or four cross-listed American Studies elective courses from two different disciplines

Asian Studies Concentration

INTS 3130 - Contemporary World Cultures (3)

An additional 15 hours of Asian courses in at least three disciplines from the following approved list for a total of eighteen (18) semester hours. Although not required, course work in an Asian language is strongly recommended.

Select 15 hours from the following:

ANTH 4435 - Middle Eastern Cultures (3)

ART 3438 - Art of Asia (3)

HIST/INTS 3532 - The Modern Middle East (3)

HIST/INTS 3534 - Modern Southeast Asia (3)

HIST/INTS 5531 - Modern Japan (3)

HIST/INTS 5532 - Modern China (3)

HIST/INTS 5533 - Economic Rivals United States, European Community, Japan (3)

JAPN 3331 - Japanese Culture for Americans (3)

European Studies Concentration

GEOG 4430 - Geography of Europe (3)

An additional 15 hours of upper division courses with significant European components. No more than two courses from any one discipline and all five electives must be courses in disciplines other than major field. INTS/POLS 3234 - Introduction to the European Union (3) is a course that is strongly recommended. Copies of the list of approved courses are available at the Center for International Studies.

Humanities Concentration

HUMN 2321 - Humanities I (3)

HUMN 2322 - Humanities II (3)

Six additional (3 credit hours) courses with at least three different prefixes from the following list (at least 15 of these credits must be upper division).

ART/AAST 3435 - African Art (3)

ART/AAST 3436 - African American Art (3)

ART/AMST 3437 - American Art (3)

ART 3438/3438S - Art of Asia (3)

ART 3530/3530S - Ancient Art (3)

ART 3531/3531S - Medieval Art (3)

ART 3532 - Renaissance Art (3)

ART 3533 - Baroque and Rococo Art (3)

ART 3534 - Nineteenth-Century Art (3)

ART/AMST 3535 - Native American Art (3)

ART 4530 - Twentieth Century Art (3)

ART 4531 - Contemporary Art (3)

ENGL/AAST/AMST 3231 - Survey of African American Literature (3)

ENGL/WGST 3237 - Women and Literature (3)

ENGL/FILM 3535 - Patterns in Film and Literature (3)

ENGL 4133/4133S - The British Novel (3)

ENGL 4135/4135S - Chaucer (3)

ENGL/AMST 4237 - The American Novel (3)

ENGL 4337 - Shakespeare (3)

ENGL 4435/4435S - Single Author (3)

ENGL/WGST 5539 - Literature by Women (3)

FILM 3332 - Documentary Film (3)

FILM 3333 - Art of Film (3)

HUMN 2433/2433S - Classicism (2) (only one 2000-level course may be included)

HUMN 2434/2434S - Myth in Arts and Humanities (2) (only one 2000-level course may be included)

MUSC 3131 - History of Music I (3)

MUSC 3132 - History of Music II (3)

MUSC 5234 - History of Opera (3)

MUSC 5230 - Music in the Baroque Period (3)

MUSC 5231 - Music in the Classic Period (3)

MUSC 5232 - Music in the Romantic Period (3)

MUSC 5233 - Music in the Contemporary Period (3)

MUSC/AMST 5235 - Music in the United States (3)

MUSC/AAST/AMST 5236 - Jazz History (3)

PHIL/RELS 3131 - World Religions (3)

PHIL 3330/3330S - Introduction to Art and Beauty (3)

PHIL 3431/3431S - Ancient Philosophy (3)

PHIL 3432 - Modern Philosophy (3)

PHIL 3433 - Nineteenth Century European Philosophy (3)

PHIL 3434 - Contemporary Philosophy (3)

PHIL 3531 - Theory of Knowledge (3)

PHIL 3532/3532S - Metaphysics (3)

PHIL 3635 - Existentialism (3)

PHIL/WGST 4130 - Feminist Philosophy (3)

PHIL/RELS 4632 - Philosophy of Religion (3)

RELS/HIST 3139 - History of Religion in the U.S. (3)

RELS/HIST 3233 - The Early Church (3)

RELS/HIST/INST 3250 - The Muslim World to Tamerlane (3)

RELS/HIST/INST 3251 - The Muslim World Since Genghis Khan (3)

RELS 3330 - Introduction to the Old Testament (3)

RELS/HIST 3334 - History of Christianity (3)

RELS/HIST 5332 - Age of the Reformation (3)

RELS/COML/ENGL 5530 - The Bible as Literature (3)

THEA/AAST/AMST 3332 - African American Theater (3)

THEA/IRSH 3333 - Irish Theater (3)

THEA 4330 - Theatre History: To the Elizabethans (3)

THEA 4331/4331S - Theatre History: Elizabethan to Modern (3)

THEA 4338 - Seminar: World Theater (3)

International Studies Concentration

INTS 3130 - Contemporary World Cultures (3)

INTS 3230 - Global Issues (3)

An additional 12 hours of upper division courses with significant international dimension from three different disciplines must be completed for a total of eighteen (18) semester hours. The three additional twelve (12) elective course hours must be selected from the list of courses approved by the International Studies Curriculum Committee. Copies of the list of approved courses are available at the Center for International Studies.

Latin American Studies Concentration INTS

- 3130 - Contemporary World Cultures (3) LAST
4890 - Seminar in Latin American Studies (3)

An additional 12 hours of courses with significant Latin American dimension in at least two disciplines other than the major for a total of 18 semester hours. Courses may be selected from the list of courses approved for the concentration. Other courses must be approved by the director of the Latin American Studies Concentration, Dr. Nancy W. Shumaker.

Select 12 hours from the following courses approved for the Latin American Studies Concentration:

- LAST 3090 - Selected Topics in Latin American Studies (3)
LAST/POLS 3133 - Latin American Politics (3)
LAST/HIST/INTS 3537 - Colonial Latin America (3)
LAST/HIST/INTS 3538 - Modern Latin America (3)
LAST/SPAN 4231 - Spanish American Life, Literature, and Thought (3)
LAST/GEOG 4232 - Geography of Latin America (3)
LAST/SPAN 5232/5232G - Studies in Hispanic Societies (3)
SPAN 3335 - Spanish American Culture (3)
SPAN 3336 - Mexican Culture (3)
SPAN 3337 - Caribbean Culture (3)

Linguistics Concentration

- FORL 3533 - Introduction to Language (3)
Five other language and linguistics courses. A list of approved courses is available from the Department of Writing and Linguistics.

Religious Studies Concentration

- RELS 2130 - Introduction to Religion (3)
RELS 4890 - Seminar in Religious Studies (1-9)

Select four of the following: (Must be from at least three different disciplines and approved by advisor)

- RELS 3030 - Selected Topics (3)
RELS/PHIL 3131 - World Religions (3)
RELS/HIST 3139 - Introduction to the History of Religion in the U.S. (3)
RELS/PSYC 3231 - Psychology of Religion (3)
RELS 3330 - Introduction to the Hebrew Bible (3)
RELS/HIST 3332 - Late Antiquity (3)
RELS/HIST 3334 - History of Christianity (3)
RELS 3335 - Introduction to the New Testament (3)
RELS/PSYC 3336 - Humanistic and Transpersonal Psychology (3)
RELS/HIST 3535 - Islamic Civilization (3)
RELS/PHIL 3635 - Existentialism (3)
RELS/HIST 4336 - Science and Religion (3)
RELS/PHIL 4632 - Philosophy of Religion (3)
RELS/SOCI 5133 - Sociology of Religion (3)
RELS/HIST 5332 - The Age of Reformation (3)
RELS/ENGL 5530 - The Bible as Literature (3)

Women's and Gender Studies Concentration

- WGST 2530 - Introduction to Women's and Gender Studies (3)

An additional 12 semester hours of courses with significant Women and Gender Studies dimension in at least two disciplines other than the major must be completed for a total of 15 semester hours. Courses may be selected from the list of courses approved for the minor. Other courses must be approved by the director of the Women's and Gender Studies.

Select 12 hours from the following courses approved for the Women's and Gender Studies Program:

- WGST 3090 - Selected Topics in Women's and Gender Studies (3)
WGST/HIST/AMST 3137 - Topics in U.S. Women's History (3)
WGST/PSYC/INTS 3232 - Psychology of Gender (3)
WGST/POLS 3235 - Gender and Politics (3)
WGST/COMS 3333 - Communication and Gender (3)
WGST/PHIL 4130 - Feminist Philosophy (3)
WGST/COMM 4331 - Women and Media (3)
WGST/SOCI 4332 - Sociology of Gender (3)
WGST/HIST 4335 - "Women Question" in Europe (3)
WGST/HIST/AAST 4530 - Revelation and Revolution (3)
WGST 5131 - Sex, Violence, and Culture (3)
WGST/ANTH 5331/5331G - Gender and Anthropology (3)
WGST/ENGL/AAST 5539/5539G - Literature by Women (3)
WGST/WRIT 5633/5633G - Writing the Body (3)

Second Discipline Concentrations

Students in the Bachelor of Science program in information technology (IT) are required to choose a focused application area to blend their IT knowledge with an expanded knowledge of the application area. Students should select a second discipline concentration or a minor no later than the beginning of the junior year. Each second discipline concentration consists of 3 semester hours in Area F and 15 semester hours specified by the academic unit offering the second discipline concentration. Alternatively, with the approval of the chair of the Department of Information Technology, a minor plus additional coursework required to total at least 18 hours, will satisfy the second discipline concentration requirement. Students are encouraged to consult the College of Information Technology Office of Student Services or the Department of Information Technology to verify second discipline or minor information.

The requirements for the approved second discipline concentrations are given below.

Computer Science

Department: Computer Science

Area F

- CSCI 1302 - Programming Principles II (3)

Required Courses:

- CSCI 3230 - Data Structures (3)
CSCI 3232 - Systems Software (3)
CSCI 3236 - Theoretical Foundations (3)
CSCI 5335 - Object Oriented Design (3)
CSCI 5xxx - Select one 5000-level course (3)

Digital Imaging Systems

Department: Art

Area F

- GCM 1321 - Desktop Publishing (2)
GCM 1411 - Desktop Publishing Lab (1)

Required Courses:

- GCM 1131 - Graphic Communication Technology (3)
GCM 2532 - Desktop Publishing II (3) GCM
2512 - Desktop Publishing II Lab (1) GCM
5534 - Digital Output Applications (3)

Select a minimum of 6 hours from the following Elective courses:

GCM 2332 - Bindery and Finishing (3)
 GCM 2412 - Bindery and Finishing Laboratory (1)
 GCM 4232 - Photo Preparation for Production (3)
 GCM 5234 - Color Reproduction (3)
 GCM 5314 - Color Reproduction Lab (1)
 GCM 5334 - Imaging Systems (3)

Note: Certain GCM prerequisites are waived for students in Second Disciplines. Please contact the GCM Second Discipline advisor.

French

Department: Foreign Languages

Area F

FREN 2001 - Intermediate French I (3)

Required Courses:

FREN 2002 - Intermediate French II (3)
 FREN 3130 - Conversational French (3)
 FREN 3134 - French Through Writing (3)
 FREN 3136 - French Through Film (3)

Select one of the following:

FREN 4130 - Grammar and Phonetics (3)
 FREN 3330 - French Civilization (3)
 FREN 3336 - Francophone Cultures of Africa and the Caribbean (3)

Geographic Information Science

Department: Geology and Geography

Area F

STAT 2232 - Introduction to Statistics II (3)

Required Courses:

GEOG 3440 - Introduction to GIS and Cartography (4)
 GEOG 3741 - Remote Sensing (4)
 GEOG 4542 - Intermediate GIS (4)
 GEOG 4543 - Advanced GIS: Spatial Analysis and Modeling (4)

German

Department: Foreign Languages

Area F

GRMN 2001 - Intermediate German I (3)

Required Courses:

GRMN 2002 - Intermediate German II (3)
 GRMN 3130 - German Conversation and Phonetics (3)

Select one of the following:

GRMN 3132 - German Grammar Review (3)
 GRMN 3134 - Writing in German (3)

Select one of the following:

GRMN 3231 - Listening Skills in German (3)
 GRMN 3330 - Germany Today (3)

Select one of the following:

GRMN 4230 - Readings in German Literature (3)
 GRMN 4330 - German Heritage (3)
 GRMN 4331 - Business German (3)
 GRMN 4332 - Current Issues and Events in Germany (3)

Health Informatics

Department: Biology, Health and Kinesiology

Area F

STAT 2232 - Introduction to Statistics II (3)

Required Courses:

ACCT 2030 - Survey of Accounting (3)
 HLTH 2510 - Medical Terminology (1)
 HLTH 3131 - Health and Disease (3)
 HLTH 3231 - Epidemiology and Vital Statistics (3)
 HLTH 3132 - Health Care Systems (3) **OR** SOCI 5139 - Sociology of Health Care (3)
 PUBH 5110 - Introduction to Public Health (1)

Select one of the following:

HLTH 3133 - Health Promotion Program Planning (3)
 HLTH 4099 - Selected Topics in Health Sciences (3)
 HLTH 4330 - Promotional Strategies for Health Programs (3)

Imaging Information Systems

Department: Art

Area F

GCM 1321 - Desktop Publishing (2)
 GCM 1411 - Desktop Publishing Lab (1)

Required Courses:

GCM 1131 - Graphic Communication Technology (3)
 GCM 2512 - Desktop Publishing II Lab (1)
 GCM 2532 - Desktop Publishing II (3)
 GCM 5334 - Imaging Systems (3)

Select a minimum of 6 hours from the following Elective courses:

GCM 2332 - Bindery and Finishing (3)
 GCM 2412 - Bindery and Finishing Laboratory (1)
 GCM 4232 - Photo Preparation for Production (3)
 GCM 5234 - Color Reproduction (3)
 GCM 5314 - Color Reproduction Lab (1)
 GCM 5334 - Digital Output Applications (3)

Note: Certain GCM prerequisites are waived for students in Second Disciplines. Please contact the GCM Second Discipline advisor.

Information Technology and the Administration of Justice

Department: Political Science

Area F

CRJU 1100 - Introduction to Criminal Justice (3)

Select five from the following:

CRJU 2131 - Justice and Ethics (3)
 CRJU 3133 - Criminal Procedure (3)
 CRJU 3230 - Policing (3)
 CRJU 4032 - Criminal Behavior (3)
 CRJU 4231 - Justice Studies Research Methods (3)
 CRJU 4830 - Justice Administration (3)

International Trade

Department: Center for International Studies

Area F

ACCT 2030 - Survey of Accounting (3)

Required Courses:

INTS 2130 - Introduction to International Studies (3)
 INTS 3130 - Contemporary World Cultures (3)
 INTS 3230 - Global Issues (3)
 LOGT 3231 - Introduction to Transportation (3)

Select one of the following:

- GEOG 3230 - Economic Geography (3) (recommended unless GEOG 1130 taken in Area E)
- LOGT 4232 - International Logistics (3)
- LSTD 3130 - International Trade Regulation (3)
- MKTG 4136 - International Marketing (3) (MKTG 3131 prerequisite)
- POLS 3236 - International Relations (3)

Military Science

Department: Military Science

Students must take the following four Area F courses:

- MSCI 3131 - Advanced Tactics and Applied Leadership I (3)
- MSCI 3132 - Advanced Tactics and Applied Leadership II (3)
- MSCI 4131 - Military Leadership and Management Seminar (3)
- MSCI 4132 - Transition to Lieutenant (3)

Required Courses:

Students must take one course in each of the following areas:

COMMUNICATION SKILLS (written and oral)

- WRIT 3230 - Writing in the Workplace (3)
- WRIT 4130 - Advanced Composition (3)

MILITARY HISTORY

- HIST 3136 - US as a Global Power (3)
- HIST 3230 - American Military History (3) (preferred)
- HIST 4531 - World War I (3)
- HIST 5335 - World War II (3)

Multimedia Communication

Department: Communication Arts

Area F

- COMM 2332 - Media and Society (3)
- Required: 2.5 Institutional GPA, and passage of Grammar Proficiency Exam or grade of "C" or higher in WRIT 3520 (3)

Required Courses:

- JOUR 3631 - Fundamentals of Multimedia Production (3)
- MMC 2110 - Broadcast Technologies (1)
- MMC 2335 - Introduction to Media Writing (3)
- MMC/JOUR 3337 - Media Law and Ethics (3)

Select two of the following Elective courses:

- MMC 3331 - Audio Production and Announcing (3) **OR**
- MMC 3830 - Multimedia Sound Design (3)
- MMC 3332 - Studio Video Production (3)
- MMC 3339 - Field Video Production and Editing (3)
- MMC/JOUR 3430 - Media Management and Sales (3)

Multimedia for Information

Department: Art and Communication Arts

Area F

- GCM 1321 - Desktop Publishing (2)
- GCM 1411 - Desktop Publishing Lab (1)
- COMM 2332 - Introduction to Mass Communication (3)
- Required: 2.5 Institutional GPA and passage of Grammar Proficiency Exam, or a minimum grade of "C" in WRIT 3520 - Revision, Grammar and Culture (3)

Required Courses:

- GCM 5332 - Multimedia Presentations (3)
- MMC 2335 - Introduction to Media Writing (3)

Select a minimum of 9 hours from the following Elective courses: (Students in the Web and Multimedia Foundations specialization must select a minimum of 12 hours from the following electives)

- GCM 4232 - Photo Preparation for Reproduction (3)
- GCM 5234 - Color Reproduction (3)
- GCM 5314 - Color Reproduction Lab (1)

- JOUR 3631 - Fundamentals of Multimedia Production (3)
- MUSC 1515 - Technology in Music (1)
- MUSC 5530 - Digital Audio Montage (3)

Note: Certain GCM prerequisites are waived for students in Second Disciplines. Please contact the GCM Second Discipline advisor.

Music

Department: Music

Area F

- MUSC 1331 - Music Theory I (3)

Required Courses:

- MUSC 1332 - Music Theory II (3)
- MUSC 1513 - Sight-Singing/Ear Training I (1)
- MUSC 1514 - Sight-Singing/Ear Training II (1)
- MUSC 1515 - Technology in Music (1)
- MUSC 5530 - Digital Audio Montage (3)
- MUSC 5531 - Advanced MIDI Sequencing (3)
- MUSC 5630 - Music, Technology, and contemporary Culture (3)

Spanish

Department: Foreign Languages

Area F

- SPAN 2001 - Intermediate Spanish I (3)

Required Courses:

- SPAN 2002 - Intermediate Spanish II (3)
- SPAN 3131 - Grammar and Composition (3)
- SPAN - Three additional upper-division (3000 or above) courses (9)

Technical Writing

Department: Writing and Linguistics

Area F

- WRIT 2130 - Technical Communication (3)

Required Courses:

- WRIT 3220 - Foundations in Professional and Technical Writing (3)
- WRIT 3233 - Technical and Professional Editing (3)
- WRIT 5930/5930G - Technical Writing (3)

Select two of the following:

- *WRIT 3030 - Selected Topics in Writing (2)
- WRIT 3230 - Writing in the Workplace (3)
- WRIT 3232 - Document Creation for Technical and Professional Writers (3)
- WRIT 3234 - Research Methods for Technical and Professional Writers (3)
- WRIT 5030/5030G - Selected Topics in Writing (3)
- WRIT 5550/5550G - Technologies of Writing (3)

**Chosen in Consultation with Area Coordinator for Professional and Technical Writing*

Technology and Political Analysis

Department: Political Science

Area F

- POLS 2101 - Introduction to Political Science (3)

Required Courses:

- POLS 3230 - Modern Political Thought (3)
- POLS 4139 - Contemporary Political Thought (3)

Select three of the following Elective courses:

- POLS 3135 - Legislative Behavior (3)
- POLS 3236 - International Relations (3)

POLS 3331 - Public Administration (3)
POLS 3332 - Electoral Behavior (3)
POLS 4131 - Public Policy (3)

Visual Communications Design

Department: Art

Area F Pre-requisites

ART 1020 - Two Dimensional Design (3)

Required Courses:

GCM 1321 - Desktop Publishing I (2) and GCM 1411 -
Desktop Publishing I Lab (1)

*Note: These are prerequisites to ART 2330 and ART
2331*

ART 2330 - Typography (3)

ART 2331 - Visual Thinking in Graphic Design (3)

*Note: ALL students must pass portfolio review prior to
enrolling in upper division graphic design courses*

ART 3331 - Graphic Design II (3)

ART 3338 - Typography II (3)

As additional proposals are approved, they will be posted on the
College of Information Technology web-site.

With the approval of the Office of the Vice President for
Academic Affairs, students in other baccalaureate programs may
use second discipline concentrations as interdisciplinary
concentrations.

College of Business Administration

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

Associate Dean of Faculty and Curriculum: Mary F. Hazeldine
 Business Administration Room 2253
 P.O. Box 8002
 (912) 478-5107
 E-mail address: hazeldine@georgiasouthern.edu

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

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

MISSION

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

Shared Values

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

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

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

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

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

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

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

Core Commitments

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

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

Student Outcomes

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

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

STRUCTURE

School of Accountancy

Acting Director: M. Jill Lockwood

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

Associate Professors: T. Buckhoff, T. Cairney, L. Higgins, T. Noland, H. Wright

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

Metrejean, E. Metrejean, A. Parham, D. Sinclair, S. Sipe, L. Sneathen, M. Wiggins

Lecturer: D. Berecz

Department of Finance and Quantitative Analysis

Chair: William H. Wells

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

Associate Professors: J. Barkoulas, K. Hamilton, J. Hatem, W. Wells

Assistant Professors: E. Bernardes, G. Burke, J. Liu, C. Randall, J. Ruhland, X. Wang, Y. Wen, R. Zhang, X. Zhang

Lecturer: J. Moss, E. Sibbald

Department of Information Systems

Chair: Thomas L. Case

Professor: T. Case, S. Williams

Associate Professors: J. Dyer, K. Elder, A. Gardiner, H. Han, H. Kung, R. MacKinnon, C. Rogers, M. Tabatabaei, J. Whitworth

Assistant Professors: P. Rutner

Department of Management, Marketing and Logistics

Chair: Jerry W. Wilson

Professors: C. Campbell, L. Denton, M. Hazeldine, R. Kent, W. McCartney, M. McDonald, M. Miles, K. Manrodt, L. Munilla, L. Pittaway, D. Shepherd, J. Wilson

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

Leaptrott, M. Loughry, W. Norton, S. Rutner

Assistant Professors: M. Calhoun, J. Cho, D. Hale, F. Irani, J.

Jung, Y. Kim, L. Mullen, M. Thomas, R. Thomas, S. Webb

School of Economic Development

Director: Godfrey Gibbison

Professors: W. Levernier

Associate Professors: W. Amponsah, G. Brock, J. Brown, D.

Fisher, G. Gibbison, A. King, J. King, C. Ogloblin, B. Yang, M. Yanochik,

Assistant Professors: A. Barilla, T. Henry, R. Kumazawa, M. Reksulak

COBA Emeriti

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

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

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

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

Thompson, D. Weisenborn, R. Wells

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

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

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

Stewart, K. Williams

PROGRAMS - UNDERGRADUATE

Accounting

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

4-Year Track

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

5-Year Track

The five-year program prepares students for careers in public accounting as certified public accountants (CPA). In order to become certified in the State of Georgia, candidates must have 150 semester hours of college education. During the fifth year, students complete thirty additional semester hours of accounting and non-accounting Masters' level education that prepares them for work as objective outsiders for their clients, providing such services as auditing and assurance services, environmental accounting, forensic accounting, information technology services, international accounting, consulting services, and personal financial planning and tax advisory services. Upon completion of the 5-year track, students receive both the Bachelor of Business Administration and Master of Accounting degrees. Please refer to the graduate portion of the catalog for a detailed description of the Master of Accounting program.

Economics

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

Economics Major Without an Area of Emphasis

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

Emphasis in International Business

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

Finance

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

Finance General

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

Emphasis in Financial Services

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

Emphasis in Personal Financial Planning

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

Emphasis in Risk Management and Insurance

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

Information Systems

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

Accounting Information Systems

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

Business Application Development

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

Business Intelligence

The BI emphasis focuses on the use of information technology to identify trends and hidden patterns in an organization's data and external environment, and then

predict how these trends and patterns will impact the organization's activities and ultimate success. Students pursuing this emphasis will be prepared to assist companies in the identification and development of competitive strategies, as well as in the management of corporate knowledge. They will also receive an SAP America Certificate and be eligible for SAP's TERP-10 Certification Program. Potential employers include a wide array of medium and large businesses across all types of industries.

Electronic Commerce

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

Enterprise Resource Planning Systems

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

Enterprise Security

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

Human Resource Information Systems

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

Logistics Information Systems

The LIS emphasis focuses on the use of information technology as a critical enabler of the supply chain networks that businesses use to acquire, produce, and deliver goods and services all over the world. Students pursuing this emphasis will be prepared to help companies design information systems that integrate business processes across

the supply chain. Potential employers include large retail distribution centers (such as Wal-Mart), logistics firms (such as UPS and Fed-Ex), railroads and a host of other trucking and shipping companies around the world.

Technology Entrepreneurship

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

Technology Sales and Marketing

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

Logistics and Intermodal Transportation

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

Management

This major emphasizes the integrative nature of the management discipline in planning, organizing, directing, and controlling contemporary profit and non-profit organizations. The program includes the study of both qualitative and quantitative contributions from the management sciences to provide the student with modern analytic concepts, tools, and techniques that can be used as aids to managerial decision-making. The impacts of the international environment and of the social responsibilities of managers receive special attention across the broad range of management courses. Various teaching methods are used in an effort to bring reality to classroom considerations of relevant business problems. The student who wishes to major in management can select one of four options: (1) the management major without an area of emphasis; (2) the management major with an emphasis in entrepreneurship/small business management; (3) the management major with an emphasis in human resource management; or (4) the management major with an emphasis in operations management.

Management Major Without an Area of Emphasis

This major is intended to expose students to entrepreneurship, human resources, and operations

management as well as general management principles and practices.

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

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

Emphasis in Human Resource Management (HRM)

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

Emphasis in Operations Management (OM)

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

Marketing

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

The Marketing Major Without an Area of Emphasis

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

Emphasis in Fashion Merchandising

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

Emphasis in Retailing Management

The retailing management emphasis is for students interested in retail careers or in marketing positions where knowledge of retailing is important.

Emphasis in Sales and Sales Management

The sales and sales management emphasis is for the student interested in sales as an entry-level marketing position or in sales as a career.

Regional Economic Development

This major is unique in several ways. Since the economic development process is one of public-private partnership, students

take the Bachelors of Business Administration core. This provides students with a unique appreciation of the particular motivations of business firms and problems that firms face in succeeding in the marketplace. This grounding in the problems and promise of private firms is extended by two varieties of course work designed to help the students focus on the problems of economic development. The Economics (ECON) courses provide an overview for students on the relationships between government, private firms and the economic development process. These courses focus on the impacts of environmental regulation on development, the effects of government tax and spending policies on firm locational decisions, and the processes of growth in regions and urban areas. The Regional Economic Development (REDV) courses provide students with information about specific government programs both nationally and locally that serve to promote economic development efforts. In addition, these courses discuss the sources of data to support development efforts and the techniques of analysis that are necessary to support these efforts. A “hands-on” experience in an economic development agency is provided.

PROGRAMS - GRADUATE

Ph.D. in Logistics and Supply Chain Management

The Ph.D. Program in Logistics and SCM trains students for both academic or industry positions in logistics and supply chain management. The program builds on the College of Business Administration's nationally ranked undergraduate degree program in Logistics and Intermodal Transportation. Graduates will be prepared to serve as knowledge brokers, able to transfer understanding of logistics and supply chain management to audiences and provide leadership in expanding this increasingly important and complex field. The program requires 60 hours of coursework, provided the student has an appropriate master's degree. Course work in the degree will take two years and then Candidates will focus on dissertation and research. The core classes focus on advanced courses in logistics, transportation, and supply chain management providing a broad-based foundation to the historical and current trends in these areas. Students will select a supporting emphasis area from marketing, information systems or operations management, which allows students flexibility in securing positions both inside and outside of academia.

Master of Business Administration

The purpose of the MBA program at Georgia Southern University is to prepare men and women for careers in business and non-profit organizations in an increasingly complex and changing world. It emphasizes the fundamental knowledge and skills underlying modern administration and management, and applies these with emphasis upon the area of managerial and executive decision-making.

Georgia Southern University has offered the Master of Business Administration degree since 1969 with graduates going on to pursue successful careers in banking and finance, marketing, manufacturing, and international organizations. The MBA program is flexible enough to accommodate part-time students. Classes are moderate in size to create an optimal environment for effective learning and thought-provoking discussions.

Master of Accounting

The Master of Accounting (MAcc) program focuses on the knowledge and skills students need for careers in public accounting. The curriculum includes 18 hours of accounting and 12 hours of electives designed to allow students to customize their program of study to fit their personal career objectives. The Georgia Southern University MAcc program meets Georgia's 150-hour requirement for certification as a CPA, can be completed in one year, and may be partially financed with the HOPE scholarship. The MAcc Forensic Accounting Concentration is designed to provide the advanced knowledge, skills, and abilities needed to investigate asset theft and financial statement fraud, to design internal control systems that detect and/or prevent fraud, and to provide litigation support services such as expert witness testimony in court. Please refer to the graduate section of the catalog for a detailed description of the program.

Master of Science in Applied Economics

The Master of Science in Applied Economics (MSAE) will be offered exclusively online (Regents approval pending) The program's objective is to provide graduates with analytical capabilities in economic development, financial economics, and regulatory issues. The program provides the quantitative and analytical skills for graduates to assist businesses in market analysis including: quantitative, regulatory, and economic development. Graduates will be able to compete for employment in financial institutions, industry, and government enterprises engaged in financial economic development, public utilities and federal and state regulatory agencies.

ADVISEMENT

Undergraduate

Academic advisement for all pre-business majors is managed by the College of Business Administration Student Services Center. Location: Room 1100, College of Business Administration Telephone: (912) 478-0085

Upper division Bachelor of Business Administration students are assigned a faculty advisor in the student's major area.

Graduate

Academic advisement for Master of Business Administration students occurs in the Graduate Studies Office in the College of Business Administration.

Location: Room 1133, College of Business Administration Telephone: (912) 478-5767

Academic advisement for Master of Accounting students occurs in the School of Accountancy Office in the College of Business Administration.

Location: Room 2203, College of Business Administration Telephone: (912) 478-2228

Academic advisement for Master of Science in Applied Economics students occurs in the School of Economic Development Office in the College of Business Administration.

Location: Room 3310, College of Business Administration Telephone: (912) 478-5216

EXPERIENTIAL LEARNING OPPORTUNITIES

Internships

Internship opportunities are available through all departments and schools in the College of Business Administration. Internships are supervised work-study programs, designed to allow upper division students an opportunity to receive practical experience in their chosen field of study. Prerequisites include junior standing, a review of academic qualifications, and approval of supervising instructor and department chair. Students should consult with their academic advisors or the College of Business Administration Student Program Manager (Room 1101) for further information.

Cooperative Education

Co-ops allow students the opportunity to gain work experience related to their academic major while earning a salary. To participate in a cooperative education opportunity, a student must have completed at least 30 semester hours of instruction, have a grade point average of at least 2.5, and be willing to participate in a minimum of two alternating co-op work semesters. Work responsibilities and salaries are determined by the employer. Co-op students register for the designated Cooperative Education section. This is a non-credit course.

B.B.A. Specific Requirements

- Students seeking credit for COBA courses via proficiency examination will be allowed only one opportunity to do so and must score a minimum grade of “C” to obtain credit.
- Students with a declared major other than BBA, “Pre-Business,” or “Undeclared” may enroll in upper division courses offered by COBA subject to completion of any course prerequisites or permission of the department chair responsible for the course.
- Students classified as “Pre-Business,” or “Undeclared” may not enroll in any upper division courses offered by COBA.
- In order to change from “Pre-Business” to “BBA” status, a student must have (1) an institutional GPA of at least 2.5, (2) completed at least 45 hours, and (3) earned a “C” or better in ACCT 2101.
- BBA majors enrolling in upper division business courses for the first time must have completed or be concurrently enrolled in ACCT 2102 and ECON 2106.
- BBA degrees require 24 semester hours of course work under the heading “Specific Requirements Beyond Areas A-F” and another 24 under the heading “Major Requirements” for a total of 48 hours of courses related to the major. In addition to University graduation requirements, at least half of this 48 hour total (i.e., 24 hours) must be taken at Georgia Southern for a BBA student to qualify for graduation.
- To qualify for graduation, BBA students must (1) make a minimum grade of “C” in all courses used to satisfy their “Major Requirements” and (2) make a minimum grade of “C” in ACCT 2102 and ECON 2106 as well as in the business core courses: BUSA 3131, BUSA 3132, BUSA 4131, FINC 3131, MGNT 3130, MGNT 3430, MKTG 3131, AND CISM 4130 or ACCT 4130 or CISM 4135.

SECONDARY OR P-12 EDUCATION CERTIFICATION

For those interested in Secondary Education (grades 6-12) certification with a **BUSINESS** degree:

Students who plan to seek teacher certification after completion of the B.B.A. program (Accounting, Finance, Information

Systems, Logistics and Intermodal Transportation, Management, Marketing, or Regional Economic Development) may achieve this through the Master of Arts in Teaching (MAT) or a non-degree certification program. To meet content requirements, the following courses must be completed as part of or in addition to your current program of study.

- BEED 5130 - Cooperative Vocational Education (3)
- CSCI 1230 - Introduction to BASIC Programming (3)
- GCM 1321 - Desktop Publishing (2)
- GCM 1411 - Desktop Publishing Lab (1)
- IT 1130 - Introduction to Information Technology (3)
- WRIT 3230 - Writing in the Workplace (3)

The following education courses may also be taken as *electives* while enrolled in your bachelor’s program:

Courses that a student can take as an undergraduate that will count toward certification requirements but will not count toward MAT degree requirements are:

- ITEC 3430 - Instructional Technology for P-12 Education (3) (or meet the state technology requirement by passing the GACE Computer Skill Competency Assessment)
- SPED 3333 - Introduction to Special Education (3)

Education Area F “Preprofessional Block” (PPB) courses may also be taken; however the PPB courses will not count toward meeting certification requirements or MAT degree requirements. These courses can provide undergraduate students information and experiences in school settings that will help them make more informed decisions about becoming a teacher. Since the three PPB courses have USG-mandated field requirements, the following guidance should be followed:

- BA/BS/BBA majors can take the complete 9 semester hour PPB block of courses with the required 50 hour field experience; **OR**
- BA/BS/BBA majors can take EDUC 2130 - Exploring Learning and Teaching concurrently with EDUC 2090 - PPB Practicum (50 contact hours in a school) – total of 3 credit hours. After taking EDUC 2130, those students can take one or both of the other PPB courses with approximately 10 hours of field experience with each course. These courses are:
 - EDUC 2110 - Investigating Critical and Contemporary Issues in Education (3)
 - EDUC 2120 - Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts (3)

NOTE: GACE Basic Skills and GACE Content Assessment examination and 2.5 cumulative GPA requirements must be met for certification program admission and should be considered during enrollment in the bachelor’s program.

FORENSIC ACCOUNTING PROGRAMS

The costs of corporate fraud and white-collar crime are estimated to exceed \$1 trillion annually. The School of Accountancy administers an interdisciplinary minor in fraud examination and offers a forensic accounting concentration in its graduate accounting program. The fraud examination minor prepares students to become fraud investigators. Please refer to the Interdisciplinary Minor section of the university catalog for a complete listing of the courses included in the minor. Integrating accounting, law, auditing, and investigative skills, the graduate forensic accounting concentration prepares students to become forensic accountants. Forensic accountants, often referred to as the bloodhounds of accounting, are highly sought after by firms

and organizations wishing to beef up their investigations and forensics practices. Please refer to the graduate section of the catalog for a detailed description of the Master of Accounting Forensic Accounting Concentration.

College of Business Administration Programs - Undergraduate

ACCOUNTING B.B.A., 126 HOURS

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills	9 Hours
Area B - Institutional Options.....	4 Hours
*Area C - Humanities and Fine Arts	6 Hours
*Area D - Science, Mathematics, and Technology.....	11 Hours
*Area E - Social Science	12 Hours
Area F - Courses Appropriate to Major.....	18 Hours
ACCT 2101 - Financial Accounting (3)	
ACCT 2102 - Managerial Accounting (3)	
BUSA 1105 - Introduction to Business (3)	
CISM 2530 - Advanced Business Applications (3)	
ECON 2106 - Business Economics (3)	
LSTD 2106 - Legal Environment of Business (3)	
Health and Physical Education Activities	4 Hours
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
Orientation.....	2 Hours
FYE 1220 - First Year Seminar (2)	
Specific Requirements Beyond Area F	24 Hours
ACCT 4130 - Accounting Information Systems (3)	
BUSA 3131 - Business Statistics (3)	
BUSA 3132 - Quantitative Analysis (3)	
BUSA 4131 - Strategic Management (3)	
FINC 3131 - Principles of Corporate Finance (3)	
MGNT 3130 - Management and Organizational Behavior (3)	
MGNT 3430 - Operations Management (3)	
MKTG 3131 - Principles of Marketing (3)	
Major Requirements	24 Hours
ACCT 3131 - Intermediate Accounting I (3)	
ACCT 3132 - Intermediate Accounting II (3)	
ACCT 3231 - Managerial Accounting II (3)	
ACCT 3330 - Income Tax (3)	
ACCT 4131 - International Accounting (3)	
ACCT 4133 - Intermediate Accounting III (3)	
ACCT 4430 - Auditing (3)	
ACCT - Any approved 4000 or 5000 level Elective (3)	
Electives	12 Hours

Electives should be chosen in consultation with the student's advisor.

ADVISEMENT: College of Business Administration Student Services Center, Business Administration Bldg., (912) 478-0085.

PROGRAM ADMISSION CRITERIA AND OTHER PROGRAM REQUIREMENTS: See B.B.A. Specific Requirements

*Area C - Recommended: COMM 1110 - Principles of Public Speaking (3)

*Area D - Required: MATH 1232 - Survey of Calculus (3)

*Area E - Recommended: PSYC 1101 Introduction to Psychology (3) or SOCI 1101 - Introduction to Sociology (3)

ECONOMICS B.A., 126 HOURS

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills	9
Hours Area B - Institutional Options	
4 Hours Area C - Humanities and Fine Arts	
and Technology	6 Hours Area D - Science, Mathematics, and Technology
STAT 2231- Introduction to Statistics I (3) OR BUSA 3131 - Business Statistics (3)	11 Hours
Area E - Social Science	12
Hours	
Area F - Courses Appropriate to Major	18
Hours	
CISM 2530 - Advanced Business Applications (3)	
ECON 2106 - Business Economics (3)	
Foreign Language 2001 - Intermediate I (3)	
Foreign Language 2002 - Intermediate II (3)	
MATH 1232 - Survey of Calculus (3)	
STAT 2232 - Introduction to Statistics II (3) OR BUSA 3132 - Quantitative Analysis (3)	
Health and Physical Education Activities	4
Hours	
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
Orientation	2
Hours	
FYE 1220 - First Year Seminar (2)	
Major Requirements	24
Hours	
ECON 3131 - Intermediate Macroeconomics (3)	
ECON 3132 - International Trade (3)	
ECON 3231 - Intermediate Microeconomics (3)	
ECON - Upper Division Courses (15)	
Minor	15
Hours	
Foreign Language (If needed to complete Intermediate II)	0-6 Hours
Electives (Depending on hours needed for foreign language)	15-21 Hours

ADVISEMENT: School of Economic Development, Room 3310, College of Business Administration Bldg., (912) 478-5216.

ECONOMICS
B.A., 126 HOURS
(International Economics Emphasis)

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills	9
Hours Area B - Institutional Options	
4 Hours Area C - Humanities and Fine Arts	
..... 6 Hours Area D - Science, Mathematics,	
and Technology 11 Hours	
STAT 2231- Introduction to Statistics I (3) OR BUSA 3131 - Business Statistics (3)	
Area E - Social Science	12
Hours	
Area F - Courses Appropriate to Major	18
Hours	
CISM 2530 - Advanced Business Applications (3)	
ECON 2106 - Business Economics (3)	
Foreign Language 2001 - Intermediate I (3)	
Foreign Language 2002 - Intermediate II (3)	
MATH 1232 - Survey of Calculus (3)	
STAT 2232 - Introduction to Statistics II (3) OR BUSA 3132 - Quantitative Analysis (3)	
Health and Physical Education Activities	4
Hours	
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
Orientation	2
Hours	
FYE 1220 - First Year Seminar (2)	
Major Requirements	24
Hours	
ECON 3131 - Intermediate Macroeconomics (3)	
ECON 3132 - International Trade (3)	
ECON 3231 - Intermediate Microeconomics (3)	
ECON - Upper Division Courses and any other International Course (from any Specific Discipline) that meets approval of the School of Economic Development Advisor (15)	
Minor	15
Hours Foreign Language (If needed to complete Intermediate II)	0-6
Hours Electives (Depending on hours needed for foreign language)	15-21
Hours	

ADVISEMENT: School of Economic Development, Room 3310, College of Business Administration Bldg., (912) 478-5216.

ECONOMICS

B.B.A., 126 HOURS

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills	9 Hours
Area B - Institutional Options	4 Hours
*Area C - Humanities and Fine Arts	6 Hours
*Area D - Science, Mathematics, and Technology	11 Hours
*Area E - Social Science	12 Hours
Area F - Courses Appropriate to Major	18 Hours
ACCT 2101 - Financial Accounting (3)	
ACCT 2102 - Managerial Accounting (3)	
BUSA 1105 - Introduction to Business (3)	
CISM 2530 - Advanced Business Applications (3)	
ECON 2106 - Business Economics (3)	
LSTD 2106 - Legal Environment of Business (3)	
Health and Physical Education Activities	4 Hours
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
Orientation	2 Hours
FYE 1220 - First Year Seminar (2)	
Specific Requirements Beyond Areas A-F	24 Hours
BUSA 3131 - Business Statistics (3)	
BUSA 3132 - Quantitative Analysis (3)	
BUSA 4131- Strategic Management (3)	
CISM 4130 - Management Information Systems (3)	
FINC 3131 - Principles of Corporate Finance (3)	
MGNT 3130 - Management and Organizational Behavior (3)	
MGNT 3430 - Operations Management (3)	
MKTG 3131 - Principles of Marketing (3)	
Major Requirements	24 Hours
ECON 3131 - Intermediate Macroeconomics (3)	
ECON 3132 - International Trade (3)	
ECON 3231 - Intermediate Microeconomics (3)	
ECON - Upper Division Courses (15)	
Electives	12 Hours
Electives should be chosen in consultation with the student's advisor.	

ADVISEMENT: College of Business Administration Student Services Center, Business Administration Bldg., (912) 478-0085.

PROGRAM ADMISSION CRITERIA AND OTHER PROGRAM REQUIREMENTS: See B.B.A. Specific Requirements

**Area C - Recommended: COMM 1110 - Principles of Public Speaking (3)*

**Area D - Required: MATH 1232 - Survey of Calculus (3)*

**Area E - Recommended: PSYC 1101 Introduction to Psychology (3) or SOCI 1101 - Introduction to Sociology (3)*

ECONOMICS
B.B.A., 126 HOURS
(International Business Emphasis)

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills	9 Hours
Area B - Institutional Options	4 Hours
*Area C - Humanities and Fine Arts	6 Hours
*Area D - Science, Mathematics, and Technology	11 Hours
*Area E - Social Science	12 Hours
Area F - Courses Appropriate to Major	18 Hours
ACCT 2101 - Financial Accounting (3)	
ACCT 2102 - Managerial Accounting (3)	
BUSA 1105 - Introduction to Business (3)	
CISM 2530 - Advanced Business Applications (3)	
ECON 2106 - Business Economics (3)	
LSTD 2106 - Legal Environment of Business (3)	
Health and Physical Education Activities	4 Hours
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
Orientation	2 Hours
FYE 1220 - First Year Seminar (2)	
Specific Requirements Beyond Areas A-F	24 Hours
BUSA 3131 - Business Statistics (3)	
BUSA 3132 - Quantitative Analysis (3)	
BUSA 4131 - Strategic Management (3)	
CISM 4130 - Management Information Systems (3)	
FINC 3131 - Principles of Corporate Finance (3)	
MGNT 3130 - Management and Organizational Behavior (3)	
MGNT 3430 - Operations Management (3)	
MKTG 3131 - Principles of Marketing (3)	
Major Requirements	24 Hours
ECON 3131 - Intermediate Macroeconomics (3)	
ECON 3132 - International Trade (3)	
ECON 3231 - Intermediate Microeconomics (3)	
ECON 3232 - International Monetary Relations (3)	
ECON 4431 - International Economic Development (3)	
Any upper division ECON class or any upper division COBA international course (9)	
Electives	12 Hours
Electives should be chosen in consultation with the student's advisor.	

ADVISEMENT: College of Business Administration Student Services Center, Business Administration Bldg. (912) 478-0085.

PROGRAM ADMISSION CRITERIA AND OTHER PROGRAM REQUIREMENTS: See B.B.A. Specific Requirements

**Area C - Recommended: COMM 1110 - Principles of Public Speaking (3)*

**Area D - Required: MATH 1232 - Survey of Calculus (3)*

**Area E - Recommended: PSYC 1101 Introduction to Psychology (3) or SOCI 1101 - Introduction to Sociology (3)*

FINANCE B.B.A., 126 HOURS (General)

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills	9 Hours
Area B - Institutional Options	4 Hours
*Area C - Humanities and Fine Arts	6 Hours
*Area D - Science, Mathematics, and Technology	11 Hours
*Area E - Social Science	12 Hours
Area F - Courses Appropriate to Major	18 Hours

- ACCT 2101 - Financial Accounting (3)
- ACCT 2102 - Managerial Accounting (3)
- BUSA 1105 - Introduction to Business (3)
- CISM 2530 - Advanced Business Applications (3)
- ECON 2106 - Business Economics (3)
- LSTD 2106 - Legal Environment of Business (3)

Health and Physical Education Activities	4 Hours
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- HLTH 1520 - Healthful Living (2)
- Physical Education Activities (2)

Orientation	2 Hours
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- FYE 1220 - First Year Seminar (2)

Specific Requirements Beyond Areas A-F	24 Hours
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- BUSA 3131 - Business Statistics (3)
- BUSA 3132 - Quantitative Analysis (3)
- BUSA 4131 - Strategic Management (3)
- CISM 4130 - Management Information Systems (3)
- FINC 3131 - Principles of Corporate Finance (3)
- MGNT 3130 - Management and Organizational Behavior (3)
- MGNT 3430 - Operations Management (3)
- MKTG 3131 - Principles of Marketing (3)

Major Requirements	21 Hours
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Required Courses:

- FINC 3132 - Intermediate Financial Management (3)
- FINC 3134 - Enterprise Risk Management (3)
- FINC 3231 - Investments (3)
- FINC 3331 - Financial Institutions (3)

Select three of the following:

- FINC 3130 - Financial Tools and Methods (3)
- FINC 3133 - International Finance (3)
- FINC 3531 - Principles of Risk and Insurance (3)
- FINC 4231 - Personal Financial Planning (3)
- FINC 4232 - Security Analysis (3)
- FINC 4233 - Estate Management (3)
- FINC 4234 - Personal Insurance Planning (3)
- FINC 4331 - Bank Management (3)
- FINC 4333 - Commercial Bank Lending (3)
- FINC 4431 - Principles of Real Estate (3)
- FINC 4433 - Real Estate Appraisal (3)
- FINC 4435 - Real Estate Finance and Investments (3)
- FINC 4534 - Business Insurance (3)
- FINC 4790 - Internship in Finance (3)
- FINC 4830 - Special Problems in Finance (3)

Electives	15 Hours
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Electives should be chosen in consultation with the student's advisor.

ADVISEMENT: College of Business Administration Advisement Center, Business Administration Bldg. (912) 478-0085

PROGRAM ADMISSION CRITERIA AND OTHER PROGRAM REQUIREMENTS: See B.B.A. Specific Requirements

**Area C - Recommended: COMM 1110 - Principles of Public Speaking (3)*

**Area D - Required: MATH 1232 - Survey of Calculus (3)*

**Area E - Recommended: PSYC 1101 Introduction to Psychology (3) or SOCI 1101 - Introduction to Sociology (3)*

**FINANCE B.B.A.,
126 HOURS
(Financial Services Emphasis)**

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills	9 Hours
Area B - Institutional Options	4 Hours
*Area C - Humanities and Fine Arts	6 Hours
*Area D - Science, Mathematics, and Technology	11 Hours
*Area E - Social Science	12 Hours
Area F - Courses Appropriate to Major	18 Hours
ACCT 2101 - Financial Accounting (3)	
ACCT 2102 - Managerial Accounting (3)	
BUSA 1105 - Introduction to Business (3)	
CISM 2530 - Advanced Business Applications (3)	
ECON 2106 - Business Economics (3)	
LSTD 2106 - Legal Environment of Business (3)	
Health and Physical Education Activities	4 Hours
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
Orientation	2 Hours
FYE 1220 - First Year Seminar (2)	
Specific Requirements Beyond Areas A-F	24 Hours
BUSA 3131 - Business Statistics (3)	
BUSA 3132 - Quantitative Analysis (3)	
BUSA 4131 - Strategic Management (3)	
CISM 4130 - Management Information Systems (3)	
FINC 3131 - Principles of Corporate Finance (3)	
MGNT 3130 - Management and Organizational Behavior (3)	
MGNT 3430 - Operations Management (3)	
MKTG 3131 - Principles of Marketing (3)	
Major Requirements	21 Hours
FINC 3132 - Intermediate Financial Management (3)	
FINC 3134 - Enterprise Risk Management (3)	
FINC 3231 - Investments (3)	
FINC 3331 - Financial Institutions (3)	
FINC 4331 - Bank Management (3)	
Select <u>two</u> of the following:	
FINC 4231 - Personal Financial Planning (3) FINC	
4333 - Commercial Financial Planning (3) FINC 4435	
- Real Estate Finance and Investments (3)	
FINC 4790 - Internship in Finance (3)	
Electives	15 Hours

Electives should be chosen in consultation with the student's advisor.

ADVISEMENT: College of Business Administration Advisement Center, Business Administration Bldg. (912) 478-0085

PROGRAM ADMISSION CRITERIA AND OTHER PROGRAM REQUIREMENTS: See B.B.A. Specific Requirements

*Area C - Recommended: *COMM 1110 - Principles of Public Speaking (3)*

*Area D - Required: *MATH 1232 - Survey of Calculus (3)*

*Area E - Recommended: *PSYC 1101 Introduction to Psychology (3) or SOCI 1101 - Introduction to Sociology (3)*

FINANCE B.B.A., 126 HOURS (Personal Financial Planning Emphasis)

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills	9 Hours
Area B - Institutional Options	4 Hours
*Area C - Humanities and Fine Arts	6 Hours
*Area D - Science, Mathematics, and Technology	11 Hours
*Area E - Social Science	12 Hours
Area F - Courses Appropriate to Major	18 Hours
ACCT 2101 - Financial Accounting (3)	
ACCT 2102 - Managerial Accounting (3)	
BUSA 1105 - Introduction to Business (3)	
CISM 2530 - Advanced Business Applications (3)	
ECON 2106 - Business Economics (3)	
LSTD 2106 - Legal Environment of Business (3)	
Health and Physical Education Activities	4 Hours
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
Orientation	2 Hours
FYE 1220 - First Year Seminar (2)	
Specific Requirements Beyond Areas A-F	24 Hours
BUSA 3131 - Business Statistics (3)	
BUSA 3132 - Quantitative Analysis (3)	
BUSA 4131 - Strategic Management (3)	
CISM 4130 - Management Information Systems (3)	
FINC 3131 - Principles of Corporate Finance (3)	
MGNT 3130 - Management and Organizational Behavior (3)	
MGNT 3430 - Operations Management (3)	
MKTG 3131 - Principles of Marketing (3)	
Major Requirements	21 Hours
FINC 3132 - Intermediate Financial Management (3)	
FINC 3134 - Enterprise Risk Management (3)	
FINC 3231 - Investments (3)	
FINC 3331 - Financial Institutions (3)	
FINC 4231 - Personal Financial Planning (3)	
Select <u>two</u> of the following:	
FINC 4233 - Estate Management (3)	
FINC 4234 - Personal Insurance Planning (3)	
FINC 4435 - Real Estate Finance (3)	
FINC 4532 - Life, Health and Retirement Planning (3)	
FINC 4790 - Internship in Finance (3)	
Electives	15 Hours
Electives should be chosen in consultation with the student's advisor.	

ADVISEMENT: College of Business Administration Advisement Center, Business Administration Bldg. (912) 478-0085

PROGRAM ADMISSION CRITERIA AND OTHER PROGRAM REQUIREMENTS: See B.B.A. Specific Requirements

*Area C - Recommended: COMM 1110 - Principles of Public Speaking (3)

*Area D - Required: MATH 1232 - Survey of Calculus (3)

*Area E - Recommended: PSYC 1101 Introduction to Psychology (3) or SOCI 1101 - Introduction to Sociology (3)

**FINANCE B.B.A.,
126 HOURS
(Risk Management And Insurance Emphasis)**

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills	9 Hours
Area B - Institutional Options	4 Hours
*Area C - Humanities and Fine Arts	6 Hours
*Area D - Science, Mathematics, and Technology	11 Hours
*Area E - Social Science	12 Hours
Area F - Courses Appropriate to Major	18 Hours
ACCT 2101 - Financial Accounting (3)	
ACCT 2102 - Managerial Accounting (3)	
BUSA 1105 - Introduction to Business (3)	
CISM 2530 - Advanced Business Applications (3)	
ECON 2106 - Business Economics (3)	
LSTD 2106 - Legal Environment of Business (3)	
Health and Physical Education Activities	4 Hours
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
Orientation	2 Hours
FYE 1220 - First Year Seminar (2)	
Specific Requirements Beyond Areas A-F	24 Hours
BUSA 3131 - Business Statistics (3)	
BUSA 3132 - Quantitative Analysis (3)	
BUSA 4131 - Strategic Management (3)	
CISM 4130 - Management Information Systems (3)	
FINC 3131 - Principles of Corporate Finance (3)	
MGNT 3130 - Management and Organizational Behavior (3)	
MGNT 3430 - Operations Management (3)	
MKTG 3131 - Principles of Marketing (3)	
Major Requirements	21 Hours
FINC 3132 - Intermediate Financial Management (3)	
FINC 3134 - Enterprise Risk Management (3)	
FINC 3231 - Investments (3)	
FINC 3331 - Financial Institutions (3)	
FINC 4234 - Personal Insurance Planning (3)	
Select <u>two</u> of the following:	
FINC 4531 - Insurance Industry Operations (3)	
FINC 4532 - Life, Health and Retirement Planning (3)	
FINC 4534 - Commercial Risk Management and Insurance (3)	
FINC 4790 - Internship in Finance (3)	
Electives	15 Hours
Electives should be chosen in consultation with the student's advisor.	

ADVISEMENT: College of Business Administration Advisement Center, Business Administration Bldg. (912) 478-0085

PROGRAM ADMISSION CRITERIA AND OTHER PROGRAM REQUIREMENTS: See B.B.A. Specific Requirements

*Area C - Recommended: COMM 1110 - Principles of Public Speaking (3)

*Area D - Required: MATH 1232 - Survey of Calculus (3)

*Area E - Recommended: PSYC 1101 Introduction to Psychology (3) or SOCI 1101 - Introduction to Sociology (3)

INFORMATION SYSTEMS B.B.A., 126 HOURS

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills	9 Hours
Area B - Institutional Options.....	4 Hours
*Area C - Humanities and Fine Arts.....	6 Hours
*Area D - Science, Mathematics, and Technology.....	11 Hours
*Area E - Social Science	12 Hours
Area F - Courses Appropriate to Major.....	18 Hours
ACCT 2101 - Financial Accounting (3)	
ACCT 2102 - Managerial Accounting (3)	
BUSA 1105 - Introduction to Business (3)	
CISM 2530 - Advanced Business Applications (3)	
ECON 2106 - Business Economics (3)	
LSTD 2106 - Legal Environment of Business (3)	
Health and Physical Education Activities	4 Hours
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
Orientation.....	2 Hours
FYE 1220 - First Year Seminar (2)	
Specific Requirements Beyond Area A-F.....	27 Hours
BUSA 3131 - Business Statistics (3)	
BUSA 3132 - Quantitative Analysis (3)	
BUSA 4131 - Strategic Management (3)	
CISM 4135 - Project Management and Development (3)	
CSCI 1236 - Introduction to Java Programming (3) OR CISM 2030 - Introduction to Information Systems (3)	
FINC 3131 - Principles of Corporate Finance (3)	
MGNT 3130 - Management and Organizational Behavior (3)	
MGNT 3430 - Operations Management (3)	
MKTG 3131 - Principles of Marketing (3)	
Major Requirements.....	24 Hours
CISM 2230 - Advanced Java (3)	
CISM 3134 - Data Communications (3)	
CISM 3135 - Systems Analysis and Design (3)	
CISM 4134 - Database Management (3)	
CISM 4136 - Global Information Resource Management (3)	
Select <u>three</u> of the following:	
CISM 3235 - Application Development with COBOL (3)	
CISM 3236 - Web Database Development (3)	
CISM 3237 - Visual Basic.Net Windows and Web Applications Programming (3)	
CISM 3331 - Principles of Enterprise Information Systems Security (3)	
CISM 4234 - Application Development with Objects (3)	
CISM 4236 - AS/400 and Its Applications (3)	
CISM 4237 - Business Intelligence (3)	
CISM 4238 - Network Administration (3)	
CISM 4331 - Point of Sales Technologies (3)	
CISM 4332 - Electronic Business (3)	
CISM 4334 - Enterprise Resource Planning Systems Using SAP (3)	
CISM 4335 - Advanced Business Application Programming (ABAP) for the SAP/ERP System (3)	
CISM 4336 - ERP and Enterprise Performance (3)	
CISM 4434 - Enterprise System Configuration (3)	
CISM 4790 - Internship in Information Systems (3)	
CISM 4830 - Special Problems in Information Systems (3)	
CISM 4890 - Directed Studies in Information Systems (3)	
CISM 5131 - Fundamentals of Computer Forensics (3)	
CISM - Upper Division Course approved by an Advisor	
Electives	9 Hours
Electives should be chosen in consultation with the student's advisor.	

ADVISEMENT: College of Business Administration Student Services Center, Business Administration Bldg, (912) 478-0085.

*Area C - Recommended COMM 1110 - Principles of Public Speaking (3)

*Area D - Required MATH 1232 - Survey of Calculus (3)

*Area E - Recommended PSYC 1101 - Introduction to Psychology (3) or SOCI 1101 - Introduction to Sociology (3)

INFORMATION SYSTEMS B.B.A., 126 HOURS (Accounting Information Systems Emphasis)

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills	9 Hours
Area B - Institutional Options	4 Hours
*Area C - Humanities and Fine Arts	6 Hours
*Area D - Science, Mathematics, and Technology	11 Hours
*Area E - Social Science	12 Hours
Area F - Courses Appropriate to Major	18 Hours
ACCT 2101 - Financial Accounting (3)	
ACCT 2102 - Managerial Accounting (3)	
BUSA 1105 - Introduction to Business (3)	
CISM 2530 - Advanced Business Applications (3)	
ECON 2106 - Business Economics (3)	
LSTD 2106 - Legal Environment of Business (3)	
Health and Physical Education Activities	4 Hours
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
Orientation	2 Hours
FYE 1220 - First Year Seminar (2)	
Specific Requirements Beyond Area A-F	27 Hours
BUSA 3131 - Business Statistics (3)	
BUSA 3132 - Quantitative Analysis (3)	
BUSA 4131 - Strategic Management (3)	
CISM 4135 - Project Management and Development (3)	
CSCI 1236 - Introduction to Java Programming (3) OR CISM 2030 - Introduction to Information Systems (3)	
FINC 3131 - Principles of Corporate Finance (3)	
MGNT 3130 - Management and Organizational Behavior (3)	
MGNT 3430 - Operations Management (3)	
MKTG 3131 - Principles of Marketing (3)	
Major Requirements	27 Hours
ACCT 3131 - Intermediate Accounting I (3)	
ACCT 3132 - Intermediate Accounting II (3)	
ACCT 4130 - Accounting Information Systems (3)	
ACCT 4430 - Auditing (3)	
CISM 2230 - Advanced Java (3)	
CISM 3134 - Data Communications (3)	
CISM 3135 - Systems Analysis and Design (3)	
CISM 4134 - Database Management (3)	
CISM 4136 - Global Information Resource Management (3)	
Electives	6 Hours
Electives should be chosen in consultation with the student's advisor.	

ADVISEMENT: College of Business Administration Student Services Center, Business Administration Bldg, (912) 478-0085.

**Area C - Recommended COMM 1110 - Principles of Public Speaking (3)*

**Area D - Required MATH 1232 - Survey of Calculus (3)*

**Area E - Recommended PSYC 1101 - Introduction to Psychology (3) or SOCI 1101 - Introduction to Sociology (3)*

INFORMATION SYSTEMS B.B.A., 126 HOURS (Business Application Development Emphasis)

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills	9 Hours
Area B - Institutional Options	4 Hours
*Area C - Humanities and Fine Arts	6 Hours
*Area D - Science, Mathematics, and Technology	11 Hours
*Area E - Social Science	12 Hours
Area F - Courses Appropriate to Major	18 Hours
ACCT 2101 - Financial Accounting (3)	
ACCT 2102 - Managerial Accounting (3)	
BUSA 1105 - Introduction to Business (3)	
CISM 2530 - Advanced Business Applications (3)	
ECON 2106 - Business Economics (3)	
LSTD 2106 - Legal Environment of Business (3)	
Health and Physical Education Activities	4 Hours
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
Orientation	2 Hours
FYE 1220 - First Year Seminar (2)	
Specific Requirements Beyond Area A-F	27 Hours
BUSA 3131 - Business Statistics (3)	
BUSA 3132 - Quantitative Analysis (3)	
BUSA 4131 - Strategic Management (3)	
CISM 4135 - Project Management and Development (3)	
CSCI 1236 - Introduction to Java Programming (3) OR CISM 2030 - Introduction to Information Systems (3)	
FINC 3131 - Principles of Corporate Finance (3)	
MGNT 3130 - Management and Organizational Behavior (3)	
MGNT 3430 - Operations Management (3)	
MKTG 3131 - Principles of Marketing (3)	
Major Requirements	27 Hours
CISM 2230 - Advanced Java (3)	
CISM 3134 - Data Communications (3)	
CISM 3135 - Systems Analysis and Design (3)	
CISM 4134 - Database Management (3)	
CISM 4136 - Global Information Resource Management (3)	
Select <u>four</u> of the following:	
CISM 3235 - Application Development with COBOL (3)	
CISM 3236 - Web Database Development (3)	
CISM 3237 - Visual Basic.Net Windows and Web Applications Programming (3)	
CISM 4234 - Application Development with Objects (3)	
CISM 4236 - AS/400 and Its Applications (3)	
CISM 4332 - Electronic Business (3)	
CISM 4335 - Advanced Business Applications Programming (ABAP) for the SAP/ERP System (3)	
IT 3234 - Systems Acquisition Integration and Implementation (3)	
Electives	6 Hours
Electives should be chosen in consultation with the student's advisor.	

ADVISEMENT: College of Business Administration Student Services Center, Business Administration Bldg, (912) 478-0085.

*Area C - Recommended COMM 1110 - Principles of Public Speaking (3)

*Area D - Required MATH 1232 - Survey of Calculus (3)

*Area E - Recommended PSYC 1101 - Introduction to Psychology (3) or SOCI 1101 - Introduction to Sociology (3)

INFORMATION SYSTEMS B.B.A., 126 HOURS (Business Intelligence Emphasis)

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills	9 Hours
Area B - Institutional Options	4 Hours
*Area C - Humanities and Fine Arts	6 Hours
*Area D - Science, Mathematics, and Technology	11 Hours
*Area E - Social Science	12 Hours
Area F - Courses Appropriate to Major	18 Hours
ACCT 2101 - Financial Accounting (3)	
ACCT 2102 - Managerial Accounting (3)	
BUSA 1105 - Introduction to Business (3)	
CISM 2530 - Advanced Business Applications (3)	
ECON 2106 - Business Economics (3)	
LSTD 2106 - Legal Environment of Business (3)	
Health and Physical Education Activities	4 Hours
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
Orientation	2 Hours
FYE 1220 - First Year Seminar (2)	
Specific Requirements Beyond Area A-F	27 Hours
BUSA 3131 - Business Statistics (3)	
BUSA 3132 - Quantitative Analysis (3)	
BUSA 4131 - Strategic Management (3)	
CISM 4135 - Project Management and Development (3)	
CSCI 1236 - Introduction to Java Programming (3) OR CISM 2030 - Introduction to Information Systems (3)	
FINC 3131 - Principles of Corporate Finance (3)	
MGNT 3130 - Management and Organizational Behavior (3)	
MGNT 3430 - Operations Management (3)	
MKTG 3131 - Principles of Marketing (3)	
Major Requirements	27 Hours
CISM 2230 - Advanced Java (3)	
CISM 3134 - Data Communications (3)	
CISM 3135 - Systems Analysis and Design (3)	
CISM 4134 - Database Management (3)	
CISM 4136 - Global Information Resource Management (3)	
CISM 4237 - Business Intelligence (3)	
IT 4135 - Information Organization and Retrieval (3)	
IT 4136 - Knowledge Discovery and Data Mining (3)	
Select <u>one</u> of the following:	
CISM 5131 - Fundamentals of Computer Forensics (3)	
MGNT 4431 - Purchasing and Negotiation (3)	
MGNT 4435 - Management of Quality and Process Improvement (3)	
MGNT 4438 - Operations in Supply Chains (3)	
MKTG 4137 - Marketing Management (3)	
Electives	6 Hours
Electives should be chosen in consultation with the student's advisor.	

ADVISEMENT: College of Business Administration Student Services Center, Business Administration Bldg, (912) 478-0085.

*Area C - Recommended COMM 1110 - Principles of Public Speaking (3)

*Area D - Required MATH 1232 - Survey of Calculus (3)

*Area E - Recommended PSYC 1101 - Introduction to Psychology (3) or SOCI 1101 - Introduction to Sociology (3)

INFORMATION SYSTEMS B.B.A., 126 HOURS (Electronic Commerce Emphasis)

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills	9 Hours
Area B - Institutional Options	4 Hours
*Area C - Humanities and Fine Arts	6 Hours
*Area D - Science, Mathematics, and Technology	11 Hours
*Area E - Social Science	12 Hours
Area F - Courses Appropriate to Major	18 Hours
ACCT 2101 - Financial Accounting (3)	
ACCT 2102 - Managerial Accounting (3)	
BUSA 1105 - Introduction to Business (3)	
CISM 2530 - Advanced Business Applications (3)	
ECON 2106 - Business Economics (3)	
LSTD 2106 - Legal Environment of Business (3)	
Health and Physical Education Activities	4 Hours
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
Orientation	2 Hours
FYE 1220 - First Year Seminar (2)	
Specific Requirements Beyond Area A-F	27 Hours
BUSA 3131 - Business Statistics (3)	
BUSA 3132 - Quantitative Analysis (3)	
BUSA 4131 - Strategic Management (3)	
CISM 4135 - Project Management and Development (3)	
CSCI 1236 - Introduction to Java Programming (3) OR CISM 2030 - Introduction to Information Systems (3)	
FINC 3131 - Principles of Corporate Finance (3)	
MGNT 3130 - Management and Organizational Behavior (3)	
MGNT 3430 - Operations Management (3)	
MKTG 3131 - Principles of Marketing (3)	
Major Requirements	27 Hours
CISM 2230 - Advanced Java (3)	
CISM 3134 - Data Communications (3)	
CISM 3135 - Systems Analysis and Design (3)	
CISM 4134 - Database Management (3)	
CISM 4136 - Global Information Resource Management (3)	
IT 1430 - Web Page Development (3)	
Select <u>three</u> of the following:	
CISM - Upper Division Course approved by an Advisor	
CISM 3236 - Web Database Development (3)	
CISM 4332 - Electronic Business (3)	
IT 3131 - Web Applications Design and Development (3)	
IT 3132 - Web Software (3)	
IT 4235 - Problems in Web Applications (3)	
MKTG 3136 - Introduction to E-Commerce (3)	
Electives	6 Hours
Electives should be chosen in consultation with the student's advisor.	

ADVISEMENT: College of Business Administration Student Services Center, Business Administration Bldg, (912) 478-0085.

*Area C - Recommended COMM 1110 - Principles of Public Speaking (3)

*Area D - Required MATH 1232 - Survey of Calculus (3)

*Area E - Recommended PSYC 1101 - Introduction to Psychology (3) or SOCI 1101 - Introduction to Sociology (3)

INFORMATION SYSTEMS B.B.A., 126 HOURS (Enterprise Resource Planning Systems Emphasis)

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills	9 Hours
Area B - Institutional Options	4 Hours
*Area C - Humanities and Fine Arts	6 Hours
*Area D - Science, Mathematics, and Technology	11 Hours
*Area E - Social Science	12 Hours
Area F - Courses Appropriate to Major	18 Hours
ACCT 2101 - Financial Accounting (3)	
ACCT 2102 - Managerial Accounting (3)	
BUSA 1105 - Introduction to Business (3)	
CISM 2530 - Advanced Business Applications (3)	
ECON 2106 - Business Economics (3)	
LSTD 2106 - Legal Environment of Business (3)	
Health and Physical Education Activities	4 Hours
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
Orientation	2 Hours
FYE 1220 - First Year Seminar (2)	
Specific Requirements Beyond Area A-F	27 Hours
BUSA 3131 - Business Statistics (3)	
BUSA 3132 - Quantitative Analysis (3)	
BUSA 4131 - Strategic Management (3)	
CISM 4135 - Project Management and Development (3)	
CSCI 1236 - Introduction to Java Programming (3) OR CISM 2030 - Introduction to Information Systems (3)	
FINC 3131 - Principles of Corporate Finance (3)	
MGNT 3130 - Management and Organizational Behavior (3)	
MGNT 3430 - Operations Management (3)	
MKTG 3131 - Principles of Marketing (3)	
Major Requirements	27 Hours
CISM 2230 - Advanced Java (3)	
CISM 3134 - Data Communications (3)	
CISM 3135 - Systems Analysis and Design (3)	
CISM 4134 - Database Management (3)	
CISM 4136 - Global Information Resource Management (3)	
CISM 4334 - Enterprise Resource Planning Systems Using SAP (3)	
Select <u>three</u> of the following:	
CISM 4237 - Business Intelligence (3)	
CISM 4335 - Advanced Business Applications Programming (ABAP) for the SAP/ERP System (3)	
CISM 4336 - ERP and Enterprise Performance (3)	
CISM 4434 - Enterprise System Configuration (3)	
MGNT 4333 - Human Resource Information Systems (3)	
MGNT 4431 - Purchasing and Negotiation (3)	
MGNT 4436 - Planning and Control Systems (3)	
MGNT 4438 - Operations in Supply Chains (3)	
Electives	6 Hours

Electives should be chosen in consultation with the student's advisor.

ADVISEMENT: College of Business Administration Student Services Center, Business Administration Bldg, (912) 478-0085.

*Area C - Recommended COMM 1110 - Principles of Public Speaking (3)

*Area D - Required MATH 1232 - Survey of Calculus (3)

*Area E - Recommended PSYC 1101 - Introduction to Psychology (3) or SOCI 1101 - Introduction to Sociology (3)

INFORMATION SYSTEMS B.B.A., 126 HOURS (Enterprise Security Emphasis)

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills	9 Hours
Area B - Institutional Options	4 Hours
*Area C - Humanities and Fine Arts	6 Hours
*Area D - Science, Mathematics, and Technology	11 Hours
*Area E - Social Science	12 Hours
Area F - Courses Appropriate to Major	18 Hours
ACCT 2101 - Financial Accounting (3)	
ACCT 2102 - Managerial Accounting (3)	
BUSA 1105 - Introduction to Business (3)	
CISM 2530 - Advanced Business Applications (3)	
ECON 2106 - Business Economics (3)	
LSTD 2106 - Legal Environment of Business (3)	
Health and Physical Education Activities	4 Hours
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
Orientation	2 Hours
FYE 1220 - First Year Seminar (2)	
Specific Requirements Beyond Area A-F	27 Hours
BUSA 3131 - Business Statistics (3)	
BUSA 3132 - Quantitative Analysis (3)	
BUSA 4131 - Strategic Management (3)	
CISM 4135 - Project Management and Development (3)	
CSCI 1236 - Introduction to Java Programming (3) OR CISM 2030 - Introduction to Information Systems (3)	
FINC 3131 - Principles of Corporate Finance (3)	
MGNT 3130 - Management and Organizational Behavior (3)	
MGNT 3430 - Operations Management (3)	
MKTG 3131 - Principles of Marketing (3)	
Major Requirements	27 Hours
CISM 2230 - Advanced Java (3)	
CISM 3134 - Data Communications (3)	
CISM 3135 - Systems Analysis and Design (3)	
CISM 4134 - Database Management (3)	
CISM 4136 - Global Information Resource Management (3)	
Select <u>four</u> of the following:	
CISM 3331 - Principles of Enterprise Information Systems Security (3)	
CISM 4238 - Network Administration (3)	
CISM 4790 - Internship in Information Systems (3)	
CISM 5131 - Fundamentals of Computer Forensics (3)	
IT 2333 - IT Infrastructure (3)	
IT 4234 - Network Operating Environments (3)	
IT 4335 - Network Architecture (3)	
IT 5434 - Network Security Fundamentals (3)	
Electives	6 Hours
Electives should be chosen in consultation with the student's advisor.	

ADVISEMENT: College of Business Administration Student Services Center, Business Administration Bldg, (912) 478-0085.

*Area C - Recommended COMM 1110 - Principles of Public Speaking (3)

*Area D - Required MATH 1232 - Survey of Calculus (3)

*Area E - Recommended PSYC 1101 - Introduction to Psychology (3) or SOCI 1101 - Introduction to Sociology (3)

INFORMATION SYSTEMS B.B.A., 126 HOURS (Human Resources Information Systems Emphasis)

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills	9 Hours
Area B - Institutional Options	4 Hours
*Area C - Humanities and Fine Arts	6 Hours
*Area D - Science, Mathematics, and Technology	11 Hours
*Area E - Social Science	12 Hours
Area F - Courses Appropriate to Major	18 Hours
ACCT 2101 - Financial Accounting (3)	
ACCT 2102 - Managerial Accounting (3)	
BUSA 1105 - Introduction to Business (3)	
CISM 2530 - Advanced Business Applications (3)	
ECON 2106 - Business Economics (3)	
LSTD 2106 - Legal Environment of Business (3)	
Health and Physical Education Activities	4 Hours
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
Orientation	2 Hours
FYE 1220 - First Year Seminar (2)	
Specific Requirements Beyond Area A-F	27 Hours
BUSA 3131 - Business Statistics (3)	
BUSA 3132 - Quantitative Analysis (3)	
BUSA 4131 - Strategic Management (3)	
CISM 4135 - Project Management and Development (3)	
CSCI 1236 - Introduction to Java Programming (3) OR CISM 2030 - Introduction to Information Systems (3)	
FINC 3131 - Principles of Corporate Finance (3)	
MGNT 3130 - Management and Organizational Behavior (3)	
MGNT 3430 - Operations Management (3)	
MKTG 3131 - Principles of Marketing (3)	
Major Requirements	27 Hours
CISM 2230 - Advanced Java (3)	
CISM 3134 - Data Communications (3)	
CISM 3135 - Systems Analysis and Design (3)	
CISM 4134 - Database Management (3)	
CISM 4136 - Global Information Resource Management (3)	
MGNT 3334 - Human Resources Management (3)	
MGNT 4333 - Human Resource Information Systems (3)	
Select two of the following:	
MGNT 4332 - Compensation and Benefits (3)	
MGNT 4334 - Workplace Legislative Compliance (3)	
MGNT 4335 - Labor Relations (3)	
MGNT 4338 - Staffing, Training, and Development (3)	
Electives	6 Hours
Electives should be chosen in consultation with the student's advisor.	

ADVISEMENT: College of Business Administration Student Services Center, Business Administration Bldg, (912) 478-0085.

*Area C - Recommended COMM 1110 - Principles of Public Speaking (3)

*Area D - Required MATH 1232 - Survey of Calculus (3)

*Area E - Recommended PSYC 1101 - Introduction to Psychology (3) or SOCI 1101 - Introduction to Sociology (3)

INFORMATION SYSTEMS B.B.A., 126 HOURS (Logistics Information Systems Emphasis)

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills	9 Hours
Area B - Institutional Options	4 Hours
*Area C - Humanities and Fine Arts	6 Hours
*Area D - Science, Mathematics, and Technology	11 Hours
*Area E - Social Science	12 Hours
Area F - Courses Appropriate to Major	18 Hours
ACCT 2101 - Financial Accounting (3)	
ACCT 2102 - Managerial Accounting (3)	
BUSA 1105 - Introduction to Business (3)	
CISM 2530 - Advanced Business Applications (3)	
ECON 2106 - Business Economics (3)	
LSTD 2106 - Legal Environment of Business (3)	
Health and Physical Education Activities	4 Hours
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
Orientation	2 Hours
FYE 1220 - First Year Seminar (2)	
Specific Requirements Beyond Area A-F	27 Hours
BUSA 3131 - Business Statistics (3)	
BUSA 3132 - Quantitative Analysis (3)	
BUSA 4131 - Strategic Management (3)	
CISM 4135 - Project Management and Development (3)	
CSCI 1236 - Introduction to Java Programming (3) OR CISM 2030 - Introduction to Information Systems (3)	
FINC 3131 - Principles of Corporate Finance (3)	
MGNT 3130 - Management and Organizational Behavior (3)	
MGNT 3430 - Operations Management (3)	
MKTG 3131 - Principles of Marketing (3)	
Major Requirements	27 Hours
CISM 2230 - Advanced Java (3)	
CISM 3134 - Data Communications (3)	
CISM 3135 - Systems Analysis and Design (3)	
CISM 4134 - Database Management (3)	
CISM 4136 - Global Information Resource Management (3)	
LOGT 3231 - Principles of Transportation (3)	
LOGT 3232 - Business Logistics (3)	
Select <u>two</u> of the following:	
LOGT 4231 - Logistics and Intermodal Transportation Operations (3)	
LOGT 4232 - International Logistics (3)	
LOGT 4234 - Analytical Tools in Logistics (3)	
LOGT 4263 - Seminar in Intermodal Distribution (3)	
Electives	6 Hours
Electives should be chosen in consultation with the student's advisor.	

ADVISEMENT: College of Business Administration Student Services Center, Business Administration Bldg, (912) 478-0085.

*Area C - Recommended COMM 1110 - Principles of Public Speaking (3)

*Area D - Required MATH 1232 - Survey of Calculus (3)

*Area E - Recommended PSYC 1101 - Introduction to Psychology (3) or SOCI 1101 - Introduction to Sociology (3)

INFORMATION SYSTEMS B.B.A., 126 HOURS (Technology Entrepreneurship Emphasis)

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills	9 Hours
Area B - Institutional Options	4 Hours
*Area C - Humanities and Fine Arts	6 Hours
*Area D - Science, Mathematics, and Technology	11 Hours
*Area E - Social Science	12 Hours
Area F - Courses Appropriate to Major	18 Hours
ACCT 2101 - Financial Accounting (3)	
ACCT 2102 - Managerial Accounting (3)	
BUSA 1105 - Introduction to Business (3)	
CISM 2530 - Advanced Business Applications (3)	
ECON 2106 - Business Economics (3)	
LSTD 2106 - Legal Environment of Business (3)	
Health and Physical Education Activities	4 Hours
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
Orientation	2 Hours
FYE 1220 - First Year Seminar (2)	
Specific Requirements Beyond Area A-F	27 Hours
BUSA 3131 - Business Statistics (3)	
BUSA 3132 - Quantitative Analysis (3)	
BUSA 4131 - Strategic Management (3)	
CISM 4135 - Project Management and Development (3)	
CSCI 1236 - Introduction to Java Programming (3) OR CISM 2030 - Introduction to Information Systems (3)	
FINC 3131 - Principles of Corporate Finance (3)	
MGNT 3130 - Management and Organizational Behavior (3)	
MGNT 3430 - Operations Management (3)	
MKTG 3131 - Principles of Marketing (3)	
Major Requirements	27 Hours
CISM 2230 - Advanced Java (3)	
CISM 3134 - Data Communications (3)	
CISM 3135 - Systems Analysis and Design (3)	
CISM 4134 - Database Management (3)	
CISM 4136 - Global Information Resource Management (3)	
MGNT 3234 - Entrepreneurship/Small Business (3)	
MGNT 4234 - Small Business Management (3)	
MGNT 4235 - Applied Small Business Management (3)	
Select <u>one</u> of the following:	
CISM 4332 - Electronic Business (3)	
FINC 3130 - Financial Tools and Methods (3)	
FINC 3134 - Enterprise Risk Management (3)	
MKTG 3136 - Introduction to E-Commerce (3)	
Electives	6 Hours
Electives should be chosen in consultation with the student's advisor.	

ADVISEMENT: College of Business Administration Student Services Center, Business Administration Bldg, (912) 478-0085.

*Area C - Recommended COMM 1110 - Principles of Public Speaking (3)

*Area D - Required MATH 1232 - Survey of Calculus (3)

*Area E - Recommended PSYC 1101 - Introduction to Psychology (3) or SOCI 1101 - Introduction to Sociology (3)

INFORMATION SYSTEMS B.B.A., 126 HOURS (Technology Sales and Marketing Emphasis)

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills	9 Hours
Area B - Institutional Options	4 Hours
*Area C - Humanities and Fine Arts	6 Hours
*Area D - Science, Mathematics, and Technology	11 Hours
*Area E - Social Science	12 Hours
Area F - Courses Appropriate to Major	18 Hours
ACCT 2101 - Financial Accounting (3)	
ACCT 2102 - Managerial Accounting (3)	
BUSA 1105 - Introduction to Business (3)	
CISM 2530 - Advanced Business Applications (3)	
ECON 2106 - Business Economics (3)	
LSTD 2106 - Legal Environment of Business (3)	
Health and Physical Education Activities	4 Hours
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
Orientation	2 Hours
FYE 1220 - First Year Seminar (2)	
Specific Requirements Beyond Area A-F	27 Hours
BUSA 3131 - Business Statistics (3)	
BUSA 3132 - Quantitative Analysis (3)	
BUSA 4131 - Strategic Management (3)	
CISM 4135 - Project Management and Development (3)	
CSCI 1236 - Introduction to Java Programming (3) OR CISM 2030 - Introduction to Information Systems (3)	
FINC 3131 - Principles of Corporate Finance (3)	
MGNT 3130 - Management and Organizational Behavior (3)	
MGNT 3430 - Operations Management (3)	
MKTG 3131 - Principles of Marketing (3)	
Major Requirements	27 Hours
CISM 2230 - Advanced Java (3)	
CISM 3134 - Data Communications (3)	
CISM 3135 - Systems Analysis and Design (3)	
CISM 4134 - Database Management (3)	
CISM 4136 - Global Information Resource Management (3)	
MKTG 3133 - Professional Selling (3)	
MKTG 4232 - Advanced Selling (3)	
Select <u>two</u> of the following:	
MKTG 3132 - Principles of Advertising (3)	
MKTG 3134 - Business Marketing (3)	
MKTG 3136 - Introduction to E-Commerce (3)	
MKTG 4131 - Marketing Research (3)	
MKTG 4133 - Sales Management (3)	
MKTG 4134 - Services Marketing (3)	
MKTG 4135 - Buyer Behavior (3)	
MKTG 4136 - International Marketing (3)	
Electives	6 Hours
Electives should be chosen in consultation with the student's advisor.	

ADVISEMENT: College of Business Administration Student Services Center, Business Administration Bldg, (912) 478-0085.

*Area C - Recommended COMM 1110 - Principles of Public Speaking (3)

*Area D - Required MATH 1232 - Survey of Calculus (3)

*Area E - Recommended PSYC 1101 - Introduction to Psychology (3) or SOCI 1101 - Introduction to Sociology (3)

LOGISTICS AND INTERMODAL TRANSPORTATION B.B.A., 126 HOURS

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills	9 Hours
Area B - Institutional Options	4 Hours
*Area C - Humanities and Fine Arts	6 Hours
*Area D - Science, Mathematics, and Technology	11 Hours
*Area E - Social Science	12 Hours
Area F - Courses Appropriate to Major	18 Hours
ACCT 2101 - Financial Accounting (3)	
ACCT 2102 - Managerial Accounting (3)	
BUSA 1105 - Introduction to Business (3)	
CISM 2530 - Advanced Business Applications (3)	
ECON 2106 - Business Economics (3)	
LSTD 2106 - Legal Environment of Business (3)	
Health and Physical Education Activities	4 Hours
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
Orientation	2 Hours
FYE 1220 - First Year Seminar (2)	
Specific Requirements Beyond Area A-F	24 Hours
ACCT 4130 - Accounting Information Systems (3) OR CISM 4130 - Management Information Systems (3)	
BUSA 3131 - Business Statistics (3)	
BUSA 3132 - Quantitative Analysis (3)	
BUSA 4131 - Strategic Management (3)	
FINC 3131 - Principles of Corporate Finance (3)	
MGNT 3130 - Management and Organizational Behavior (3)	
MGNT 3430 - Operations Management (3)	
MKTG 3131 - Principles of Marketing (3)	
Major Requirements	24 Hours
LOGT 3231 - Principles of Transportation (3)	
LOGT 3232 - Business Logistics (3)	
LOGT 4231 - LIT Operations (3)	
LOGT 4232 - International Logistics (3)	
LOGT 4263 - Seminar in Intermodal Distribution (3)	
MKTG 3133 - Professional Selling (3)	
Select <u>two</u> of the following:	
CISM 4334 - ERP Systems Using SAP (3)	
ECON 4334 - Transportation Economics (3)	
MGNT 4435 - Management of Quality (3)	
MKTG 3134 - Business Marketing (3)	
MKTG 4136 - International Marketing (3)	
LOGT 4233 - Logistics Executive in Residence (3)	
LOGT 4234 - Analytical Tools (3)	
Electives	12 Hours

Electives should be chosen in consultation with the student's advisor.

ADVISEMENT: College of Business Administration Student Services Center, Business Administration Bldg., (912) 478-0085.

PROGRAM ADMISSION CRITERIA AND OTHER PROGRAM REQUIREMENTS: See B.B.A. Specific Requirements

*Area C - Recommended: COMM 1110 - Principles of Public Speaking (3)

*Area D - Required: MATH 1232 - Survey of Calculus (3)

*Area E - Recommended: PSYC 1101 Introduction to Psychology (3) or SOCI 1101 - Introduction to Sociology (3)

MANAGEMENT B.B.A., 126 HOURS

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills	9 Hours
Area B - Institutional Options	4 Hours
*Area C - Humanities and Fine Arts	6 Hours
*Area D - Science, Mathematics, and Technology	11 Hours
*Area E - Social Science	12 Hours
Area F - Courses Appropriate to Major	18 Hours
ACCT 2101 - Financial Accounting (3)	
ACCT 2102 - Managerial Accounting (3)	
BUSA 1105 - Introduction to Business (3)	
CISM 2530 - Advanced Business Applications (3)	
ECON 2106 - Business Economics (3)	
LSTD 2106 - Legal Environment of Business (3)	
Health and Physical Education Activities	4 Hours
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
Orientation	2 Hours
FYE 1220 - First Year Seminar (2)	
Specific Requirements Beyond Area A-F	24 Hours
BUSA 3131 - Business Statistics (3)	
BUSA 3132 - Quantitative Analysis (3)	
BUSA 4131 - Strategic Management (3)	
CISM 4130 - Management Information Systems (3)	
FINC 3131 - Principles of Corporate Finance (3)	
MGNT 3130 - Management and Organizational Behavior (3)	
MGNT 3430 - Operations Management (3)	
MKTG 3131 - Principles of Marketing (3)	
Major Requirements	24 Hours
BUSA 3134 - Accounting for Management (3)	
MGNT 3134 - Behavior in Organizations (3)	
MGNT 3234 - Entrepreneurship/Small Business (3)	
MGNT 3235 - Leadership in Organizations (3)	
MGNT 3334 - Human Resource Management (3)	
MGNT 4230 - International Management (3)	
MGNT - Upper Division Electives* (6) <i>NOTE: *These must be COBA courses numbered at or above 3000</i>	
Electives	12 Hours
Electives should be chosen in consultation with the student's advisor.	

ADVISEMENT: College of Business Administration Student Services Center, Business Administration Bldg., (912) 478-0085.

PROGRAM ADMISSION CRITERIA AND OTHER PROGRAM REQUIREMENTS: See B.B.A. Specific Requirements

*Area C - Recommended: COMM 1110 - Principles of Public Speaking (3)

*Area D - Required: MATH 1232 - Survey of Calculus (3)

*Area E - Recommended: PSYC 1101 Introduction to Psychology (3) or SOCI 1101 - Introduction to Sociology (3)

MANAGEMENT
B.B.A., 126 HOURS
(Emphasis In Entrepreneurship/Small Business)

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills	9 Hours
Area B - Institutional Options	4 Hours
*Area C - Humanities and Fine Arts	6 Hours
*Area D - Science, Mathematics, and Technology	11 Hours
*Area E - Social Science	12 Hours
Area F - Courses Appropriate to Major	18 Hours
ACCT 2101 - Financial Accounting (3)	
ACCT 2102 - Managerial Accounting (3)	
BUSA 1105 - Introduction to Business (3)	
CISM 2530 - Advanced Business Applications (3)	
ECON 2106 - Business Economics (3)	
LSTD 2106 - Legal Environment of Business (3)	
Health and Physical Education Activities	4 Hours
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
Orientation	2 Hours
FYE 1220 - First Year Seminar (2)	
Specific Requirements Beyond Area A-F	24 Hours
BUSA 3131 - Business Statistics (3)	
BUSA 3132 - Quantitative Analysis (3)	
BUSA 4131 - Strategic Management (3)	
CISM 4130 - Management Information Systems (3)	
FINC 3131 - Principles of Corporate Finance (3)	
MGNT 3130 - Management and Organizational Behavior (3)	
MGNT 3430 - Operations Management (3)	
MKTG 3131 - Principles of Marketing (3)	
Major Requirements	24 Hours
BUSA 3134 - Accounting for Management (3)	
MGNT 3134 - Behavior in Organizations (3)	
MGNT 3234 - Entrepreneurship/Small Business (3)	
MGNT 3334 - Human Resource Management (3)	
MGNT 4230 - International Management (3)	
MGNT 4234 - Small Business Management (3)	
MGNT 4235 - Applied Small Business Management (3)	
MGNT 4236 - New Venture Planning (3)	
Electives	12 Hours
Electives should be chosen in consultation with the student's advisor.	

ADVISEMENT: College of Business Administration Student Services Center, Business Administration Bldg., (912) 478-0085.

PROGRAM ADMISSION CRITERIA AND OTHER PROGRAM REQUIREMENTS: See B.B.A. Specific Requirements

*Area C - Recommended: COMM 1110 - Principles of Public Speaking (3)

*Area D - Required: MATH 1232 - Survey of Calculus (3)

*Area E - Recommended: PSYC 1101 Introduction to Psychology (3) or SOCI 1101 - Introduction to Sociology (3)

MANAGEMENT B.B.A., 126 HOURS (Emphasis In Human Resource Management)

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills	9 Hours
Area B - Institutional Options	4 Hours
*Area C - Humanities and Fine Arts	6 Hours
*Area D - Science, Mathematics, and Technology	11 Hours
*Area E - Social Science	12 Hours
Area F - Courses Appropriate to Major	18 Hours
ACCT 2101 - Financial Accounting (3)	
ACCT 2102 - Managerial Accounting (3)	
BUSA 1105 - Introduction to Business (3)	
CISM 2530 - Advanced Business Applications (3)	
ECON 2106 - Business Economics (3)	
LSTD 2106 - Legal Environment of Business (3)	
Health and Physical Education Activities	4 Hours
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
Orientation	2 Hours
FYE 1220 - First Year Seminar (2)	
Specific Requirements Beyond Area A-F	24 Hours
BUSA 3131 - Business Statistics (3)	
BUSA 3132 - Quantitative Analysis (3)	
BUSA 4131 - Strategic Management (3)	
CISM 4130 - Management Information Systems (3)	
FINC 3131 - Principles of Corporate Finance (3)	
MGNT 3130 - Management and Organizational Behavior (3)	
MGNT 3430 - Operations Management (3)	
MKTG 3131 - Principles of Marketing (3)	
Major Requirements	24 Hours
BUSA 3134 - Accounting for Management (3)	
MGNT 3134 - Behavior in Organizations (3)	
MGNT 3334 - Human Resource Management (3)	
MGNT 4230 - International Management (3)	
MGNT/LSTD 4334 - Workplace Legislative Compliance (3)	
Select <u>three</u> of the following:	
MGNT 4332 - Compensation and Benefits (3)	
MGNT 4333 - Human Resources Information Systems (3)	
MGNT 4335 - Labor Relations (3)	
MGNT 4338 - Staffing, Training and Development (3)	
Electives	12 Hours
Electives should be chosen in consultation with the student's advisor.	

ADVISEMENT: College of Business Administration Student Services Center, Business Administration Bldg., (912) 478-0085.

PROGRAM ADMISSION CRITERIA AND OTHER PROGRAM REQUIREMENTS: See B.B.A. Specific Requirements

*Area C - Recommended: COMM 1110 - Principles of Public Speaking (3)

*Area D - Required: MATH 1232 - Survey of Calculus (3)

*Area E - Recommended: PSYC 1101 Introduction to Psychology (3) or SOCI 1101 - Introduction to Sociology (3)

MANAGEMENT B.B.A., 126 HOURS (Emphasis In Operations Management)

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills	9 Hours
Area B - Institutional Options	4 Hours
*Area C - Humanities and Fine Arts	6 Hours
*Area D - Science, Mathematics, and Technology	11 Hours
*Area E - Social Science	12 Hours
Area F - Courses Appropriate to Major	18 Hours
ACCT 2101 - Financial Accounting (3)	
ACCT 2102 - Managerial Accounting (3)	
BUSA 1105 - Introduction to Business (3)	
CISM 2530 - Advanced Business Applications (3)	
ECON 2106 - Business Economics (3)	
LSTD 2106 - Legal Environment of Business (3)	
Health and Physical Education Activities	4 Hours
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
Orientation	2 Hours
FYE 1220 - First Year Seminar (2)	
Specific Requirements Beyond Area A-F	24 Hours
BUSA 3131 - Business Statistics (3)	
BUSA 3132 - Quantitative Analysis (3)	
BUSA 4131 - Strategic Management (3)	
CISM 4130 - Management Information Systems (3)	
FINC 3131 - Principles of Corporate Finance (3)	
MGNT 3130 - Management and Organizational Behavior (3)	
MGNT 3430 - Operations Management (3)	
MKTG 3131 - Principles of Marketing (3)	
Major Requirements	24 Hours
BUSA 3134 - Accounting for Management (3)	
MGNT 3134 - Behavior in Organizations (3)	
MGNT 3437- Service Operations Management (3)	
MGNT 4431 - Purchasing and Negotiations (3)	
MGNT 4435 - Management of Quality (3)	
MGNT 4436 - Planning and Control Systems (3)	
MGNT 4438 - Operations in Supply Chains (3)	
Select <u>one</u> of the following:	
ACCT 4131 - International Accounting (3)	
CISM 4136 - Global Information Resource Management (3)	
ECON 3132 - International Trade (3)	
FINC 3133 - International Finance (3)	
LSTD 3130 - International Trade Regulation (3)	
MGNT 4230 - International Management (3)	
MKTG 4136 - International Marketing (3)	
Electives	12 Hours
Electives should be chosen in consultation with the student's advisor.	

ADVISEMENT: College of Business Administration Student Services Center, Business Administration Bldg., (912) 478-0085.

PROGRAM ADMISSION CRITERIA AND OTHER PROGRAM REQUIREMENTS: See B.B.A. Specific Requirements

*Area C - Recommended: COMM 1110 - Principles of Public Speaking (3)

*Area D - Required: MATH 1232 - Survey of Calculus (3)

*Area E - Recommended: PSYC 1101 Introduction to Psychology (3) or SOCI 1101 - Introduction to Sociology (3)

MARKETING B.B.A., 126 HOURS (Without An Area Of Emphasis)

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills	9 Hours
Area B - Institutional Options	4 Hours
*Area C - Humanities and Fine Arts	6 Hours
*Area D - Science, Mathematics, and Technology	11 Hours
*Area E - Social Science	12 Hours
Area F - Courses Appropriate to Major	18 Hours
ACCT 2101 - Financial Accounting (3)	
ACCT 2102 - Managerial Accounting (3)	
BUSA 1105 - Introduction to Business (3)	
CISM 2530 - Advanced Business Applications (3)	
ECON 2106 - Business Economics (3)	
LSTD 2106 - Legal Environment of Business (3)	
Health and Physical Education Activities	4 Hours
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
Orientation	2 Hours
FYE 1220 - First Year Seminar (2)	
Specific Requirements Beyond Area A-F	24 Hours
BUSA 3131 - Business Statistics (3)	
BUSA 3132 - Quantitative Analysis (3)	
BUSA 4131 - Strategic Management (3)	
CISM 4130 - Management Information Systems (3)	
FINC 3131 - Principles of Corporate Finance (3)	
MGNT 3130 - Management and Organizational Behavior (3)	
MGNT 3430 - Operations Management (3)	
MKTG 3131 - Principles of Marketing (3)	
Major Requirements	24 Hours
MKTG 4131- Marketing Research (3)	
MKTG 4136- International Marketing (3)	
MKTG 4137 - Marketing Management (3)	
MKTG - Upper Division Electives Approved by an Advisor (9)	
Two Upper Division Marketing and/or Logistics and Intermodal Transportation Electives Approved by an Advisor (6)	
Electives	12 Hours
Electives should be chosen in consultation with the student's advisor.	
ADVISEMENT: College of Business Administration Student Services Center, Business Administration Bldg., (912) 478-0085.	
PROGRAM ADMISSION CRITERIA AND OTHER PROGRAM REQUIREMENTS: See B.B.A. Specific Requirements	

*Area C - Recommended: COMM 1110 - Principles of Public Speaking (3)

*Area D - Required: MATH 1232 - Survey of Calculus (3)

*Area E - Recommended: PSYC 1101 Introduction to Psychology (3) or SOCI 1101 - Introduction to Sociology (3)

MARKETING B.B.A., 126 HOURS (Emphasis In Fashion Merchandising)

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills	9 Hours
Area B - Institutional Options	4 Hours
*Area C - Humanities and Fine Arts	6 Hours
*Area D - Science, Mathematics, and Technology	11 Hours
*Area E - Social Science	12 Hours
Area F - Courses Appropriate to Major	18 Hours
ACCT 2101 - Financial Accounting (3)	
ACCT 2102 - Managerial Accounting (3)	
BUSA 1105 - Introduction to Business (3)	
CISM 2530 - Advanced Business Applications (3)	
ECON 2106 - Business Economics (3)	
LSTD 2106 - Legal Environment of Business (3)	
Health and Physical Education Activities	4 Hours
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
Orientation	2 Hours
FYE 1220 - First Year Seminar (2)	
Specific Requirements Beyond Area A-F	24 Hours
BUSA 3131 - Business Statistics (3)	
BUSA 3132 - Quantitative Analysis (3)	
BUSA 4131 - Strategic Management (3)	
CISM 4130 - Management Information Systems (3)	
FINC 3131 - Principles of Corporate Finance (3)	
MGNT 3130 - Management and Organizational Behavior (3)	
MGNT 3430 - Operations Management (3)	
MKTG 3131 - Principles of Marketing (3)	
Major Requirements	24 Hours
FMAD 3231 - Fashion Fundamentals (3)	
FMAD 3232 - Principles of Merchandising (3)	
MKTG 3135 - Principles of Retailing (3)	
MKTG 4131 - Marketing Research (3)	
MKTG 4132 - Retail Store Management (3)	
MKTG 4136 - International Marketing (3)	
MKTG 4137 - Marketing Management (3)	
MKTG - Upper Division Elective Approved by an Advisor (3)	
Electives	12 Hours
Electives should be chosen in consultation with the student's advisor.	
Suggested are the following:	
FMAD 3234 - Textiles (3)	
FMAD 4234 - Fashion Presentations and Promotion (3)	

ADVISEMENT: College of Business Administration Student Services Center, Business Administration Bldg., (912) 478-0085.

PROGRAM ADMISSION CRITERIA AND OTHER PROGRAM REQUIREMENTS: See B.B.A. Specific Requirements

*Area C - Recommended: COMM 1110 - Principles of Public Speaking (3)

*Area D - Required: MATH 1232 - Survey of Calculus (3)

*Area E - Recommended: PSYC 1101 Introduction to Psychology (3) or SOCI 1101 - Introduction to Sociology (3)

MARKETING B.B.A., 126 HOURS (Emphasis In Retailing Management)

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills	9 Hours
Area B - Institutional Options	4 Hours
*Area C - Humanities and Fine Arts	6 Hours
*Area D - Science, Mathematics, and Technology	11 Hours
*Area E - Social Science	12 Hours
Area F - Courses Appropriate to Major	18 Hours
ACCT 2101 - Financial Accounting (3)	
ACCT 2102 - Managerial Accounting (3)	
BUSA 1105 - Introduction to Business (3)	
CISM 2530 - Advanced Business Applications (3)	
ECON 2106 - Business Economics (3)	
LSTD 2106 - Legal Environment of Business (3)	
Health and Physical Education Activities	4 Hours
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
Orientation	2 Hours
FYE 1220 - First Year Seminar (2)	
Specific Requirements Beyond Area A-F	24 Hours
BUSA 3131 - Business Statistics (3)	
BUSA 3132 - Quantitative Analysis (3)	
BUSA 4131 - Strategic Management (3)	
CISM 4130 - Management Information Systems (3)	
FINC 3131 - Principles of Corporate Finance (3)	
MGNT 3130 - Management and Organizational Behavior (3)	
MGNT 3430 - Operations Management (3)	
MKTG 3131 - Principles of Marketing (3)	
Major Requirements	24 Hours
MKTG 3135 - Principles of Retailing (3)	
MKTG 4131 - Marketing Research (3)	
MKTG 4132 - Retail Store Management (3)	
MKTG 4135 - Buyer Behavior (3)	
MKTG 4136 - International Marketing (3)	
MKTG 4137 - Marketing Management (3)	
MKTG - Upper Division Electives Approved by an Advisor (6)	
Electives	12 Hours

Electives should be chosen in consultation with the student's advisor.

ADVISEMENT: College of Business Administration Student Services Center, Business Administration Bldg., (912) 478-0085.

PROGRAM ADMISSION CRITERIA AND OTHER PROGRAM REQUIREMENTS: See B.B.A. Specific Requirements

**Area C - Recommended: COMM 1110 - Principles of Public Speaking (3)*

**Area D - Required: MATH 1232 - Survey of Calculus (3)*

**Area E - Recommended: PSYC 1101 Introduction to Psychology (3) or SOCI 1101 - Introduction to Sociology (3)*

MARKETING B.B.A., 126 HOURS (Emphasis In Sales And Sales Management)

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills	9 Hours
Area B - Institutional Options	4 Hours
*Area C - Humanities and Fine Arts	6 Hours
*Area D - Science, Mathematics, and Technology	11 Hours
*Area E - Social Science	12 Hours
Area F - Courses Appropriate to Major	18 Hours
ACCT 2101 - Financial Accounting (3)	
ACCT 2102 - Managerial Accounting (3)	
BUSA 1105 - Introduction to Business (3)	
CISM 2530 - Advanced Business Applications (3)	
ECON 2106 - Business Economics (3)	
LSTD 2106 - Legal Environment of Business (3)	
Health and Physical Education Activities	4 Hours
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
Orientation	2 Hours
FYE 1220 - First Year Seminar (2)	
Specific Requirements Beyond Area A-F	24 Hours
BUSA 3131 - Business Statistics (3)	
BUSA 3132 - Quantitative Analysis (3)	
BUSA 4131 - Strategic Management (3)	
CISM 4130 - Management Information Systems (3)	
FINC 3131 - Principles of Corporate Finance (3)	
MGNT 3130 - Management and Organizational Behavior (3)	
MGNT 3430 - Operations Management (3)	
MKTG 3131 - Principles of Marketing (3)	
*Major Requirements	24 Hours
MKTG 3133 - Professional Selling (3)	
MKTG 3134 - Business Marketing (3)	
MKTG 4131 - Marketing Research (3)	
MKTG 4133 - Sales Management (3)	
MKTG 4136 - International Marketing (3)	
MKTG 4137 - Marketing Management (3)	
MKTG 4232 - Advanced Selling (3)	
MKTG - Upper Division Electives Approved by an Advisor (3)	
Electives	12 Hours
Electives should be chosen in consultation with the student's advisor.	

ADVISEMENT: College of Business Administration Student Services Center, Business Administration Bldg., (912) 478-0085.

PROGRAM ADMISSION CRITERIA AND OTHER PROGRAM REQUIREMENTS: See B.B.A. Specific Requirements

**Area C - Recommended: COMM 1110 - Principles of Public Speaking (3)*

**Area D - Required: MATH 1232 - Survey of Calculus (3)*

**Area E - Recommended: PSYC 1101 Introduction to Psychology (3) or SOCI 1101 - Introduction to Sociology (3)*

**Major Requirements - Students interested in the Real Estate Industry may take FINC 4431 - Principles of Real Estate (3) OR FINC 4433 - Real Estate Appraisal (3) in place of the MKTG elective.*

REGIONAL ECONOMIC DEVELOPMENT B.B.A., 126 HOURS

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills	9 Hours
Area B - Institutional Options	4 Hours
*Area C - Humanities and Fine Arts	6 Hours
*Area D - Science, Mathematics, and Technology	11 Hours
*Area E - Social Science	12 Hours
Area F - Courses Appropriate to Major	18 Hours
ACCT 2101 - Financial Accounting (3)	
ACCT 2102 - Managerial Accounting (3)	
BUSA 1105 - Introduction to Business (3)	
CISM 2530 - Advanced Business Applications (3)	
ECON 2106 - Business Economics (3)	
LSTD 2106 - Legal Environment of Business (3)	
Health and Physical Education Activities	4 Hours
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
Orientation	2 Hours
FYE 1220 - First Year Seminar (2)	
Specific Requirements Beyond Areas A-F	24 Hours
BUSA 3131 - Business Statistics (3)	
BUSA 3132 - Quantitative Analysis (3)	
BUSA 4131 - Strategic Management (3)	
CISM 4130 - Management Information Systems (3)	
FINC 3131 - Principles of Corporate Finance (3)	
MGNT 3130 - Management and Organizational Behavior (3)	
MGNT 3430 - Operations Management (3)	
MKTG 3131 - Principles of Marketing (3)	
Major Requirements	24 Hours
ECON 3131 - Intermediate Macroeconomics (3)	
ECON 4437 - Regional and Urban Economics (3)	
POLS 3330 - State and Local Government (3)	
REDV 3130 - Introduction to Economic Development (3)	
REDV 4730 - Regional Economic Development Field Project (3)	
Select <u>one</u> of the following:	
ECON 3231 - Intermediate Microeconomics (3)	
REDV/ECON 4131 - Applied Econometric and Regional Analysis (3)	
Select <u>one</u> of the following areas of emphasis:	
<u>Development and Policy</u> (select <u>two</u> of the following)	
ECON 4335 - Public Finance and Public Policy (3)	
REDV/ECON 4431 - Economic Development (3)	
REDV 4830 - Special Problems in Economic Development (3)	
REDV 4890 - Directed Study in Economic Development (3)	
<u>Regional Banking</u> (select <u>two</u> of the following)	
ECON 4331 - Money and Banking (3)	
FINC 4331 - Bank Management (3)	
FINC 4333 - Commercial Lending (3)	
<u>Construction Management</u> (select <u>two</u> of the following)	
TCM 3330 - Quality Estimates (3)	
TCM 3331 - Construction Finance (3)	
TCM 4431 - Construction Cost Estimating (3)	
TCM 4433 - Project Planning and Scheduling (3)	
<u>Labor</u> (select <u>two</u> of the following)	
ECON 4332 - Labor Economics (3)	
MGNT 4335 - Labor Relations (3)	
MGNT 4338 - Staffing, Training, and Development (3)	
<u>Transportation</u> (select <u>two</u> of the following) ECON	
4334 - Transportation Economics (3) LOGT	
3231 - Principles of Transportation (3)	
LOGT 3232 - Business Logistics (3)	
<u>Entrepreneurship</u> (select <u>two</u> of the following)	
ECON 4333 - Managerial Economics (3)	
MGNT 3234 - Entrepreneurship/Small Business (3)	
MGNT 4234 - Small Business Management (3)	
<u>Marketing</u> (select <u>two</u> of the following)	

- MKTG 3133 - Professional Selling (3)
- MKTG 3134 - Business Marketing (3)
- MKTG 4131 - Marketing Research (3)
- MKTG 4136 - International Marketing (3)

Electives **12 Hours**

Electives should be chosen in consultation with the student's advisor.

ADVISEMENT: College of Business Administration Student Services Center, Business Administration Bldg., (912) 478-0085.

PROGRAM ADMISSION CRITERIA AND OTHER PROGRAM REQUIREMENTS: See B.B.A. Specific Requirements

**Area C - Recommended: COMM 1110 - Principles of Public Speaking (3)*

**Area D - Required: MATH 1232 - Survey of Calculus (3)*

**Area E - Recommended: PSYC 1101 Introduction to Psychology (3) or SOCI 1101 - Introduction to Sociology (3)*

College of Education

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VISION

The College of Education will become a regional leader for the professional preparation and continuing development of reflective educators and other stakeholders by creating a transcultural community of public and private partnerships that will facilitate enriched opportunities for student learning.

MISSION

To achieve our vision, the College of Education will emphasize five major commitments that, together, define our mission and provide a clear pathway toward greatness.

A COMMITMENT TO ACADEMIC DISTINCTION IN UNDERGRADUATE AND GRADUATE EDUCATION:

Our first responsibility is to our students. We shall build upon our tradition of preparing exemplary professionals for work in schools. Our pursuit of academic distinction will be deliberate, decisive, and designed to cultivate a cadre of educated and thoughtful learners. We will provide a rigorous academic environment and a student-centered pedagogy that ensure high standards. We are committed to the integration of emerging technologies that enhance instructional delivery, program development, and student learning.

A COMMITMENT TO COLLABORATION:

We shall create, maintain, and refine focused and well-chosen external collaborations. Successful change requires us to engage in sustained long-term relationships that will link the College of Education, schools, and community agencies as sources for ideas, support, and assistance. Alliances with P-12 colleagues through partner school and professional development school initiatives and further linkages with our regional community through campus and community internships and additional collaborations will be key attributes of our learning paradigm. Collaboration among all Georgia Southern University Colleges will be invited, sustained, and nurtured. We will be the initiators who develop a collaborative culture that really works.

A COMMITMENT TO DIVERSITY:

It is imperative that we prepare our students for work in diverse settings from classrooms to clinics and from computer labs to community agencies. It is essential for the College of Education to ensure that embracing diversity in its many dimensions becomes an important theme undergirding and informing our programs. All of our graduates must function successfully in communities that are characterized by racial, cultural, class, and ability differences and that are challenged by expanding and emerging technology and large shifts in population. We shall continue to define, devise, and develop ways to achieve greater diversity in undergraduate, graduate and terminal degree programs through recruitment, admission, and retention policies that are sensitive to the differences, needs, and strengths of our students and the communities they represent. We shall, congruent with the vision and mission of the University, continue to engage in affirmative recruitment and retention of women and minorities among our faculty and staff.

A COMMITMENT TO PROFESSIONAL DEVELOPMENT:

We shall continue to initiate and sustain opportunities for faculty to grow professionally and to become more expert so that their influence in theory and practice is enhanced. Programs that create a context for collaboration and reduce the artificial boundaries of program and department will be maintained, refined, and valued. We are committed to refining our processes and protocols to ensure that service and scholarship are respected and rewarded. We shall continue to promote faculty competence in using and encouraging technology, and we shall continue to refine and develop strategies to encourage and provide incentives for positive change.

A COMMITMENT TO REGIONAL SERVICE:

We shall develop practical strategies that meet the challenge of being a truly regional College of Education by carefully selecting programs that promote contemporary practices and emergent technologies for meeting the needs of stakeholders across our entire area of service. We shall also have clearly defined strategies and well articulated priorities for expanding our service and our influence. Instructional opportunities in new sites are important elements of our regional orientation and have clear and significant implications for faculty recruitment, strategic planning and enrollment management. These realities require that we be focused and united in our approaches to managing our resources and serving the needs of our region.

Conceptual Framework

Part I: Beliefs and Commitments

The College of Education assumes leadership for the preparation and continuing development of teacher candidates and other professional school personnel in collaboration with other colleges on campus, public schools, and related educational agencies. Further, we believe in the inclusive nature of the term *educator* as it refers to candidates in all programs of the College of Education who work in schools or other educational agencies. We understand our work affects both our candidates and the

individuals (including students) with whom they work. Toward that end, our conceptual framework extends beyond the traditional boundaries of the College to form a professional community. The Teacher Education Committee (TEC), which includes representatives from the College of Education, other colleges on campus, public schools, and related agencies, provides a forum for coordinating these efforts.

Georgia Southern University's College of Education has adopted *Reflective Educators for Diverse Learners* as the theme for its conceptual framework. This theme reflects and extends the mission of Georgia Southern University, which is "rooted in South Georgia, a largely rural region. Our hallmark is a comprehensive university experience that promotes student growth and success through creative strategies for using technology, enhancing learning, and connecting all we do to those around us." The College of Education's professional community frames its work on the commitments described below. Embedding these commitments in the competencies in all programs ensures coherence among curriculum, instruction, field experiences, clinical practice, and assessment across a candidate's program.

C.1 Commitment to the Knowledge, Skills and Dispositions of the Profession – We believe that it is of primary importance for our candidates to possess adequate knowledge of the subject matter they plan to teach, including a thorough understanding of the central concepts, tools of inquiry, and structures of their fields as delineated in professional, state and institutional standards. These standards provide the framework for the College of Education unit assessment system and for each program's ongoing assessment and revision efforts. We believe that candidates must be knowledgeable about learning theories and related methodologies, the application of emerging technologies, and the influence of human growth and development on the educational process, coupled with a strong subject-matter knowledge base grounded on a firm ethical foundation. Educators must have the ability and the knowledge to create and evaluate personal guidelines for decision making in a professional context. We believe that by presenting a strong research base and linking it with practice we will facilitate the growth of our candidates as informed and reflective practitioners. Collaboration across academic fields prepares our candidates to support and promote positive change. Indeed, we believe that it is of outmost importance that our candidates work with change both proactively and reactively and recognize its implications on the future of individuals and groups with which they work. This represents the wide spectrum of educational activities in the College of Education and recognizes the dynamic nature of the work environments in which our candidates are or will be engaged.

C.2 Commitment to Diversity - We believe in the necessity of a strong historical understanding of one's profession and the willingness to view knowledge as a personal construction affected by one's cultural beliefs. We believe that educators must also recognize their responsibilities to, and the rights and needs of, all students. We believe educators must be able to enhance students' learning by addressing diverse learning styles and abilities and taking into account each individual's physical, cognitive, emotional, and social development. We believe that our candidates must understand the interrelatedness of individuals, small groups, and society, both locally and globally. Educators must be active in working with issues of culture, diversity, and equity; understand the political nature of education; and have the skills to effect change. Educators must be cognizant of the ideological, economic, and special interest pressures exerted on

the institution of education at all levels. We believe educators must be able to enhance communication among all users of education in the school, community, home, and industry. We believe that educators must understand how human emotions interact with the education process, both in terms of the student and the educator. Educators must understand how personal perceptions of self, work, and professional relationships affect the daily decision-making process. Educators must be sensitive to prejudice and the effect it has on educational environments. Toward that end, diversity is an integral component of the mission of Georgia Southern University. Our candidate's field experiences, clinical practice, and assessment have been designed to ensure that candidate experiences reflect the diversity of south Georgia.

C.3 Commitment to Technology - We believe that candidates must recognize the critical role of technology in all facets of the educational process thus we provide all candidates with experiences that allow exploration of a broad range of technologies. To that end, initial and advanced teacher education candidates integrate technology and other multimedia resources to maximize learning opportunities for all students. Candidates in fields preparing other school personnel collect and analyze data related to their work, reflect on their practice and use research and technology to support and improve student learning environments. The College of Education has implemented a technology-based assessment system that continuously gathers data at the unit and program levels. Through data analysis, the College of Education's professional community ensures that candidates meet technology-related professional and state standards. Use of the technology-based assessment system by individual candidates facilitates the process of self-reflection and analysis.

C.4 Commitment to the Practice of Continuous Reflection and Assessment - We believe that reflective educators continually engage in self-assessment and assessment of student learning. As part of this process, candidates who work directly with students are provided with opportunities to accurately monitor, assess and analyze student learning, and make appropriate adjustments to instruction. Other professional school personnel candidates critique and are able to reflect on their work within the context of student learning. We believe that reflective educators evaluate the results of past actions and use the information to anticipate or plan for the future. They have the ability to define and frame a problem, to consider reasoned courses of action, to act, and, finally, to reflect on the appropriateness of their actions. We strive to develop in all our candidates both an awareness of their surroundings and the consequences of their actions, with the belief they will foster the same in the individuals with whom they work.

Reflective Educators for Diverse Learners considers all learners and represents a vision of professional practice for the entire College of Education professional community. To that end, our conceptual framework demonstrates that we believe all educators must acknowledge the multifaceted nature of their work and engage in practice that reflects a commitment to the knowledge, skills and dispositions of the profession; diversity; technology; and the practice of continuous reflection and assessment.

The purpose of our conceptual framework document is to capture and clearly convey to our candidates, school partners and other stakeholders what we believe to be the purpose and content of educator preparation. We want to emphasize that these beliefs are

also commitments we desire to instill in our candidates. With this as a goal, our conceptual framework document is presented in two sections. Part I contains our belief statements expressed as *Four Commitments* and Part II contains the bibliographic support for each commitment. It includes a mixture of foundational literature and literature that is currently used by faculty in course bibliographies or as required textbooks. This literature underpins our beliefs and the *Four Commitments* across all programs in the College of Education. The Conceptual Framework Bibliography is a dynamic document that is maintained on our COE Web site.

STRUCTURE

The College of Education is organized into three academic departments:

The **Department of Teaching and Learning** offers undergraduate teacher preparation programs in early childhood education (grades P-5); middle grades education (grades 4-8); special education (P-12); and the P-12 teaching field in health and physical education. The Master of Arts in Teaching (M.A.T.) program offers secondary and P-12 teacher preparation in the fields of biology, business, chemistry, economics, English, family and consumer sciences, history, geography, geology, mathematics, physics, political science, and Spanish, as well as middle grades and special education. Master of Education (M.Ed.) programs offer advanced preparation in accomplished teaching, and in teaching and learning with concentrations in early childhood education; instructional improvement; middle grades education; special education; secondary education in the fields of business, English, mathematics, science, and social science. The department also offers an Education Specialist (Ed.S.) degree in Teaching and Learning. In addition to degree programs, the department offers an endorsement in English for Speakers of Other Languages (ESOL). The programs are based upon the concept of developmentally appropriate practices and value of diverse, intensive field experiences in a range of grade levels and school settings.

Ronnie Sheppard, Chair

Professors: G. Chamblee, M. Schriver, R. Sheppard, S. Trimble

Associate Professors: S. Beck, M. Bennett, C. Brewton, S.

Franks, L. Gilpin, A. Heaston, S. Kenney, M. LaMontagne, J. Robbins, D. Thomas

Assistant Professors: Y. Bodur, C. Draper, K. Harris, E. Landers, H. Lu, J. Maudlin, B. McKenna, M. Reidel, D. Weems

Instructors: K. Chassereau, K. Crawford, B. Nelson, A. Newkirk, P. Powell, H. Scott, B. Strauser, K. Tootle, J. Tremble, S.

Woodward

The **Department of Leadership, Technology and Human Development** offers a broad range of programs that provide school/system-wide and student-oriented support services for traditional and alternative settings. A diverse selection of graduate programs prepare school and community agency personnel in the areas of school and community counselor education, higher education student services, educational leadership, higher education administration, instructional technology, and school psychology. A doctoral degree program in educational administration is also offered by this department. In addition to degree programs, the department offers the teacher leader endorsement.

Randal D. Carlson, Chair

Professors: J. Bergin, R. Carlson, L. Chance, K. Clark, E. Downs, J. Green, J. Repman, L. Spencer

Associate Professors: T. Diamanduros, B. Mallory, F. Parks

Assistant Professors: L. Arthur, C. Bailey, L. Green, A. Edwards-Joseph, K. Kennedy, C. Hodges, S. Jones, B. Marina, T.

Melton, L. Schulz, J. Tysinger, P. Tysinger

Lecturer: P. Brinson

The **Department of Curriculum, Foundations, and Reading** provides a service function to all other programs in the College. Undergraduate and graduate level courses are offered in the areas of educational foundations, educational psychology, curriculum theory and development, reading education, and educational research. A master's 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.

Cordelia Zinskie, Chair

Professors: D. Battle, G. Dmitriyev, M. Griffin, M. He, S.

Jenkins, D. Liston, M. Moore, D. Rea, K. Rittschof, J. Weaver, C. Zinskie

Associate Professors: W. Chambers, B. Griffin, M. Morris, W. Reynolds

Assistant Professor: J. Avila, S. Brown, D. Chapman, E.

Edwards, R. Lake, I. Lubin, A. Marshall, S. Ross, M.

Williams-Johnson

The College of Education also has a variety of centers and offices that provide specific services to its students, faculty, and public schools:

Within the **Office of Undergraduate Teacher Education and Accreditation**, the Associate Dean coordinates all activities related to undergraduate education; Title II and BOR reporting; NCATE/PSC accreditation; College of Education Unit and program assessment; NNER membership; and Teacher Education Committee activities. The Director of Field Experiences and Partnerships facilitates undergraduate field experiences and coordinates student teaching and the Partnership Council including Clinical Associates, Clinical Supervisors, Partner Schools, and International Learning Community exchanges in collaboration with the various departments, public schools and international partners. Contact information for the Director of Field Experiences and Partnerships is Ms. Patricia A. Parsons, pparsons@georgiasouthern.edu, (912) 478-0499.

The **Office of Graduate Education, Research, Sponsored Programs and Development** coordinates graduate admissions and program offerings as well as research and grant activity for the College in collaboration with the various departments, campus offices, and school systems. This office also facilitates development, alumni and other external relations activities.

The **Center for International Schooling** coordinates the activities of the **International Learning Community (ILC)**. Through the ILC, Georgia Southern University and the United Kingdom universities of Derby, East London, Cambridge, Sheffield Hallam, and Oxford Brookes focus on the goal of improved teaching and learning from pre-school through graduate education. The ILC facilitates the sharing of research and best practice through partnerships and also the exchanges of students, school and university faculty, and school and university researchers.

The **Coastal Area Teacher Education Service (CATES)** promotes the continuing education and professional development of teachers and other educators in school systems in the southeast area of Georgia. CATES assists in the scheduling of off-campus

graduate education courses, publicizes those courses, and assists off-campus graduate education students during registration.

The **College of Education Student Success Center (SSC)** is responsible for the advisement of all undergraduate education majors. The Director of the SSC and Certification Officer serves as a liaison between the College and the Georgia Professional Standards Commission dealing with certification matters. The Director evaluates student transcripts to determine course needs for acquiring initial or additional certification fields and makes the College's recommendations for certification.

The **Georgia Center for Educational Renewal** conducts research and identifies its applications to practice for education renewal and/or reform in P-16 schools. It also focuses on educator preparation to facilitate improved teaching and learning in schools, especially for under-served populations. The Center is committed to closing the gaps between research and practice, the university and the schools and in the achievement of minority/majority students. It facilitates the activities of the National Network for Educational Renewal (NNER), the Center for International Schooling, and the Center for Educational Leadership and Service.

The **Instructional Resources Center (IRC)** provides computer laboratories, portable multimedia equipment, and a variety of material resources and equipment for students and faculty. The IRC also provides technical and instructional assistance to College of Education faculty, staff, and students.

PROGRAMS

The College of Education offers undergraduate and graduate programs to prepare its students for work in public education, in community agencies, and in higher education. Programs are developed in collaboration with departments across the campus and with professionals in the field of education. Each program has been approved by the Georgia Professional Standards Commission, the National Council for Accreditation of Teacher Education, and the Southern Association of Colleges and Schools; and the counselor education program is accredited by the Council for Accreditation of Counseling and Related Educational Programs.

Programs - Undergraduate

Early Childhood Education - B.S.Ed.
 Health and Physical Education - B.S.Ed.
 Music Education - B.M. (Teacher preparation program offered by the Department of Music with certification through the College of Education)
 Middle Grades Education - B.S.Ed.
 Special Education (Interrelated/Mild) - B.S.Ed

Programs - Graduate

Accomplished Teaching - M.Ed. - Online
 Counselor Education - M.Ed., Ed.S.
 Community Counseling
 School Counseling
 Student Services in Higher Education
 Curriculum Studies - Ed.D.
 Curriculum Studies
 Teaching and Learning
 Educational Administration - Ed.D.
 Higher Education Administration
 K-12 Administration

Teacher Leadership
 Educational Leadership - M.Ed. - Online, Ed.S.
 Higher Education Administration - M.Ed. - Online Option
 Instructional Technology - M.Ed. - Online
 Master of Arts in Teaching - M.A.T.
 Middle Grades Education
 P-12 Education with Teaching Field in Spanish
 Secondary Education with Teaching Field in Biology, Broad Field Science, Business, Chemistry, Economics, English, Family and Consumer Sciences, Geography, Geology, History, Mathematics, Physics, or Political Science
 Special Education
 Reading Education - M.Ed.
 School Psychology - Ed.S. with Interim M.Ed.
 Teaching and Learning - M.Ed.
 Early Childhood Education
 Instructional Improvement - Online
 Middle Grades Education
 Secondary Education (Grades 6-12) in Business Education, English Education, Mathematics Education, Science Education, or Social Science Education
 Special Education
 Moderate-Severe Disabilities - Adaptive Curriculum
 Mild Disabilities - General Curriculum
 Teaching and Learning - Ed.S. - Online Option

Programs - Endorsement

English for Speakers of Other Languages (ESOL)
 Reading: Classroom Teacher of Reading
 Teacher Leader

Teacher Education Program

Undergraduate students and those 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.

Advisement

Undergraduate: Pre-education and education majors are assigned to a professional advisor in the Student Success Center in the College of Education (COE Bldg. room 1107) for program planning and course scheduling. 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. All students must complete the Core Curriculum; however, in order to meet the requirements of the teaching field, professional education, and certification, it is advisable for students to declare an intent to major in education before the second semester of the sophomore year. Prior to admission into the Teacher Education Program, students are designated as Pre-Education majors. For additional information or questions, contact Christina Thompson at (912) 478-0698 or cjthomp@georgiasouthern.edu.

Graduate: Graduate students in M.A.T., M.Ed., Ed.S., and Ed.D. programs are assigned to faculty advisors. Advisement takes place in the advisor's office or by telephone, mail, or e-mail, as appropriate. Since the College's programs are developed to enable students to meet the certification requirements of the

Georgia Professional Standards Commission, it is critical that students meet with their advisors to plan their programs of study before the completion of 12 semester hours. Students should also consult their graduate advisor for information on any exit comprehensive assessment (if required) for the M.Ed. or Ed.S. program. Note: **If seeking initial teaching certification as a non-degree or a M.A.T. candidate**, a transcript evaluation should be completed by the College's Student Success Center. Once transcripts are evaluated, a faculty advisor will be assigned.

B.S.Ed. Degree Requirements

General requirements for the B.S.Ed. degree include fulfillment of the Core Curriculum; completion of all junior/senior level required courses in the teaching field and professional education course work, including 3 semester hours in electives; and 6 semester hours in orientation and health and physical education. At least half of the courses required in the teaching field must be taken at this institution. Correspondence and extension credits may not be used to satisfy professional education and content requirements. In addition to these requirements, students pursuing a B.S.Ed. degree are required to be admitted to the Teacher Education Program.

Admission and Retention in the Teacher Education Program

Admission to the Teacher Education Program (TEP) is required for those students wishing to pursue a degree in any of the education undergraduate programs or in the M.A.T. degree or related non-degree program that leads to initial teacher certification. Undergraduate students must be admitted into the Teacher Education Program as a prerequisite for enrollment in junior/senior level education courses. Students must make formal application for admission into the Teacher Education Program which includes a TEP admissions folio review process. For undergraduates, the folio review process occurs during enrollment in the Pre-Professional Block (PPB), a set of three three-credit hour courses, which include field experiences totaling 50 clock hours, taken concurrently during the second semester of the sophomore year. A similar folio review process is required for M.A.T. or non-degree certification students. For transfer undergraduate students, an alternative folio review process is required. A decision is made by a TEP admissions review committee at the end of the term. During the PPB semester for undergraduate students or during Step One for graduate students, students begin using a 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), an **undergraduate student** must have:

1. A cumulative GPA of 2.50 or better on all Georgia Southern course work as well as any transfer and transient hours which have been accepted by Georgia Southern. Those students who hold a B.A. or B.S. degree must have a minimum cumulative GPA of 2.50 on all coursework.
2. Earned a minimum of 50 semester credit hours in Core Curriculum courses including Area F Professional Education Block courses.
3. Completed Area A and Area F course work (including the Pre-Professional Block) with a minimum grade of "C" and an adjusted GPA of 2.75 or better in both areas combined.
4. Successfully completed the Regents Testing Program.

5. Successfully completed the GACE Basic Skills Assessment examination or be exempted by SAT/ACT/GRE scores.
6. Successfully completed the Pre-Professional Block TEP Admissions Folio Review.
7. Passing evaluation on Area F field experience rubrics. Any student who does not successfully complete the field component of the Area F courses may apply through the Undergraduate Teacher Education 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. Proof of liability insurance.
10. Completed a criminal background check.
11. An active account with the College of Education's electronic assessment and data management system (TaskStream.)

In order to be admitted into the Teacher Education Program (TEP), a **graduate student** must have:

1. A minimum cumulative GPA of 2.50 or better on all previously attempted coursework.
2. A total adjusted GPA of 2.75 or higher on all teaching field course work.
3. Completed English composition and college algebra courses (or equivalents) with a minimum grade of "C."
4. Successfully completed the GACE Basic Skills Assessment examination or be exempted by SAT/ACT/GRE scores.
5. Successfully completed the appropriate GACE Content Assessment examination. (Not required for MAT Concentration in Special Education.)
6. Successfully completed the TEP Admissions Folio Review during Step One of the program.
7. 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. Proof of liability insurance.
10. Completed a criminal background check (unless the applicant holds certification in Georgia or can provide documentation that verifies employment in a school system or other educational/community agency and that a criminal background check was conducted as part of that employment.)
11. An active account with the College of Education's electronic assessment and data management system (TaskStream.)

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

1. Students must maintain an overall cumulative GPA of 2.50 or better
2. Students must maintain a total adjusted GPA of 2.75 or better on all professional education and all teaching field course work.

3. Students must 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 Practices Commission's Code of Ethics for Professional Educators. Students are provided a copy upon admission and must sign a statement agreeing to abide by this Code of Ethics upon admission into TEP.
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.
7. Students must maintain liability insurance.
8. Students must maintain an active account with the College of Education's electronic assessment and data management system (TaskStream.)

Policies and Procedures for Field Experiences, Internships and Clinical Experience - Initial Teacher Preparation

Grading Policy*

- I** An incomplete grade ("I") indicates that the student was doing satisfactory work but was unable to meet the full requirements of the course due to non-academic reasons. It is the student's responsibility to contact the instructor to complete the remaining requirements of the course. The instructor assigning an "I" grade must submit justification for this grade to the Registrar's Office. An "I" should be removed during the following term, but the instructor may allow the student up to one calendar year to remove the incomplete. The student must complete the requirements of the instructor who assigned the incomplete and should not re-register for the course. If the "I" is not satisfactorily removed by the end of the third term (one calendar year), it will be changed to an "F" by the Office of the Registrar. For HOPE scholarship recipients, "I" grades could affect HOPE eligibility status when the grade for the incomplete is eventually submitted to the Office of the Registrar. Students who had been awarded HOPE, but later became ineligible with the grade change, will have HOPE awards canceled until the next checkpoint, and will be responsible for the repayment of any HOPE funds received while not eligible.
- IP** This symbol indicates that credit has not been given in courses that require an "IP" continuation of work beyond the term for which the student signed up for the course. The use of this symbol is approved for dissertation and thesis hours and project courses. With the exception of Learning Support courses, this symbol **cannot** be used for other courses. This symbol cannot be substituted for an "I".
- 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. Also, this symbol is used for mid-term grades for freshmen and indicates that performance at mid-term is equivalent to a "C" or better grade. An "S" is not

included in the computation of the GPA.

- U** This symbol indicates unsatisfactory performance in an attempt to complete degree requirements other than academic course work. The use of this symbol is approved for dissertation and thesis hours, student teaching, clinical practicum, internship, and proficiency requirements in graduate programs. Also, this symbol is used for mid-term grades for freshmen and indicates that performance at mid-term is equivalent to less than a "C" grade. A "U" is not included in the computation of the GPA.
- W** This symbol indicates that a student was permitted to withdraw without penalty. It is assigned when a student withdraws before the last day to withdraw without academic penalty, unless the student has reached his/her maximum of five withdrawals. If the student has reached his/her maximum withdrawals of five, a "WF" will be assigned by the Office of the Registrar. A "W" is not considered in computing the GPA. If a student withdraws from all classes after the last day to drop without academic penalty, it is recommended to the instructor that he or she assign a "W" if passing at the time of withdrawal. If a "W" grade is not assigned by the instructor, a "WF" grade will be posted by the Registrar's Office. If the student has reached his/her maximum withdrawals of five, a "WF" will be assigned by the Office of the Registrar for all withdrawn courses. All WF grades posted will be calculated in the student's GPA as an "F".**

***College of Education Exception: In very rare situations a "W without penalty" may be given after the official last day to drop, by recommendation of the program coordinator and with approval of the department chair.*

Intervention Policies for Field Experiences, Internship and Clinical Experience

- Allow maximum of two (2) Performance Agreements (Form A) per field experience.
- Allow maximum of one (1) Probation (Form B) per field experience.
- In very rare situations an extension of the student teaching experience (maximum of two weeks) may occur, at the recommendation of the Program Coordinator and upon approval of the Department Chair.

Repeating/Extending Field Experiences, Internship and Clinical Experience

- In very rare situations an extension of a pre-student teaching field experience (maximum of two weeks) may occur, at the recommendation of the Program Coordinator and upon approval of the Department Chair.
- Candidates may repeat each field experience one (1) time.
- Withdraw failing or withdrawing at the recommendation of the program faculty from a field experience will be considered one (1) attempt at that field experience.
- When school personnel request that candidates be removed from the school for performance or professional reasons, a new field placement will rarely be identified until the following semester.

Procedures for Training University and Clinical Supervisors

- Each semester Program Coordinators will convene a meeting early in the semester to train and/or update all University Supervisors.
- Each semester University Supervisors will train and/or update Clinical Supervisors in a meeting (one-on-one or group) early in the field experience.

**For grade appeal information, please go to <http://students.georgiasouthern.edu/registrar/catalog.htm> and click on the current academic catalog.*

Admission to Student Teaching/Internship

In the Teacher Education Program, Student Teaching is required in all teacher preparation programs at the undergraduate level and either Student Teaching or Internship at the graduate level. In order to participate in the Student Teaching/Internship program, a student must:

1. Meet all admission and retention requirements for the Teacher Education Program.
2. Have earned an overall cumulative GPA of 2.50 or higher on all college course work attempted.
3. Make application to Student Teaching or Internship no later than one semester prior to the school year in which registration for the course occurs.
4. Meet admission requirements for Student Teaching/Internship no later than one semester prior to enrollment for the course.
5. Have met the College and departmental prerequisites for majoring in the field.
6. Have a disciplinary record clear of any actions which might be a detriment to successful performance in the classroom.
7. Possess mental, emotional, and physical health compatible with the expectations of the profession.
8. Participate in the orientation activities for Student Teaching/Internship.
9. Complete the professional education program and courses in the teaching field with a minimum grade of "C" and a total adjusted GPA of 2.75 or better.
10. For undergraduate programs, take the GACE Content Assessment examination.
11. Complete a criminal background check (unless the applicant holds certification in Georgia or can provide documentation that verifies employment in a school system or other educational/community agency and that a criminal background check was conducted as part of that employment.)

Student Teaching/Internship Placements

All student teachers/interns are placed within a 60-mile radius of the Georgia Southern campus. School systems in this area are in the counties of Appling, Bryan, Bulloch, Burke, Candler, Chatham, Effingham, Emanuel, Evans, Jefferson, Jenkins, Liberty, Long, Screven, Tattnall, Toombs, Vidalia City and Wayne.

Under the auspices of the International Learning Community, student teaching exchanges within the United Kingdom may be available. Information regarding this exchange can be obtained from the Office of Undergraduate Teacher Education.

Internships

Some graduate programs (in addition to initial teacher certification programs) require extensive field experience through internships as a program requirement. The student's faculty advisor arranges the internship in cooperation with the student and local school systems/agencies. For students enrolled in an initial teacher certification program at the graduate or undergraduate level, application for internships must be submitted to the Department of Teaching and Learning. Students who are required to participate in internships or other field experiences as part of their graduate program are required to complete a criminal background check on admission to the program and before commencing the internship unless the student is a certified teacher in Georgia or can provide documentation that verifies employment in a school system or other educational/community agency and that a criminal background check was conducted as part of that employment. Students will not be required to undergo a criminal background check more than once every two years.

Certification

The programs offered by the College of Education at the undergraduate and graduate levels are designed to prepare teachers and other school personnel for certification in the state of Georgia. Types of certificates include the Georgia Level Four (bachelors degree), Five (masters degree), Six (education specialist degree), and Seven (doctoral degree) certificates. The College of Education, in accordance with the Georgia Professional Standards Commission, provides courses for individuals who wish to reinstate expired certificates, add fields, and update certificates. For individuals who hold a bachelor's degree, initial teaching certification may be obtained through the Master of Arts in Teaching (M.A.T.) program or similar non-degree graduate programs of study, except for the fields of Early Childhood Education (grades P-5), Health and Physical Education (grades P-12), or Music Education (grades P-12) which must be completed at the undergraduate level.

All graduates of the University who plan to seek certification in Georgia must file an application for a certificate. This will include opening a MyPSC account with the Georgia Professional Standards Commission. Students enrolled in Student Teaching are given an opportunity to make application at a prescribed time. All candidates for a teaching, service, or leadership certificate must pass the Georgia certification test (GACE Content Assessment) in the appropriate field, must have transcripts reviewed by the Director of the SSC and Certification Officer, and be recommended to the Georgia Professional Standards Commission for certification. Forms for this purpose are available online at <http://www.gapsc.com/> and can be turned in at the College of Education Student Success Center, COE Building, room 1107. Contact information for the Certification Officer is Christina Thompson, 912-478-0698 or cjthomp@georgiasouthern.edu.

Alternative Teacher Certification Process and Procedures

The College of Education offers the Master of Arts in Teaching (M.A.T.) degree or a similar graduate non-degree program option for those who hold bachelor's degrees in a related teaching field. The M.A.T. and non-degree options are available for those in Middle Grades Education, Special Education, and Secondary and P-12 education fields (biology, business, chemistry, economics,

English, family and consumer sciences, history, geography, geology, mathematics, physics, political science, and Spanish). Those who hold a bachelor's degree and are interested in Early Childhood Education, Health and Physical Education, or Music Education certification must complete program requirements at the undergraduate level. For each of these 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 College of Education's graduate section of this catalog for further information on these program options.

Candidates in an alternative certification program (degree or non-degree) must be admitted to the Teacher Education Program (TEP) by the end of Step One, prior to enrolling in Step Two of the program of study. For non-degree candidates who seek to enter the M.A.T. program, GRE or MAT test scores must be submitted and admission granted into the M.A.T. degree program before enrolling in Step Two. Any M.A.T. program application submitted by a candidate who is enrolled under non-degree status will not be considered for admission once the candidate enrolls in Step Two courses.

Prospective students should contact the College of Education Student Success Center with questions and go to <http://coe.georgiasouthern.edu> for an Application for Evaluation for Initial Teacher Certification. The completed application should be submitted along with transcripts and payment of the required fee (\$25.00 for the first evaluation and \$10.00 for each additional field requested). Allow at least two weeks for the evaluation process to be completed. Evaluations will be mailed to the applicant upon completion.

All applicants are expected to meet the criteria for admission to the Teacher Education Program. Further requirements for alternative certification students are outlined in the Application for Admission packet which is mailed out with each completed evaluation.

For students pursuing the certification-only option in Early Childhood Education or Health and Physical Education, advisement is provided in the College of Education Student Success Center. Candidates for the M.A.T. or a graduate non-degree program are advised by graduate program faculty assigned at the time of admission.

For further information about alternative certification programs and the transcript evaluation process, please contact:

College of Education Student Success Center
Ms. Christina Thompson
P.O. Box 8029
Statesboro, GA 30460
cjthomp@georgiasouthern.edu
(912) 478-0698
FAX: (912) 478-5514
<http://coe.georgiasouthern.edu/advisement/>

College of Education Programs - Undergraduate

EARLY CHILDHOOD EDUCATION B.S.Ed., 135 HOURS

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills		9
Hours Area B - Institutional Options		
4 Hours Area C - Humanities and Fine Arts and Technology	6 Hours Area D - Science, Mathematics, and Technology	11 Hours Area E - Social Science
Appropriate to Major	12 Hours Area F - Courses	18 Hours Pre-Professional Block
EDUC 2110 - Investigating Critical and Contemporary Issues in Education (3) EDUC 2120 - Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts (3) EDUC 2130 - Exploring Learning and Teaching (3)		
Prerequisite Courses to Teaching Field		
ISCI 2001 - Life/Earth Science (3)		
ISCI 2002 - Physical Science (3)		
MATH 2008 - Foundations of Number and Operations (3)		
Health and Physical Education Activities		4
Hours		
HLTH 1520 - Healthful Living (2)		
Physical Education Activities (2)		
Orientation		2
Hours		
FYE 1220 - First Year Seminar (2)		
Professional Education		30
Hours		
ECED 3131 - The P-5 Curriculum (3)		
ECED 3732 - Methods I Practicum (3)		
ECED 4733 - Methods II Practicum (3)		
ECED 5799 - Student Teaching in Early Childhood Education (9)		
EDUF 3131 - Assessment and Management (3)		
ECED 4632 - Student Teaching Seminar (3)		
ITEC 3130 - Instructional Technology for Early Childhood Education (3)		
SPED 3331- Introduction to Special Education for Early Childhood Educators (3)		
Major Requirements		36
Hours		
ECED 3232 - P-5 Creative Arts (3)		
ECED 3262 - P-5 Language and Literacy (6)		
ECED 4333 - P-5 Teaching Mathematics (3)		
ECED 4433 - P-5 Science (3)		
ECED 4533 - P-5 Social Studies (3)		
HLTH 3530 - Health and Physical Education for Early Childhood Teacher (3)		
MATH 3032 - Foundations of Data Analysis and Geometry (3)		
MATH 5130 - Statistics and Probability for K-8 Teachers (3)		
MATH 5135 - Algebraic Connections for K-8 Teachers (3)		
READ 2230 - Cognition and Language (3)		
READ 4233 - Literacy Assessment and Instruction (3)		
Elective		3
Hours		

ADVISEMENT: Each student in Early Childhood Education is assigned to an advisor in the College of Education Student Success Center for program planning and course scheduling. Telephone: (912) 478-0698. E-Mail: cjthomp@georgiasouthern.edu

PROGRAM ADMISSION CRITERIA: See B.S.Ed. Degree Requirements

- Must be admitted into the Teacher Education Program

OTHER PROGRAM REQUIREMENTS:

- Must meet all requirements for retention in the Teacher Education Program
- Must earn a minimum grade of “C” on all courses in Area F of the Core, the teaching field, and professional education, a total institution GPA of 2.75 or better in this course work, and maintenance of overall cumulative GPA of 2.50 or better
- Must successfully complete all field experiences
- Must take courses sequentially according to Area
- Courses in Area F must be taken prior to admission into the Teacher Education Program
- Early Childhood Curriculum is a prerequisite to courses in Professional Education
- Take only one practicum course per semester
- Must meet requirements for admission to Student Teaching, including taking the Georgia teacher certification test, GACE Content Assessment
- Must successfully complete assessments identified at each program transition point

HEALTH AND PHYSICAL EDUCATION

B.S.Ed., 126 HOURS

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills		9
Hours Area B - Institutional Options		
4 Hours Area C - Humanities and Fine Arts		
.....	6 Hours Area D - Science, Mathematics,	
and Technology	11 Hours Area E - Social Science	
.....	12 Hours Area F - Courses	
Appropriate to Major	18 Hours Pre-Professional	
Block		
EDUC 2110 - Investigating Critical and Contemporary Issues in Education (3)		
EDUC 2120 - Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts (3)		
EDUC 2130 - Exploring Learning and Teaching (3)		
Other courses for the major:		
KINS 2431 - Foundations of Health and Physical Education (3)		
KINS 2531 - Human Anatomy and Physiology I (3)		
KINS 2532 - Human Anatomy and Physiology II (3)		
Health and Physical Education Activities		4
Hours		
HLTH 1520 - Healthful Living (2)		
Physical Education Activities (2)		
Orientation		2
Hours		
FYE 1220 - First Year Seminar (2)		
Pedagogy for Professional Educators		22
Hours		
ESED 5799 - Student Teaching in P-12 Education (9)		
HLTH 3432 - Health and Physical Education Curriculum Development (3)		
ITEC 3430 - Instructional Technology for P-12 Education (3)		
KINS 4430 - Instructional Design in Health and Physical Education for Elementary (3)		
KINS 4431 - Instructional Design in Health and Physical Education for Middle and High School (3)		
KINS 4617 - Senior Seminar in Health and Physical Education (1)		
Major Requirements		35
Hours		
Health Science and Kinesiology Core:		
HLTH 3130 - Substance Use and Abuse (3)		
HLTH 3332 - Coordinated School Health Programs (3)		
HLTH 3431 - Methods and Materials for School Health Education (3)		
KINS 2511 - Human Anatomy and Physiology I Lab (1)		
KINS 2512 - Human Anatomy and Physiology II Lab (1)		
KINS 3131 - Biophysical Foundations of Human Movement (3)		
KINS 3230 - Motor Control/Coordination Skill (3)		
KINS 3435 - Life Span Motor Development (3)		
KINS 4432 - Adapted Physical Education (3)		
Movement Content and Performance Core:		
KINS 3432 - Elementary Physical Education I (3)		
KINS 3433 - Elementary Physical Education II (3)		
KINS 3436 - Performance and Technique in Physical Activity I (3)		
KINS 3437 - Performance and Technique in Physical Activity II (3)		
Elective		3
Hours		

ADVISEMENT: Each student in Health and Physical Education is assigned to an advisor in the College of Education Student Success Center for program planning and course scheduling. Telephone: (912) 478-0698. E-Mail: cjthomp@georgiasouthern.edu

PROGRAM ADMISSION CRITERIA: See B.S.Ed. Degree Requirement

- Must be admitted into the Teacher Education Program

OTHER PROGRAM REQUIREMENTS:

- Must meet all requirements for retention in the Teacher Education Program
- Must earn a minimum grade of "C" in all courses in the teaching field and professional education, a total institution GPA of 2.75 or better in this course work, and maintenance of overall cumulative GPA of 2.50 or better
- Must successfully complete all field experiences
- Must take courses in proper sequence
- Must meet requirements for admission to Student Teaching including taking the Georgia teacher certification test, GACE Content Assessment
- Must successfully complete assessments identified at each program transition point

MIDDLE GRADES EDUCATION B.S.Ed., 135 HOURS

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills	9
Hours Area B - Institutional Options	
4 Hours Area C - Humanities and Fine Arts and Technology	6 Hours Area D - Science, Mathematics, and Technology
	11 Hours Area E - Social Science
	12 Hours Area F - Courses Appropriate to Major
Block	18 Hours Pre-Professional

- EDUC 2110 - Investigating Critical and Contemporary Issues in Education (3)
- EDUC 2120 - Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts (3)
- EDUC 2130 - Exploring Learning and Teaching (3)

Other courses for the major:

Select 6 hours in the primary concentration area (language arts, math, science, or social studies) and 3 hours in the secondary concentration area (language arts, math reading, science, or social studies)

Language Arts:

- ENGL 2131 - Introduction to Literary Studies (3)
- READ 2230 - Cognition and Language (3) (required for reading & language arts concentrations)
- If language arts is the primary concentration and reading is the secondary concentration, take ENGL 2111 - World Literature I (3)
- OR** ENGL 2112 - World Literature II (3).

Math:

- Math 1112 - Trigonometry (3)
- MATH 2010 - Problem Solving for K-8 Teachers (3)

Reading (secondary concentration only):

- READ 2230 - Cognition and Language (3)

Social Studies:

- GEOG 1130 - World Regional Geography (3) *If taken in Area E, take GEOG 1101 - Introduction to Human Geography (3)*
- HIST 1111 - World History I (3)

Science:

- ISCI 2001 - Life/Earth Science (3)
- Select 3 hours from the following not taken in Area D:
- BIOL 1230 - Environmental Biology (3)
- CHEM 1040 - Chemistry and the Environment (3)
- GEOL 1330 - Environmental Geology (3)
- PHYS 1135 - How Things Work (3)
- PHYS 1149 - Environmental Physics (3)

Health and Physical Education Activities	4
Hours	

- HLTH 1520 - Healthful Living (2)
- Physical Education Activities (2)

Orientation	2
Hours	

- FYE 1220 - First Year Seminar (2)

Pedagogy for Professional Educators	24
Hours	

- I TEC 3530 - Instructional Technology for Middle Grades Education (3)
- MGED 3131 - Nature and Curriculum Needs of the Middle Grades Learner (3)
- MGED 3731 - Middle School Practicum I (3)
- MGED 3732 - Middle School Practicum II (3)
- MGED 5799 - Student Teaching in Middle Grades Education (9)
- SPED 3332 - Introduction to Special Education in the Middle Grades (3)

Major Requirements	18
Hours	

- MATH 2008 - Foundations of Numbers and Operations (3)
- MGED 3232 - Methods of Teaching Science in the Middle Grades (3)
- MGED 3332 - Methods of Teaching Language Arts/Reading in the Middle Grades (3)
- MGED 3432 - Methods of Teaching Social Studies in the Middle Grades (3)
- MGED 3532 - Methods of Teaching Mathematics in the Middle Grades (3)
- MSED 5333 - Literature and Writing for Middle and Secondary Schools (3)

Concentrations Selected From Two of the Following Areas	24 Hours
Language Arts:	

- ENGL 5135 - Teaching Literature to Middle and Secondary School Students (3) **OR** ENGL 5534 - Literature for Adolescents (3)
- READ 3330 - Content Literacy (3)
- WRIT 3131 - Teaching Writing (3)
- WRIT 3430 - Linguistics and Grammar for Teachers (3)

Math:

- MATH 3032 - Foundations of Data Analysis and Geometry (3)
- MATH 5130 - Statistics and Probability for K-8 Teachers (3)

MATH 5137 - Geometry for K-8 Teachers (3)

Reading:

- READ 3330 - Content Literacy (3)
- READ 4131 - The Teaching of Reading (3)
- READ 4232 - New Literacies and Technology (3)
- READ 4233 - Literacy: Assessment and Instruction (3)

Science:

- GEOG 3330 - Weather & Climate (3)
- GEOL 5230 - Earth Science (3)
- GEOL 5540 - Oceanography (4)
- ISCI 2002 - Physical Science (3)

Social Studies:

- HIST 4130 - Georgia History (3)
- Select 3 hours from the following:
 - GEOG 4232 - Geography of Latin America (3)
 - GEOG 4233 - Geography of Asia (3)
 - GEOG 4330 - Geography of Africa South of the Sahara (3)
 - GEOG 4430 - Geography of Europe (3)

Select 3 hours from the following:

- HIST 3434 - Modern European Thought (3)
- HIST 3530 - History of Africa to 1800 (3)
- HIST 3531 - History of Africa Since 1800 (3)
- HIST 3532 - The Modern Middle East (3)
- HIST 3533 - Modern Eastern Europe (3)
- HIST 3534 - Modern Southeast Asia (3)
- HIST 3538 - Modern Latin America (3)

Select 3 hours from the following:

- HIST 3130 - African American History to 1877 (3)
- HIST 3131 - African American History Since 1877 (3)
- HIST 3133 - United States Constitutional History (3)
- HIST 3134 - American Economic History (3)
- HIST 3135 - Rise of U.S. to World Power (3)
- HIST 3136 - U.S. as a Global Power (3)
- HIST 3137 - Topics in U.S. Women's History (3)
- HIST 3139 - History of Religion in the U.S. (3)
- HIST 4132 - Recent America-U.S. History Since 1945 (3)

Elective..... **3 Hours**

ADVISEMENT: Each student in Middle Grades Education is assigned to an advisor in the College of Education Student Success Center for program planning and course scheduling. Telephone: (912) 478-0698. E-Mail: cjthomp@georgiasouthern.edu

PROGRAM ADMISSION CRITERIA: See B.S.Ed. Degree Requirement

- Must be admitted into the Teacher Education Program

OTHER PROGRAM REQUIREMENTS:

- Must meet all requirements for retention in the Teacher Education Program
- Must earn a minimum grade of "C" in all courses in the teaching field and professional education, a total institution GPA of 2.75 or better in this course work, and maintenance of overall cumulative GPA of 2.50 or better
- Must successfully complete all field experiences
- Must take courses in proper sequence
- Must meet requirements for admission to Student Teaching including taking the Georgia teacher certification test, GACE Content Assessment
- Must successfully complete assessments identified at each program transition point

SPECIAL EDUCATION B.S.Ed., 129 HOURS

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills		9
Hours Area B - Institutional Options		
4 Hours Area C - Humanities and Fine Arts		
and Technology	6 Hours Area D - Science, Mathematics,	
	11 Hours Area E - Social Science	
	12 Hours Area F - Courses	
Appropriate to Major	18 Hours Pre-Professional	
Block:		
EDUC 2110 - Investigating Critical and Contemporary Issues in Education (3)		
EDUC 2120 - Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts (3)		
EDUC 2130 - Exploring Learning and Teaching (3)		
Other courses for the major:		
READ 2230 - Cognition and Language (3)		
Electives (6) (<i>approved by advisor</i>)		
Health and Physical Education Activities		4
Hours		
HLTH 1520 - Healthful Living (2)		
Physical Education Activities (2)		
Orientation		2
Hours		
FYE 1220 - First Year Seminar (2)		
Pedagogy for Professional Educators		24
Hours		
EDUF 3232 - Educational Psychology: General (3)		
ITEC 3230 - Instructional Technology for Special Education (3)		
SPED 3711 - Special Education Practicum I (1)		
SPED 3722 - Special Education Practicum II (2)		
SPED 4733 - Special Education Practicum III (3)		
SPED 4734 - Special Education Practicum IV (3)		
SPED 5799 - Student Teaching in Special Education (9)		
Major Requirements		27
Hours		
READ 4131 - The Teaching of Reading (3)		
SPED 3130 - Characteristics of Learners with Special Needs (3)		
SPED 3131 - Assessment in Special Education (3)		
SPED 3134 - Special Education Procedures (3)		
SPED 3231 - Classroom Management (3)		
SPED 3631 - Inclusive Practices (3)		
SPED 4230 - Instructional/Behavior Management Methods/P-5 (3)		
SPED 4231 - Instructional/Behavior Management Methods/6-12 (3)		
SPED 4430 - Family, Community, and Professional Collaboration (3)		
Concentration Selected from One of the Following Areas (Middle Grades Content Level to be “Highly Qualified”).....		9 Hours
Social Studies:		
GEOG 3530 - Cultural Geography (3)		
HIST 4130 - Georgia History (3)		
HIST 4132 - Recent America: U.S. Since 1945 (3) OR Upper Division American History Elective (3)		
Language Arts:		
ENGL 5135 - Teaching Literature to Middle and Secondary School Students (3) OR ENGL 5534 - Literature for Adolescents (3)		
LING/WRIT 3430 - Linguistics and Grammar for Teachers (3)		
WRIT 3131 - The Teaching of Writing (3) OR READ 3330 - Content Literary (3)		
Science:		
GEOG 3330 - Weather and Climate (3)		
GEOL 5230 - Earth Science (3) OR Upper Division Science Elective (3)		
GEOL 5540 - Oceanography (4) (Note: only 3 hours apply to requirement for concentration) OR GEOG 3130 - Conservation (3)		
Math:		
MATH 3032 - Foundations of Data Analysis and Geometry (3)		
MATH 5130 - Statistics and Probability for K-8 Teachers (3)		
MATH 5135 - Algebraic Connections for K-8 Teachers (3)		
Reading:		
READ 3330 - Content Literary (3)		
READ 4232 - New Literacies and Technology (3)		
READ 4233 - Literacy and Assessment (3)		
Elective		3
Hours		

ADVISEMENT: Each student in Special Education is assigned to an advisor in the College of Education Student Success Center for program planning and course scheduling. Telephone: (912) 478-0698. E-Mail: cjthomp@georgiasouthern.edu

PROGRAM ADMISSION CRITERIA: See B.S.Ed. Degree Requirements

- Must be admitted to the Teacher Education Program

OTHER PROGRAM REQUIREMENTS:

- Must meet all requirements for retention in the Teacher Education Program
- Must earn a minimum grade of “C” in all courses in the teaching field and professional education, a total institution GPA of 2.75 or better in this course work, and maintenance of overall cumulative GPA of 2.50 or better
- Must successfully complete all field experiences
- Must take courses in proper sequence
- Must successfully complete portfolio evaluation process
- Must meet requirements for admission to Student Teaching including taking the Georgia teacher certification test, GACE Content Assessment
- Must successfully complete assessments identified at each program transition point

College of Health and Human Sciences

Dean: Jean Bartels
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478-5322
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Associate Dean: Diana Cone
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Associate Dean for Student Services: Virginia Richards
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VISION

The College of Health and Human Sciences (CHHS) will be recognized as a national model for comprehensive, distinctive, and innovative programs that enhance the health and quality of life for individuals, families, and communities through teaching, scholarship, and service.

MISSION

CHHS is composed of three academic units: The Department of Hospitality, Tourism, Family and Consumer Sciences; the Department of Health and Kinesiology; and the School of Nursing. In addition, the college also houses the Child Development Center, and the Magnolia Coastlands Area Health Education Center. This blend of disciplines is conjoined to provide unique educational opportunities, creative and contemporary scholarship, and socially responsive service activities.

CHHS prepares students through traditional classroom as well as nontraditional learning environments to assume careers in professions that promote the health and quality of life for individuals, families, and communities. Students are provided with “hands on” experience that extends learning beyond the classroom through internships, clinical and service learning experiences, practica, and field experiences, placing them “in touch” with the profession, with faculty and students, with the latest technology, and with global issues.

CHHS is distinguished by:

Excellence in teaching

- Nationally accredited and recognized programs of instruction/curricula
- Student preparation that extends beyond the classroom through service learning, practica, internships, and clinical experiences
- Outstanding and caring faculty who are committed to preparing and mentoring future professionals
- A commitment to creative and innovative scholarship
- Involvement in service opportunities that benefit the community
- A technologically-rich environment
- A culture that embraces positive, professional, and collaborative interactions

- A collaborative decision making environment that embraces shared governance

CHHS expects students to develop into professionals who are:

- Aesthetically responsive
- Creative problem solvers
- Strong analytical thinkers
- Effective leaders
- Global visionaries
- Skilled communicators
- Technological integrators
- Value-based decision makers
- Ethical citizens

CHHS Values and Guiding Principles

As A College We Value:

- Achievement
- Collegiality
- Community Outreach
- Concern for Others
- Diversity
- Health and Activity
- Humility
- Interdependence
- Responsibility

CHHS Guiding Principles for Decision Making:

- Accountability
- Centrality
- Civility
- Comparative Advantage
- Involvement/Collaboration
- Quality
- Veracity
- Viability

CHHS Guiding Principles for Actions:

- Collaboration
- Grace
- Honesty
- Integrity
- Optimism
- Passion
- Pro-Activity
- Professionalism
- Respect
- Wisdom

STRUCTURE

Department of Hospitality, Tourism, Family and Consumer Sciences

Diana Cone, Acting, Chair

Professors: J. Beasley, D. Cone, H. Eisenhart

Associate Professors: J. Bigley, A. Boyett, W. Burden, J.

Dilworth, L. Furr, A. Hall, J. Kropp, T. Maurer, V. Richards, M. Rouse-Arnett, L. Stalcup, S. Todd

Assistant Professors: I. Ahn, M. Botkin, W. Dees, T. Hall, C.

Johnson, S. Lee, J. Peden, D. Phillips, A. Scarborough, P.

Walton, B. Wolfe

Instructors: C. Edenfield, H. Wallace

Laboratory Teachers: T. Lee, J. Scott, E. Staples, R. Waters

Department of Health and Kinesiology

Barry Joyner, Chair
 Professors: D. Czech, B. Joyner, F. Whitt, D. Zwald
 Associate Professors: J. Chopak-Foss, H. Graf, S. McCollum, J. McMillan, J. Romanchik-Cerpovicz, P. Shankar, D. Sturges, M. Williamson
 Assistant Professors: T. Buckley, G. Burdette, G. Colquitt, N. Gentner, B. Melton, T. Pritchard, B. Munkasy, A. Riggs, S. Rossi
 Instructors: R. Black, S. Carson, R. Clouse, A. Hansen, E. Jordan, S. Richie, S. Wehring
 Adjunct Faculty: E. Ellis
 Lecturer: K. Pruitt

School of Nursing

Donna Hodnicki, Acting Chair
 Professors: J. Alberto, J. Bartels, D. Hodnicki, E. Marshall
 Associate Professors: M. Garno, M. Tabi, B. Talley, D. Wood
 Assistant Professors: D. Allen, M. Davis, R. Gee, A. Rushing, K. Thornton
 Instructors: C. Dubert, M. Ennis, D. Moore, D. Shilling, J. Smith, A. Thompson, L. Upchurch

CHHS Student Services Center

D. Kittrell-Mikell, Coordinator
 R. Baker, Academic Advisor
 V. Jones, Academic Advisor
 P. Smith, 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. Gray, Health Careers Recruiter
 S. Denlinger, Outreach Librarian
 M. Cummings, Data Coordinator
 C. Harper, Student Support Coordinator

PROGRAMS - UNDERGRADUATE

The following undergraduate degree programs and emphasis areas are offered by the academic units within the College:

Department of Hospitality, Tourism, Family and Consumer Sciences

Bachelor of Science
 Major in Child and Family Development (NAEYC Accredited)
 Major in Fashion Merchandising and Apparel Design
 Major in Hotel and Restaurant Management
 Major in Interior Design (CIDA and NASAD Accredited)
 Major in Recreation (NRPA Accredited)
 Emphasis Areas: Tourism and Community Leisure Services, Therapeutic Recreation, and Natural and Cultural Resource Management
 Major in Sport Management (NASPE/NASSM Accredited)

Department of Health and Kinesiology

Bachelor of Science in Kinesiology
 Major in Exercise Science
 Major in Athletic Training (CAATE Accredited)
 Bachelor of Science in Health Science
 Major in Community Health
 Major in Health Behavior
 Bachelor of Science, Major in Nutrition and Food Science

Emphasis Areas: Dietetics, Community Nutrition, and Food Science/Food Systems Administration
 The Dietetics emphasis of the Nutrition and Food Science program is a Didactic Program in Dietetics (DPD) initially accredited by the Commission on Accreditation for Dietetics Education (CADE), American Dietetics Association, 120 S. Riverside Plaza, Suite 2000, Chicago, IL 60606-6995, 1-800-877-1600, <http://www.eatright.org>.

The Bachelor of Science in Education with a major in Health and Physical Education (NCATE Accredited) is also supported by the department. For students seeking a coaching certification, a Coaching Behavior option under the minor in Exercise Science is also offered.

School of Nursing (CCNE Accredited and GBON Approved)

The School of Nursing offers fully accredited programs leading to the B.S.N and M.S.N. and D.N.P. Undergraduate options include Pre-Licensure B.S.N, L.P.N - B.S.N, R.N. - B.S.N. and R.N. - M.S.N (On-Line Program). Graduate options within the M.S.N. program include a Nurse Practitioner major with Family Nurse Practitioner and a Clinical Nurse Specialist major with Community Health Clinical Nurse Specialist. Post-M.S.N certificate options in the aforementioned areas are also available. A Doctor of Nursing Practice (D.N.P.) is available on-line.

PROGRAMS - GRADUATE

The following graduate degree programs are offered by the academic units within the College:

Department of Hospitality, Tourism, Family and Consumer Sciences

Master of Science
 Major in Sport Management (On-Line Program)

Department of Health and Kinesiology

Master of Science
 Major in Kinesiology
 Emphasis Areas:
 Athletic Training
 Exercise Science (Exercise Physiology and Biomechanics)
 Physical Education - (Partially On-Line - (On-campus Meetings also required)
 Sports Nutrition
 Sport Psychology
 Coaching (On-Line Program)

School of Nursing

Master of Science in Nursing
 Major in Nurse Practitioner (NP)
 Concentration: Family Nurse Practitioner (FNP)
 Major in Clinical Nurse Specialist (CNS)
 Concentration: Community Health Clinical Nurse Specialist (CHCNS)
 Post MSN Certificate in all MSN majors/concentrations
 RN-MSN Program in all majors (On-Line Program)
 Doctor of Nursing Practice (DNP)

ADVISEMENT

Undergraduate and Graduate

Undergraduate students in the College of Health and Human Sciences with less than 60 hours are advised in the Student Services Center which is located in Room 0107 in the Hollis Building. Students with 60 hours or more are advised in the appropriate academic department. Pre-Nursing, Pre-Athletic Training, Pre-Nutrition and Food Science, Pre-Recreation, Pre-

Sport Management, Pre-Exercise Science, Pre-Community Health, Pre-Health Behavior, Pre-Interior Design, and Pre-Child and Family Development students will continue to be advised in the Student Services Center until they are formally admitted into their programs. Post-Baccalaureate students should contact Dr. Virginia Richards, Associate Dean for Student Services. Graduate Students are advised by their academic department/school.

EXPERIENTIAL LEARNING OPPORTUNITIES

Experiential Learning underpins most of the professional programs in the College of Health and Human Sciences. Nursing and Athletic Training majors spend significant time in clinical sites. Internships provide another opportunity for students to work under the supervision of a practitioner in the field. Whether a Recreation major assigned to a resort, or a Community Health major shadowing a public health educator, interning students learn valuable lessons from experts in their disciplines.

Laboratories also provide CHHS students with experiential learning opportunities. Specially equipped labs in Biomechanics, Applied and Clinical Exercise Physiology and Biochemistry, Nutrition and Dietetics, Sport Psychology, Athletic Training Education and Coaching give students hands-on experience with the technology and equipment they will typically encounter in the work environment.

The Department of Hospitality, Tourism, Family and Consumer Sciences operates a 50-seat restaurant supported by a state-of-the-art commercial kitchen where students gain experience in menu planning, food preparation, restaurant management and catering. Other experiential learning opportunities include Interior Design Studio experiences, Fashion Study Tours to the New York market and garment district, Historic Preservation Tours to Charleston and other sites, and opportunities to observe and work at the Child Development Center where students interact with infants, toddlers, and preschoolers and experience first-hand the theory discussed in class or seminar sessions.

All CHHS academic units offer classes that use computer laboratories located in the Hollis Building, the Nursing and Chemistry Building, the Interior Design Complex, and the Hospitality, Tourism, and Family and Consumer Sciences Building. The labs are equipped with the latest computer hardware and peripherals. Sophisticated software that supports programs in each of the discipline areas is available for instruction and general student use.

SECONDARY EDUCATION DEGREE

For those interested in Secondary Education (grades 6-12) certification in FAMILY & CONSUMER SCIENCES after completing a bachelor's degree in child and family development, fashion merchandising and apparel design, hotel and restaurant management, nutrition and food science, interior design, home economics, or housing and consumer economics:

Students who plan to seek teacher certification after completion of the bachelor's degrees listed above may achieve this through the Master of Arts in Teaching (MAT) or a non-degree certification program. To meet content requirements, the following courses must be completed as part of or in addition to your current program of study.

CHFD 2130 - Family Economic Environment (3)

CHFD 2134 - Family Development (3)
 CHFD 2135 - Child Development (3)
 FMAD 1234 - Apparel I (3)
 FMAD 3234 - Textiles (3)
 INDS 2430 - Design Appreciation (3)
 NTFS 2530 - Nutrition and Health (3)
 NTFS 2534 - Introductory Food Science (3)
 NTFS 3536 - Meal Management (3)
 Guided Electives from CHFD, FACS, FMAD, HLTH, INDS, NTFS (9)

The following education courses may also be taken as *electives* while enrolled in your bachelor's program:

Courses that a student can take as an undergraduate that will count toward certification requirements but will not count toward MAT degree requirements are:

- ITEC 3430 - Instructional Technology for P-12 Education (3) (*or meet the state technology requirement by passing the GACE Computer Skill Competency Assessment*)
- SPED 3333 - Introduction to Special Education (3)

Education Area F "Preprofessional Block" (PPB) courses may also be taken; however the PPB courses will not count toward meeting certification requirements or MAT degree requirements. These courses can provide undergraduate students information and experiences in school settings that will help them make more informed decisions about becoming a teacher. Since the three PPB courses have USG-mandated field requirements, the following guidance should be followed:

- BA/BS/BBA majors can take the complete 9 semester hour PPB block of courses with the required 50 hour field experience; **OR**
- BA/BS/BBA majors can take EDUC 2130 - Exploring Learning and Teaching concurrently with EDUC 2090 - PPB Practicum (50 contact hours in a school) – total of 3 credit hours. After taking EDUC 2130, those students can take one or both of the other PPB courses with approximately 10 hours of field experience with each course. These courses are:
 - EDUC 2110 - Investigating Critical and Contemporary Issues in Education (3)
 - EDUC 2120 - Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts (3)

NOTE: GACE Basic Skills and GACE Content Assessment examination and 2.5 cumulative GPA requirements must be met for certification program admission and should be considered during enrollment in the bachelor's program.

**College of Health and Human Sciences Programs
- Undergraduate**

ATHLETIC TRAINING B.S.K., 126 HOURS

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills		9
Hours Area B - Institutional Options		
4 Hours Area C - Humanities and Fine Arts		
and Technology	6 Hours Area D - Science, Mathematics,	
	11 Hours Area E - Social Science	
	12 Hours Area F - Courses	
Appropriate to Major		18 Hours
KINS 2511 - Human Anatomy and Physiology I Lab (1)		
KINS 2512 - Human Anatomy and Physiology II Lab (1)		
KINS 2531 - Human Anatomy and Physiology I (3)		
KINS 2532 - Human Anatomy and Physiology II (3)		
*MATH 1112 - Trigonometry (0-3)		
NTFS 2530 - Nutrition and Health (3)		
**PHYS 1111 - Introduction to Physics I (0-3)		
PHYS 1113 - Physics Lab I (0-1)		
Guided Electives (0-8)		
Health and Physical Education Activities		4
Hours		
HLTH 1520 - Healthful Living (2)		
Physical Education Activities (2)		
Orientation		2
Hours		
FYE 1220 - First Year Seminar (2)		
Major Requirements		45
Hours		
KINS 3130 - Research Methods in Kinesiology (3)		
KINS 3131 - Biophysical Foundations of Human Movement (3)		
KINS 3132 - Foundations of Exercise and Sport Psychology (3)		
KINS 3133 - Physiological Aspects of Exercise (3)		
KINS 3134 - Biomechanical Analysis of Movement (3)		
KINS 3330 - Prevention of Injury and Illness in Athletic Training (3)		
KINS 3331 - Pathology and Care of Athletic Injury and Illness (3)		
KINS 4130 - Administrative Principles in Kinesiology (3)		
KINS 4330 - Evaluation of Lower Extremity Injuries (3)		
KINS 4331 - Evaluation of Upper Extremity Injuries (3)		
KINS 4332 - Therapeutic Modalities in Athletic Training (3)		
KINS 4333 - Therapeutic Exercise and Rehabilitation (3)		
KINS 4334 - General Medical and Pharmacological Issues in Athletic Training (3)		
KINS 4618 - Senior Seminar in Athletic Training (1)		
Guided Major Elective (5)		
Major Clinical Requirements		12
Hours		
KINS 2321 - Clinical Skills in Athletic Training I (2)		
KINS 2322 - Clinical Skills in Athletic Training II (2)		
KINS 3321 - Clinical Applications in Athletic Training I (2)		
KINS 3322 - Clinical Applications in Athletic Training II (2)		
KINS 4721 - Clinical Practicum in Athletic Training I (2)		
KINS 4722 - Clinical Practicum in Athletic Training II (2)		
Elective		3
Hours		

ADVISEMENT: Contact the College of Health and Human Sciences Student Services Center, Room 0107, Hollis Building, (912) 478-1931.

*If taken in Area A or D, then use Fundamentals to complete Area F, Guided Electives.
 **If PHYS 1111/1113 - Introduction to Physics I taken in Area D, then CHEM 1145 or CHEM 1146 required in Area F, Guided Electives.

Note: Athletic Training Majors must complete Fundamentals to include MATH 1112, CHEM 1145, CHEM 1146, PHYS 1111/1113. Students not able to complete Fundamentals in Areas A, D, and F will take these courses as part of their Guided Major Electives and/or as course substitutions in the major program requirements. Students may substitute MATH 1441 and PHYS 2211/2212 for Fundamentals with advisor approval.

PROGRAM ADMISSION CRITERIA: Athletic Training major applicants must meet the University entrance requirements as described in the University General Catalog. All applicants must apply for admission to both the University and the Athletic Training Major. Once admitted to the University, students should contact the Student Services Center for advisement. In order to be considered for admission into the Athletic Training major, applicants must meet the following minimum requirements by the application deadline (See the department for application dates):

1. Attained admission to Georgia Southern University.

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2. Possess a total institution GPA of 2.75 or better on all course work attempted (both transfer course work and work completed at Georgia Southern University are considered).

3. Completed a minimum of 15 semester hours, and enrolled in at least 12 semester hours during the time of application. Total hours must reflect at least 4 hours completed from Area D and/or F.
4. Completed KINS 2531/2511 and KINS 2532/2512 with a "C" or better (Completed no later than Summer B term of the application year).
5. Attained a minimum grade of "C" in all Area D and Area F course work attempted.
6. Completed, by the deadline, an Application Package that includes the following:
 - a. A completed Application Form.
 - b. Copies of college transcripts for all work completed to date.
 - c. Blood borne pathogen training. Contact athletic training faculty for information regarding the training session.
 - d. Documented observation hours in an approved athletic training environment. These hours must be documented and signed by a certified athletic trainer. These hours must have been accrued within the last year.
 - e. A one page, double-spaced, typed, writing sample addressing the following: the single most important attribute for an effective allied health care provider; personal traits or attributes you possess which will allow you to become an effective allied health care provider.
7. Three letters of recommendations
8. Completed a personal interview with the Athletic Training Admission Committee.

UPON FORMAL ACCEPTANCE INTO THE PROGRAM:

Students must show proof of the following documents:

1. Proof of CPR/AED for the Professional Rescuer and First Aid Responding to Emergencies Certification.
2. Record of annual physical.
3. Record of immunizations.
4. Technical standards signed.
5. Student liability insurance.
6. Health insurance.
7. Background check.

ALL OF THE FOLLOWING REQUIREMENTS MUST BE MET FOR STUDENT PROGRESSION IN THE PROGRAM:

1. Students must maintain a total institution GPA of 2.50 or better on all course work.
2. Students must successfully complete all clinical field experiences related to course content and objectives.
3. Students must adhere to the ATEP dress code.
4. Students must provide their own transportation for off campus experiences.
5. Students must not have been found in violation of the Georgia Southern Student Conduct Code. Students found in violation of the Student Conduct code, may, depending upon the seriousness of the violation, be placed on program probation or dismissed from the program.
6. Students must not violate the NATA Code of Ethics for practicing athletic trainers. Students found in violation of the Code of Ethics will be dismissed from the program.

OTHER PROGRAM REQUIREMENTS:

Students are responsible for:

1. Transportation for off-campus clinical sites.
2. The purchase of their uniforms.
3. The cost of a background check.
4. Maintaining personal health and liability insurance.
5. Additional expenses may include the cost of professional dues and the Board of Certification Examination.

TRANSFER STUDENT ADMISSION INTO THE ATHLETIC TRAINING MAJOR:

Prospective students that wish to transfer to Georgia Southern University and pursue a degree in Athletic Training must apply for the program and submit to the same selection process as other candidates. Please refer to application for prerequisites. Acceptance of transfer pre-requisite or regular coursework is subject to the approval of the registrar's office and the Program Director pending review of content (syllabus, course description, etc.). Other courses may be counted toward the degree requirements for Athletic Training; however, every student must take the following courses at Georgia Southern University in order to receive a degree in Athletic Training:

- KINS 2321 - Clinical Skills in Athletic Training I (2)
- KINS 2322 - Clinical Skills in Athletic Training II (2)
- KINS 3131 - Biophysical Foundations of Movement (3)
- KINS 3321 - Clinical Application in Athletic Training I (2)
- KINS 3322 - Clinical Application in Athletic Training II (2)
- KINS 3330 - Prevention of Athletic Injury and Illness (3)
- KINS 3331 - Path/Care of Athletic Injury and Illness (3)
- KINS 4330 - Evaluation of Lower Extremity Injury (3)
- KINS 4331 - Evaluation of Upper Extremity Injury (3)
- KINS 4332 - Therapeutic Modalities in Athletic Training (3)
- KINS 4333 - Therapeutic Exercise and Rehabilitation (3)
- KINS 4334 - General Medical and Pharmacological Issues (3)
- KINS 4618 - Senior Seminar in Athletic Training (1)

KINS 4721 - Clinical Practicum in Athletic Training I (2)

KINS 4722 - Clinical Practicum in Athletic Training II (2)

Clinical experiences obtained outside of Georgia Southern University Athletic Training Education Program will not be accepted.

An athletic trainer is a qualified allied health care professional educated and experienced in the management of health care problems associated with physical activity. In cooperation with physicians and other allied health care personnel, the athletic trainer functions as an integral member of the health care team in secondary schools, colleges and universities, professional sports programs, sports medicine clinics, and/or other health care settings. The athletic trainer functions in cooperation with medical personnel, athletic personnel, individuals involved in physical activity, parents, and guardians in the development and coordination of efficient and responsive athletic health care delivery systems. The athletic trainer's professional preparation is directed toward the development of specified competencies in the following domains: risk management and injury prevention, pathology of injuries and illnesses, assessment and evaluation, acute care of injury and illness, pharmacology, therapeutic modalities, therapeutic exercise, general medical conditions and disabilities, nutritional aspects of injury and illness, psychosocial intervention and referral, health care administration, professional development and responsibilities. Through a combination of formal classroom instruction and clinical experience, the athletic trainer is prepared to apply a wide variety of specific health care skills and knowledge within each of the domains. For additional information, contact the Department of Health and Kinesiology, College of Health and Human Sciences, 2115 Hollis Building, (912) 478-0200.

CHILD AND FAMILY DEVELOPMENT B.S., 126 HOURS

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills		9
Hours Area B - Institutional Options		
4 Hours Area C - Humanities and Fine Arts		
and Technology	6 Hours Area D - Science, Mathematics,	
	11 Hours Area E - Social Science	
	12 Hours Area F - Courses	
Appropriate to Major		18 Hours
CHFD 2130 - Family Economic Environment (3)		
CHFD 2134 - Family Development (3)		
CHFD 2135 - Child Development (3)		
CHFD 2137 - Lifespan Development (3)		
CISM 1110 - Computer Applications (1) and CISM 1120 - Computer Concepts (2) OR COMM 1110 - Principles of Public Speaking (3)		
PSYC 1101 - Introduction to Psychology (3) OR SOCI 1101 - Introduction to Sociology (3)		
Health and Physical Education Activities		4
Hours		
HLTH 1520 - Healthful Living (2)		
Physical Education Activities (2)		
Orientation		2
Hours		
FYE 1220 - First Year Seminar (2)		
Child and Family Development Core		30
Hours		
CHFD 3131 - Birth to 5 Methods (3)		
CHFD 3135 - Middle Child and Adolescence (3)		
CHFD 3136 - Families in Later Life (3)		
CHFD 3138 - Early and Middle Adulthood Development (3)		
CHFD 3139 - Parenting: Family Child Interaction (3)		
CHFD 4790 - Internship in Child and Family Development (12)		
FACS 3131 - Diversity in Human Development (3)		
Areas of Emphasis (select <u>ONE</u> area)		15
Hours		
Child Development Emphasis:		
CHFD 4130 - Administration of Programs for Children and Families (3)		
CHFD 4131 - Teaching Preschool (3)		
CHFD 4136 - Assessment of Children and Families (3)		
FACS 4132 - Sexuality and Human Development (3)		
SOCI 4231 - Child Welfare (3)		
Child Life Emphasis:		
CHFD 3137 - Children in Hospitals (3)		
CHFD 4131 - Teaching Preschool (3)		
CHFD 4136 - Assessment of Children and Families (3)		
FACS 4238 - Child Life Practicum (3)		
SOCI 5332 - Death and Dying (3)		
Family Services Emphasis:		
CHFD 4130 - Administration of Programs for Children and Families (3)		
CHFD 4134 - Family Life Education (3)		
FACS 4131 - Introduction to Marriage and Family Therapy (3)		
FACS 4132 - Sexuality and Human Development (3)		
SOCI 4231 - Child Welfare (3)		
Non-Major Requirements		9
Hours		
FACS 4138 - Professional Development (3)		
Guided Electives (6)		
Foreign Language Requirement or "Significant International Content" course		3 Hours
Elective		3
Hours		

ADVISEMENT: Contact the College of Health and Human Sciences Student Services Center, Room 0107, Hollis Building, (912) 478-1931, for information regarding admission and advisement.

PROGRAM ADMISSION CRITERIA:

- Admission to Georgia Southern University
- A total institution GPA of 2.0 or better on all course work attempted (transfer course work and work completed at Georgia Southern University are considered)
- Completed a minimum of 30 semester hours
- A minimum grade of "C" in all Area F course work attempted

PROGRAM PROGRESSION REQUIREMENTS:

- Students must earn a minimum grade of "C" in all courses in Area F, the Child and Family Development Core, the selected emphasis

area, and guided major electives.

- Students must also earn a minimum grade of “C” in a prerequisite course prior to registering for an advanced course.

- Students must have a 2.25 total institution GPA to apply for the Child and Family Development Internship (CHFD 4790). Students who do not meet the 2.25 GPA requirements may complete twelve (12) hours approved course work as substitute for the internship with the approval of the area coordinator.

COMMUNITY HEALTH B.S.H.S., 126 HOURS

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills		9
Hours Area B - Institutional Options		
4 Hours Area C - Humanities and Fine Arts		
and Technology	6 Hours Area D - Science, Mathematics,	
	11 Hours Area E - Social Science	
	12 Hours Area F - Courses	
Appropriate to Major		18 Hours
BIOL 2240 - Microbiology (4)		
KINS 2511 - Human Anatomy and Physiology I Lab (1)		
KINS 2512 - Human Anatomy and Physiology II Lab (1)		
KINS 2531 - Human Anatomy and Physiology I (3)		
KINS 2532 - Human Anatomy and Physiology II (3)		
NTFS 2530 - Nutrition and Health (3)		
*Guided Elective (3)		
Health and Physical Education Activities		4
Hours		
HLTH 1520 - Healthful Living (2)		
Physical Education Activities (2)		
Orientation		2
Hours		
FYE 1220 - First Year Seminar (2)		
Major Requirements		57
Hours		
HLTH 2120 - Safety Principles and First Aid Techniques (2)		
HLTH 2130 - Foundations of Health Education (3)		
HLTH 3130 - Substance Use and Abuse (3)		
HLTH 3131 - Health and Disease (3)		
HLTH 3132 - Health Care Systems (3)		
HLTH 3133 - Health Promotion Program Planning (3)		
HLTH 3134 - Research Methods and Evaluation (3)		
HLTH 3230 - Community Health (3)		
HLTH 3231 - Epidemiology and Vital Statistics (3)		
HLTH 3330 - Behavioral Approaches to Health Programs (3)		
HLTH 4230 - Maternal and Child Health (3)		
HLTH 4231 - Health Aspects of Aging (3)		
HLTH 4330 - Promotional Strategies for Health Programs (3)		
HLTH 4618 - Senior Seminar in Community Health (1)		
**HLTH 4798 - Internship in Community Health (12)		
Guided Major Electives (6)		
Electives		3
Hours		

ADVISEMENT: Contact the College of Health and Human Sciences Student Services Center, Room 0107, Hollis Building, (912) 478-1931, for information regarding advisement and registration.

PROGRAM ADMISSION CRITERIA:

- Admission to Georgia Southern University
- A total institution GPA of 2.0 or better on all course work attempted (transfer course work and work completed at Georgia Southern University are considered)
- Completed a minimum of 30 semester hours
- A minimum grade of "C" in all Area F course work attempted

PROGRAM PROGRESSION REQUIREMENTS:

- Students must earn a minimum grade of "C" in all courses in Area F and within the major requirements, including guided major electives.
- Students must also earn a minimum grade of "C" in a prerequisite course prior to registering for an advanced course.
- Students must earn a minimum grade of "C" in all major courses, Major Guided Electives, and Area F courses; and have a GPA of 2.5 or better to enroll in internship.

**Must be Biology or Chemistry Laboratory Science, excluding Environmental Laboratory Science Courses. One semester hour credit carry-over to Guided Major Electives.*

***Students not meeting the prerequisite requirements must substitute courses for the internship with approval of the Undergraduate Health Science Program Coordinator or submit formal petition to the Internship Appeals Committee.*

EXERCISE SCIENCE B.S.K., 126 HOURS

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills		9
Hours Area B - Institutional Options		
4 Hours Area C - Humanities and Fine Arts		
and Technology	6 Hours Area D - Science, Mathematics,	
	11 Hours Area E - Social Science	
	12 Hours Area F - Courses	
Appropriate to Major		18 Hours
KINS 2511 - Human Anatomy and Physiology I Lab (1)		
KINS 2512 - Human Anatomy and Physiology II Lab (1)		
KINS 2531 - Human Anatomy and Physiology I (3)		
KINS 2532 - Human Anatomy and Physiology II (3)		
NTFS 2530 - Nutrition and Health (3)		
*MATH 1112 - Trigonometry (0-3)		
**PHYS 1111 - Introduction to Physics I (0-3)		
PHYS 1113 - Physics Lab I (0-1)		
Guided Electives (0-8)		
Health and Physical Education Activities		4
Hours		
HLTH 1520 - Healthful Living (2)		
Physical Education Activities (2)		
Orientation		2
Hours		
FYE 1220 - First Year Seminar (2)		
Major Requirements		57
Hours		
HLTH 2120 - Safety Principles and First Aid Techniques (2)		
KINS 3130 - Research Methods in Kinesiology (3)		
KINS 3131 - Biophysical Foundations of Human Movement (3)		
KINS 3132 - Foundations of Exercise and Sport Psychology (3)		
KINS 3133 - Physiological Aspects of Exercise (3)		
KINS 3134 - Biomechanical Analysis of Movement (3)		
KINS 3230 - Motor Control, Coordination, and Skill (3)		
KINS 4130 - Administrative Principles in Kinesiology (3)		
KINS 4231 - Fitness Evaluation and Exercise Prescription (3)		
KINS 4619 - Senior Seminar in Exercise Science (1)		
***KINS 4799 - Internship in Exercise Science (12)		
Guided Major Electives (18)		
Elective		3
Hours		

ADVISEMENT: Contact the College of Health and Human Sciences Student Services Center, Room 0107, Hollis Building, (912) 478-1931, for information regarding advisement and registration.

PROGRAM ADMISSION CRITERIA:

- Admission to Georgia Southern University
- A total institution GPA of 2.0 or better on all course work attempted (transfer course work and work completed at Georgia Southern University are considered)
- Completed a minimum of 30 semester Hours
- A minimum grade of “C” in all Area D and F course work attempted

PROGRAM PROGRESSION REQUIREMENTS:

- Students must earn a minimum grade of “C” in all courses in Area F and within the major requirements, including guided major electives.
- Students must also earn a minimum grade of “C” in a prerequisite course prior to registering for an advanced course.

**If taken in Area A or D, use Fundamentals to complete Area F, Guided Electives.*

***If PHYS 1111/1113 - Introduction to Physics I taken in Area D, then CHEM 1145 or CHEM 1146 required in Area F, Guided Electives.*

****Students can substitute courses for the internship with approval of the Undergraduate Exercise Science Program Coordinator.*

Note: Exercise Science Majors must complete Fundamentals to include MATH 1112, CHEM 1145, CHEM 1146, and PHYS 1111/1113/w Lab. Students not able to complete Fundamentals in Areas A, D, and F will take these courses as part of their Guided Major Electives. Students may select to substitute MATH 1441 and PHYS 2211 for Fundamentals with advisor approval.

FASHION MERCHANDISING AND APPAREL DESIGN B.S., 126 HOURS

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills		9
Hours Area B - Institutional Options		
4 Hours Area C - Humanities and Fine Arts		
and Technology	6 Hours Area D - Science, Mathematics,	
	11 Hours Area E - Social Science	
	12 Hours Area F - Courses	
Appropriate to Major		18 Hours
ACCT 2030 - Survey of Accounting (3)		
CHFD 2134 - Family Development (3)		
*CISM 1110 - Computer Applications (1)		
*CISM 1120 - Computer Concepts (2)		
FMAD 1234 - Apparel I (3)		
FMAD 2230 - Social Psychological Aspects of Clothing (3)		
INDS 2430 - Design Appreciation (3)		
Health and Physical Education Activities		4
Hours		
HLTH 1520 - Healthful Living (2)		
Physical Education Activities (2)		
Orientation		2
Hours		
FYE 1220 - First Year Seminar (2)		
Major Requirements		23
Hours		
FMAD 3220 - Understanding Aesthetics (2)		
FMAD 3231 - Fashion Fundamentals (3)		
FMAD 3234 - Textiles (3)		
FMAD 3235 - History of Costume (3)		
FMAD 4790 - Internship (12)		
FMAD Major Electives (Select two)		6
Hours		
FMAD 3236 - Apparel II (3)		
FMAD 3237 - Apparel Analysis (3)		
FMAD 4235 - Computer Aided Design (3)		
FMAD 4236 - Fashion Study Tour (3)		
FMAD Restricted Emphasis (Select one area)		9 Hours
<i>Design Emphasis:</i>		
FMAD 4231 - Design Analysis I (3)		
FMAD 4232 - Design Analysis II (3)		
FMAD 4235 - Computer-Aided Design (3)		
<i>Merchandising Emphasis:</i>		
FMAD 3232 - Principles of Merchandising (3)		
FMAD 3233 - Visual Merchandising (3)		
FMAD 4234 - Fashion Presentation and Promotion (3)		
Non Major Requirements (Choose one emphasis area)		16
Hours		
<i>Design Emphasis:</i>		
ART 1010 - Drawing I (3)		
FACS 4610 - Senior Seminar (1)		
Select <u>four</u> of the following:		
MKTG 3131 - Principles of Marketing (3)		
MKTG 4136 - International Marketing (3)		
GCM 1131 - Graphic Communications Technology (3)		
GCM 1321 - Desktop Publishing (2) and GCM 1411 - Desktop Publishing Lab (1)		
GCM 5332 - Multimedia Presentation (3)		
THEA 4337 - Costume Design (3)		
TMET 3431 - Free Enterprise Simulation (3)		
<i>**Merchandising Emphasis:</i>		
FACS 4610 - Senior Seminar (1)		
MKTG 3131 - Principles of Marketing (3)		
Select <u>four</u> of the following:		
MGNT 3130 - Management and Organizational Behavior (3)		
MKTG 3132 - Principles of Advertising (3)		
MKTG 3133 - Professional Selling (3)		
MKTG 3135 - Principles of Retailing (3)		
MKTG 4132 - Retail Store Management (3)		
GCM 1321 - Desktop Publishing (2) and GCM 1411 - Desktop Publishing Lab (1) OR GCM 5332 - Multimedia Presentation (3)		
Foreign Language Requirement or "Significant International Content" course		3 Hours

ADVISEMENT: Contact the College of Health and Human Sciences Student Services Center, Room 0107, Hollis Building, (912) 478-1931, for information regarding admission and advisement.

**Public Speaking or Foreign Language required if taken in Area D*

***Merchandising includes Business Minor*

HEALTH and PHYSICAL EDUCATION
B.S.Ed., 126 HOURS

Please refer to the Health and Physical Education, B.S.Ed. on page 136 program within the College of Education.

HEALTH BEHAVIOR B.S.H.S., 126 HOURS

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills		9
Hours Area B - Institutional Options		
4 Hours Area C - Humanities and Fine Arts		
and Technology	6 Hours Area D - Science, Mathematics,	
	11 Hours Area E - Social Science	
	12 Hours Area F - Courses	
Appropriate to Major		18 Hours
CHFD 2137 - Lifespan Development (3)		
KINS 2511 - Human Anatomy and Physiology I Lab (1)		
KINS 2512 - Human Anatomy and Physiology II Lab (1)		
KINS 2531 - Human Anatomy and Physiology I (3)		
KINS 2532 - Human Anatomy and Physiology II (3)		
NTFS 2530 - Nutrition and Health (3)		
*Guided Elective (4)		
Health and Physical Education Activities		4
Hours		
HLTH 1520 - Healthful Living (2)		
Physical Education Activities (2)		
Orientation		2
Hours		
FYE 1220 - First Year Seminar (2)		
Major Requirements		57
Hours		
HLTH 2120 - Safety Principles and First Aid Techniques (2)		
HLTH 2130 - Foundations of Health Education (3)		
HLTH 3130 - Substance Use and Abuse (3)		
HLTH 3131 - Health and Disease (3)		
HLTH 3132 - Health Care Systems (3)		
HLTH 3133 - Health Promotion Program Planning (3)		
HLTH 3134 - Research Methods and Evaluation (3)		
HLTH 3330 - Behavioral Approaches to Health Programs (3)		
HLTH 3331 - Stress Theory and Management in Health Promotion (3)		
HLTH 4330 - Promotional Strategies for Health Programs (3)		
HLTH 4331 - Individual and Group Strategies for Health Behavior Change (3)		
HLTH 4619 - Senior Seminar in Health Behavior (1)		
HLTH 4799 - Internship in Health Behavior (12)		
Guided Major Electives (12)		
Elective		3
Hours		

ADVISEMENT: Contact the College of Health and Human Sciences Student Services Center, Room 0107, Hollis Building, (912) 478-1931, for information regarding advisement and registration.

- PROGRAM ADMISSION CRITERIA:**
- Admission to Georgia Southern University
 - A total institution GPA of 2.0 or better on all course work attempted (transfer course work and work completed at Georgia Southern University are considered)
 - Completed a minimum of 30 semester hours
 - A minimum grade of “C” in all Area F course work attempted
- PROGRAM PROGRESSION REQUIREMENTS:**
- Students must earn a minimum grade of “C” in all courses in Area F and within the major requirements, including guided major electives.
 - Students must also earn a minimum grade of “C” in a prerequisite course prior to registering for an advanced course.

**Must be Biology or Chemistry Laboratory Science, excluding Environmental Science Courses.*

HOTEL AND RESTAURANT MANAGEMENT B.S., 126 HOURS

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills		9
Hours Area B - Institutional Options		
4 Hours Area C - Humanities and Fine Arts		
and Technology	6 Hours Area D - Science, Mathematics,	
	11 Hours Area E - Social Science	
	12 Hours Area F - Courses	
Appropriate to Major		18 Hours
ACCT 2030 - Survey of Accounting (3)		
CHFD 2134 - Family Development (3)		
CISM 1110 - Computer Applications (1)		
CISM 1120 - Computer Concepts (2)		
COMM 1110 - Principles of Public Speaking (3)		
NTFS 2534 - Introductory Food Science (3)		
STAT 2231 - Introduction to Statistics (3) OR Foreign Language (3)		
Health and Physical Education Activities		4
Hours		
HLTH 1520 - Healthful Living (2)		
Physical Education Activities (2)		
Orientation		2
Hours		
FYE 1220 - First Year Seminar (2)		
Major Requirements		39
Hours		
HNRM 2333 - Introduction to Hotel and Restaurant Management (3)		
HNRM 2334 - Hospitality Accounting (3)		
HNRM 3324 - Foodservice Theory (2)		
HNRM 3335 - Quantity Food Production (3)		
HNRM 3336 - Hotel Operations (3)		
HNRM 3337 - The Marketing of Hospitality Services (3)		
HNRM 3338 - Human Resources for Hospitality (3)		
HNRM 4324 - Food and Beverage Operations (2)		
HNRM 4325 - Restaurant Management (2)		
HNRM 4790 - Internship in HNRM (12)		
Select <u>one</u> of the following:		
HNRM 3334 - Hospitality Layout and Design (3)		
HNRM 3339 - Catering and Beverage Operations (3)		
HNRM 4336 - Hospitality Issues (3)		
Non-Major Requirements		15
Hours		
BUSA 3134 - Accounting for Management (3) OR MKTG - 3000 level course (3)		
MGNT 3130 - Management and Organizational Behavior (3)		
MGNT 3134 - Behavior in Organizations (3)		
MKTG 3131 - Principles of Marketing (3)		
Guided Elective (3)		
Elective		3
Hours		
Foreign Language Requirement or "Significant International Content" Course		3 Hours

ADVISEMENT: Contact the College of Health and Human Sciences Student Services Center, Room 0107, Hollis Building, (912) 478-1931, for information regarding admission and advisement.

INTERIOR DESIGN B.S., 126 HOURS

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills	9
Hours Area B - Institutional Options	
4 Hours Area C - Humanities and Fine Arts	
and Technology	6 Hours Area D - Science, Mathematics, and Technology 11 Hours Area E - Social Science 12 Hours Area F - Courses
Appropriate to Major	18 Hours
ART 1010 - Drawing I (3)	
ART 1020 - 2-D Design (3)	
ART 1030 - 3-D Design (3)	
CHFD 2130 - Family Economic Environment (3) OR CHFD 2134 - Family Development (3)	
INDS 2430 - Design Appreciation (3)	
INDS 2434 - Interior Design Graphics (3)	
Health and Physical Education Activities	4
Hours	
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
Orientation	2
Hours	
FYE 1220 - First Year Seminar (2)	
Major Requirements	39
Hours	
INDS 2435 - Design Studio I (3)	
INDS 2436 - Interior Materials and Systems (3)	
INDS 3424 - Decorative Accessories (2)	
INDS 3431 - History of Interiors I (3)	
INDS 3432 - History of Interiors II (3)	
INDS 3434 - Lighting (3)	
INDS 3435 - Design Studio II (3)	
INDS 3436 - Design Studio III (3)	
INDS 3438 - Professional Practices I (3)	
INDS 4434 - Professional Practices II (3)	
INDS 4435 - Design Studio IV (3)	
INDS 4436 - Design Studio V (3)	
INDS 4616 - Interior Design Seminar (1)	
INDS 4790 - Interior Design Practicum (3)	
Non-Major Requirements	15
Hours	
ART 2531 - Art History I (3)	
FACS 2437 - Interior Design CAD I (3)	
FACS 3437 - Interior Design CAD II (3)	
FACS 4610 - Senior Seminar (1)	
FMAD 3238 - Textiles for Interiors (3)	
TCM 3320 - Building Codes (2)	
Elective	3
Hours	
Foreign Language Requirement or “Significant International Content” Course	3 Hours

PROGRAM ADMISSION REQUIREMENTS IN INTERIOR DESIGN

MINIMUM PROGRAM ADMISSION CRITERIA:

In order to be considered for admission into the Interior Design Program, the applicants must meet the following minimum requirements:

1. Attain admission to Georgia Southern University.
2. Declare Pre-Interior Design (INDS) as a major. Until students meet admission criteria and are admitted into the Interior Design Program, they will be considered “Pre-INDS” majors and will be advised in the College of Health and Human Sciences Student Services Center. Designation as a Pre-INDS major is separate from the application process and does not guarantee acceptance into the Interior Design Program.
3. Have a minimum of first semester sophomore status (30 semester hours completed) upon applying for the program.
4. Achieve a minimum total overall institution GPA of 2.25 or better on all course work attempted (**transfer course work and work completed at Georgia Southern University are considered**).
5. Complete a minimum of the following Area F courses with a minimum grade of “C”: INDS 2430, INDS 2434, and 2 of the 3 ART courses in Area F, preferably ART 1010 and ART 1020. (Students may be enrolled in ART courses during the application semester.)
6. By the end of the first two semesters as a declared Pre-INDS major, students shall have:
 - a. Attended the semester Orientation Session (mid September or mid February) in the Interior Design complex announced through email (either Fall or Spring Semester of the first year as a Pre-INDS major).
 - b. Turned in a completed Information Form (found on CHHS Student Services Center website at <http://www.id.georgiasouthernhealthscience.com>).

-
- c. Attended an orientation session with Interior Design Faculty (either Fall or Spring Semester of the first year as a Pre-INDS major).

7. Students transferring in with an Interior Design Major from other schools are required to have their portfolio and transcript(s) evaluated by the Interior Design Program Coordinator who is responsible for determining which design courses remain to be taken and which design courses receive transfer credit. Adequate time must be allowed for scheduling, review and notification.

APPLICATION FOR ADMISSION TO THE INTERIOR DESIGN PROGRAM:

The following completed Admission Package must be turned in by the application deadline in order for the candidate to be considered:

1. Official Application
2. Letter of Intent
3. Verification of grades with official transcripts of all schools attended including this university (WINGS accepted); mid-term verification of grades for all required courses in process (Students may be in the process of taking ART 1010 or ART 1020 and will be required to submit a mid-term grade from the professor. Final acceptance is contingent upon the final grade received in the course.)

Application deadlines: March 1 for Fall admission consideration
 October 1 for Spring admission consideration
 If date falls on a weekend or holiday then due the next working day.

****MEETING MINIMUM REQUIREMENTS IS NOT A GUARANTEE OF ACCEPTANCE INTO THE PROGRAM.**

PROGRAM PROGRESSION REQUIREMENTS:

1. Students must earn a minimum grade of "C" in all courses within the major requirements including remaining Area F courses.
2. Students must maintain a 2.25 total institution overall GPA. An admitted student whose total institution GPA falls below 2.25 will be on probation for one semester. If the student's GPA remains below 2.25 after the probation semester, the student will be dropped from the program. The student may be re-admitted to the program only by the application process outlined above.
3. Students must complete the courses in sequence and complete all prerequisites. If a course is dropped or failed, then the student will be out of sequence and graduation will be delayed. These students may have to reapply to the major depending on circumstances, availability of space, and time elapsed between classes.
4. Majors that drop from the program due to personal reasons and wish to reapply at a later date must have courses and skills reevaluated to determine eligibility for the current curriculum and program.

NOTE: Students transferring into the Interior Design major from other majors or from other institutions may not be able to graduate necessarily within the traditional four-year period.

For additional information, contact the College of Health and Human Sciences Student Services Center at (912) 478-1931 or the Department of Hospitality, Tourism and Family and Consumer Sciences at (912) 478-5544.

The Interior Design Program is accredited by the Council for Interior Design Accreditation (CIDA) and the National Association of Schools of Art and Design (NASAD).

NURSING B.S.N., 126 HOURS

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills		9
Hours Area B - Institutional Options		
4 Hours Area C - Humanities and Fine Arts		
and Technology	6 Hours Area D - Science, Mathematics,	
	11 Hours	
<ul style="list-style-type: none"> CHEM 1140 - Introduction to General and Organic Chemistry (4) Environmental Science/Lab (4) Elective (Math/Science) (3) 		
Area E - Social Science		12
Hours		
<ul style="list-style-type: none"> Elective (3) 		
Area F - Courses Appropriate to Major		18
Hours		
<ul style="list-style-type: none"> BIOL 2240 - Microbiology (4) CHFD 2137 - Lifespan Development (3) KINS 2511 - Human Anatomy and Physiology I Lab (1) KINS 2512 - Human Anatomy and Physiology II Lab (1) KINS 2531 - Human Anatomy and Physiology I (3) KINS 2532 - Human Anatomy and Physiology II (3) *STAT 2231 - Introduction to Statistics (3) OR NTFS 2535 - Nutrition and Diet Therapy (3) 		
<i>* Statistics required unless taken in Area D</i>		
Health and Physical Education Activities		4
Hours		
<ul style="list-style-type: none"> HLTH 1520 - Healthful Living (2) Physical Education Activities (2) 		
Orientation		2
Hours		
<ul style="list-style-type: none"> FYE 1220 - First Year Seminar (2) 		
Major Requirements		57
Hours		
<ul style="list-style-type: none"> NURS 3111 - Professional Practice Competencies (1) NURS 3130 - Critical Inquiry: Nursing Research (3) NURS 3139 - Conceptual Basis for Nursing: Health Promotion (3) (RN-BSN and RN-MSN students only) NURS 3150 - Introduction to Professional Practice (5) NURS 3163 - Nursing Care of Adults (6) NURS 3221 - Pharmacologic and Integrative Therapeutics I (2) NURS 3222 - Pharmacologic and Integrative Therapeutics II (2) NURS 3230 - Health Assessment Across the Lifespan (3) NURS 3252 - Mental Health Nursing (5) NURS 3332 - Pathophysiology (3) NURS 4090 - Selected Topics in Nursing (1-6) NURS 4132 - Complementary Therapeutic Modalities (3) (RN-BSN and RN-MSN/CNS students only) NURS 4133 - Complex Nursing Concepts (3) (RN-BSN and RN-MSN/CNS students only) NURS 4138 - Nursing Leadership and Management: Health Promotion VIII (3) NURS 4160 - Nursing Leadership and Management: Principles and Practice (6) (RN-BSN and RN-MSN students only) NURS 4229 - Health Promotion: Critical Analysis of Nursing Concepts (2) NURS 4351 - Nursing Care of Developing Families (5) NURS 4352 - Nursing Care of Children (5) NURS 4353 - Community Health Nursing (5) NURS 4354 - Advanced Nursing Care of Adults (5) NURS 4728 - Nursing Leadership Preceptorship: Practicum VIII (2) NURS 4890 - Independent Study (1-3) 		
Elective		3
Hours		
Foreign Language - Optional		
Minor - Optional		

ADVISEMENT: Pre-Nursing majors are advised in the College of Health and Human Sciences Student Services Center, Hollis Building, Room 0107, (912) 478-1931. Nursing majors (BSN and LPN-BSN students) are advised in the School of Nursing, BSN Office, Nursing/Chemistry Building, Room 2002, (912) 478-5242. RN-BSN and RN-MSN students are advised in the School of Nursing, RN-BSN Office, Nursing/Chemistry Building, Room 2002, (912) 478-5994.

PROGRAM ADMISSION CRITERIA:

BSN Program applicants must meet the University entrance requirements as described in the University Catalog. All applicants must apply for admission to both the University and the School of Nursing. Once admitted to the University, students should contact the Student Services Center or the School of Nursing for advisement. Requirements for admission into the School of Nursing are based on requirements in place at

the time of application to the BSN Program. In order to be considered for admission to the BSN Program, prelicensure applicants must have met the following requirements:

1. Attained admission to Georgia Southern University;
2. Achieved a minimum cumulative grade point average of 3.0 or better on all attempted hours in the Core Curriculum in Areas A-F. Those students who hold a B.A. or B.S. degree must have a *cumulative* GPA of 3.0 for all course work.
3. Completed a minimum of 45 semester credit hours of required course work with a minimum grade of “C”;
4. Completed 12 hours of the 20 hours of required lab science course work, including 4 hours in Area F with a minimum grade of “C”;
Note: The student’s record of achievement in science and math courses will be an important consideration in the admission process.
5. Achieved a minimum score equivalent to or higher than the national passing composite score on the Admission Assessment Test (A²). The A² test scores must be submitted with the nursing application. Scores submitted for the A² Exam must reflect a test date no more than 12 months prior to application to the nursing program. (Contact the School of Nursing for test dates, locations, and applicable fees)
6. Returned the nursing application to the School of Nursing by the announced deadline;
7. For transfer students: Requested official transcript(s) for all college work attempted and assured that the transcripts have been received in the Admissions Office by the announced deadline.
8. Through the LPN-BSN Program, LPN students may be eligible to earn up to 9 credit hours by proficiency examination.

Applicants must have met the following requirements before enrollment in NURS 3150:

1. Maintained a minimum cumulative GPA of 3.0
2. Earned a minimum grade of “C” in Area A courses, Lab Sciences, Statistics, Anatomy and Physiology I and II with Labs, Lifespan Human Growth and Development, and Microbiology. Note: The student’s record of achievement in science and math courses will be an important consideration in the admission process.
3. Met School of Nursing clinical course requirements, including: (a) health history and physical examination; (b) essential performance standards for nursing practice; (c) immunization requirements including measles, rubella, and hepatitis B; (d) tuberculosis screening; (e) current American Heart Association CPR for Health Care Providers’ certification; (f) health professions student liability insurance; and (g) personal health insurance.
4. Participated in a School of Nursing orientation session.
5. For applicants holding a current valid health profession’s license (e.g., LPN, EMT, RT, RD), provided proof of licensure.

The BSN Program is a participant in the Georgia RN-BSN Articulation Model for registered nurses returning for the Bachelor of Science in Nursing (BSN) degree. After successful completion of 6 hours of specified junior level nursing courses, RN students will be awarded 29 credit hours in the nursing major. The following courses are specifically designed to meet the needs of the RN: NURS 3139, NURS 4133, NURS 4738, and are taken instead of NURS 4353 and NURS 4728.

RN applicants (RN-BSN and RN-MSN):

To be considered for admission to the Bachelor of Science in Nursing degree program, RN applicants must have met the following minimum requirements by the application deadline:

1. Attained admission to Georgia Southern University.
2. Achieved a minimum total institution GPA of 3.0 on all course work attempted or a minimum of 2.7 for provisional admission. (full admission after earning a “B” or better in 6 semester hours of nursing courses).
3. Completed a minimum of 45 semester hours of required course work.
4. Provided proof of current Georgia RN licensure.
5. Returned the nursing application to the School of Nursing.
6. Met the requirements of the Georgia RN-BSN Articulation Model.

RN applicants must have met the following requirements upon admission to the RN-BSN Program: School of Nursing clinical requirements including: (a) health history and physical examination; (b) immunization requirements including measles, rubella, and hepatitis B; (c) tuberculosis screening; (d) current American Heart Association CPR for Healthcare Providers’ certification; (e) health professions liability insurance for Registered Nurses; and (f) proof of personal health insurance.

Progression Requirements

1. BSN students must earn a minimum grade of “C” in all required nursing courses in the major in order to progress in the nursing program.
2. Students who earn a grade of “D” or less in a clinical (practicum) course may not continue in any subsequent or concurrent clinical course during the same semester until their academic and clinical performance is individually reviewed by the School of Nursing Student Affairs Committee and the course faculty. Based on this review, a determination will be made regarding the students’ progression in a subsequent clinical course during the same semester. A student who is not allowed to progress to a subsequent or concurrent clinical course during the same semester will be administratively withdrawn from the subsequent or concurrent clinical course during the same semester.
3. A student who earns a “D” or an “F” in a required nursing course and wishes to continue in the major must write a letter directed to the BSN Director requesting permission to continue in the nursing major. Students should submit the letter a minimum of one week prior to the anticipated date of reentry to the program. Requests to repeat a course are considered by the School of Nursing Undergraduate Student Affairs Committee on an individual basis and the student is notified in writing of the decision of the Committee. If approval is granted, the student may repeat the course at its next offering pending space availability.
4. Students given permission to repeat a required nursing course will be expected to complete a supplemental study program to remediate any areas of deficit identified by the student’s prior performance in the course. Approval for repeating a required nursing course and for progression in the nursing program is dependent on the reasons for unsuccessful performance in the course. Denial of a request to repeat

a required nursing course will result in the dismissal of the student from the nursing program. The student will be notified in writing of the faculty's decision.

5. Students who are unsuccessful in a second required nursing course must complete the following activities:
 - a. Attend a Diagnostic and Learning Prescription Conference in the School of Nursing. Conference participants will include: the student, the course faculty, the student's faculty advisor, and the BSN Program Director. A learning prescription addressing the needs of the student will be generated at the conference.
 - b. Successfully complete the learning prescription developed at the Diagnostic and Learning Prescription Conference during the next semester of enrollment.
6. A nursing student may repeat a required nursing course only one time. In addition, a student may repeat a maximum of two required nursing courses.
7. Dismissal from the nursing major does not affect the ability of the student to progress in the University in another major.
8. Strict adherence to the American Nurses' Association *Standards of Clinical Practice* and the *Code for Nurses* is required of all nursing students. Additionally, nursing students who are Registered Nurses are held accountable to the Georgia Nurse Practice Act for Registered Nurses. Failure to comply with these professional standards will result in review and action by the School of Nursing faculty and could result in the student's dismissal from the nursing program.

OTHER PROGRAM REQUIREMENTS:

Students are responsible for:

- Transportation for off-campus practicums and field trips.
- The purchase of uniforms, white shoes, stethoscope, and sphygmomanometer.
- Maintaining personal health and accident insurance coverage and professional liability insurance.
- Fees for selected achievement tests during junior and senior years.
- Additional expenses which may include the cost of a nursing pin, academic regalia rental, and state board licensing examinations fees.

For additional information, contact the BSN Program secretary, School of Nursing, Nursing/Chemistry Building, Room 2002, (912) 478-5242. RN students wishing to pursue the BSN degree (RN-BSN and RN-MSN students) should contact the RN-BSN Secretary, Nursing/Chemistry Building, Room 2002, (912) 478-5994.

The School of Nursing Programs are accredited by the Commission on Collegiate Nursing Education and approved by the Georgia Board of Nursing.

NUTRITION AND FOOD SCIENCE

B.S., 126 HOURS

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills		9
Hours Area B - Institutional Options		
4 Hours Area C - Humanities and Fine Arts		
and Technology	6 Hours Area D - Science, Mathematics,	
	11 Hours Area E - Social Science	
	12 Hours Area F - Courses	
Appropriate to Major		18 Hours

ACCT 2030 - Survey of Accounting (3)
 BIOL 2240 - Microbiology (4)
 CHEM 1140 - Introduction to General and Organic Chemistry (4)
 NTFS 2534 - Introductory Food Science (3)
 *Restricted electives (4-8) (If not taken in area D or E)

Health and Physical Education Activities		4
Hours		
HLTH 1520 - Healthful Living (2)		
Physical Education Activities (2)		

Orientation		2
Hours		
FYE 1220 - First Year Seminar (2)		

Nutrition and Food Science Core		28
Hours		

CHEM 2542 - Nutritional Biochemistry (4)
 HLTH 2510 - Medical Terminology (1)
 MGNT 3130 - Management and Organizational Behavior (3)
 NTFS 2514 - Professional Practice Strategies (1)
 NTFS 3534 - Human Nutrition (3)
 NTFS 3535 - Life Cycle Nutrition (3)
 NTFS 3536 - Meal Management (3)
 NTFS 4534 - Medical Nutrition Therapy I (3)
 NTFS 4536 - Metabolic Nutrition (3)
 NTFS 4538 - Medical Nutrition Therapy II (3)
 NTFS 4610 - Nutrition and Food Science Senior Seminar (1)

Areas of Emphasis (select <u>one</u> area)		26
Hours		

Dietetics Emphasis

HNRM 3324 - Foodservice Theory (2)
 NTFS 3537 - Advanced Food Science (3)
 NTFS 3538 - Quantity Food Systems Administration (3)
 NTFS 3730 - Quantity Food Practicum (3)
 NTFS 4535 - Community Nutrition (3)
 NTFS 4537 - Experimental Food Science (3)
 *Restricted Electives (9)

Community Nutrition Emphasis

HLTH 2130 - Foundations of Health Education (3)
 HLTH 3134 - Research Methods and Evaluation (3)
 HLTH 3230 - Community Health (3)
 NTFS 4535 - Community Nutrition (3)
 *Restricted Electives (14)

Food Science/Food Systems Administration

BUSA 3131 - Business Statistics (3)
 HNRM 3324 - Foodservice Theory (2)
 MKTG 3131 - Principles of Marketing (3)
 NTFS 3537 - Advanced Food Science (3)
 NTFS 3538 - Quantity Food Systems Administration (3)
 NTFS 3730 - Quantity Food Practicum (3)
 NTFS 4537 - Experimental Food Science (3)
 *Restricted electives (6)

Elective		3
Hours		

Foreign Language Requirement or "Significant International Content" Course		3 Hours
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ADVISEMENT: Contact the College of Health and Human Sciences Student Services Center, Room 0107, Hollis Building, (912) 478-1931, for information regarding admission and advisement.

PROGRAM ADMISSION CRITERIA:

- 2.0 GPA for Community Nutrition and Food Science/Food Service Administration Emphases.
- See below for admission criteria for the Dietetics Emphasis.

PROGRAM PROGRESSION REQUIREMENTS:

- Students must earn a minimum grade of "C" in all courses in Area F and within the major including non-major requirements.

-
- Students must also earn a minimum grade of “C” in a prerequisite course prior to registering for an advanced course.

- See below for additional program progression requirements for the Dietetics Emphasis.

Note: Nutrition and food science students who transfer courses in with less than a "C" grade may be required to repeat those courses to meet pre-requisite and major requirements.

Initially accredited Didactic Program in Dietetics (DPD), Commission on Accreditation for Dietetic Education (CADE), American Dietetic Association, 120 S. Riverside Plaza, Suite 2000, Chicago, IL 60606-6995. Phone: (800) 877-1600. Web: <http://www.eatright.org>.

**The following courses are required of all students majoring in Nutrition and Food Science with a Dietetic Emphasis. These courses include: KINS 2531/2511 - Human Anatomy and Physiology I (4), KINS 2532/2512 - Human Anatomy and Physiology II (4), SOCI 1101 - Introduction to Sociology (3) OR ANTH 1102 - Introduction to Anthropology (3), PSYC 1101 - Introduction to Psychology (3), STAT 2231 - Introduction to Statistics (3), CISM 1110 - Computer Applications (1) and CISM 1120 - Computer Concepts (2). Any of these courses not taken in the Core or in Area F should be taken in the Non-Major Requirements area. Any available hours beyond these may be taken as Free Electives.*

Dietetics Emphasis (Didactic Program in Dietetics) Admission Criteria:

- Attain admission to Georgia Southern University.
- Have a minimum of second semester sophomore status (45 semester hours completed) upon applying for the program.
- Achieve a minimum total overall institution GPA of 3.0 or better on all course work attempted (transfer course work and work completed at Georgia Southern University are considered).
- Complete a minimum of the following courses with a minimum grade of "C":
 - ACCT 2030 - Survey of Accounting (3)
 - CHEM 1140 - Introduction to General, Organic, and Biochemistry (4)
 - CISM 1110 - Computer Applications (1) and CISM 1120 - Computer Concepts
 - KINS 2531 - Human Anatomy and Physiology I (3) and KINS 2511 - Human Anatomy and Physiology I Lab (1)
 - NTFS 2514 - Professional Practice Strategies (1)
 - NTFS 2534 - Introductory Food Science (3)
 - NTFS 3534 - Human Nutrition (3)
 - STAT 2231 - Introduction to Statistics I (3)
- Students transferring in from an American Dietetic Association-accredited Didactic Program in Dietetics from another school are required to have their transcript(s) evaluated by the Didactic Program in Dietetics (DPD) Director who is responsible for determining which dietetics courses remain to be taken and which dietetics courses receive transfer credit. Adequate time must be allowed for scheduling, review and notification. Students from other institutions are bound by admission and progression requirements of the Dietetics program at Georgia Southern University.

Application Process for Admission to the Dietetics Emphasis (Didactic Program in Dietetics):

Admission to the program is made for the Fall semester. The following completed Admission Package must be turned in to the DPD Director in order for the candidate to be considered:

1. Official Application
2. Letter of Intent
3. Verification of grades with official transcripts of all schools attended including this university (WINGS accepted); mid-term verification of grades for all required courses in process (Students in the process of taking any of the prerequisite courses for the emphasis will be required to submit a mid-term grade from the professor. Final acceptance into the program is contingent upon the final grade received in the courses.)

Application deadline: February 15th (If this date falls on a weekend or holiday then the application is due on the next working day.)

****MEETING MINIMUM REQUIREMENTS IS NOT A GUARANTEE OF ACCEPTANCE INTO THE PROGRAM.**

Program Progression Requirements:

1. Students must earn a minimum grade of "C" in all courses within the major requirements including remaining Area F courses.
2. Students must maintain a 2.8 total institution overall GPA. An admitted student whose total institution GPA falls below 2.8 will be on probation for one semester. If the student's GPA remains below 2.8 after the probation semester, the student will be dropped from the program. The student may be re-admitted to the program only by the application process outlined above.
3. Students must complete the courses in sequence and complete all prerequisites. If a course is dropped or failed, then the student will be out of sequence and graduation will be delayed. These students may have to reapply to the dietetics emphasis depending on circumstances, availability of space, and time elapsed between classes.
4. Majors that drop from the program due to personal reasons and wish to reapply at a later date must have courses and skills reevaluated to determine eligibility for the current curriculum and program.

Note: Students transferring into the Nutrition and Food Science: Dietetics Emphasis from other majors or NTFS emphases may not be able to graduate necessarily within the traditional four-year period. In addition, students who transfer in with less than a "C" grade will be required to repeat those courses to meet pre-requisite and major requirements.

RECREATION B.S., 126 HOURS

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills		9
Hours Area B - Institutional Options		
4 Hours Area C - Humanities and Fine Arts		
and Technology	6 Hours Area D - Science, Mathematics,	
	11 Hours Area E - Social Science	
	12 Hours Area F - Courses	
Appropriate to Major		18 Hours
CHFD 2137 - Lifespan Development (3) OR CHFD 2134 - Family Development (3)		
CISM 1120 - Computer Concepts (2) and CISM 1110 - Computer Applications (1) OR CISM 2530 - Advanced Business Applications (3)		
RECR 1530 - Foundations of Recreation and Leisure (3)		
RECR 2530 - Leadership and Programming in Leisure (3)		
Select 6 hours from the following:		
ACCT 2030 - Survey of Accounting (3)		
ANTH 1102 - Introduction to Anthropology (3)		
BIOL 2107 - Principles of Biology I (3)		
BIOL 2108 - Principles of Biology II (3)		
CHFD 2135 - Child Development (3)		
COMM 2332 - Introduction to Mass Communication (3)		
CRJU 1100 - Introduction to Criminal Justice (3)		
GEOG 1101 - Introduction to Human Geography (3)		
GEOG 1130 - World Regional Geography (3)		
HLTH 2130 - Foundations of Health Education (3)		
JOUR 2331 - Introduction to Journalism (3)		
POLS 2101 - Introduction to Political Science (3)		
PSYC 1101 - Introduction to Psychology (3)		
SMGT 2130 - Introduction to Sport Management (3)		
SOC 1101 - Introduction to Sociology (3)		
STAT 2231 - Introduction to Statistics I (3)		
Health and Physical Education Activities		4
Hours		
HLTH 1520 - Healthful Living (2)		
Physical Education Activities (2)		
Orientation		2
Hours		
FYE 1220 - First Year Seminar (2)		
Major Requirements		27
Hours		
RECR 3236 - Planning Recreation Areas and Facilities (3)		
RECR 4430 - Financial and Legal Dimensions (3)		
RECR 4435 - Managing Recreation Organizations (3)		
RECR 4530 - Marketing Recreation Services (3)		
RECR 4536 - Evaluation and Research (3)		
RECR 4790 - Internship (12)		
Areas of Emphasis (select one area)		12-16 Hours
<u>Therapeutic Recreation</u>		
KINS 2531 - Human Anatomy and Physiology I (3) and KINS 2511 - Human Anatomy and Physiology I Laboratory (1)		
RECR 3130 - Introduction to Therapeutic Recreation (3)		
RECR 3135 - Therapeutic Recreation Practice Concepts (3)		
RECR 4130 - Assessment and Documentation in Therapeutic Recreation (3)		
RECR 4135 - Therapeutic Recreation Intervention Techniques (3)		
<u>Natural and Cultural Resource Management</u>		
RECR 3230 - Adventure Education (3)		
RECR 3235 - Introduction to Natural and Cultural Resource Management (3)		
RECR 4230 - Resource Management and Interpretation (3)		
Directed Upper Division Recreation Elective (3)		
<u>Tourism and Community Leisure Services</u>		
RECR 3335 - Dynamics of Tourism (3)		
RECR 3430 - Conference and Event Planning (3)		
Directed Upper Division Recreation Elective (3)		
Directed Upper Division Recreation Elective (3)		
Non-Recreation Courses		11-15 Hours
Suggested Minors or areas of interest include: Anthropology, Biology, Business, Child and Family Development, Community Health, Criminal Justice, Geography, Geographic Information Science, History, Hotel & Restaurant Management, Journalism, Kinesiology, Marketing, Management, Public Relations, Psychology, Regional Economic Development, Sociology, Sport Management		
Foreign Language or International Studies Elective		3
Hours		

ADVISEMENT: Contact the College of Health and Human Sciences Student Services Center, Hollis Building, Room 0107, (912) 478-1931 for more information regarding admission and advising requirements.

PROGRAM ADMISSION CRITERIA:

- 2.0 GPA for Therapeutic Recreation, Natural and Cultural Resource Management, and Tourism and Community Leisure Services
- 2.00 GPA to enroll in Internship
- Students must have completed all Area A requirements and RECR 1530 prior to admission to the program.

OTHER PROGRAM REQUIREMENTS:

- A minimum grade of "C" is required for each RECR or non-RECR course taken in Area F, Major Requirements, Areas of Emphasis, and Non-Recreation Courses.

SPORTS MANAGEMENT B.S., 126 HOURS

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills		9
Hours Area B - Institutional Options		
4 Hours Area C - Humanities and Fine Arts		
and Technology	6 Hours Area D - Science, Mathematics,	
	11 Hours Area E - Social Science	
	12 Hours Area F - Courses	
Appropriate to Major		18 Hours
Guided Elective (3)		
ACCT 2030 - Survey of Accounting (3)		
SMGT 2130 - Introduction to Sport Management (3)		
SMGT 2230 - Social Issues in Sport (3)		
STAT 2231 - Introduction to Statistics I (3)		
Select <u>three</u> hours from the following:		
RECR 2330 - Computer Applications in Recreation and Sport Management (3)		
CISM 1120 - Computer Concepts (2)		
CISM 1110 - Computer Applications (1)		
Health and Physical Education Activities		4
Hours		
HLTH 1520 - Healthful Living (2)		
Physical Education Activities (2)		
Orientation		2
Hours		
FYE 1220 - First Year Seminar (2)		
Major Requirements		36
Hours		
SMGT 3230 - Economics of Sport (3)		
SMGT 3236 - Financial Management of Sport (3)		
SMGT 3238 - Management of Sport Organizations (3)		
SMGT 3330 - Sport Promotion and Marketing (3)		
SMGT 4330 - Facility and Event Management (3)		
SMGT 4336 - Sport Business Operations (3)		
SMGT 4337 - Legal Aspects of Sport (3)		
SMGT 4338 - Sport Policy Development (3)		
SMGT 4735 - Internship (12)		
Non-Sport Management Courses		18
Hours		
<i>Business Minor (12)</i>		
BUSA 3134 - Accounting for Management (3) OR FINC 3131 - Principles of Corporate Finance (3)		
MGNT 3130 - Management and Organizational Behavior (3)		
MGNT 3134 - Behavior in Organizations (3)		
MKTG 3131 - Principles of Marketing (3)		
Guided Elective I (3)		
Guided Elective II (3)		
Foreign Language or International Studies Elective		3
Hours		
Elective		3
Hours		

ADVISEMENT: Contact the College of Health and Human Sciences Student Services Center, Hollis Building, Room 0107, (912) 478-1931 for more information regarding admission and advising requirements.

PROGRAM ADMISSION CRITERIA:

- Students must have a 2.25 GPA for admission to the degree program.
- Students must have completed all Area F requirements with a minimum grade of “C” before admission to the program.
- Students must have a 2.25 GPA to enroll in the internship.

PROGRAM PROGRESSION REQUIREMENTS:

- Students must earn minimum grade of “C” in all Area F courses and within the major requirements, including guided electives.

College of Information Technology

Interim Dean: Ronald E. Shiffler
 Information Technology Room 3400
 P.O. Box 7995
 (912) 478-7412
 E-mail address: shiffler@georgiasouthern.edu

Acting Associate Dean: Robert Cook
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 (912) 478-5146
 E-mail address: bobcook@georgiasouthern.edu

The College of Information Technology at Georgia Southern University started operations on July 1, 2003. At the undergraduate level, we administer the Bachelor of Science degree programs in computer science and information technology and are responsible for delivering the BBA in Information Systems for the College of Business Administration (COBA). In addition, we offer minors in Information Systems, Information Technology and Computer Science. At the graduate level, we deliver courses for the Master of Science in Mathematics with the Computer Science concentration, the Master of Business Administration with the Information Systems concentration, and the Master of Science in Applied Engineering/Information Technology Option degrees. The College of Information Technology has earned national accreditations for its degree programs from ABET, Inc., which accredits programs in engineering, technology, computing, and applied science, and from AACSB International, which accredits business and accounting programs at the institutional level. The computer science and information technology degree programs are accredited by the Computing Accreditation Commission of ABET. The information systems degree program is not accredited by the Computing Accreditation Commission of ABET. Similarly, the information systems degree program is a business degree that is included in the AACSB International accreditation of the business school. The computer science and information technology degree programs are not accredited by AACSB International.

STRUCTURE

Department of Computer Sciences

James Harris, Chair
 Professors: J. Bradford, R. Cook, V. Jovanovic, A. Pierce
 (Emeritus), W. Zhang
 Associate Professors: A. Greca, J. Harris
 Assistant Professors: D. Acharya, K. Bell, L. Li, Y. Li.

Department of Information Systems

Thomas Case, Chair
 Professors: T. Case, J. Pickett (Emeritus), R. Wells (Emeritus), S. Williams
 Associate Professors: J. Dyer, K. Elder, A. Gardiner, H. Han, H. Kung, R. MacKinnon, C. Rogers, M. Tabatabaei, J. Whitworth
 Assistant Professors: P. Rutner

Department of Information Technology

J. Art Gowan, Chair
 Professors: A. Gowan
 Associate Professors: C. Aasheim, A. Zhang
 Assistant Professors: C. Kadlec, T. Mirzoev, J. O'Malley, J. Shropshire

PROGRAMS - UNDERGRADUATE

Computer Science

When introduced in 1983, the main emphasis was to provide a solid foundation in algorithm design and implementation based upon a strong background in mathematics. Since that time we have expanded our offerings to include more theoretical-based computer science courses while retaining the original objective. We also have strengthened the program with "core" courses in computer science that reflect a broader emphasis and a greater variety of electives.

The main objective of our program is to provide a quality undergraduate program for those students that enroll in the B.S. in Computer Science major at Georgia Southern University. This involves providing a solid foundation in the design, implementation, and application of computer software systems, a thorough understanding of the theoretical concepts underlying computer science, a functional background in computer hardware systems, and a solid understanding of mathematics.

Outcomes: Each graduate of the program should:

- Understand the concepts that underlie computer science;
- Have a foundation in the design, implementation, integration and testing of software systems;
- Have experience with computer hardware systems;
- Have communication and interaction skills necessary for teamwork;
- Have experience with practical and applied information technology;
- Understand their professional and ethical responsibilities.

Information Systems

The Information systems (IS) program is historically the oldest computing degree program at Georgia Southern University and it has the largest alumni base. The IS degree program combines knowledge of leading edge information technologies with an understanding of the ever changing needs of today's dynamic business environment. As such, it attracts students who are interested in working with technology to find solutions to business problems. While a fundamental understanding of information technology is a cornerstone of the degree, an equally important and distinguishing element of the IS degree is a solid foundation in basic business functions. Students may choose to major in general Information Systems or in one of ten emphasis areas, namely Accounting Information Systems, Business Application Development, Business Intelligence, Electronic Commerce, Enterprise Security, Enterprise Resource Planning Systems, Human Resource Information Systems, Logistics Information Systems, Technology Entrepreneurship, Technology Sales and Marketing Information Systems. Students who complete the Enterprise Resources Planning emphasis also satisfy the requirements for a certificate from SAP America.

Outcomes: Each graduate of the program should display:

- An ability to apply knowledge of computing and mathematics appropriate to the discipline.
- An ability to analyze a problem, and identify and define the business and system requirements appropriate to its solution.
- An ability to design, implement, and evaluate a computer-based information system, process, component, or program to meet desired goals.

- An ability to function effectively on teams to accomplish a common goal.
- An understanding of professional, ethical, and social responsibilities.
- An ability to communicate effectively with a range of audiences.
- An ability to analyze the impact of computing on individuals, organizations, and society, including ethical, legal, security, and global policy issues.
- Recognition of the need for, and an ability to engage in, continuing professional development.
- An ability to use current techniques, skills, and tools necessary for computing practice.
- An understanding of processes that support the delivery and management of information systems within a specific application environment.
- An ability to identify and analyze organizational needs and take them into account in the selection, creation, evaluation, and administration of computer-based information systems.
- An ability to assist in the creation of an effective project plan.

Information Technology

IT professionals focus on meeting the needs of users within an organizational and societal context through the selection, creation, application, integration and administration of computing technologies. They must, therefore, have a good understanding of the various information technologies and the type of activity the organization is involved in. The B.S. IT prepares students for careers as IT professionals. Students are required to complete thirteen core courses, an internship experience, an IT specialization area, and a six course second discipline.

The Department of Information Technology promotes Information Technology as a profession and as an academic discipline.

To pursue this mission, we provide world-class educational programs to prepare students for a range of careers or graduate study in the field of Information Technology, conduct innovative research in all aspects of Information Technology and its applications, and participate in consulting and economic development activities in support of the Mission of Georgia Southern University.

Outcomes: Each graduate of the program should be able to:

- Demonstrate expertise in the core information technologies;
- Demonstrate sufficient understanding of an application domain to be able to develop IT applications suitable for that application domain;
- Identify and define the requirements that must be satisfied to address the problems or opportunities faced by an organization or individual;
- Design effective and usable IT-based solutions and integrate them into the user environment;
- Demonstrate an understanding of best practices and standards and their application to the user environment;
- Identify and evaluate current and emerging technologies and assess their applicability to address individual and organizational needs;
- Create and implement effective project plans for IT-based systems;
- Work effectively in project teams to develop and/or implement IT-based solutions;
- Communicate effectively and efficiently with clients, user and peers, both orally and in writing;

- Demonstrate independent critical thinking and problem solving skills;
- Demonstrate an understanding of the impact of technology on individuals, organizations and society, including ethical, legal and policy issues;
- Demonstrate an understanding of the need for continued learning throughout their career.

Information Technology - WebBSIT

The Georgia WebBSIT program has two primary purposes. The first purpose is to produce IT graduates with the knowledge, skills, and abilities to meet the needs of Georgia employers. IT graduates use computer software and hardware tools and applications to develop, support, and manage the technology infrastructure within organizations. The program objectives are as follows.

Graduates of the Georgia WebBSIT will be able to:

1. Use and apply current IT discipline-related concepts and practices.
2. Identify and analyze organizational and individual problems or opportunities in the IT realm and define requirements for addressing them when an IT solution is appropriate.
3. Design and develop effective, IT-based solutions and integrate them into the user environment.
4. Create and implement effective project plans.
5. Identify and investigate current and emerging technologies and assess their applicability to address individual and organizational needs.
6. Analyze the impact of technology on individuals, organizations, and society.
7. Collaborate in teams to accomplish common goals.
8. Communicate effectively and efficiently.
9. Recognize the qualities necessary to succeed in a professional environment.

These objectives are in keeping with emerging program and curricular standards for IT education, as well as with the goals and objectives of the traditional BSIT programs of the collaborating institutions.

The second purpose of the program relates to access. Georgia WebBSIT will provide access to a BSIT education for Georgia citizens who would otherwise be unable to pursue such training within the State. These include, for example, people who interrupted their educations to take jobs as soon as they had enough skills to work in IT and who would now like to complete their degrees; other working undergraduates with particular imperatives for “any time/any place” learning; stay-at-home parents who wish to upgrade their skills; and separating military personnel who would like to retrain and remain in Georgia.

ADVISEMENT

Undergraduate

Academic advisement for Computer Sciences and Information Technology students is conducted through the College of Information Technology Office of Student Services.

Location: Room 1208, College of Information Technology
Telephone: (912) 478-7667

Advisement for students enrolled in the BBA Information Systems is provided through the College of Business Administration Office of Student Services.

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

Graduate

The Department of Information Systems delivers a variety of 7000-level courses that enable MBA students to complete an IS concentration.

Academic advisement for Master of Business Administration students occurs in the Graduate Studies Office in the College of Business Administration.

Location: Room 1133, College of Business Administration
Telephone: (912) 478-5767

The Department of Computer Sciences offers a M.S. degree jointly with the Department of Mathematics. The options are listed in the Jack N. Averitt College of Graduate Studies section of the catalog.

**EXPERIENTIAL LEARNING
OPPORTUNITIES**

Internships

Internship opportunities are available for all undergraduate programs in the College of Information Technology and are required for students majoring in Information Technology. Internships are supervised work-study programs, designed to allow students an opportunity to receive practical experience in their chosen field of study. Students should consult with the College of Information Technology Office of Student Services for further information.

Cooperative Education

Co-ops allow students the opportunity to gain work experience related to their academic major while earning a salary. To participate in a cooperative education opportunity, a student must have completed at least 30 semester hours of instruction, have a grade point average of at least 2.5, and be willing to participate in a minimum of two alternating co-op work semesters. Work responsibilities and salaries are determined by the employer. Co-op students register for the designated Cooperative Education section. This is a non-credit course.

College of Information Technology Programs - Undergraduate

COMPUTER SCIENCE B.S., 126 HOURS

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills		9
Hours Area B - Institutional Options		
4 Hours Area C - Humanities and Fine Arts		
.....	6 Hours	
ENGL 2111 - World Literature I (3) OR ENGL 2112 - World Literature II (3)		
COMM 1110 - Principles of Public Speaking (3)		
Area D - Science, Mathematics, and Technology		11
Hours		
Area E - Social Science		12
Hours		
Area F - Courses Appropriate to Major		18
Hours		
CSCI 1301 - Programming Principles I (4)		
CSCI 1302 - Programming Principles II (3)		
CSCI 2120 - Computers, Ethics, and Society (2)		
MATH 2130 - Discrete Mathematics (3)		
MATH 2242 - Calculus II (4) (<i>if not taken in Area D</i>)		
STAT 2231 - Introduction to Statistics (3)		
Electives from list: (3)		
CSCI 1230 - BASIC Programming (3)		
CSCI 1232 - FORTRAN Programming (3)		
Health and Physical Education Activities		4
Hours		
HLTH 1520 - Healthful Living (2)		
Physical Education Activities (2)		
Orientation		2
Hours		
FYE 1220 - First Year Seminar (2)		
Specific Requirements		7-10
Hours		
STAT 2231 - Introduction to Statistics (3) (<i>if not taken in Area F</i>)		
Foreign Language - 2001 or higher (3) OR International Content Course (3)		
Select <u>one</u> of the following Second Lab Science sequence courses: (<i>first course in sequence assumed taken in Area D</i>)		
BIOL 2108 - Principles of Biology II (3) and BIOL 2108L - Principles of Biology II Lab (1)		
BIOL 3133 - Evolution and Ecology (3) and BIOL 3113 - Evolution and Ecology Lab (1)		
CHEM 1146 - General Chemistry II (4)		
GEOL 1122 - General Historical Geology (4)		
PHYS 1112 - Introduction to Physics II (3) and PHYS 1114 - Physics Lab II (1)		
PHYS 2212 - Introduction to Physics II (3) and PHYS 1114 - Physics Lab II (1)		
Major Requirements		40
Hours		
CSCI 3230 - Data Structures (3)		
CSCI 3231 - Logic Circuits and Microprocessors (3)		
CSCI 3232 - Systems Software (3)		
CSCI 3236 - Theoretical Foundations (3)		
CSCI 4890 - Directed Study in Computer Science (1)		
CSCI 5330 - Algorithm Design and Analysis (3)		
CSCI 5331 - Computer Architecture (3)		
CSCI 5332 - Data Communications and Networking (3)		
CSCI 5335 - Object Oriented Design (3)		
CSCI 5432 - Database Systems (3)		
CSCI 5530 - Software Engineering (3)		
Select <u>three</u> of the following elective courses:		
CSCI 5090 - Selected Topics (3)		
CSCI 5230 - Discrete Simulation (3)		
CSCI 5235 - Human Computer Interaction (3)		
CSCI 5430 - Artificial Intelligence (3)		
CSCI 5431 - Computer Security (3)		
CSCI 5436 - Distributed Web System Design (3)		
CSCI 5437 - Computer Graphics (3)		
CSCI 5438 - Animation (3)		
CSCI 5439 - Game Programming (3)		
CSCI 5531 - Systems Assurance Standards and Processes (3)		
CSCI 5532 - Network Management Systems (3)		
CSCI 5534 - Software Testing and Quality Assurance (3)		
CSCI 5537 - Broadband Networks (3)		
CSCI 5538 - Wireless and Mobile Systems (3)		

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CSCI 5539 - Optical Networks (3)

Electives
Hours

.....

10-13

CERTIFICATES: Students can earn certificates in one or more of the following areas by completing the course requirements shown below:

Broadband and Mobile Systems Certificate (Complete any three courses)

CSCI 5532 - Network Management Systems (3)

CSCI 5537 - Broadband Networks (3)

CSCI 5538 - Wireless and Mobile Systems (3)

CSCI 5539 - Optical Networks (3)

Network and Computer Security Certificate

CSCI 5431 - Computer Security (3)

CSCI 5531 - Systems Assurance Standards and Processes (3)

CSCI 5532 - Network Management Systems (3)

Game Programming Certificate (Complete any three courses)

CSCI 5235 - Human Computer Interaction (3)

CSCI 5437 - Computer Graphics (3)

CSCI 5438 - Animation (3)

CSCI 5439 - Game Programming (3)

Software Engineering Certificate

CSCI 5235 - Human Computer Interaction (3)

CSCI 5436 - Distributed Web System Design (3)

CSCI 5534 - Software Testing and Quality Assurance (3)

In addition to completing the course requirements for a certificate, in order to receive a certificate it is necessary to complete the B.S. in Computer Sciences degree program.

ADVISEMENT: College of Information Technology Office of Student Services, Room 1208, College of Information Technology, Telephone: (912) 478-7886 for pre-CS (computer science), while CS majors are advised by CS.

PROGRAM ADMISSION CRITERIA: A student must have completed both MATH 2130 and CSCI 1301 (Programming Principles I) with a "C" or better and be enrolled in CSCI 1302 in order to be accepted as a major in Computer Science. Otherwise, a student declaring a major in Computer Sciences will be declared a "Pre-Computer Science" major.

OTHER PROGRAM REQUIREMENTS: A minimum grade of "C" is required for each CSCI course taken in the major. This applies to all courses (lower and upper division).

INFORMATION SYSTEMS B.B.A., 126 HOURS

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills	9 Hours
Area B - Institutional Options.....	4 Hours
*Area C - Humanities and Fine Arts.....	6 Hours
*Area D - Science, Mathematics, and Technology.....	11 Hours
*Area E - Social Science	12 Hours
Area F - Courses Appropriate to Major.....	18 Hours
ACCT 2101 - Financial Accounting (3)	
ACCT 2102 - Managerial Accounting (3)	
BUSA 1105 - Introduction to Business (3)	
CISM 2530 - Advanced Business Applications (3)	
ECON 2106 - Business Economics (3)	
LSTD 2106 - Legal Environment of Business (3)	
Health and Physical Education Activities	4 Hours
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
Orientation.....	2 Hours
FYE 1220 - First Year Seminar (2)	
Specific Requirements Beyond Area A-F.....	27 Hours
BUSA 3131 - Business Statistics (3)	
BUSA 3132 - Quantitative Analysis (3)	
BUSA 4131 - Strategic Management (3)	
CISM 4135 - Project Management and Development (3)	
CSCI 1236 - Introduction to Java Programming (3) OR CISM 2030 - Introduction to Information Systems (3)	
FINC 3131 - Principles of Corporate Finance (3)	
MGNT 3130 - Management and Organizational Behavior (3)	
MGNT 3430 - Operations Management (3)	
MKTG 3131 - Principles of Marketing (3)	
Major Requirements.....	24 Hours
CISM 2230 - Advanced Java (3)	
CISM 3134 - Data Communications (3)	
CISM 3135 - Systems Analysis and Design (3)	
CISM 4134 - Database Management (3)	
CISM 4136 - Global Information Resource Management (3)	
Select <u>three</u> of the following:	
CISM 3235 - Application Development with COBOL (3)	
CISM 3236 - Web Database Development (3)	
CISM 3237 - Visual Basic.Net Windows and Web Applications Programming (3)	
CISM 3331 - Principles of Enterprise Information Systems Security (3)	
CISM 4234 - Application Development with Objects (3)	
CISM 4236 - AS/400 and Its Applications (3)	
CISM 4237 - Business Intelligence (3)	
CISM 4238 - Network Administration (3)	
CISM 4331 - Point of Sales Technologies (3)	
CISM 4332 - Electronic Business (3)	
CISM 4334 - Enterprise Resource Planning Systems Using SAP (3)	
CISM 4335 - Advanced Business Application Programming (ABAP) for the SAP/ERP System (3)	
CISM 4336 - ERP and Enterprise Performance (3)	
CISM 4434 - Enterprise System Configuration (3)	
CISM 4790 - Internship in Information Systems (3)	
CISM 4830 - Special Problems in Information Systems (3)	
CISM 4890 - Directed Studies in Information Systems (3)	
CISM 5131 - Fundamentals of Computer Forensics (3)	
CISM - Upper Division Course approved by an Advisor	
Electives	9 Hours

Electives should be chosen in consultation with the student's advisor.

ADVISEMENT: College of Business Administration Student Services Center, Business Administration Bldg, (912) 478-0085.

*Area C - Recommended COMM 1110 - Principles of Public Speaking (3)

*Area D - Required MATH 1232 - Survey of Calculus (3)

*Area E - Recommended PSYC 1101 - Introduction to Psychology (3) or SOCI 1101 - Introduction to Sociology (3)

INFORMATION SYSTEMS B.B.A., 126 HOURS (Accounting Information Systems Emphasis)

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills	9 Hours
Area B - Institutional Options	4 Hours
*Area C - Humanities and Fine Arts	6 Hours
*Area D - Science, Mathematics, and Technology	11 Hours
*Area E - Social Science	12 Hours
Area F - Courses Appropriate to Major	18 Hours
ACCT 2101 - Financial Accounting (3)	
ACCT 2102 - Managerial Accounting (3)	
BUSA 1105 - Introduction to Business (3)	
CISM 2530 - Advanced Business Applications (3)	
ECON 2106 - Business Economics (3)	
LSTD 2106 - Legal Environment of Business (3)	
Health and Physical Education Activities	4 Hours
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
Orientation	2 Hours
FYE 1220 - First Year Seminar (2)	
Specific Requirements Beyond Area A-F	27 Hours
BUSA 3131 - Business Statistics (3)	
BUSA 3132 - Quantitative Analysis (3)	
BUSA 4131 - Strategic Management (3)	
CISM 4135 - Project Management and Development (3)	
CSCI 1236 - Introduction to Java Programming (3) OR CISM 2030 - Introduction to Information Systems (3)	
FINC 3131 - Principles of Corporate Finance (3)	
MGNT 3130 - Management and Organizational Behavior (3)	
MGNT 3430 - Operations Management (3)	
MKTG 3131 - Principles of Marketing (3)	
Major Requirements	27 Hours
ACCT 3131 - Intermediate Accounting I (3)	
ACCT 3132 - Intermediate Accounting II (3)	
ACCT 4130 - Accounting Information Systems (3)	
ACCT 4430 - Auditing (3)	
CISM 2230 - Advanced Java (3)	
CISM 3134 - Data Communications (3)	
CISM 3135 - Systems Analysis and Design (3)	
CISM 4134 - Database Management (3)	
CISM 4136 - Global Information Resource Management (3)	
Electives	6 Hours
Electives should be chosen in consultation with the student's advisor.	

ADVISEMENT: College of Business Administration Student Services Center, Business Administration Bldg, (912) 478-0085.

**Area C - Recommended COMM 1110 - Principles of Public Speaking (3)*

**Area D - Required MATH 1232 - Survey of Calculus (3)*

**Area E - Recommended PSYC 1101 - Introduction to Psychology (3) or SOCI 1101 - Introduction to Sociology (3)*

INFORMATION SYSTEMS

B.B.A., 126 HOURS

(Business Application Development Emphasis)

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills	9 Hours
Area B - Institutional Options	4 Hours
*Area C - Humanities and Fine Arts	6 Hours
*Area D - Science, Mathematics, and Technology	11 Hours
*Area E - Social Science	12 Hours
Area F - Courses Appropriate to Major	18 Hours
ACCT 2101 - Financial Accounting (3)	
ACCT 2102 - Managerial Accounting (3)	
BUSA 1105 - Introduction to Business (3)	
CISM 2530 - Advanced Business Applications (3)	
ECON 2106 - Business Economics (3)	
LSTD 2106 - Legal Environment of Business (3)	
Health and Physical Education Activities	4 Hours
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
Orientation	2 Hours
FYE 1220 - First Year Seminar (2)	
Specific Requirements Beyond Area A-F	27 Hours
BUSA 3131 - Business Statistics (3)	
BUSA 3132 - Quantitative Analysis (3)	
BUSA 4131 - Strategic Management (3)	
CISM 4135 - Project Management and Development (3)	
CSCI 1236 - Introduction to Java Programming (3) OR CISM 2030 - Introduction to Information Systems (3)	
FINC 3131 - Principles of Corporate Finance (3)	
MGNT 3130 - Management and Organizational Behavior (3)	
MGNT 3430 - Operations Management (3)	
MKTG 3131 - Principles of Marketing (3)	
Major Requirements	27 Hours
CISM 2230 - Advanced Java (3)	
CISM 3134 - Data Communications (3)	
CISM 3135 - Systems Analysis and Design (3)	
CISM 4134 - Database Management (3)	
CISM 4136 - Global Information Resource Management (3)	
Select <u>four</u> of the following:	
CISM 3235 - Application Development with COBOL (3)	
CISM 3236 - Web Database Development (3)	
CISM 3237 - Visual Basic.Net Windows and Web Applications Programming (3)	
CISM 4234 - Application Development with Objects (3)	
CISM 4236 - AS/400 and Its Applications (3)	
CISM 4332 - Electronic Business (3)	
CISM 4335 - Advanced Business Applications Programming (ABAP) for the SAP/ERP System (3)	
IT 3234 - Systems Acquisition Integration and Implementation (3)	
Electives	6 Hours
Electives should be chosen in consultation with the student's advisor.	

ADVISEMENT: College of Business Administration Student Services Center, Business Administration Bldg, (912) 478-0085.

*Area C - Recommended COMM 1110 - Principles of Public Speaking (3)

*Area D - Required MATH 1232 - Survey of Calculus (3)

*Area E - Recommended PSYC 1101 - Introduction to Psychology (3) or SOCI 1101 - Introduction to Sociology (3)

INFORMATION SYSTEMS B.B.A., 126 HOURS (Business Intelligence Emphasis)

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills	9 Hours
Area B - Institutional Options	4 Hours
*Area C - Humanities and Fine Arts	6 Hours
*Area D - Science, Mathematics, and Technology	11 Hours
*Area E - Social Science	12 Hours
Area F - Courses Appropriate to Major	18 Hours
ACCT 2101 - Financial Accounting (3)	
ACCT 2102 - Managerial Accounting (3)	
BUSA 1105 - Introduction to Business (3)	
CISM 2530 - Advanced Business Applications (3)	
ECON 2106 - Business Economics (3)	
LSTD 2106 - Legal Environment of Business (3)	
Health and Physical Education Activities	4 Hours
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
Orientation	2 Hours
FYE 1220 - First Year Seminar (2)	
Specific Requirements Beyond Area A-F	27 Hours
BUSA 3131 - Business Statistics (3)	
BUSA 3132 - Quantitative Analysis (3)	
BUSA 4131 - Strategic Management (3)	
CISM 4135 - Project Management and Development (3)	
CSCI 1236 - Introduction to Java Programming (3) OR CISM 2030 - Introduction to Information Systems (3)	
FINC 3131 - Principles of Corporate Finance (3)	
MGNT 3130 - Management and Organizational Behavior (3)	
MGNT 3430 - Operations Management (3)	
MKTG 3131 - Principles of Marketing (3)	
Major Requirements	27 Hours
CISM 2230 - Advanced Java (3)	
CISM 3134 - Data Communications (3)	
CISM 3135 - Systems Analysis and Design (3)	
CISM 4134 - Database Management (3)	
CISM 4136 - Global Information Resource Management (3)	
CISM 4237 - Business Intelligence (3)	
IT 4135 - Information Organization and Retrieval (3)	
IT 4136 - Knowledge Discovery and Data Mining (3)	
Select <u>one</u> of the following:	
CISM 5131 - Fundamentals of Computer Forensics (3)	
MGNT 4431 - Purchasing and Negotiation (3)	
MGNT 4435 - Management of Quality and Process Improvement (3)	
MGNT 4438 - Operations in Supply Chains (3)	
MKTG 4137 - Marketing Management (3)	
Electives	6 Hours
Electives should be chosen in consultation with the student's advisor.	

ADVISEMENT: College of Business Administration Student Services Center, Business Administration Bldg, (912) 478-0085.

*Area C - Recommended COMM 1110 - Principles of Public Speaking (3)

*Area D - Required MATH 1232 - Survey of Calculus (3)

*Area E - Recommended PSYC 1101 - Introduction to Psychology (3) or SOCI 1101 - Introduction to Sociology (3)

INFORMATION SYSTEMS B.B.A., 126 HOURS (Electronic Commerce Emphasis)

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills	9 Hours
Area B - Institutional Options	4 Hours
*Area C - Humanities and Fine Arts	6 Hours
*Area D - Science, Mathematics, and Technology	11 Hours
*Area E - Social Science	12 Hours
Area F - Courses Appropriate to Major	18 Hours
ACCT 2101 - Financial Accounting (3)	
ACCT 2102 - Managerial Accounting (3)	
BUSA 1105 - Introduction to Business (3)	
CISM 2530 - Advanced Business Applications (3)	
ECON 2106 - Business Economics (3)	
LSTD 2106 - Legal Environment of Business (3)	
Health and Physical Education Activities	4 Hours
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
Orientation	2 Hours
FYE 1220 - First Year Seminar (2)	
Specific Requirements Beyond Area A-F	27 Hours
BUSA 3131 - Business Statistics (3)	
BUSA 3132 - Quantitative Analysis (3)	
BUSA 4131 - Strategic Management (3)	
CISM 4135 - Project Management and Development (3)	
CSCI 1236 - Introduction to Java Programming (3) OR CISM 2030 - Introduction to Information Systems (3)	
FINC 3131 - Principles of Corporate Finance (3)	
MGNT 3130 - Management and Organizational Behavior (3)	
MGNT 3430 - Operations Management (3)	
MKTG 3131 - Principles of Marketing (3)	
Major Requirements	27 Hours
CISM 2230 - Advanced Java (3)	
CISM 3134 - Data Communications (3)	
CISM 3135 - Systems Analysis and Design (3)	
CISM 4134 - Database Management (3)	
CISM 4136 - Global Information Resource Management (3)	
IT 1430 - Web Page Development (3)	
Select <u>three</u> of the following:	
CISM - Upper Division Course approved by an Advisor	
CISM 3236 - Web Database Development (3)	
CISM 4332 - Electronic Business (3)	
IT 3131 - Web Applications Design and Development (3)	
IT 3132 - Web Software (3)	
IT 4235 - Problems in Web Applications (3)	
MKTG 3136 - Introduction to E-Commerce (3)	
Electives	6 Hours
Electives should be chosen in consultation with the student's advisor.	

ADVISEMENT: College of Business Administration Student Services Center, Business Administration Bldg, (912) 478-0085.

*Area C - Recommended COMM 1110 - Principles of Public Speaking (3)

*Area D - Required MATH 1232 - Survey of Calculus (3)

*Area E - Recommended PSYC 1101 - Introduction to Psychology (3) or SOCI 1101 - Introduction to Sociology (3)

INFORMATION SYSTEMS B.B.A., 126 HOURS

(Enterprise Resource Planning Systems Emphasis)

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills	9 Hours
Area B - Institutional Options	4 Hours
*Area C - Humanities and Fine Arts	6 Hours
*Area D - Science, Mathematics, and Technology	11 Hours
*Area E - Social Science	12 Hours
Area F - Courses Appropriate to Major	18 Hours
ACCT 2101 - Financial Accounting (3)	
ACCT 2102 - Managerial Accounting (3)	
BUSA 1105 - Introduction to Business (3)	
CISM 2530 - Advanced Business Applications (3)	
ECON 2106 - Business Economics (3)	
LSTD 2106 - Legal Environment of Business (3)	
Health and Physical Education Activities	4 Hours
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
Orientation	2 Hours
FYE 1220 - First Year Seminar (2)	
Specific Requirements Beyond Area A-F	27 Hours
BUSA 3131 - Business Statistics (3)	
BUSA 3132 - Quantitative Analysis (3)	
BUSA 4131 - Strategic Management (3)	
CISM 4135 - Project Management and Development (3)	
CSCI 1236 - Introduction to Java Programming (3) OR CISM 2030 - Introduction to Information Systems (3)	
FINC 3131 - Principles of Corporate Finance (3)	
MGNT 3130 - Management and Organizational Behavior (3)	
MGNT 3430 - Operations Management (3)	
MKTG 3131 - Principles of Marketing (3)	
Major Requirements	27 Hours
CISM 2230 - Advanced Java (3)	
CISM 3134 - Data Communications (3)	
CISM 3135 - Systems Analysis and Design (3)	
CISM 4134 - Database Management (3)	
CISM 4136 - Global Information Resource Management (3)	
CISM 4334 - Enterprise Resource Planning Systems Using SAP (3)	
Select <u>three</u> of the following:	
CISM 4237 - Business Intelligence (3)	
CISM 4335 - Advanced Business Applications Programming (ABAP) for the SAP/ERP System (3)	
CISM 4336 - ERP and Enterprise Performance (3)	
CISM 4434 - Enterprise System Configuration (3)	
MGNT 4333 - Human Resource Information Systems (3)	
MGNT 4431 - Purchasing and Negotiation (3)	
MGNT 4436 - Planning and Control Systems (3)	
MGNT 4438 - Operations in Supply Chains (3)	
Electives	6 Hours
Electives should be chosen in consultation with the student's advisor.	

ADVISEMENT: College of Business Administration Student Services Center, Business Administration Bldg, (912) 478-0085.

*Area C - Recommended COMM 1110 - Principles of Public Speaking (3)

*Area D - Required MATH 1232 - Survey of Calculus (3)

*Area E - Recommended PSYC 1101 - Introduction to Psychology (3) or SOCI 1101 - Introduction to Sociology (3)

INFORMATION SYSTEMS B.B.A., 126 HOURS (Enterprise Security Emphasis)

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills	9 Hours
Area B - Institutional Options	4 Hours
*Area C - Humanities and Fine Arts	6 Hours
*Area D - Science, Mathematics, and Technology	11 Hours
*Area E - Social Science	12 Hours
Area F - Courses Appropriate to Major	18 Hours
ACCT 2101 - Financial Accounting (3)	
ACCT 2102 - Managerial Accounting (3)	
BUSA 1105 - Introduction to Business (3)	
CISM 2530 - Advanced Business Applications (3)	
ECON 2106 - Business Economics (3)	
LSTD 2106 - Legal Environment of Business (3)	
Health and Physical Education Activities	4 Hours
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
Orientation	2 Hours
FYE 1220 - First Year Seminar (2)	
Specific Requirements Beyond Area A-F	27 Hours
BUSA 3131 - Business Statistics (3)	
BUSA 3132 - Quantitative Analysis (3)	
BUSA 4131 - Strategic Management (3)	
CISM 4135 - Project Management and Development (3)	
CSCI 1236 - Introduction to Java Programming (3) OR CISM 2030 - Introduction to Information Systems (3)	
FINC 3131 - Principles of Corporate Finance (3)	
MGNT 3130 - Management and Organizational Behavior (3)	
MGNT 3430 - Operations Management (3)	
MKTG 3131 - Principles of Marketing (3)	
Major Requirements	27 Hours
CISM 2230 - Advanced Java (3)	
CISM 3134 - Data Communications (3)	
CISM 3135 - Systems Analysis and Design (3)	
CISM 4134 - Database Management (3)	
CISM 4136 - Global Information Resource Management (3)	
Select <u>four</u> of the following:	
CISM 3331 - Principles of Enterprise Information Systems Security (3)	
CISM 4238 - Network Administration (3)	
CISM 4790 - Internship in Information Systems (3)	
CISM 5131 - Fundamentals of Computer Forensics (3)	
IT 2333 - IT Infrastructure (3)	
IT 4234 - Network Operating Environments (3)	
IT 4335 - Network Architecture (3)	
IT 5434 - Network Security Fundamentals (3)	
Electives	6 Hours
Electives should be chosen in consultation with the student's advisor.	

ADVISEMENT: College of Business Administration Student Services Center, Business Administration Bldg, (912) 478-0085.

*Area C - Recommended COMM 1110 - Principles of Public Speaking (3)

*Area D - Required MATH 1232 - Survey of Calculus (3)

*Area E - Recommended PSYC 1101 - Introduction to Psychology (3) or SOCI 1101 - Introduction to Sociology (3)

INFORMATION SYSTEMS B.B.A., 126 HOURS

(Human Resources Information Systems Emphasis)

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills	9 Hours
Area B - Institutional Options	4 Hours
*Area C - Humanities and Fine Arts	6 Hours
*Area D - Science, Mathematics, and Technology	11 Hours
*Area E - Social Science	12 Hours
Area F - Courses Appropriate to Major	18 Hours
ACCT 2101 - Financial Accounting (3)	
ACCT 2102 - Managerial Accounting (3)	
BUSA 1105 - Introduction to Business (3)	
CISM 2530 - Advanced Business Applications (3)	
ECON 2106 - Business Economics (3)	
LSTD 2106 - Legal Environment of Business (3)	
Health and Physical Education Activities	4 Hours
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
Orientation	2 Hours
FYE 1220 - First Year Seminar (2)	
Specific Requirements Beyond Area A-F	27 Hours
BUSA 3131 - Business Statistics (3)	
BUSA 3132 - Quantitative Analysis (3)	
BUSA 4131 - Strategic Management (3)	
CISM 4135 - Project Management and Development (3)	
CSCI 1236 - Introduction to Java Programming (3) OR CISM 2030 - Introduction to Information Systems (3)	
FINC 3131 - Principles of Corporate Finance (3)	
MGNT 3130 - Management and Organizational Behavior (3)	
MGNT 3430 - Operations Management (3)	
MKTG 3131 - Principles of Marketing (3)	
Major Requirements	27 Hours
CISM 2230 - Advanced Java (3)	
CISM 3134 - Data Communications (3)	
CISM 3135 - Systems Analysis and Design (3)	
CISM 4134 - Database Management (3)	
CISM 4136 - Global Information Resource Management (3)	
MGNT 3334 - Human Resources Management (3)	
MGNT 4333 - Human Resource Information Systems (3)	
Select two of the following:	
MGNT 4332 - Compensation and Benefits (3)	
MGNT 4334 - Workplace Legislative Compliance (3)	
MGNT 4335 - Labor Relations (3)	
MGNT 4338 - Staffing, Training, and Development (3)	
Electives	6 Hours
Electives should be chosen in consultation with the student's advisor.	

ADVISEMENT: College of Business Administration Student Services Center, Business Administration Bldg, (912) 478-0085.

*Area C - Recommended COMM 1110 - Principles of Public Speaking (3)

*Area D - Required MATH 1232 - Survey of Calculus (3)

*Area E - Recommended PSYC 1101 - Introduction to Psychology (3) or SOCI 1101 - Introduction to Sociology (3)

INFORMATION SYSTEMS B.B.A., 126 HOURS (Logistics Information Systems Emphasis)

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills	9 Hours
Area B - Institutional Options	4 Hours
*Area C - Humanities and Fine Arts	6 Hours
*Area D - Science, Mathematics, and Technology	11 Hours
*Area E - Social Science	12 Hours
Area F - Courses Appropriate to Major	18 Hours
ACCT 2101 - Financial Accounting (3)	
ACCT 2102 - Managerial Accounting (3)	
BUSA 1105 - Introduction to Business (3)	
CISM 2530 - Advanced Business Applications (3)	
ECON 2106 - Business Economics (3)	
LSTD 2106 - Legal Environment of Business (3)	
Health and Physical Education Activities	4 Hours
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
Orientation	2 Hours
FYE 1220 - First Year Seminar (2)	
Specific Requirements Beyond Area A-F	27 Hours
BUSA 3131 - Business Statistics (3)	
BUSA 3132 - Quantitative Analysis (3)	
BUSA 4131 - Strategic Management (3)	
CISM 4135 - Project Management and Development (3)	
CSCI 1236 - Introduction to Java Programming (3) OR CISM 2030 - Introduction to Information Systems (3)	
FINC 3131 - Principles of Corporate Finance (3)	
MGNT 3130 - Management and Organizational Behavior (3)	
MGNT 3430 - Operations Management (3)	
MKTG 3131 - Principles of Marketing (3)	
Major Requirements	27 Hours
CISM 2230 - Advanced Java (3)	
CISM 3134 - Data Communications (3)	
CISM 3135 - Systems Analysis and Design (3)	
CISM 4134 - Database Management (3)	
CISM 4136 - Global Information Resource Management (3)	
LOGT 3231 - Principles of Transportation (3)	
LOGT 3232 - Business Logistics (3)	
Select <u>two</u> of the following:	
LOGT 4231 - Logistics and Intermodal Transportation Operations (3)	
LOGT 4232 - International Logistics (3)	
LOGT 4234 - Analytical Tools in Logistics (3)	
LOGT 4263 - Seminar in Intermodal Distribution (3)	
Electives	6 Hours
Electives should be chosen in consultation with the student's advisor.	

ADVISEMENT: College of Business Administration Student Services Center, Business Administration Bldg, (912) 478-0085.

*Area C - Recommended COMM 1110 - Principles of Public Speaking (3)

*Area D - Required MATH 1232 - Survey of Calculus (3)

*Area E - Recommended PSYC 1101 - Introduction to Psychology (3) or SOCI 1101 - Introduction to Sociology (3)

INFORMATION SYSTEMS B.B.A., 126 HOURS (Technology Entrepreneurship Emphasis)

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills	9 Hours
Area B - Institutional Options	4 Hours
*Area C - Humanities and Fine Arts	6 Hours
*Area D - Science, Mathematics, and Technology	11 Hours
*Area E - Social Science	12 Hours
Area F - Courses Appropriate to Major	18 Hours
ACCT 2101 - Financial Accounting (3)	
ACCT 2102 - Managerial Accounting (3)	
BUSA 1105 - Introduction to Business (3)	
CISM 2530 - Advanced Business Applications (3)	
ECON 2106 - Business Economics (3)	
LSTD 2106 - Legal Environment of Business (3)	
Health and Physical Education Activities	4 Hours
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
Orientation	2 Hours
FYE 1220 - First Year Seminar (2)	
Specific Requirements Beyond Area A-F	27 Hours
BUSA 3131 - Business Statistics (3)	
BUSA 3132 - Quantitative Analysis (3)	
BUSA 4131 - Strategic Management (3)	
CISM 4135 - Project Management and Development (3)	
CSCI 1236 - Introduction to Java Programming (3) OR CISM 2030 - Introduction to Information Systems (3)	
FINC 3131 - Principles of Corporate Finance (3)	
MGNT 3130 - Management and Organizational Behavior (3)	
MGNT 3430 - Operations Management (3)	
MKTG 3131 - Principles of Marketing (3)	
Major Requirements	27 Hours
CISM 2230 - Advanced Java (3)	
CISM 3134 - Data Communications (3)	
CISM 3135 - Systems Analysis and Design (3)	
CISM 4134 - Database Management (3)	
CISM 4136 - Global Information Resource Management (3)	
MGNT 3234 - Entrepreneurship/Small Business (3)	
MGNT 4234 - Small Business Management (3)	
MGNT 4235 - Applied Small Business Management (3)	
Select <u>one</u> of the following:	
CISM 4332 - Electronic Business (3)	
FINC 3130 - Financial Tools and Methods (3)	
FINC 3134 - Enterprise Risk Management (3)	
MKTG 3136 - Introduction to E-Commerce (3)	
Electives	6 Hours
Electives should be chosen in consultation with the student's advisor.	

ADVISEMENT: College of Business Administration Student Services Center, Business Administration Bldg, (912) 478-0085.

*Area C - Recommended COMM 1110 - Principles of Public Speaking (3)

*Area D - Required MATH 1232 - Survey of Calculus (3)

*Area E - Recommended PSYC 1101 - Introduction to Psychology (3) or SOCI 1101 - Introduction to Sociology (3)

INFORMATION SYSTEMS B.B.A., 126 HOURS (Technology Sales and Marketing Emphasis)

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills	9 Hours
Area B - Institutional Options	4 Hours
*Area C - Humanities and Fine Arts	6 Hours
*Area D - Science, Mathematics, and Technology	11 Hours
*Area E - Social Science	12 Hours
Area F - Courses Appropriate to Major	18 Hours
ACCT 2101 - Financial Accounting (3)	
ACCT 2102 - Managerial Accounting (3)	
BUSA 1105 - Introduction to Business (3)	
CISM 2530 - Advanced Business Applications (3)	
ECON 2106 - Business Economics (3)	
LSTD 2106 - Legal Environment of Business (3)	
Health and Physical Education Activities	4 Hours
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
Orientation	2 Hours
FYE 1220 - First Year Seminar (2)	
Specific Requirements Beyond Area A-F	27 Hours
BUSA 3131 - Business Statistics (3)	
BUSA 3132 - Quantitative Analysis (3)	
BUSA 4131 - Strategic Management (3)	
CISM 4135 - Project Management and Development (3)	
CSCI 1236 - Introduction to Java Programming (3) OR CISM 2030 - Introduction to Information Systems (3)	
FINC 3131 - Principles of Corporate Finance (3)	
MGNT 3130 - Management and Organizational Behavior (3)	
MGNT 3430 - Operations Management (3)	
MKTG 3131 - Principles of Marketing (3)	
Major Requirements	27 Hours
CISM 2230 - Advanced Java (3)	
CISM 3134 - Data Communications (3)	
CISM 3135 - Systems Analysis and Design (3)	
CISM 4134 - Database Management (3)	
CISM 4136 - Global Information Resource Management (3)	
MKTG 3133 - Professional Selling (3)	
MKTG 4232 - Advanced Selling (3)	
Select <u>two</u> of the following:	
MKTG 3132 - Principles of Advertising (3)	
MKTG 3134 - Business Marketing (3)	
MKTG 3136 - Introduction to E-Commerce (3)	
MKTG 4131 - Marketing Research (3)	
MKTG 4133 - Sales Management (3)	
MKTG 4134 - Services Marketing (3)	
MKTG 4135 - Buyer Behavior (3)	
MKTG 4136 - International Marketing (3)	
Electives	6 Hours
Electives should be chosen in consultation with the student's advisor.	

ADVISEMENT: College of Business Administration Student Services Center, Business Administration Bldg, (912) 478-0085.

*Area C - Recommended COMM 1110 - Principles of Public Speaking (3)

*Area D - Required MATH 1232 - Survey of Calculus (3)

*Area E - Recommended PSYC 1101 - Introduction to Psychology (3) or SOCI 1101 - Introduction to Sociology (3)

INFORMATION TECHNOLOGY B.S.I.T., 126 HOURS

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills		9
Hours Area B - Institutional Options		
4 Hours Area C - Humanities and Fine Arts		
.....	6 Hours	
COMM 1110 - Principles of Public Speaking (3)		
Area D - Science, Mathematics, and Technology		11
Hours		
STAT 2231 - Introduction to Statistics I (3)		
Area E - Social Science		12
Hours		
Area F - Courses Appropriate to Major		18
Hours		
CISM 2230 - Advanced Java (3)		
CSCI 1236 - Introduction to Java Programming (3)		
IT 1130 - Introduction to Information Technology (3)		
IT 1430 - Web Page Development (3)		
MATH 2130 - Discrete Mathematics (3)		
Second Discipline - (3)		
Health and Physical Education Activities		4
Hours		
HLTH 1520 - Healthful Living (2)		
Physical Educational Activities (2)		
Orientation		2
Hours		
FYE 1220 - First Year Seminar (2)		
Major Requirements		36
Hours		
CISM 3134 - Data Communications (3)		
IT 2333 - IT Infrastructure (3)		
IT 3131 - Web Application Design and Development (3)		
IT 3233 - Database Design and Implementation (3)		
IT 3234 - Systems Acquisition Integration and Implementation (3)		
IT 4130 - Information Technology Issues and Management (3)		
IT 4131 - Information Technology Capstone Project (3)		
IT 4790 - Internship in Information Technology (3)		
MATH 1232 - Survey of Calculus (3)		
Select <u>9 hours</u> from <u>one</u> of the following Specialization Areas:		
<u>Systems Development and Support</u>		
CISM 4237 - Decision Support Systems (3)		
CSCI 5230 - Discrete Simulation (3)		
IT 4234 - Network Operating Environments (3)		
<u>Web and Multimedia Foundations</u>		
GCM 5332 - Multimedia Presentation (3)		
IT 4235 - Problems in Web Application (3)		
IT 3132 - Web Software Tools (3)		
<u>Knowledge Management and IT Integration</u>		
CISM 4237 - Decision Support Systems (3)		
IT 4135 - Information Organization and Retrieval (3)		
IT 4136 - Knowledge Discovery and Data Mining (3)		
<u>Telecommunications and Network Administration</u>		
CISM 4238 - Network Administration (3) OR IT 4335 - Network Architecture (3)		
IT 4234 - Network Operating Environment (3)		
IT 5434 - Network Security Fundamentals (3)		
Second Discipline Concentration		15
Hours		
Refer to the Second Disciplines section for a list and descriptions of approved concentrations.		
Electives		9
Hours		
No more than 6 hours of electives in IT, CSCI, and CISM courses		

ADVISEMENT: College of Information Technology Office of Student Services, Room 1208, College of Information Technology, Telephone: (912) 478-4877.

PROGRAM ADMISSION CRITERIA: Before acceptance as an IT major, a student will be required to complete and have a minimum grade of “C” in CSCI 1236, CISM 2230, MATH 1232, MATH 2130, STAT 2231, and a minimum average GPA of 2.5 between IT 1130 and IT 1430

OTHER PROGRAM REQUIREMENTS: A minimum grade of “C” is required in all Major Requirements, Second Discipline Concentrations, and minor courses. With the approval of the chair of the Department of Information Technology, a minor plus additional

course work required to total at least 18 hours will satisfy the second discipline concentration requirement.

INFORMATION TECHNOLOGY B.S.I.T. (WebBSIT), 126 HOURS

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills		9
Hours Area B - Institutional Options		
4 Hours Area C - Humanities and Fine Arts		
and Technology	6 Hours Area D - Science, Mathematics,	
	11 Hours Area E - Social Science	
	12 Hours Area F - Courses	
Appropriate to Major		18 Hours
MATH 1231 - Introductory Statistics (3)		
WBIT 1100 - Introduction to Information Technology (3)		
WBIT 1310 - Programming and Problem Solving I (3)		
WBIT 2000 - The Enterprise and Information Technology (3)		
WBIT 2300 - Discrete Math for Information Technology (3)		
WBIT 2311 - Programming and Problem Solving II (3)		
Health and Physical Education Activities		4
Hours		
HLTH 1520 - Healthful Living (2)		
Physical Educational Activities (2)		
Orientation		2
Hours		
FYE 1220 - First Year Seminar (2)		
Major Requirements		42
Hours		
WBIT 3010 - Technical Communication (3)		
WBIT 3110 - Systems Analysis and Design (3)		
WBIT 3111 - Information Technology Project Management (3)		
WBIT 3200 - Database Design, Development and Deployment (3)		
WBIT 3400 - Introduction to Digital Media (3)		
WBIT 3410 - Web Application Development (3)		
WBIT 3500 - Architecture and Operating Systems (3)		
WBIT 3510 - Data Communications and Networking (3)		
WBIT 3600 - Introduction to E-Commerce (3)		
WBIT 4020 - Professional Practices and Ethics (3)		
WBIT 4030 - Senior Project (3)		
WBIT 4112 - Systems Acquisition, Integration and Implementation (3)		
WBIT 4120 - Human Computer Interaction (3)		
WBIT 4520 - Information Assurance & Security (3)		
Major Concentration		9
Hours		
WBIT 4601 - Customer Relationship Management (3)		
WBIT 4602 - IT Strategy, Design and Development (3)		
WBIT 4610 - IT Policy and Law (3)		
Electives		9
Hours		

ADVISEMENT: College of Information Technology Office of Student Services, Room 1208, College of Information Technology, Telephone: (912) 478-4877.

PROGRAM ADMISSION CRITERIA: Before acceptance as an IT major, a student will be required to complete and have a minimum grade of "C" in MATH 1231, WBIT 1100, WBIT 1310, WBIT 2000, WBIT 2300, and WBIT 2311.

OTHER PROGRAM REQUIREMENTS: A minimum grade of "C" is required in all Major Requirements, Major Concentrations, and Free Elective courses.

College of Liberal Arts and Social Sciences

Dean: Dr. Michael R. Smith
Foy 3008
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Associate Dean for Faculty Services: Dr. Curtis Ricker
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Associate Dean for Student Affairs: Dr. Christine Ludowise
Foy 3004
P.O. Box 8142 (912) 478-2527
ludowise@georgiasouthern.edu

MISSION

Our college is committed to preparing graduates who view their education not as end in itself, but as the foundation upon which to build lives of purpose, civility, and integrity. We strive to foster respect for all the liberal arts and social sciences as civilizing and unifying forces in a world of change and growing diversity. Besides imparting a broad knowledge base, CLASS faculty involve their students in an array of individual and collaborative learning opportunities designed to make them strongly competitive in a global economy. The College of Liberal Arts and Social Sciences challenges students to meet high standards of academic excellence, develop their research skills, recognize and enhance their creativity, and accept their responsibility as citizens dedicated to serving their communities, nation, and world.

VISION

The College of Liberal Arts and Social Sciences aspires to be recognized for its superior and innovative educational experiences across the humanities, the social sciences, and the arts. Our goal is to provide effective programs responsive to the needs of the region. All members of the college—faculty, staff, and students—serve together to enhance quality of life.

To this end, our vision is one of students who will demonstrate:

Critical Thinking: The ability to think critically and to employ independent and objective reasoning skills as well as the ability to organize and synthesize information.

Creative Problem Solving and Research Skills: The ability to develop creative solutions through a familiarity with a variety of research methodologies.

Effective Communication: The ability to speak and write clearly, correctly, and persuasively, and to show mastery of appropriate academic English.

Appreciation for Self: The ability to use resources for critically evaluating their lives and the social institutions that comprise their world.

Appreciation for Others: The ability to understand and value cultural differences and similarities.

Aesthetic and Arts Awareness: The capacity to celebrate the arts and their power to enrich the human experience.

Ethical Behavior and Responsible Citizenship: The ability to use the attributes that will make them well-informed and engaged citizens, as well as thoughtful and responsible members of a global society, respected in their communities and professions.

Intellectual Curiosity: The ability to demonstrate intellectual curiosity that lasts a lifetime, producing life-long learners and independent seekers of knowledge, both for their own enjoyment and the public good.

Information Literacy: The ability to access information and data and to interpret and apply them correctly.

Visit us at our web site at <http://class.georgiasouthern.edu/>

STRUCTURE

The College of Liberal Arts and Social Sciences includes ten departments and five centers:

Betty Foy Sanders Department of Art

Patricia Carter, Chair

Professors: D. Armel, P. Carter, J. Hines, C. Lemon, B. Little, J. McGuire, J. Olson (Emeritus), O. Onyile, J. Pleak, R. Remley (Emerita), P. Steadman (Emeritus), R. Tichich (Emeritus), P. Walker, S. Williams (Emeritus)

Associate Professors: H. Iler (Emeritus), H. Mortensen

Assistant Professors : M. Moulton, E. Rushton, L. Thompson, T. Townsend

Department of Communication Arts

Pamela Bourland-Davis, Chair

Professors: D. Addington (Emeritus), P. Bourland-Davis, G. Dartt, M. Shytle (Emerita), R. Smith

Associate Professors: K. Berry, C. Geyerman, B. Graham, J. Harbour, R. Johnson (Emeritus), E. Wyatt (Emeritus)

Assistant Professors: L. Abbott, U. Andrews, A. Brooks, S. DeBonis, R. Kennerly, L. Muller, K. Murray, V. Rowden (Emerita), J. Bastarache, S. Stepanek, M. Stone, P. Wheaton, M. Whitaker (Emeritus)

Temporary Instructors: J. Boyter, S. Bryant, T. Davis, M. Groover, A. Healy, J. Simon, C. Woody

Department of Foreign Languages

Eric Kartchner, Chair

Professors: D. Alley, L. Bouma (Emeritus), J. P. Carton (Emeritus), Z. Farkas (Emeritus), C. Krug, J. Schomber (Emerita), D. Seaman, J. Weatherford (Emeritus)

Associate Professors: J. Hidalgo, E. Kartchner, H. Kurz, C. Johnson, D. Martinez-Conde, D. Rangel, D. Richards (Emeritus), M. McGrath

Assistant Professors: N. Barrett (Emerita), M.J. Borowsky (Emerita), L. Collins, D. Ellis, M. Lynch (Emerita), L. McGrath, J. Suazo

Lecturers: M.H. Hernandez, M. Hughes

Instructors: H. Bellamy, N. Eisenhart, J. Goldstein, S. Fischer, M. Sánchez, S. Williams

Department of History

William Allison, Chair

Professors: W. Allison, K. Comerford, V. Egger, J. Fraser (Emeritus), H. Joiner (Emeritus), C. Moseley (Emeritus), S. Peacock, D. Rakestraw, C. Roell, G. Rogers (Emeritus), F. Saunders (Emeritus), G. Shriver (Emeritus), A. Sims, C. Thomas, J. Woods, A. Young

Associate Professors: R. Batchelor, R. Barrow (Emeritus), J. Bryant, A. Downs, C. Ford (Emeritus), M. Haberland, T. McMullen, P. Rodell, J. Steinberg, T. Teeter

Assistant Professors: F. Brogdon (Emeritus), C. Crouch, L. Denmark, J. O'Neill, J. Peng, L. Shelton, C. Skidmore-Hess

Temporary Instructors: G. Betty, M. Hunt, S. Smith, D. Timmons-Hill

Department of Literature and Philosophy

David Dudley, Chair

Literature

Professors: D. Dudley, R. Flynn, G. Kundu, T. Lloyd, L. Paige, D. Thomson, C. Town, T. Whelan

Associate Professors: R. Costomiris, M. Cyr, O. Edenfield, J. Griffin, C. Schille, T. Warchol

Assistant Professors: H. Keeley, J. Pellegrino, M. Villepontoux

Temporary Assistant Professors: B. Edwards, N. Sherrord

Philosophy

Associate Professors: M. Adamos

Assistant Professors: E. Butterfield, W. Eaton

Temporary Assistant Professors: R. Higginson

Religious Studies

Assistant Professor: H. Gossai

Emerita/Emeritus-Literature and Philosophy

Professors: H. Cate, P. Gillis, L. Huff, J. Humma, J. Nichols, D. Presley, F. Sanders, P. Spurgeon, A. Whittle

Associate Professors: B. Bitter, P. LaCerva, D. Lanier, E. Little, F. Richter

Assistant Professors: G. Hicks, C. Hoff, A. Hooley, E. James, D. Jones, E. Mills, J. Parcels, S. Rabitsch

Instructor: N. Huffman

Department of Music

Richard Mercier, Chair

Professors: H. Arling (Emeritus), M. Braz, C. Bryan, L. Cionitti, N. da Roza (Emerita), M. Fallin, K. Hancock, G. Harwood, A. Henderson, J. Graham (Emeritus), D. Graves (Emeritus), D. Mathew (Emeritus), R. Mercier, T. Pearsall, D. Pittman

Associate Professors: A. Con, R. Dunham, J. Robbins (Emeritus), W. Schmid, D. Wickiser (Emeritus)

Assistant Professors: A. Gregory, R. Mason, D. Murray, J. Thompson

Temporary Assistant Professor: A. Gnam

Part-Time Assistant Professors: S. Furry, S. Thomson

Part-Time Instructors: J. Aceto, S. Hancock, C. Horel, C. Mitchell, A. Nelson, R. Patrico, D. Ricks, A. Schmid, A. Thibeault

Head Accompanist: K. Qualls

Staff Accompanists: C. Marshall, W. Ponder, P. Radford

Department of Political Science

Richard Pacelle, Chair

Political Science

Professors: G. Cox (Emeritus), J. Daily (Emeritus), B. Grube, S. Hashmi (Emeritus), N. Henry (Emeritus), J. Mann (Emerita), P. Novotny, R. Pacelle, R. Pajari (Emeritus), D. Sabia, M. Smith, S. Tracy, L. Van Tassell (Emeritus), L. Duke Whitaker

Associate Professors: B. Balleck, F. Brooks, R. Davis, R. Dick (Emeritus), S. Engel, G. Harrison (Emeritus), S. Jallow, C. Ludowise, K. McCurdy, R. Pirro, L. Taylor (Emeritus), K. Wiegand

Assistant Professors: A. Bossler, B. Curry, T. Davis, N. Grasse, R. Gustafson, I. Khmelko, C. Marcum

Temporary Instructors: K. Cook, G. Ellis, R. Gustafson

Part-Time Professor: V. Kohler

Part-Time Instructors: C. Sapp

Justice Studies

Professors: R. Pacelle, M. Smith, S. Tracy

Associate Professors: R. Davis, S. Engel, C. Ludowise

Assistant Professors: A. Bossler, B. Curry, R. Gustafson, C. Marcum

Temporary Instructors: C. Booker, R. Gustafson

Department of Psychology

John Murray, Chair

Professors: W. Jones (Emeritus), J. Kennedy, P. Kleinginna (Emeritus), M. Lloyd (Emerita), W. McIntosh, J. Murray, M. Nielsen, G. Richards (Emeritus), J. Rainer, R. Rogers (Emeritus), E. Smith (Emeritus), J. Wilson

Associate Professors: L. Locker, J. Steirn, D. Webster

Assistant Professors: K. Bodily, A. Hackney, J. Klibert, K. Naufel, J. Pugh, R. Ryan, B. Smalley, T. Yancey

Director Regents Center for Learning Disorders: G. Shaver

Department of Sociology and Anthropology

Peggy Hargis, Chair

Anthropology

Professors: R. Branch (Emeritus), H. Mobley, (Emeritus), S. Moore

Associate Professors: H. Altman, S. Hale, B. Hendry, R. Shanafelt

Sociology

Professors: R. Branch (Emeritus), P. Hargis, H. Mobley (Emeritus), W. Smith

Associate Professors: D. Dixon, N. Malcom, P. Zhang

Assistant Professors: T. Brimeyer, A. Schueths, E. Silva

Department of Writing and Linguistics

Randall McClure, Chair

Professors: E. Nelson, M. Pemberton, M. Pennington, J. Walker

Associate Professors: K. Albertson, L. Amy, F. Arasanyin, A. Crow, P. Dallas, T. Giles, M. Hadley, T. Klein, M. Marwitz, M. McLaughlin, L. Milner, B. Nichols (Emerita), D. Purvis (Emerita), N. Saye, T. Welford

Assistant Professors: L. Costello, C. Crittenden (Emerita), N. Dessommes, E. Hendrix, S. Huber, R. Keithly (Emeritus), M. Pate, P. Price, T. Thompson, L. Valeri

Lecturer: S. Frigo, L. Hamilton, J. Joyner, N. LoBue, D. Ruefman, S. Smith

Temporary Instructors: D. Bailey, R. Bobbitt, L. Brandon, H. Chapman, M. Collins, M. Crummey, J. Douberly, T. Faight, D. Hedrick, A. Howe, M. Lee, R. Leroy, C. Price, A. Segrest, D. Vukovic, J. Zarello

Centers:

Center for Africana Studies
Director: S. Jallow

Center for Irish Studies
Director: H. Keeley

Center for Women's and Gender Studies
Director: S. Peacock

University Writing Center
Director: M. Pemberton

PROGRAMS - UNDERGRADUATE

Bachelor of Arts (B.A.)

General requirements:

- Fulfillment of the core curriculum (including Area F courses which are specific to the individual major) as well as two (2) hours of physical education, two (2) hours of health, and two (2) hours first year experience.
- Completion of the 2002 level course of a foreign language or equivalent.
- Completion of a minimum of 21 hours in the major field with half of those hours in residence (only 30 hours of upper division course work in the major may count toward the minimum of 126 hours for graduation).
- Completion of a minimum of 15 hours in a minor field with at least nine (9) hours in the upper division. Second minors may be chosen but must be approved by the advisor before the student applies for graduation; both minors will be listed on the transcript.
- Student must attain a minimum 2.0 total institution GPA in upper division hours in the major discipline.
- Completion of a minimum of 126 hours for graduation. Departments may establish program admission criteria and additional grade requirements; these are listed along with the course requirements for each major.

The College of Liberal Arts and Social Sciences offers degrees in the following departments: Art, Communication Arts, Foreign Languages, History, Literature and Philosophy, Music, Political Science, Sociology and Anthropology, and Writing and Linguistics.

Minors

The minor (15 hours of courses in a single field or interdisciplinary field) for the B.A. Degree may be chosen from any department or college in the University which offers a minor. A minimum of 9 of the 15 hours must be earned at Georgia Southern University. The minor should be selected and communicated to the advisor by the beginning of the junior year. Second minors may be chosen but must be approved by the advisor before the student applies for graduation; both minors will be listed on the transcript.

Bachelor of Fine Arts (B.F.A.)

General requirements:

- Fulfillment of the Core Curriculum (including Area F courses required for all art degrees, which are prerequisites to coursework in the major), as well as two (2) hours of physical education, two (2) hours of health, and two (2) hours first year experience.
- Completion of three (3) hours of electives.

- Completion of a minimum of 15-18 hours from exploratory studio art courses.
- Completion of nine (9) hours of upper division art history courses.
- Completion of 30-33 hours from a studio concentration.
- Completion of a minimum of 126 hours for graduation.

When balancing academic work with other activities, students should be aware of the time requirements expected in completing studio art coursework, including the amount of in-class time and the additional preparation for course assignments. Based upon standards of the profession and our accrediting body, three (3) credit art studio courses offered by the Betty Foy Sanders Department of Art meet for five in-class contact hours per week. Studio course assignments are based upon the expectation that students will complete a minimum of an additional four (4) hours of studio work per week outside of scheduled class time for each studio course they enroll in. Lecture-discussion courses require outside preparation as well and students should expect to spend three (3) hours in class and a minimum of an additional two (2) hours outside of scheduled class time.

A minimum earned grade of "C" is required in all art/art history courses for all art/art history degrees. The department has established program admission criteria to upper division coursework in some studio concentrations; these are listed along with the course requirements for each major.

Bachelor of Science in Graphic Communications Management (BS)

General requirements:

- Fulfillment of the Core Curriculum (including Area F courses required for the major, which are pre-requisites to coursework in the major), as well as two (2) hours of physical education, two (2) hours of health, and two (2) hours first year experience.
- Completion of fifty-seven hours in the major.
- Completion of a minimum of 21 hours from elective courses in the areas of management, graphic communications management and university electives.

Completion of a minimum of 126 hours for graduation.

Bachelor of Music (B.M.)

General requirements:

- Satisfactory entrance audition.
- Completion of the core curriculum as well as two (2) hours of physical education, two (2) hours of health, and two (2) hours first year experience.
- Completion of all requirements in music.
- Completion of a minimum of 126 hours for graduation.

The department may establish program admission criteria and additional grade requirements; these are listed along with the course requirements for each major.

The majors available in the Bachelor of Music degree are composition, music education, and performance.

Bachelor of Science (B.S.)

General requirements:

- Completion of the core curriculum, Area F courses specific to the major, as well as two (2) hours of physical education, two (2) hours of health, and two (2) hours first year experience.

- Departments may require the completion of the 2001 course of a foreign language or one three-hour course with international content, or in some degrees, the student may select one of the two options. See specific degree programs to determine what is required.
- Completion of a maximum of 40 semester hours of courses in the major, at least 21 at the upper division level.
- Attainment of a minimum 2.0 total institution GPA in required upper division hours in the major discipline.
- Completion of a minimum of 126 hours for graduation. Departments may establish program admission criteria and additional grade requirements; these are listed along with the course requirements for each major.

Departments may establish program admission criteria and additional grade requirements; these are listed along with the course requirements for each major.

The College of Liberal Arts and Social Sciences offers Bachelor of Science Degrees in the following majors: broadcasting, journalism, political science, psychology, public relations, sociology, and speech communication.

Bachelor of Science in Justice Studies (B.S.J.S.)

General requirements:

- Completion of the core curriculum, Area F courses specific to the major, as well as two (2) hours of physical education, two (2) hours of health, and two (2) hours first year experience.
- Completion of 19 hours of Major Core courses.
- Completion of 11 hours of upper division criminal justice options.
- Completion of 12 hours from several, specified disciplines.
- Completion of 18 hours of free electives.
- Attainment of a minimum 2.0 total institution GPA in all upper division requirements for graduation.
- Completion of a minimum of 126 hours for graduation.

PROGRAMS - PRE-PROFESSIONAL

Pre-Law

There are no required majors, minors, or courses for law school. The American Bar Association does not recommend a specific major or minor, nor is there a specific major or minor which law schools prefer. Students should chose a major they will enjoy and in which they will excel, being certain to sharpen their skills in reading, speaking, researching, writing, and critical analysis.

To acquire full information about preparing for and taking the LSAT, preparing law school applications, and other concerns about seeking law school admission, contact Rebecca Davis at (912) 478-5765 or bdavis@georgiasouthern.edu or see <http://class.georgiasouthern.edu/prelaw/>. A pre-law office has been established in Carroll Room 2213 where students can ask questions, access resources, and acquire information.

SECONDARY OR P-12 EDUCATION DEGREES

For those interested in Secondary Education (grades 6-12) certification with an ENGLISH degree:

Students who plan to seek teacher certification after completion of the B.A. English 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.

- ENGL 3132 - American Literature II (3)
- ENGL 4337 - Shakespeare (3) (*recommended only*)
- ENGL 5534 - Literature for Adolescents (3) **OR** ENGL 5135 - Teaching Literature for Middle and Secondary School Students (3) (*require one of these but recommend both*)
- READ 3330 - Content Literacy (3) **OR** READ 4131 - The Teaching of Reading (3)
- LING/WRIT 3430 - Linguistics and Grammar for Teachers (3) **OR** WRIT 3520 - Revision, Grammar and Culture (3)
- WRIT 3131 - The Teaching of Writing (3)

The following education courses may also be taken as *electives* while enrolled in your bachelor's program:

Courses that a student can take as an undergraduate that will count toward certification requirements but will not count toward MAT degree requirements are:

- ITEC 3430 - Instructional Technology for P-12 Education (3) (*or meet the state technology requirement by passing the GACE Computer Skill Competency Assessment*)
- SPED 3333 - Introduction to Special Education (3)

Education Area F "Preprofessional Block" (PPB) courses may also be taken; however the PPB courses will not count toward meeting certification requirements or MAT degree requirements. These courses can provide undergraduate students information and experiences in school settings that will help them make more informed decisions about becoming a teacher. Since the three PPB courses have USG-mandated field requirements, the following guidance should be followed:

- BA/BS/BBA majors can take the complete 9 semester hour PPB block of courses with the required 50 hour field experience; **OR**
- BA/BS/BBA majors can take EDUC 2130 - Exploring Learning and Teaching concurrently with EDUC 2090 - PPB Practicum (50 contact hours in a school) – total of 3 credit hours. After taking EDUC 2130, those students can take one or both of the other PPB courses with approximately 10 hours of field experience with each course. These courses are:
 - EDUC 2110 - Investigating Critical and Contemporary Issues in Education (3)
 - EDUC 2120 - Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts (3)

NOTE: GACE Basic Skills and GACE Content Assessment examination and 2.5 cumulative GPA requirements must be met for certification program admission and should be considered during enrollment in the bachelor's program.

For those interested in Secondary Education (grades 6-12) certification with a HISTORY degree:

Students who plan to seek teacher certification after completion of the B.A. History program may achieve this through the Master of Arts in Teaching (MAT) or a non-degree certification program. If all B.A. History requirements are met, no other history content courses are required, except the following course:

- HIST 4130 - Georgia History (3)

However, students are strongly encouraged to pursue certification in more than one social science field to enhance employment opportunity. Plan to complete at least 12 semester hours in one or more of the following fields: Economics, Geography, and/or Political Science, with advisor guidance in selection. These courses should be completed as part of the minor or electives.

The following education courses may also be taken as *electives* while enrolled in your bachelor's program:

Courses that a student can take as an undergraduate that will count toward certification requirements but will not count toward MAT degree requirements are:

- ITEC 3430 - Instructional Technology for P-12 Education (3) (*or meet the state technology requirement by passing the GACE Computer Skill Competency Assessment*)
- SPED 3333 - Introduction to Special Education (3)

Education Area F "Preprofessional Block" (PPB) courses may also be taken; however the PPB courses will not count toward meeting certification requirements or MAT degree requirements. These courses can provide undergraduate students information and experiences in school settings that will help them make more informed decisions about becoming a teacher. Since the three PPB courses have USG-mandated field requirements, the following guidance should be followed:

- BA/BS/BBA majors can take the complete 9 semester hour PPB block of courses with the required 50 hour field experience; **OR**
- BA/BS/BBA majors can take EDUC 2130 - Exploring Learning and Teaching concurrently with EDUC 2090 - PPB Practicum (50 contact hours in a school) – total of 3 credit hours. After taking EDUC 2130, those students can take one or both of the other PPB courses with approximately 10 hours of field experience with each course. These courses are:
 - EDUC 2110 - Investigating Critical and Contemporary Issues in Education (3)
 - EDUC 2120 - Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts (3)

NOTE: GACE Basic Skills and GACE Content Assessment examination and 2.5 cumulative GPA requirements must be met for certification program admission and should be considered during enrollment in the bachelor's program.

For those interested in Secondary Education (grades 6-12) certification with a POLITICAL SCIENCE degree:

Students who plan to seek teacher certification after completion of the B.A. or B.S. Political Science 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. Political Science requirements are met, no other political science content courses are required. However, we strongly encourage students to pursue certification in more than one social science field to enhance employment opportunity. Plan to complete at least 12 semester hours in one or more of the following fields: Economics, Geography and/or History, with advisor guidance in selection. These courses should be completed as part of the minor or electives.

The following education courses may also be taken as *electives* while enrolled in your bachelor's program:

Courses that a student can take as an undergraduate that will count toward certification requirements but will not count toward MAT degree requirements are:

- ITEC 3430 - Instructional Technology for P-12 Education (3) (*or meet the state technology requirement by passing the GACE Computer Skill Competency Assessment*)
- SPED 3333 - Introduction to Special Education (3)

Education Area F "Preprofessional Block" (PPB) courses may also be taken; however the PPB courses will not count toward meeting certification requirements or MAT degree requirements.

These courses can provide undergraduate students information and experiences in school settings that will help them make more informed decisions about becoming a teacher. Since the three PPB courses have USG-mandated field requirements, the following guidance should be followed:

- BA/BS/BBA majors can take the complete 9 semester hour PPB block of courses with the required 50 hour field experience; **OR**
- BA/BS/BBA majors can take EDUC 2130 - Exploring Learning and Teaching concurrently with EDUC 2090 - PPB Practicum (50 contact hours in a school) – total of 3 credit hours. After taking EDUC 2130, those students can take one or both of the other PPB courses with approximately 10 hours of field experience with each course. These courses are:
 - EDUC 2110 - Investigating Critical and Contemporary Issues in Education (3)
 - EDUC 2120 - Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts (3)

NOTE: GACE Basic Skills and GACE Content Assessment examination and 2.5 cumulative GPA requirements must be met for certification program admission and should be considered during enrollment in the bachelor's program.

For those interested in P-12 Education (grades preschool-12) certification with a SPANISH degree:

Students who plan to seek teacher certification after completion of the B.A. Spanish or BA. Modern Languages (with Spanish concentration) program may achieve this through the Master of Arts in Teaching (MAT) or a non-degree certification program. If all B.A. Spanish or Modern Languages requirements are met, typically no other Spanish content courses are required.

The following education courses may also be taken as *electives* while enrolled in your bachelor's program:

Courses that a student can take as an undergraduate that will count toward certification requirements but will not count toward MAT degree requirements are:

- ITEC 3430 - Instructional Technology for P-12 Education (3) (*or meet the state technology requirement by passing the GACE Computer Skill Competency Assessment*)
- SPED 3333 - Introduction to Special Education (3)

Education Area F "Preprofessional Block" (PPB) courses may also be taken; however the PPB courses will not count toward meeting certification requirements or MAT degree requirements. These courses can provide undergraduate students information and experiences in school settings that will help them make more informed decisions about becoming a teacher. Since the three PPB courses have USG-mandated field requirements, the following guidance should be followed:

- BA/BS/BBA majors can take the complete 9 semester hour PPB block of courses with the required 50 hour field experience; **OR**
- BA/BS/BBA majors can take EDUC 2130 - Exploring Learning and Teaching concurrently with EDUC 2090 - PPB Practicum (50 contact hours in a school) – total of 3 credit hours. After taking EDUC 2130, those students can take one or both of the other PPB courses with approximately 10 hours of field experience with each course. These courses are:
 - EDUC 2110 - Investigating Critical and Contemporary Issues in Education (3)
 - EDUC 2120 - Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts (3)

NOTE: GACE Basic Skills and GACE Content Assessment examination and 2.5 cumulative GPA requirements must be met for certification program admission and should be considered during enrollment in the bachelor's program.

for certification program admission and should be considered during enrollment in the bachelor's program.

For those interested in Secondary Education (grades 6-12) certification in English Education with a WRITING AND LINGUISTICS degree:

Students who plan to seek teacher certification after completion of the B.A. Writing and Linguistics 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.

- ENGL 3121 - British Literature I (3)
- ENGL 3122 - British Literature II (3)
- ENGL 3131 - American Literature I (3)
- ENGL 3132 - American Literature II (3)
- LING/WRIT 3430 - Linguistics and Grammar for Teachers (3) **OR** WRIT 3520 - Revision, Grammar and Culture (3) (*require one of these but recommend both*)
- WRIT 3131 - The Teaching of Writing (3)
- READ 3330 - Content Literacy (3) **OR** READ 4131 - The Teaching of Reading (3)
- ENGL 5534 - Literature for Adolescents (3) **OR** ENGL 5135 - Teaching Literature for Middle Grades and High School Students (3)

Additional 9 hours of upper division (3000+) literature with advisor guidance in selection.

ENGL 4337 - Shakespeare (3) (*recommended only*)

The following education courses may also be taken as *electives* while enrolled in your bachelor's program:

Courses that a student can take as an undergraduate that will count toward certification requirements but will not count toward MAT degree requirements are:

- ITEC 3430 - Instructional Technology for P-12 Education (3) (*or meet the state technology requirement by passing the GACE Computer Skill Competency Assessment*)
- SPED 3333 - Introduction to Special Education (3)

Education Area F "Preprofessional Block" (PPB) courses may also be taken; however the PPB courses will not count toward meeting certification requirements or MAT degree requirements. These courses can provide undergraduate students information and experiences in school settings that will help them make more informed decisions about becoming a teacher. Since the three PPB courses have USG-mandated field requirements, the following guidance should be followed:

- BA/BS/BBA majors can take the complete 9 semester hour PPB block of courses with the required 50 hour field experience; **OR**
- BA/BS/BBA majors can take EDUC 2130 - Exploring Learning and Teaching concurrently with EDUC 2090 - PPB Practicum (50 contact hours in a school) – total of 3 credit hours. After taking EDUC 2130, those students can take one or both of the other PPB courses with approximately 10 hours of field experience with each course. These courses are:
 - EDUC 2110 - Investigating Critical and Contemporary Issues in Education (3)
 - EDUC 2120 - Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts (3)

NOTE: GACE Basic Skills and GACE Content Assessment examination and 2.5 cumulative GPA requirements must be met

**College of Liberal Arts and Social Sciences
Programs - Undergraduate**

ANTHROPOLOGY

B. A., 126 HOURS

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills		9
Hours Area B - Institutional Options		
4 Hours Area C - Humanities and Fine Arts		
and Technology	6 Hours Area D - Science, Mathematics,	
	11 Hours Area E - Social Science	
	12 Hours Area F - Courses	
Appropriate to Major		18 Hours

- ANTH 1102 - Introduction to Anthropology (3)
- ANTH 2131 - Biological Anthropology (3)
- Foreign Language - through 2002 (0-6)

Select 9-15 hours from the following:

- BIOL 1130 - General Biology (3) and BIOL 1110 - General Biology Lab (1)
- BIOL 1230 - Environmental Biology (3) and BIOL 1210 - Environmental Biology Lab (1)
- CISM 1110 - Computer Applications (1) and CISM 1120 - Computer Concepts (2)
- CSCI 1301 - Programming Principles I (3) **OR** CSCI 1302 - Programming Principles II (3)
- GEOG 1111 - Climate and Landscape (3)
- GEOG 1130 - World Regional Geography (3)
- GEOL 1121 - Introduction to the Earth (3)
- GEOL 1122 - General Historical Geology w/lab (4)
- GEOL 1330 - Environmental Geology (3) and GEOL 1310 - Environmental Geology Lab (1)
- HIST 1111 - World History I (3)
- KINS 2531 - Human Anatomy and Physiology I (3) and KINS 2511 - Human Anatomy and Physiology I Lab (1) **OR** KINS 2532 - Human Anatomy and Physiology II (3) and KINS 2512 - Human Anatomy and Physiology II Lab (1)
- POLS 2101 - Introduction to Political Science (3)
- PSYC 1101 - Introduction to Psychology (3)
- SOCI 1101 - Introduction to Sociology (3)
- STAT 2231 - Introduction to Statistics (3) **OR** STAT 2232 - Introduction to Statistics II (3)

Health and Physical Education Activities		4
Hours		

- HLTH 1520 - Healthful Living (2)
- Physical Education Activities (2)

Orientation		2
Hours		

- FYE 1220 - First Year Seminar (2)

Major Requirements		30
Hours		

- ANTH 3131 - World Archaeology (3)
- ANTH 3331 - Cultural Anthropology (3)
- ANTH 3533 - Introduction to Language (3)
- ANTH 4630 - Capstone Seminar in Anthropology (3)

Select 18 hours from the following Anthropology courses: (3000 level or higher approved by the advisor after taking ANTH 1102)

- ANTH 3091 - Selected Topics in Anthropology (1-3)
- ANTH 4131 - North American Archaeology (3)
- ANTH 4132 - Southeastern Archaeology (3)
- ANTH 4133 - Gullah and Geechee Language and Culture (3)
- ANTH 4135 - Mesoamerican Archaeology (3)
- ANTH 4231 - Methods and Theory in Archaeology (3)
- ANTH 4232 - Archaeology Field Session (3)
- ANTH 4233 - Zooarchaeology (3)
- ANTH 4235 - Advanced Archaeological Analysis (3)
- ANTH 4262 - Archaeology Field Session (6)
- ANTH 4292 - Archaeology Field Session (9)
- ANTH 4331 - Anthropology and Human Relations (3)
- ANTH 4337 - Folklife and Folk Religion (3)
- ANTH 4431 - European Cultures (3) ANTH 4435 - Middle Eastern Cultures (3) ANTH 4890 - Directed Individual Study (1-3)
- ANTH 5091 - Selected Topics in Anthropology (3)
- ANTH 5131 - Historical Archaeology (3)
- ANTH 5133 - Georgia Archaeology (3)
- ANTH 5331 - Gender and Anthropology (3)
- ANTH 5337 - Ethnographic Methods (3)
- ANTH 5431 - North American Indians (3)
- ANTH 5432 - Southeastern Indians (3)
- ANTH 5435 - The Rural South (3)
- ANTH 5437 - Cultures of Africa (3)
- ANTH 5530 - Sociolinguistics (3)

ANTH 5631 - Anthropology of Language and Gender (3)

Electives **15 Hours**

Minor - Required **15 Hours**

ADVISEMENT: Assigned Anthropology faculty in the Department of Sociology and Anthropology, 1003 Carroll Building, (912) 478-5443. Students under 45 hours are advised in the CLASS Advisement Center, 912-478-7740. Students in the UHP program are advised in their major departments.

OTHER PROGRAM REQUIREMENTS:

- A minimum grade of "C" in required Anthropology courses; "C" average for all Anthropology courses with maximum of one "D" included

ART B.A., 126 HOURS (Concentration In Art History)

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills	9
Hours Area B - Institutional Options	
4 Hours Area C - Humanities and Fine Arts and Technology	6 Hours Area D - Science, Mathematics, 11 Hours Area E - Social Science 12 Hours Area F - Courses
Appropriate to Major	18 Hours
<ul style="list-style-type: none"> ART 1010 - Drawing I (3) ART 1011 - Drawing II (3) ART 1020 - Two-Dimensional Design (3) ART 1030 - Three-Dimensional Design (3) ART 2531 - Art History I (3) ART 2532 - Art History II (3) 	
Health and Physical Education Activities	4
Hours	
<ul style="list-style-type: none"> HLTH 1520 - Healthful Living (2) Physical Education Activities (2) 	
Orientation	2
Hours	
<ul style="list-style-type: none"> FYE 1220 - First Year Seminar (2) 	
Major Requirements	33
Hours	
<p>Select <u>24 hours</u> from the following upper division Art History courses:</p> <ul style="list-style-type: none"> ART 3231 - Modern Art History (3) ART 3251 - Dada and Surrealism Art History (3) ART 3261 - Italian Mannerism Art History (3) ART 3272 - Northern Renaissance Art History (3) ART 3282 - Pre-Columbian Art History (3) ART 3377 - Graphic Design Art History (3) ART 3435 - African Art History (3) ART 3436 - African American Art History (3) ART 3437 - American Art History (3) ART 3530 - Art and Architecture of the Ancient World (3) ART 3531 - Medieval Art History (3) ART 3532 - Italian Renaissance Art History (3) ART 3533 - Baroque and Rococo Art History (3) ART 3534 - 19th Century Art History (3) ART 4435 - Art History Travel Research (3) ART 4530 - 20th Century Art History (3) ART 4531 - Contemporary Art History (3) ART 4631 - Art History Seminar (3) ART 4830 - Art History Research (3) 	
<p>Select <u>6 hours</u> from the following Exploratory Studio Art courses:</p> <ul style="list-style-type: none"> ART 1135 - Painting I (3) ART 1230 - Ceramics I (3) ART 1235 - Sculpture I (3) ART 1236 - Jewelry I (3) ART 1335 - Photography I (3) ART 1430 - Print, Paper, Book Arts I (3) ART 2000 - Advanced Placement Studio (3) ART 2233 - Computer Graphics (3) ART 2330 - Typography I (3) ART 2331 - Visual Thinking in Graphic Design (3) ART 3132 - Figure Drawing (3) ART 3431 - Digital Photography I (3) ART 4590 - Selected Topics in Art (3) 	
<p>Required for the degree:</p> <ul style="list-style-type: none"> ART 4831 - Senior Art History Thesis (3) 	
Minor - Required	15
Hours Foreign Language	0-
6 Hours Electives	6-
12 Hours	

ADVISEMENT: Every student enrolled in a degree program in the Betty Foy Sanders Department of Art is assigned a faculty advisor in their concentration when they begin their degree program. Contact the Betty Foy Sanders Department of Art Advising and Career Center,

196 Georgia Southern University

Room 2018, Center for Art and Theatre, (912) 478-5358, or visit: <http://class.georgiasouthern.edu/art> for advising details.

PROGRAM REQUIREMENTS:

- Must earn a minimum grade of “C” in all ART courses.
- Must successfully complete prerequisites for courses and take courses in proper sequence.

ART B.A., 126 HOURS (Concentration In Studio)

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills	9
Hours Area B - Institutional Options	
4 Hours Area C - Humanities and Fine Arts	
6 Hours Area D - Science, Mathematics, and Technology	
11 Hours Area E - Social Science	
12 Hours Area F - Courses Appropriate to Major	18 Hours
ART 1010 - Drawing I (3)	
ART 1011 - Drawing II (3)	
ART 1020 - Two-Dimensional Design (3)	
ART 1030 - Three-Dimensional Design (3)	
ART 2531 - Art History I (3)	
ART 2532 - Art History II (3)	
Health and Physical Education Activities	4
Hours	
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
Orientation	2
Hours	
FYE 1220 - First Year Seminar (2)	
Major Requirements	33
Hours	
Select <u>9 hours</u> from the following upper division Art History courses:	
ART 3231 - Modern Art History (3)	
ART 3251 - Dada and Surrealism Art History (3)	
ART 3261 - Italian Mannerism Art History (3)	
ART 3272 - Northern Renaissance Art History (3)	
ART 3282 - Pre-Columbian Art History (3)	
ART 3377 - Graphic Design Art History (3)	
ART 3435 - African Art History (3)	
ART 3436 - African American Art History (3)	
ART 3437 - American Art History (3)	
ART 3530 - Art and Architecture of the Ancient World (3)	
ART 3531 - Medieval Art History (3)	
ART 3532 - Italian Renaissance Art History (3)	
ART 3533 - Baroque and Rococo Art History (3)	
ART 3534 - 19th Century Art History (3)	
ART 4435 - Art History Travel Research (3)	
ART 4530 - 20th Century Art History (3)	
ART 4531 - Contemporary Art History (3)	
ART 4631 - Art History Seminar (3)	
Select <u>24 hours</u> from the following Exploratory Studio Art courses:	
ART 1135 - Painting I (3)	
ART 1230 - Ceramics I (3)	
ART 1235 - Sculpture I (3)	
ART 1236 - Jewelry and Metalsmithing I (3)	
ART 1335 - Photography I (3)	
ART 1430 - Print, Paper, Book Arts I (3)	
ART 2000 - Advanced Placement Studio (3)	
ART 2233 - Computer Graphics (3)	
ART 2330 - Typography I (3)	
ART 2331 - Visual Thinking in Graphic Design (3)	
ART 3431 - Digital Photography I (3)	
ART 4590 - Selected Topics in Art (3)	
Minor - Required	15
Hours	
Foreign Language	0-6
Hours	
Electives	6-12
Hours	

ADVISEMENT: Every student enrolled in a degree program in the Betty Foy Sanders Department of Art is assigned a faculty advisor in their concentration when they begin their degree program. Contact the Betty Foy Sanders Department of Art Advising and Career Center, Room 2018, Center for Art and Theatre, (912) 478-5358, or visit: <http://class.georgiasouthern.edu/art> for advising details.

PROGRAM REQUIREMENTS:

- Must earn a minimum grade of “C” in all ART courses.
- Must successfully complete prerequisites for courses and take courses in proper sequence.

ART

B.F.A., 126 HOURS (Concentration In 2D Studio: Drawing, Painting, Print/Paper/Book Arts)

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills		9
Hours Area B - Institutional Options		
4 Hours Area C - Humanities and Fine Arts		
.....	6 Hours Area D - Science, Mathematics, and Technology	
.....	11 Hours Area E - Social Science	
.....	12 Hours Area F - Courses	
Appropriate to Major		18 Hours
ART 1010 - Drawing I (3)		
ART 1011 - Drawing II (3)		
ART 1020 - Two Dimensional Design (3)		
ART 1030 - Three Dimensional Design (3)		
ART 2531 - Art History I (3)		
ART 2532 - Art History II (3)		
Health and Physical Education Activities		4
Hours		
HLTH 1520 - Healthful Living (2)		
Physical Education Activities (2)		
Orientation		2
Hours		
FYE 1220 - First Year Seminar (2)		
Major Requirements		57
Hours		

Select 9 hours from the following upper division Art History courses:

- ART 3231 - Modern Art History (3)
- ART 3251 - Dada and Surrealism Art History (3)
- ART 3261 - Italian Mannerism Art History (3)
- ART 3272 - Northern Renaissance Art History (3)
- ART 3282 - Pre-Columbian Art History (3)
- ART 3377 - Graphic Design Art History (3)
- ART 3435 - African Art History (3)
- ART 3436 - African American Art History (3)
- ART 3437 - American Art History (3)
- ART 3530 - Art and Architecture of the Ancient World (3)
- ART 3531 - Medieval Art History (3)
- ART 3532 - Italian Renaissance Art History (3)
- ART 3533 - Baroque and Rococo Art History (3)
- ART 3534 - 19th Century Art History (3)
- ART 4435 - Art History Travel Research (3)
- ART 4530 - 20th Century Art History (3)
- ART 4531 - Contemporary Art History (3)
- ART 4631 - Art History Seminar (3)

Select 18 hours from the following Exploratory Studio Art courses:

- ART 1230 - Ceramics I (3)
- ART 1235 - Sculpture I (3)
- ART 1236 - Jewelry & Metalsmithing I (3)
- ART 1335 - Photography I (3)
- ART 2000 - Advanced Placement Studio (3)
- ART 2233 - Computer Graphics (3)
- ART 2330 - Typography I (3)
- ART 2331 - Visual Thinking in Graphic Design (3)
- ART 3431 - Digital Photography I (3)
- ART 4590 - Selected Topics in Art (3)

Concentration Studio Art Courses (30 hours):

- ART 1135 - Painting I (3)
- ART 1430 - Print, Paper, Book Arts I (3)
- ART 2135 - Painting II (3)
- ART 2430 - Print, Paper, Book Arts I I (3)
- ART 3131 - Drawing III (3)
- ART 3132 - Figure Drawing (3)
- ART 3135 - Painting III (3)
- ART 3430 - Print, Paper, Book Arts III (3)
- ART 4190 - Drawing IV (3)

ART 4999 - BFA Portfolio and Exhibition (3)

Elective..... **3 Hours**

ADVISEMENT: Every student enrolled in a degree program in the Betty Foy Sanders Department of Art is assigned a faculty advisor in their concentration when they begin their degree program. Contact the Betty Foy Sanders Department of Art Advising and Career Center, Room 2018, Center for Art and Theatre, (912) 478-5358, or visit: <http://class.georgiasouthern.edu/art> for advising details.

PROGRAM REQUIREMENTS:

- Must earn a minimum grade of “C” in all ART designated courses.
- Must successfully complete prerequisites for courses and take courses in proper sequence.

ART 4999 - BFA Portfolio and Exhibition (3)

Elective..... **3 Hours**

ADVISEMENT: Every student enrolled in a degree program in the Betty Foy Sanders Department of Art is assigned a faculty advisor in their concentration when they begin their degree program. Contact the Betty Foy Sanders Department of Art Advising and Career Center, Room 2018, Center for Art and Theatre, (912) 478-5358, or visit: <http://class.georgiasouthern.edu/art> for advising details.

PROGRAM REQUIREMENTS:

- Must earn a minimum grade of “C” in all ART designated courses.
- Must successfully complete prerequisites for courses and take courses in proper sequence.

ART B.F.A., 126 HOURS (Concentration In Graphic Design)

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills		9
Hours Area B - Institutional Options		
4 Hours Area C - Humanities and Fine Arts		
and Technology	6 Hours Area D - Science, Mathematics,	
.....	11 Hours Area E - Social Science	
.....	12 Hours Area F - Courses	
Appropriate to Major		18 Hours
ART 1010 - Drawing I (3)		
ART 1011 - Drawing II (3)		
ART 1020 - Two Dimensional Design (3)		
ART 1030 - Three Dimensional Design (3)		
ART 2531 - Art History I (3)		
ART 2532 - Art History II (3)		
Health and Physical Education Activities		4
Hours		
HLTH 1520 - Healthful Living (2)		
Physical Education Activities (2)		
Orientation		2
Hours		
FYE 1220 - First Year Seminar (2)		
Major Requirements		57
Hours		

Select 9 hours from the following upper division Art History courses:

- ART 3231 - Modern Art History (3)
- ART 3251 - Dada and Surrealism Art History (3)
- ART 3261 - Italian Mannerism Art History (3)
- ART 3272 - Northern Renaissance Art History (3)
- ART 3282 - Pre-Columbian Art History (3)
- ART 3377 - Graphic Design Art History (3)
- ART 3435 - African Art History (3)
- ART 3436 - African American Art History (3)
- ART 3437 - American Art History (3)
- ART 3530 - Art and Architecture of the Ancient World (3)
- ART 3531 - Medieval Art History (3)
- ART 3532 - Italian Renaissance Art History (3)
- ART 3533 - Baroque and Rococo Art History (3)
- ART 3534 - 19th Century Art History (3)
- ART 4435 - Art History Travel Research (3)
- ART 4530 - 20th Century Art History (3)
- ART 4531 - Contemporary Art History (3)
- ART 4631 - Art History Seminar (3)

Select 15 hours from the following Exploratory Studio Art courses:

(Two courses must be 2-D in Concept; two courses must be 3-D in Concept)

- ART 1135 - Painting I (3)
- ART 1230 - Ceramics I (3)
- ART 1235 - Sculpture I (3)
- ART 1236 - Jewelry and Metalsmithing I (3)
- ART 1335 - Photography I (3)
- ART 1430 - Print, Paper, Book Arts I (3)
- ART 2000 - Advanced Placement Studio (3)
- ART 3132 - Figure Drawing (3)
- ART 3431 - Digital Photography I (3)
- ART 4590 - Selected Topics in Art (3)

Concentration Courses (33 hours):

- ART 2330 - Typography I (3)
- ART 2331 - Visual Thinking in Graphic Design (3)
- ART 3330 - New Media Design (3)
- ART 3331 - Graphic Design Methods (3)
- ART 3333 - Design Systems (3)
- ART 3334 - Professional Practices (3)
- ART 3338 - Typography II (3)
- ART 4381 - Design Theories (3)
- ART 4889 - Graphic Design Portfolio (3)
- GCM 1321 - Desktop Publishing (2)
- GCM 1411 - Desktop Publishing Lab (1)

Select one of the following Graphic Design Electives courses:

ART 3731 - Graphic Design Internship (3)

ART 4333 - Publication Design (3)

ART 4335 - Web Page Design (3)

Elective..... **3 Hours**

ADVISEMENT: Every student enrolled in a degree program in the Betty Foy Sanders Department of Art is assigned a faculty advisor in their concentration when they begin their degree program. Contact the Betty Foy Sanders Department of Art Advising and Career Center, Room 2018, Center for Art and Theatre, (912) 478-5358, or visit: <http://class.georgiasouthern.edu/art> for advising details.

PROGRAM REQUIREMENTS:

- Must earn a minimum grade of “C” in all ART designated courses.
- Must successfully complete prerequisites for courses and take courses in proper sequence.
- All students pursuing coursework in graphic design, whether as a major, minor, or second discipline, must pass portfolio review after completion of ART 2330 - Typography I (3) and ART 2331 - Visual Thinking in Graphic Design (3) to enroll in upper division graphic design courses.
- A total institution GPA of 2.75 is required to register for internship credit.
- A portfolio presentation in a public venue is required as a capstone experience during ART 4889 - Portfolio Design (3).

SPECIFIC REQUIREMENTS FOR GRAPHIC DESIGN CONCENTRATION:

Graphic Design Course Schedule Rotation

Note: Course offerings are subject to change depending upon faculty availability, enrollment demands, and learning opportunities that may arise.

FALL

ART 2331 - Visual Thinking in Graphic Design (3)

ART 3330 - New Media Design (3)

ART 3331 - Design Methods (3)

ART 3334 - Professional Practices (3)

ART 4381 - Design Theories (3)

SPRING

ART 2330 - Typography I (3)

ART 3333 - Design Systems (3)

ART 3338 - Typography II (3)

ART 3377 - Graphic Design Art History (3)

ART 4889 - Portfolio Design (3)

Alternating Electives:

ART 3731 - Graphic Design Internship (3)

ART 4333 - Publication Design (3)

ART 4335 - Web Page Design (3)

- *Portfolio Review for admission into upper division courses in Graphic Design:*
When Students have completed ART 2331 - Visual Thinking in Graphic Design (3) and ART 2330 - Typography I (3), they submit a portfolio of their design work completed to date, and a require independent project assigned by faculty, for review by the design faculty. Based upon criteria outlined in the B.F.A. Graphic Design Program of Study Handbook, faculty will evaluate and admit students into the Graphic Design concentration based upon their demonstrated creative abilities and professional demeanor deemed necessary for success in the design field. A 3.0 GPA in ART 2331 - Visual Thinking in Graphic Design (3) and ART 2330 - Typography I (3) is only one requirement in passing the portfolio review.
- Students who do not pass the graphic design portfolio review are encouraged to enter other concentrations in the ART or Graphic Communications Management major more suitable to their talents. In this case, graphic design courses with an earned grade of “C” or above will be designated as exploratory studio courses in another BA/BFA art degree program or professional electives in the BS Graphic Communications Management degree program.
- Students who do not pass the portfolio review may choose to resubmit their portfolio the following year after they further develop the quality of their work and remedy deficient professional practices.
- All students will participate in a public presentation of their portfolio completed in Graphic Design Portfolio for review by faculty, invited members of the profession, and peers.

COMMUNICATION ARTS B.A., 126 HOURS

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills	9
Hours Area B - Institutional Options	
4 Hours Area C - Humanities and Fine Arts	
and Technology	6 Hours Area D - Science, Mathematics,
	11 Hours Area E - Social Science
	12 Hours Area F - Courses
Appropriate to Major	18 Hours

- COMM 1100 - Introduction to Human Communication (3)
- COMM 2332 -Media & Society (3)
- Foreign Language 2001 - Intermediate I (3)
- Foreign Language 2002 - Intermediate II (3)
- JOUR 2331 - Introduction to Journalism (3)

Select one of the following:

- COMM 1110 - Principles of Public Speaking (3)
- FILM 2331 - Introduction to Film Studies (3)
- THEA 1100 - Theatre Appreciation (3)

Health and Physical Education Activities **4 Hours**

- HLTH 1520 - Healthful Living (2)
- Physical Education Activities (2)

Orientation..... **2 Hours**

- FYE 1220 - First Year Seminar (2)

Major Requirements..... **18 Hours**

Select one of the following Performing Arts and Applied Media courses:

- COMS 3336 - Introduction to Performance Studies (3)
- MMC 3331 - Audio Production & Announcing (3)
- MMC 3332 - Studio Video Production (3)
- THEA 3330 - Scene Study (3)
- THEA 3338 - Rehearsal and Performance (3)
- THEA 5531 - Puppetry (3)

Select one of the following Applied Writing courses:

- JOUR 3331 - News Reporting and Writing (3)
- JOUR 3332 - Feature Writing (3)
- JOUR 4333 - Opinion Journalism (3)
- MMC 2335 - Introduction to Media Writing (3)
- MMC 3334 - Broadcast News (3)
- PRCA 2330 - Introduction to Public Relations (3)
- PRCA 3330 - PR Writing (3)
- THEA 5530 - Play Writing (3)

Select one of the following History and Law courses:

- FILM 3331 - History of American Film (3)
- JOUR 3337 - Media Law and Ethics (3)
- JOUR 4331 - History of American Journalism (3)
- COMS 4339 - Philosophy of Communication (3)
- THEA 4330 - Theatre History: To the Elizabethans (3)
- THEA 4331 - Theatre History: From Elizabethans to Modern (3)

Select one of the following Interpretive and Research Skills courses:

- COMM 3331 - Media Criticism (3)
- FILM 3334 - Film and Politics (3)
- MMC 3233 - Politics and the Media (3)
- PRCA 4330 - Public Relations Research (3)
- COMS 3338 - Rhetorical Criticism (3)
- THEA 3331 - Advanced Stagecraft (3)

Select one of the following Theory courses:

- COMM 4333 - Theories of Mass Communication (3)
- COMS 4333 - General Semantics (3)
- COMS 4334 - Communication Theory (3)

Select 3 hours of Practicum

Four three-hour courses selected from upper division Communication Arts Curriculum..... **12 Hours**

Minor - Required **15 Hours**

Electives **15 Hours**

ADVISEMENT: Department of Communication Arts, Veazey Hall, (912) 478-5138. Students are advised in the CLASS Advisement Center, 912-478-7740 until exiting "Pre-Communication Arts" status upon meeting program admission criteria. Students in the UHP program are advised in their major departments.

PROGRAM ADMISSION CRITERIA:

- Students must have a total institution GPA of 2.35 and 30 earned hours to become a major in this Communication Arts program.
- Students with fewer than 30 hours and/or less than 2.35 total institution GPA will be considered “Pre-Communication Arts” students and advised in the CLASS Advisement Center.

OTHER PROGRAM REQUIREMENTS:

- Students must make a minimum grade of “C” in each Communication Arts class to receive credit for that course.
- “Pre-Communication Arts” students cannot take upper division Communication Arts classes for credit.

COMMUNICATION STUDIES B.S., 126 HOURS

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills	9
Hours Area B - Institutional Options	
4 Hours Area C - Humanities and Fine Arts and Technology	6 Hours Area D - Science, Mathematics, 11 Hours Area E - Social Science 12 Hours Area F - Courses
Appropriate to Major	18 Hours
COMM 1100 - Introduction to Human Communication (3) COMM 1110 - Principles of Public Speaking (3) COMM 2332 - Media and Society (3) COMS 2330 - Introduction to Communication Research (3) THEA 1100 - Theatre Appreciation (3) OR FILM 2331 - Introduction to Film Studies (3)	
Select <u>one</u> of the following:	
Foreign Language - through 2001 (3)	
Significant International Content Course (3)	
Health and Physical Education Activities	4
Hours	
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
Orientation	2
Hours	
FYE 1220 - First Year Seminar (2)	
Major Requirements	18
Hours	
COMS 3332 - Small Group Communication (3) COMS 3335 - Interpersonal Communication (3) COMS 3337 - Persuasion (3) COMS 3338 - Rhetorical Criticism (3) COMS 4333 - General Semantics (3) COMS 4334 - Communication Theory (3)	
Additional upper division requirements selected from	18-20 Hours
COMS 1711 - Communication Studies Practicum (1) OR COMS 2711 - Communication Studies Practicum (1) COMS 3030 - Selected Topics in Communication Studies (3) COMS 3330 - Health Communication (3) COMS 3331 - Argumentation (3) COMS 3333 - Communication and Gender (3) COMS 3334 - Communication in the Workplace (3) COMS 3336 - Introduction to Performance Studies (3) COMS 3339 - Intercultural Communication (3) COMS 3711 - Communication Studies Practicum (1) COMS 4330 - Rhetoric of International Relations (3) COMS 4331 - Communication and Conflict (3) COMS 4332 - Political Communication (3) COMS 4336 - Performance, Culture, Communication (3) COMS 4337 - Rhetoric of Social Movements (3) COMS 4338 - Organizational Communication (3) COMS 4339 - Philosophy of Communication (3) COMS 4711 - Communication Studies Practicum (1) COMS 4831 - Directed Studies in Communication Studies (3) COMS 4791 - Communication Studies Internship (only 6 hours may count toward these requirements)	
Upper Division Communication Arts Electives (Other Than Communication Studies Courses)	9-12 Hours
Electives	10-15
Hours	

ADVISEMENT: Department of Communication Arts, Veazey Hall, (912) 478-5138. Students are advised in the CLASS Advisement Center, 912-478-7740 until exiting “Pre-Communication Arts” status upon meeting program admission criteria. Students in the UHP program are advised in their major departments.

PROGRAM ADMISSION CRITERIA:

- Students must have a total institution GPA of 2.35 and 30 earned hours to become a major in this Communication Arts program.
- Students with fewer than 30 hours and/or less than 2.35 total institution GPA will be considered “Pre-Communication Arts” students and advised in the CLASS Advisement Center.

OTHER PROGRAM REQUIREMENTS:

- Students must make a minimum grade of “C” in each Communication Arts class to receive credit for that course.
- “Pre-Communication Arts” students cannot take upper division Communication Arts classes for credit.
- Students must have a total institution GPA of 2.5 before enrolling for internship hours (COMS 4791).

ENGLISH B.A., 126 HOURS

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills	9
Hours Area B - Institutional Options	
4 Hours Area C - Humanities and Fine Arts	
and Technology	6 Hours Area D - Science, Mathematics, and Technology 11 Hours Area E - Social Science 12 Hours Area F - Courses
Appropriate to Major	18 Hours
<ul style="list-style-type: none"> ENGL 2231 - British Literature I (3) ENGL 2232 - British Literature II (3) ENGL 2331 - American Literature I (3) OR ENGL 2332 - American Literature II (3) Foreign Language - through 2002 (3-6) 	
Select <u>one</u> of the following: NOTE: Must take ENGL 2111 if not taken as part of Area C	
<ul style="list-style-type: none"> ART 1000 - Art in Life (3) ENGL 1230 - Reading Fiction (3) ENGL 1231 - Reading Drama (3) ENGL 1232 - Reading Poetry (3) ENGL 2111 - World Literature I (3) ENGL 2112 - World Literature II (3) ENGL 2434 - Language of Film (3) Foreign Language - additional foreign language at 1000-2000 level in a different language (3) HIST 1111 - World History I: Development of World Civilization (3) MUSC 1100 - Music Appreciation (3) PHIL 1030 - Introduction to Philosophy (3) PHIL 2232 - Critical Thinking (3) RELS 2130 - Introduction to Religion (3) THEA 1100 - Theatre Appreciation (3) 	
Health and Physical Education Activities	4
Hours	
<ul style="list-style-type: none"> HLTH 1520 - Healthful Living (2) Physical Education Activities (2) 	
Orientation	2
Hours	
<ul style="list-style-type: none"> FYE 1220 - First Year Seminar (2) 	
Major Requirements (27 hours at the 3000 level or above)	30
Hours	
Specific Requirements (9 hours)	
<ul style="list-style-type: none"> ENGL 2131 - Introduction to Literary Studies (3) ENGL 4630 - Senior Seminar (3) <i>May be taken only after successfully completing eighteen (18) hours of upper division coursework</i> 	
Select <u>one</u> of the following Single-Author courses:	
<ul style="list-style-type: none"> ENGL 4135 - Chaucer (3) ENGL 4337 - Shakespeare (3) ENGL 4435 - Single Author (3) ENGL 5434 - Milton (3) 	
Select the appropriate number of course hours from each of the four (4) areas below	
AREA 1 (3-9 hours) <i>NOTE: May not overlap with hours taken for required single-author course listed above</i>	
<ul style="list-style-type: none"> ENGL 4135 - Chaucer (3) ENGL 4337 - Shakespeare (3) ENGL 5136 - Medieval British Literature (3) ENGL 5138 - Poetry and Prose of the English Renaissance (3) ENGL 5331 - British Drama to 1642 (3) ENGL 5434 - Milton (3) 	
AREA 2 (3-9 hours)	
<ul style="list-style-type: none"> ENGL 4133 - The British Novel (3) ENGL 5131 - British Romantics (3) ENGL 5134 - British Literature 1660-1790 (3) ENGL 5139 - Victorian Prose and Poetry (3) ENGL 5332 - British Drama since 1660 (3) ENGL 5432 - 20th Century British Literature (3) 	
AREA 3 (3-9 hours)	
<ul style="list-style-type: none"> ENGL 4237 - The American Novel (3) ENGL 5230 - Colonial American Literature (3) ENGL 5231 - American Romanticism (3) ENGL 5232 - American Realism (3) ENGL 5336 - 20th Century American Literature (3) 	
AREA 4 (6-12 hours)	
<ul style="list-style-type: none"> ENGL 3231 - Survey of African-American Literature (3) ENGL 3237 - Women and Literature (3) 	

- ENGL 3535 - Patterns in Film and Literature (3)
- ENGL 5090 - Selected Topics (3)
- ENGL 5135 - Teaching Literature to Middle Grades and High School Students (3)
- ENGL 5234 - Southern Literature (3)
- ENGL 5235 - Irish Literature to 1850 (3)
- ENGL 5236 - Irish Literature since 1850 (3)
- ENGL 5330 - World Drama to Romanticism (3)
- ENGL 5430 - Contemporary Poetry (3)
- ENGL 5438 - Modern Poetry to 1945 (3)
- ENGL 5530 - The Bible as Literature (3)
- ENGL 5533 - Literary Criticism and Theory (3)
- ENGL 5534 - Literature for Adolescents (3)
- ENGL 5535 - Children's Literature (3)
- ENGL 5536 - Post-Colonial Literature (3)
- ENGL 5538 - World Fiction Since 1900 (3)
- ENGL 5539 - Literature by Women (3)

Electives **15 Hours**
Minor - Required (Must be approved by advisor) **15 Hours**

ADVISEMENT: English Majors who have earned more than 45 hours will be advised by faculty in the Department of Literature and Philosophy, 3307 Newton Building, (912) 478-5471. Students who have earned fewer than 45 hours will be advised in the College of Liberal Arts and Social Sciences (CLASS) Advisement Center, 3060 Foy Fine Arts Building, 912-478-7740. Students in the University Honors Program (UHP) program are advised in their major departments.

PREREQUISITES:

- Students must take one of the British Literature surveys (ENGL 2231 or ENGL 2232) required as part of Area F and one of the American Literature surveys (ENGL 2331 or ENGL 2332) required as part of Area F before enrolling in upper division (3000 or above) courses
- The second British Literature survey course required as part of Area F may be taken concurrently with upper division (3000 or above) courses and should be taken at the earliest opportunity in the student's course of study
- ENGL 2131 - Introduction to Literary Studies (3) must be taken prior to or concurrent with upper division courses and should be taken at the earliest opportunity in the student's course of study

OTHER PROGRAM REQUIREMENTS:

- Students must earn a minimum grade of “C” in freshman composition (ENGL 1101 and ENGL 1102), British Literature (ENGL 2231 or ENGL 2232), and American Literature (ENGL 2331 or ENGL 2332) before enrolling in upper-level English courses
- Students must earn a minimum grade of “C” in all required courses and in all major courses
- Majors must acquire from their advisors a copy of “Requirements for the Major in English”

GRAPHIC COMMUNICATIONS MANAGEMENT

B.S.Graph.Com., 126 HOURS

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills		9
Hours Area B - Institutional Options		
4 Hours Area C - Humanities and Fine Arts		
and Technology	6 Hours Area D - Science, Mathematics,	
	11 Hours Area E - Social Science	
	12 Hours Area F - Courses	
Appropriate to Major	18 Hours All Area F	

Courses must be completed with a minimum grade of "C".

- ART 1020 - Two Dimensional Design (3)
- BUSA 1105 - Introduction to Business (3)
- COMM 1110 - Principles of Public Speaking (3)
- GCM 1131 - Graphic Communications Technology (3)
- GCM 1321 - Desktop Publishing (2)
- GCM 1411 - Desktop Publishing Lab (1)
- 1 MATH, STAT or Programming Course (3)

Health and Physical Education Activities		4
Hours		
HLTH 1520 - Healthful Living (2)		
Physical Education Activities (2)		

Orientation		2
Hours		
FYE 1220 - First Year Seminar (2)		

Major Requirements		56
Hours		

Specific Requirements (35)
All Courses Listed as Specific Requirements must be completed with a minimum grade of "C".

- GCM 2332 - Bindery and Finishing (3)
- GCM 2412 - Bindery and Finishing Lab (1)
- GCM 2432 - Inks and Substrates (3)
- GCM 2512 - Desktop Publishing II Lab (1)
- GCM 2532 - Desktop Publishing II (3)
- GCM 2721 - Industrial Practicum (2)
- GCM 3231 - Print Media Processes (3)
- GCM 3735 - Graphic Communications Internship I (3)
- GCM 5234 - Color Reproduction (3)
- GCM 5314 - Color Reproduction Lab (1)
- GCM 5335 - Graphic Communications Management Topics (3)
- GCM 5535 - Estimating for Print Production (3)

Select two of the following production courses:

- GCM 4132 - Screen and Specialty Printing (3)
- GCM 5331 - Flexography (3)
- GCM 5434 - Lithographic Reproduction (3)
- GCM 5534 - Digital Output Applications (3)

Professional Electives and Graphic Communications Management Electives together must total 21 hours.

Professional Electives (9-12)

All courses listed are examples of "Professional Elective" and must be completed with a minimum grade of "C". A minor can be chosen to supplement the Graphic Communications Management curriculum. Courses required for the minor may be used to complete the professional elective requirements. Suggested minors or concentrations are: Visual Communications Design, Art, Management, Marketing, Industrial Management, Information Technology, Information Systems, or Industrial Safety and Environmental Compliance. Consult the Undergraduate and Graduate Catalog for guidelines on completing a chosen minor.

- ACCT 2030 - Survey of Accounting (3)
- ACCT 2101 - Financial Accounting (3)
- ACCT 2102 - Managerial Accounting (3)
- ART 1010 - Drawing I (3)
- ART 1030 - Three Dimensional Design (3)
- ART 2330 - Typography (3)
- ART 2331 - Visual Thinking in Graphic Design (3)
- BUSA 3131 - Business Statistics (3)
- LSTD 2106 - Legal Environment of Business (3)
- LSTD 3130 - International Trade Regulation (3)
- MGNT 3130 - Management and Industrial Behavior (3)
- MGNT 3134 - Behavior in Organizations (3)
- MGNT 3430 - Operations Management (3)
- MKTG 3131 - Principles of Marketing (3)
- MKTG 3132 - Principles of Advertising (3)
- MKTG 3133 - Professional Selling (3)
- MKTG 4133 - Sales Management (3)

- MKTG 4135 - Buyer Behavior (3)
- MKTG 4137 - Marketing Management (3)
- PSYC 3234 - Industrial/Organizational Psychology (3)
- TMAE 5134 - World Class Manufacturing (3)
- TMFG 3231 - Introduction to Industrial Management (3)
- TMFG 3232 - Applied Industrial Stats. and Quality Assurance (3)
- TSEC 5334 - Hazardous Waste Management (3)

Graphic Communications Management Electives (9-11)

All Courses Listed as Graphic Communications Management Electives must be completed with a minimum grade of "C".

- GCM 3110 - Instructional Assistance (1)
- GCM 3130 - Customer Service for Graphic Communications (3)
- GCM 4132 - Screen and Specialty Printing (3)
- GCM 4232 - Photo Prep for Reproduction (3)
- GCM 4736 - Graphic Communications Internship II (3)
- GCM 4899 - Independent Study (Max. 4)
- GCM 5090 - Selected Topics in Technology (1-3)
- GCM 5331 - Flexography (3)
- GCM 5332 - Multimedia Presentations (3)
- GCM 5334 - Imaging Systems (3)
- GCM 5434 - Lithographic Reproduction (3)
- GCM 5534 - Digital Output Applications (3)

Free Electives..... 4 Hours

ADVISEMENT: Every student enrolled in a degree program in the Betty Foy Sanders Department of Art is assigned a faculty advisor in their concentration when they begin their degree program. Contact the Betty Foy Sanders Department of Art Advising and Career Center, Room 2018, Center for Art and Theatre, (912) 478-5358, or visit: <http://class.georgiasouthern.edu/art> for advising details.

PROGRAM REQUIREMENTS:

- Must earn a minimum grade of "C" in all ART and GCM designated courses.
- Must successfully complete prerequisites for courses and take courses in proper sequence.

HISTORY B.A., 126 HOURS

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills		9
Hours Area B - Institutional Options		
4 Hours Area C - Humanities and Fine Arts		
and Technology	6 Hours Area D - Science, Mathematics,	
	11 Hours Area E - Social Science	
	12 Hours Area F - Courses	
Appropriate to Major		18 Hours
Foreign Language 2001 - Intermediate I (3)		
Foreign Language 2002 - Intermediate II (3)		
HIST 1111 - World History I (3)		
HIST 2630 - Historical Methods (3)		
Select <u>6-12 hours</u> from the following:		
ANTH 1102 - Introduction to Anthropology (3)		
GEOG 1130 - World Regional Geography (3)		
PHIL 1030 - Introduction to Philosophy (3)		
PSYC 1101 - Introduction to Psychology (3)		
RELS 2130 - Introduction to Religion (3)		
SOC1 1101 - Introduction to Sociology (3)		
Health and Physical Education Activities		4
Hours		
HLTH 1520 - Healthful Living (2)		
Physical Education Activities (2)		
Orientation		2
Hours		
FYE 1220 - First Year Seminar (2)		
Major Requirements		24
Hours		
HIST 4635 - Senior Seminar (3)		
Select <u>seven</u> of the following: <i>At least nine (9) hours must include one course from each of the following three categories: (1) U.S. History</i>		
(2) <i>European History</i> (3) <i>“Non-western” History</i> [African, Asian, Latin American, Middle Eastern, or Russian]		
HIST 3130 - African American History to 1877 (3)		
HIST 3131 - African American History since 1877 (3)		
HIST 3132 - The Young Republic, 1788-1848 (3)		
HIST 3133 - U.S. Constitutional History (3)		
HIST 3134 - American Economic History (3)		
HIST 3135 - Rise of U.S. to World Power (3)		
HIST 3136 - U.S. as a Global Power, 1900-present (3)		
HIST 3137 - Topics in U.S. Women's History (3)		
HIST 3139 - History of Religion in the U.S. (3)		
HIST 3230 - American Military History (3)		
HIST 3233 - The Early Church (3)		
HIST 3250 - The Muslim World to Tamerlane (3)		
HIST 3251 - The Muslim World Since Genghis Khan (3)		
HIST 3330 - History of Greece (3)		
HIST 3331 - History of Rome (3)		
HIST 3332 - Late Antiquity (3)		
HIST 3333 - The Middle Ages (3)		
HIST 3334 - Christian Europe 450-1750 (3)		
HIST 3337 - Europe, 1914-1945 (3)		
HIST 3338 - Contemporary Europe (3) HIST		
3430 - History of England to 1603 (3) HIST		
3431 - History of England since 1603 (3)		
HIST 3432 - Germany: 1648 to the Present (3)		
HIST 3434 - Modern European Thought (3)		
HIST 3435 - Scientific Revolution (3)		
HIST 3436 - The Holocaust (3)		
HIST 3530 - History of Africa to 1800 (3)		
HIST 3531 - History of Africa since 1800 (3)		
HIST 3532 - The Modern Middle East (3)		
HIST 3533 - Modern Eastern Europe (3)		
HIST 3534 - Modern Southeast Asia (3)		
HIST 3536 - Russia to 1917 (3)		
HIST 3537 - Colonial Latin America (3)		
HIST 3538 - Modern Latin America (3)		
HIST 4130 - Georgia History (3)		
HIST 4131 - American Biography (3)		
HIST 4132 - Recent America: U.S. Since 1945 (3)		

- HIST 4133 - U.S. Diplomacy: The Cold War (3)
- HIST 4134 - The Civil Rights Movement (3)
- HIST 4135 - The United States in the 1960's (3)
- HIST 4230 - The Renaissance (3)
- HIST 4333 - The Colonial Experience I: Europe (3)
- HIST 4335 - The "Woman Question" in Europe (3)
- HIST 4336 - Science and Religion (3)
- HIST 4337 - Technology and the Historian (3)
- HIST 4431 - Contact, Encounter, and Colonization: Early America to 1670 (3)
- HIST 4432 - Diversity and Division: Early America 1670-1763 (3)
- HIST 4530 - Revelation and Revolution (3)
- HIST 4531 - World War I (3)
- HIST 4532 - The Destruction of Slavery (3)
- HIST 4533 - The History of Flight (3)
- HIST 4534 - Dinosaurs and Extinction (3)
- HIST 4635 - Senior Seminar (3)
- HIST 4690 - Senior Thesis (3)
- HIST 4790 - Internship in History (1-9)
- HIST 5130 - American Indian History (3)
- HIST 5133 - Revolutionary America (3)
- HIST 5134 - The Civil War and Reconstruction (3)
- HIST 5137 - The Antebellum South (3)
- HIST 5138 - The New South (3)
- HIST 5230 - Advertising and Culture (3)
- HIST 5231 - Legal History of the U.S. (3)
- HIST 5232 - Working-Class History in the United States (3)
- HIST 5233 - The American City (3)
- HIST 5331 - The Age of Chivalry (3)
- HIST 5332 - The Reformation (3)
- HIST 5335 - World War II (3)
- HIST 5336 - Revolutionary France (3)
- HIST 5339 - Modern Britain (3)
- HIST 5430 - Modern France (3)
- HIST 5530 - 20th Century Russia (3)
- HIST 5531 - Modern Japan (3)
- HIST 5532 - Modern China (3)
- HIST 5533 - Economic Rivals: US-EC-Japan (3)

Minor - Required. Must be approved by advisor 15 Hours
Electives 21 Hours

ADVISEMENT: Department of History faculty, Forest Drive Building, (912) 478-5586. Students under 45 hours are advised in the CLASS Advisement Center, 912-478-7740. Students in the UHP program are advised in their major departments.

PROGRAM REQUIREMENTS:

- Must have a minimum grade of "C" in every History course beyond the core surveys.
- No more than 30 hours of upper division course work in the major may count toward the minimum of 126 hours required for graduation.

JOURNALISM B.S., 126 HOURS

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills		9
Hours Area B - Institutional Options		
4 Hours Area C - Humanities and Fine Arts		
.....	6 Hours	
COMM 1110 - Principles of Public Speaking (3) <i>(Required)</i>		
Area D - Science, Mathematics, and Technology		11
Hours		
CISM 1110 - Computer Applications (2) and CISM 1120 - Computer Concepts (1) <i>(Required)</i>		
Area E - Social Science		12
Hours		
Area F - Courses Appropriate to Major		18
Hours		
ART 2233 - Computer Graphics (3)		
COMM 2332 - Media and Society (3)		
COMS 2330 - Introduction to Communication Research (3) OR HIST 2630 - Historical Methods (3)		
JOUR 2331 - Introduction to Journalism (3)		
IT 1430 - Web Page Development (3)		
Select <u>one</u> of the following:		
Foreign Language - through 2001 (3)		
Significant International Content Course (3)		
Health and Physical Education Activities		4
Hours		
HLTH 1520 - Healthful Living (2)		
Physical Education Activities (2)		
Orientation		2
Hours		
FYE 1220 - First Year Seminar (2)		
Major Requirements		27
Hours		
COMM 4333 - Theories of Mass Communications (3) OR JOUR 3530 - Media Ethics (3)		
IT 3132 - Web Software (3)		
JOUR 3331 - News Reporting and Writing (3)		
JOUR 3334 - Broadcast News (3)		
JOUR 3335 - Copy Editing (3)		
JOUR 3337 - Law and Ethics of Mass Communication (3)		
JOUR 3631 - Fundamentals of Multimedia Production (3)		
JOUR 4333 - Opinion Journalism (3)		
JOUR 4335 - Investigative Journalism (3)		
Major Electives		12
Hours		
Select <u>four</u> upper-division Journalism electives		

CLASS Specialization		21 Hours
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Select a minimum of 21 elective hours within CLASS, to include a minimum of 6 upper-division elective hours in one discipline within CLASS

ADVISEMENT: Department of Communication Arts, Veazey Hall, (912) 478-5138. Students are advised in the CLASS Advisement Center, 912-478-7740 until exiting “Pre-Communication Arts” status upon meeting program admission criteria. Students in the UHP program are advised in their major departments.

PROGRAM ADMISSION CRITERIA:

- Students must score a 70 percent or higher on the Grammar Proficiency Exam or earn a “C” or higher grade in WRIT 3430 to earn major status.
- Students must have a total institution GPA of 2.35 and 30 earned hours to become a major in this Communication Arts program.
- Students with fewer than 30 hours and/or less than 2.35 total institution GPA will be considered “Pre-Communication Arts” students and advised in the CLASS Advisement Center.

OTHER PROGRAM REQUIREMENTS:

- Students must make a minimum grade of “C” in each Communication Arts class to receive credit for that course.
- “Pre-Communication Arts” students cannot take upper division Communication Arts classes for credit.

JUSTICE STUDIES B.S.J.S., 126 HOURS

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills		9
Hours Area B - Institutional Options		
4 Hours Area C - Humanities and Fine Arts		
and Technology	6 Hours Area D - Science, Mathematics,	
	11 Hours Area E - Social Science	
	12 Hours Area F - Courses	
Appropriate to Major		18 Hours

- CRJU 1100 - Introduction to Criminal Justice (3)
- CRJU 2131 - Justice and Ethics (3)
- PSYC 1101 - Introduction to Psychology (3)
- SOCI 1101 - Introduction to Sociology (3)
- STAT 2231 - Introduction to Statistics (3)

Select 3 hours from the following:

- ANTH 1102 - Introduction to Anthropology (3)
- CISM 1110 - Computer Applications (1) and CISM 1120 - Computer Concepts (2)
- COMM 1110 - Principles of Public Speaking (3)
- Foreign Language 1001 - Elementary I (3) **OR** Foreign Language 1002 - Elementary II (3)
- Foreign Language 2001 - Intermediate I (3) **OR** Foreign Language 2002 - Intermediate II (3)
- GEOG 1130 - World Regional Geography (3)
- INTS 2130 - Introduction to International Studies (3)
- PHIL 1030 - Introduction to Philosophy (3)
- PHIL 2232 - Critical Thinking (3)
- POLS 2101 - Introduction to Political Science (3)

If any required Area F courses are taken to satisfy other areas of the core, select from the courses listed above.

Health and Physical Education Activities		4
Hours		
HLTH 1520 - Healthful Living (2)		
Physical Education Activities (2)		

Orientation		2
Hours		
FYE 1220 - First Year Seminar (2)		

Major Requirements		45
Hours		

Major Courses: (21 hours) CRJU

- 3230 - Policing (3) CRJU
- 3331 - Corrections (3)
- CRJU 4032 - Criminal Behavior (3) **OR** SOCI 3331 - Criminology (3)
- CRJU 4231 - Justice Studies Research Methods (3) **OR** POLS 2130 - Scope and Methods (3) **OR** SOCI 3434 - Social Research Methods (3)
- CRJU 4531 - Comparative World Justice Systems (3)
- CRJU 4632 - Senior Seminar in Justice Studies (3) **OR** CRJU 4792 - Internship in Justice Studies (3)
- POLS/CRJU 3137 - Judicial Process (3)

Select 15 hours from the following Upper Division courses:

- CRJU 3131 - Criminal Law (3)
- CRJU 3133 - Criminal Procedure (3)
- CRJU 3134 - Investigations (3)
- CRJU 3431 - Juvenile Justice (3)
- CRJU 3531 - Victimology (3)
- CRJU 3532 - Organized Criminality (3)
- CRJU 3533 - Crimes Against Vulnerable Populations (3)
- CRJU 3631 - Crime and Justice in Public Policy (3)
- CRJU 3632 - The Death Penalty (3)
- CRJU 3731 - Crimes Against Humanity (3)
- CRJU 3732 - Conflict Resolution (3)
- CRJU 3733 - Equality, Crime and Justice (3)
- CRJU 3831 - Popular Culture and Justice (3)
- CRJU 3931 - Issues in Homeland Security (3)
- CRJU 4031 - Counseling and Supervising Offenders (3)
- CRJU 4135 - Directed Study in Justice Studies (3)
- CRJU 4192 - Special Topics (1-3)
- CRJU 4733 - Theories of Justice (3)
- CRJU 4792 - Internship in Justice Studies (3)
- CRJU 4830 - Justice Administration (3)

Select 9 hours from the following Multidisciplinary courses: *Students are required to take a total of 9 hours related to Diversity, Human Behavior, and Institutional Processes; at least one course is required from each of those areas.*

Diversity: (at least one course required from this area)

- ANTH 3331 - Cultural Anthropology (3)
- ANTH 5331 - Gender and Anthropology (3)

- ANTH 5431 - North American Indians (3)
- COMS 3333 - Communication and Gender (3)
- COMS 3339 - Intercultural Communications (3)
- ENGL 3231 - Survey of African American Literature (3)
- GEOG 3530 - Cultural Geography (3)
- HIST 3130 - African American History to 1877 (3)
- HIST 3131 - African American History since 1877 (3)
- HIST 3137 - Topics in U.S. Women's History (3)
- HIST 3532 - The Modern Middle East (3)
- HIST 3534 - Modern Southeast Asia (3)
- HIST 3538 - Modern Latin America (3)
- HIST 4134 - The Civil Rights Movement (3)
- INTS 3130 - Contemporary World Cultures (3)
- PHIL 4130 - Feminist Philosophy (3)
- POLS 3139 - Constitutional Law II (3)
- POLS 3235 - Gender and Politics (3)
- POLS 3237 - African American Politics (3)
- POLS 3335 - Politics of Ethnicity (3)
- PSYC 3232 - Psychology of Gender (3)
- POLS 3133 - Latin American Politics (3)
- SOCI 4332 - Sociology of Gender (3)
- SOCI 4431 - Inequality (3)
- SOCI 5333 - Race and Ethnicity (3)

Human Behavior: (at least one course required from this area)

- ANTH 3531 - Biological Anthropology (3)
- HLTH 3130 - Substance Use and Abuse (3)
- POLS 4138 - International Terrorism (3)
- SOCI 3333 - Deviant Behavior (3)
- PSYC 3235 - Behavior Modification (3)
- PSYC 3236 - Psychology of Substance Abuse (3)
- PSYC 3330 - Abnormal Psychology (3)
- PSYC 3334 - Social Psychology (3)
- PSYC 3335 - Personality Psychology (3)
- PSYC 4430 - Cognitive Psychology (3)
- PSYC 4431 - Motivation and Emotion (3)
- SOCI 3334 - Juvenile Delinquency (3)
- SOCI 4335 - Self and Society (3)

Institutional Processes: (at least one course required from this area)

- COMS 3334 - Communicating in the Workplace (3)
- COMS 4338 - Organizational Communications (3)
- LING 3337 - Language, Power, and Politics (3)
- LSTD 3630 - White Collar Crime (3)
- LSTD 3631 - Fraud and the Law (3)
- MGNT 3130 - Principles of Management (3)
- PHIL 3232 - Philosophy of Law (3)
- POLS 3138 - Constitutional Law I (3)
- POLS 3233 - Politics and the Media (3)
- POLS 3330 - State and Local Government (3)
- POLS 3331 - Introduction to Public Administration (3)
- PSYC 3234 - Industrial/Organizational Psychology (3)
- SOCI 3336 - Social Problems (3)
- SOCI 4231 - Child Welfare and Family Services (3)
- SOCI 4232 - Social Welfare Policy and Services (3)
- SOCI 4334 - Organizations (3)
- SOCI 5132 - Sociology of Community (3)
- SOCI 5138 - Sociology of Family (3)

Electives 15 Hours

(A maximum of 9 hours of internship may be taken.)

ADVISEMENT: Political Science Department, Carroll Building, (912) 478-5698. Students under 45 hours are advised in the CLASS Advisement Center, 912-478-7740. Students in the UHP program are advised in their major departments.

OTHER PROGRAM REQUIREMENTS: A minimum grade of "C" is required for each Area F, CRJU, and multidisciplinary requirements course taken in the major. This applies to all courses (lower and upper division). If advisor recommends, one "D" allowed if matched by "B" or higher in another course in the major.

MODERN LANGUAGES SUGGESTED CHRONOLOGY

NOTE REGARDING COURSE ROTATION: Please note that for the Modern Languages major, specific courses are not required; rather, courses at specific levels are required. Therefore, the course rotation consists of courses at a particular level not of particular courses. In order to graduate, students need to take or place out of the basic language sequence (1001, 1002, 2001, 2002). The major courses consist of eight upper-division courses, at least three of which should be at the 4000 level or above. In French and German, two upper-division courses are offered each semester; at least once a year, a 4000-level course is also offered. In Spanish, many 3000-level courses and at least one 4000-level (and one 5000-level, which substitutes for a 4000-level) are offered each semester. Students should plan to take the courses that are offered each semester.

This suggested chronology shows one example of how an incoming freshman with no prior foreign language might complete the Modern Languages degree in four years. **Note that students with prior foreign language experience may be able to complete the degree (much) more quickly.**

Please note, also, that **Study Abroad** is strongly encouraged for Modern Languages majors and is advisable for all Georgia Southern students. To calculate how study abroad might fit into this suggested chronology, please visit with an advisor in the Department of Foreign Languages or in International Studies.

Note: "Foreign Language" represents any of FREN, GRMN, or SPAN.

FIRST YEAR

Fall - 16 Hours

ENGL 1101 - Composition I (3) (Area A)
Foreign Language 1001 - Elementary I (3) (Counts for Area F)
FYE 1220 - First Year Seminar (2) (Additional Core Requirements)
KINS - Physical Activity (1) (Additional Core Requirements)
MATH (3) (Area A)
Science, Mathematics, Technology (4) (Area D with lab)

Spring - 16 Hours

ENGL 1102 - Composition II (3) (Area A)
Foreign Language 1002 - Elementary II (3) (Counts for Area F)
HIST 1112 - World History II (3) (Area B)
HLTH 1520 - Healthful Living (2) (Additional Core Requirements)
IDS 2210 - Turning Points and Connections (1) (Area B)
Science, Mathematics, Technology (4) (Area D with lab)

SECOND YEAR

Fall - 16 Hours

Additional Area F (3)
Foreign Language 2001 - Intermediate I (3) (Counts for Area F)
Humanity/Fine Arts Elective (3) (Area C - not Foreign Language)
KINS - Physical Activity (1) (Additional Core Requirements)
Science, Mathematics, Technology (3) (Area D with lab)
Social Science (3) (Area E)

Spring - 18 Hours

Additional Area F (3)
Foreign Language 2002 - Intermediate II (3) (Counts for Area F)
Humanity/Fine Arts Elective (3) (Area C - not Foreign Language)
Minor/2nd Major Course (3)
Minor/2nd Major Course (3)
Social Science (3) (Area E)

THIRD YEAR

Fall - 15 Hours

Foreign Language 3000 Level (3)
Foreign Language 3000 Level (3)
Minor/2nd Major Course (3)
Minor/2nd Major Course (3)
Minor/2nd Major Course (3)

Spring - 15 Hours

Foreign Language 3000 Level (3)
Foreign Language 3000 Level (3)
Minor/2nd Major Course (3)
Minor/2nd Major Course (3)
Minor/2nd Major/Elective Course (3)

FOURTH YEAR

Fall - 15 Hours

- Foreign Language 3000 Level (3)
- Foreign Language 4000 Level (3)
- Minor/2nd Major/Elective Course (3)
- Minor/2nd Major/Elective Course (3)
- Minor/2nd Major/Elective Course (3)

Spring - 15 Hours

- Foreign Language 4000 Level (3)
- Foreign Language 4000/5000 Level (3)
- Minor/2nd Major/Elective Course (3)
- Minor/2nd Major/Elective Course (3)
- Minor/2nd Major/Elective Course (3)
- Complete Proficiency Exams, Portfolio, Survey

Note: This suggested chronology is designed as a guide for students planning their course selections. The information on this page provides only a suggested schedule. Actual course selections should be made with the advice of an academic advisor. This suggested chronology is not considered a legal substitute for the University Catalog. Students should become familiar with the catalog that they will use to define their graduation requirements.

MODERN LANGUAGES B.A., 126 HOURS (Concentration In French)

See Core Curriculum on page 59 for required courses in Area A through Area E.

See Modern Languages Suggested Chronology for four year suggested course rotation.

Area A - Essential Skills 9

Hours Area B - Institutional Options 4

4 Hours Area C - Humanities and Fine Arts

and Technology..... 6 Hours **Area D - Science, Mathematics,**

11 Hours Area E - Social Science

12 Hours Area F - Courses

Appropriate to Major..... 18 Hours Required: (0-6

hours)

- FREN 2001 - Intermediate French I (3) or equivalent
- FREN 2002 - Intermediate French II (3) or equivalent
- FREN 2060 - Accelerated Intermediate French (6) or equivalent

Elective Courses (12-18 hours):

- ANTH 1102 - Introduction to Anthropology (3)
- ARAB 1001 - Elementary Arabic I (3) and ARAB 1002 - Elementary Arabic II (3)
- ART 2531 - Art History I (3)
- ART 2532 - Art History II (3)
- CHIN 1001 - Elementary Chinese I (3) and CHIN 1002 - Elementary Chinese II (3)
- COML 2531 - Crossing Borders (3)
- COMM 1100 - Introduction to Human Communications (3)
- ENGL 2111 - World Literature I (3)
- ENGL 2112 - World Literature II (3)
- FILM 2331 - Introduction to Film (3)
- FREN 1001 - Elementary French I (3) and FREN 1002 - Elementary French II (3)
- FREN 1060 - Accelerated Elementary French (6)
- GEOG 1130 - World Regional Geography (3)
- GRMN 1001 - Elementary German I (3) and GRMN 1002 - Elementary German II (3)
- GRMN 1060 - Accelerated Elementary German (6)
- HIST 1111 - World History I (3)
- HUMN 2321 - Humanities I (3)
- HUMN 2322 - Humanities II (3)
- INTS 2130 - Introduction to International Studies (3)
- JAPN 1001 - Elementary Japanese I (3) and JAPN 1002 - Elementary Japanese II (3)
- JAPN 1060 - Accelerated Elementary Japanese (6)
- LATN 1001 - Elementary Latin I (3) and LATN 1002 - Elementary Latin II (3)
- LATN 1060 - Accelerated Elementary Latin (6)
- MUSC 1100 - Music Appreciation (3)
- PHIL 1030 - Introduction to Philosophy (3)
- PSYC 1101 - Introduction to Psychology (3)
- RELS 2130 - Introduction to Religion (3)
- SOCI 1101 - Introduction to Sociology (3)
- SPAN 1001 - Elementary Spanish I (3) and SPAN 1002 - Elementary Spanish II (3)
- SPAN 1060 - Accelerated Elementary Spanish (6)
- THEA 1100 - Theatre Appreciation (3)
- YORU 1001 - Elementary Yoruba I (3) and YORU 1002 - Elementary Yoruba II (3)

Health and Physical Education Activities 4

Hours

- HLTH 1520 - Healthful Living (2)
- Physical Education Activities (2)

Orientation..... 2

Hours

- FYE 1220 - First Year Seminar (2)

Major Requirements 24

Hours

24 upper-division hours in FREN, at least 9 of which must be at the 4000 level. (See Course Descriptions for specific course prerequisites.)

Minor or second major required (hours will vary according to minor or second major)..... 15-30 Hours

Free Electives as needed to complete 126 total hours (advisor approved)..... 6-21 Hours

ADVISEMENT: Department of Foreign Languages, Forest Drive Building, (912) 478-5181. Students under 30 hours are advised in the CLASS Advisement Center, 912-478-7740. Students in the UHP program are advised in their major departments.

OTHER PROGRAM REQUIREMENTS:

- Students must earn a minimum grade of “C” in each course in French.
- At least 39 of the 126 hours must be upper-division.

MODERN LANGUAGES B.A., 126 HOURS (Concentration In German)

See Core Curriculum on page 59 for required courses in Area A through Area E.

See Modern Languages Suggested Chronology for four year suggested course rotation.

Area A - Essential Skills 9

Hours Area B - Institutional Options 4

4 Hours Area C - Humanities and Fine Arts

and Technology 6 Hours

Area D - Science, Mathematics, 11 Hours Area E - Social Science

12 Hours Area F - Courses

Appropriate to Major 18 Hours Required: (0-6)

- GRMN 2001 - Intermediate GRMN I (3) or equivalent
- GRMN 2002 - Intermediate GRMN II (3) or equivalent
- GRMN 2060 - Accelerated Intermediate German (6) or equivalent

Elective Courses: (12-18 hours)

- ANTH 1102 - Introduction to Anthropology (3)
- ARAB 1001 - Elementary Arabic I (3) and ARAB 1002 - Elementary Arabic II (3)
- ART 2531 - Art History I (3)
- ART 2532 - Art History II (3)
- CHIN 1001 - Elementary Chinese I (3) and CHIN 1002 - Elementary Chinese II (3)
- COML 2531 - Crossing Borders (3)
- COMM 1100 - Introduction to Human Communications (3)
- ENGL 2111 - World Literature I (3)
- ENGL 2112 - World Literature II (3)
- FILM 2331 - Introduction to Film (3)
- FREN 1001 - Elementary French I (3) and FREN 1002 - Elementary French II (3)
- FREN 1060 - Accelerated Elementary French (6)
- GEOG 1130 - World Regional Geography (3)
- GRMN 1001 - Elementary German I (3) and GRMN 1002 - Elementary German II (3)
- GRMN 1060 - Accelerated Elementary German (6)
- HIST 1111 - World History I (3)
- HUMN 2321 - Humanities I (3)
- HUMN 2322 - Humanities II (3)
- INTS 2130 - Introduction to International Studies (3)
- JAPN 1001 - Elementary Japanese I (3) and JAPN 1002 - Elementary Japanese II (3)
- JAPN 1060 - Accelerated Elementary Japanese (6)
- LATN 1001 - Elementary Latin I (3) and LATN 1002 - Elementary Latin II (3)
- LATN 1060 - Accelerated Elementary Latin (6)
- MUSC 1100 - Music Appreciation (3)
- PHIL 1030 - Introduction to Philosophy (3)
- PSYC 1101 - Introduction to Psychology (3)
- RELS 2130 - Introduction to Religion (3)
- SOCI 1101 - Introduction to Sociology (3)
- SPAN 1001 - Elementary Spanish I (3) and SPAN 1002 - Elementary Spanish II (3)
- SPAN 1060 - Accelerated Elementary Spanish (6)
- THEA 1100 - Theatre Appreciation (3)
- YORU 1001 - Elementary Yoruba I (3) and YORU 1002 - Elementary Yoruba II (3)

Health and Physical Education Activities 4

Hours

- HLTH 1520 - Healthful Living (2)
- Physical Education Activities (2)

Orientation 2

Hours

- FYE 1220 - First Year Seminar (2)

Major Requirements 24

Hours

24 upper-division hours in GRMN, at least 9 of which must be at the 4000 level. (See Course Descriptions for specific course prerequisites.)

Minor or second major required (hours will vary according to minor or second major) 15-30 Hours

Free Electives as needed to complete 126 total hours (advisor approved) 6-21 Hours

ADVISEMENT: Department of Foreign Languages, Forest Drive Building, (912) 478-5281. Students under 30 hours are advised in the CLASS Advisement Center, 912-478-7740. Students in the UHP program are advised in their major departments.

OTHER PROGRAM REQUIREMENTS:

- Students must earn a minimum grade of “C” in each course in German.
- At least 39 of the 126 hours must be upper-division.

MODERN LANGUAGES B.A., 126 HOURS (Concentration in Spanish)

See Core Curriculum on page 59 for required courses in Area A through Area E.

See Modern Languages Suggested Chronology for four year suggested course rotation.

Area A - Essential Skills 9

Hours Area B - Institutional Options 4

4 Hours Area C - Humanities and Fine Arts and Technology 6 Hours Area D - Science, Mathematics, and Technology 11 Hours Area E - Social Science 12 Hours Area F - Courses

Appropriate to Major..... 18 Hours Required: (0-6 hours)

- SPAN 2001 - Intermediate Spanish I (3) or equivalent
- SPAN 2002 - Intermediate Spanish II (3) or equivalent
- SPAN 2060 - Accelerated Intermediate Spanish (6) or equivalent

Elective Courses (12-18 hours):

- ANTH 1102 - Introduction to Anthropology (3)
- ARAB 1001 - Elementary Arabic I (3) and ARAB 1002 - Elementary Arabic II (3)
- ART 2531 - Art History I (3)
- ART 2532 - Art History II (3)
- CHIN 1001 - Elementary Chinese I (3) and CHIN 1002 - Elementary Chinese II (3)
- COML 2531 - Crossing Borders (3)
- COMM 1100 - Introduction to Human Communications (3)
- ENGL 2111 - World Literature I (3)
- ENGL 2112 - World Literature II (3)
- FILM 2331 - Introduction to Film (3)
- FREN 1001 - Elementary French I (3) and FREN 1002 - Elementary French II (3)
- FREN 1060 - Accelerated Elementary French (6)
- GEOG 1130 - World Regional Geography (3)
- GRMN 1001 - Elementary German I (3) and GRMN 1002 - Elementary German II (3)
- GRMN 1060 - Accelerated Elementary German (6)
- HIST 1111 - World History I (3)
- HUMN 2321 - Humanities I (3)
- HUMN 2322 - Humanities II (3)
- INTS 2130 - Introduction to International Studies (3)
- JAPN 1001 - Elementary Japanese I (3) and JAPN 1002 - Elementary Japanese II (3)
- JAPN 1060 - Accelerated Elementary Japanese (6)
- LATN 1001 - Elementary Latin I (3) and LATN 1002 - Elementary Latin II (3)
- LATN 1060 - Accelerated Elementary Latin (6)
- MUSC 1100 - Music Appreciation (3)
- PHIL 1030 - Introduction to Philosophy (3)
- PSYC 1101 - Introduction to Psychology (3)
- RELS 2130 - Introduction to Religion (3)
- SOCI 1101 - Introduction to Sociology (3)
- SPAN 1001 - Elementary Spanish I (3) and SPAN 1002 - Elementary Spanish II (3)
- SPAN 1060 - Accelerated Elementary Spanish (6)
- THEA 1100 - Theatre Appreciation (3)
- YORU 1001 - Elementary Yoruba I (3) and YORU 1002 - Elementary Yoruba II (3)

Health and Physical Education Activities 4
Hours

- HLTH 1520 - Healthful Living (2)
- Physical Education Activities (2)

Orientation..... 2
Hours

- FYE 1220 - First Year Seminar (2)

Major Requirements 24
Hours

24 upper-division hours in SPAN, at least 9 of which must be at the 4000 level or above. (See Course Descriptions for specific course prerequisites.)

Minor or second major required (hours will vary according to minor or second major)..... 15-30 Hours

Free Electives as needed to complete 126 total hours (advisor approved)..... 6-21 Hours

ADVISEMENT: Department of Foreign Languages, Forest Drive Building, (912) 478-5181. Students under 30 hours are advised in the CLASS Advisement Center, 912-478-7740. Students in the UHP program are advised in their major departments.

OTHER PROGRAM REQUIREMENTS:

- Students must earn a minimum grade of “C” in each course in Spanish.
- At least 39 of the 126 hours must be upper-division.

MULTIMEDIA COMMUNICATION B.S., 126 HOURS (Digital Filmmaking Emphasis)

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills		9
Hours Area B - Institutional Options		
4 Hours Area C - Humanities and Fine Arts		
.....	6 Hours	
COMM 1110 - Principles of Public Speaking (3) <i>(Required)</i>		
Area D - Science, Mathematics, and Technology		11
Hours		
CISM 1110 - Computer Applications (2) and CISM 1120 - Computer Concepts (1) <i>(Required)</i>		
Area E - Social Science		12
Hours		
Area F - Courses Appropriate to the Major		18
Hours		
ART 1020 - Two Dimensional Design (3)		
COMM 2332 - Media and Society (3)		
FILM 2331 - Introduction to Filmmaking (3)		
FILM/WRIT 2531- Introduction to Screenwriting (3)		
IT 1430- Web Page Development (3)		
Select <u>one</u> of the following:		
Foreign Language - through 2001 (3)		
Significant International Content Course (3)		
Health and Physical Education Activities		4
Hours		
HLTH 1520 - Healthful Living (2)		
Physical Education Activities (2)		
Orientation		2
Hours		
FYE 1220 - First Year Seminar (2)		
Major Requirements		39
Hours		
COMM 4333 - Theories of Mass Communication (3) OR MMC/JOUR 3530 - Media Ethics (3)		
FILM 3331 - American History of Film (3)		
FILM 4090 - Digital Filmmaking Applications (2)		
FILM 4910 - Digital Filmmaking Capstone (1)		
MMC 3430 - Media Management and Sales (3)		
MMC 3434 - Introduction to Digital Filmmaking (3)		
MMC/JOUR 3337 - Media Law and Ethics (3)		
MMC 4134 - Advanced Digital Filmmaking (3)		
Choose <u>one</u> upper division Film Studies course (3)		
Select <u>five</u> major electives from the list below:		
<u>Major Electives</u>		
COMM 3331 - Media Criticism (3)		
COMM 4331 - Gender, Media and Representation (3)		
FILM 3531 - Advanced Screenwriting (3)		
MMC 3234 - Directing Actors for Screen (3)		
MMC 3331 - Audio Production and Announcing (3)		
MMC 3332 - Studio Video Production (3)		
MMC/INTS/JOUR 3336 - International Media Systems (3)		
MMC 3830 - Multimedia Sound Design (3)		
MMC 4030 - Special Multimedia Topics (3)		
MMC 4135 - Advanced Lighting and Cinematography (3)		
MMC 4331 - Specialized Audio Topics (3)		
MMC 4337 - Digital Video Editing (3)		
*MMC 4791 - Multimedia Communication Internship (3)		
THEA 3331 - Advanced Stagecraft (3) <i>(prerequisite THEA 2332)</i>		
Upper Division Film Studies Course (3)		
Electives		21
Hours		
Select course work from departments within CLASS (Minor encouraged), with advisor approval.		

ADVISEMENT: Department of Communication Arts, Veazey Hall, (912) 478-5138. Students are advised in the CLASS Advisement Center, 912-478-7740 until exiting “Pre-Communication Arts” status. Students in the UHP program are advised in their major departments.

PROGRAM ADMISSION CRITERIA:

- Students must have a total institution GPA of 2.50 and score a 70 percent or higher grade on the Grammar Proficiency Exam or earn a “C” or higher grade in WRIT 3430 and 30 earned hours to become a major in this Communication Arts program.
- Students with fewer than 30 hours and/or less than 2.50 total institution GPA will be considered “Pre-Communication Arts” students and

advised in the CLASS Advisement Center.

OTHER PROGRAM REQUIREMENTS

- Students must make a minimum grade of “C” in each Communication Arts class to receive credit for that course.
- “Pre-Communication Arts” students cannot take upper division Communication Arts classes for credit.

** A total institution GPA of 2.75 is required to register for internship credit. A maximum of 3 hours of internship credit can be applied to major requirements. The deadlines for applying for MMC internships are October 1 for Spring semester, February 1 for Summer semester, and March 1 for the following Fall semester placement. Secure forms and submit the appropriate materials to the MMC Internship Coordinator.*

MULTIMEDIA COMMUNICATION B.S., 126 HOURS (Information Emphasis)

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills		9
Hours Area B - Institutional Options		
4 Hours Area C - Humanities and Fine Arts		
.....	6 Hours	
COMM 1110 - Principles of Public Speaking (3) <i>(Required)</i>		
Area D - Science, Mathematics, and Technology		11
Hours		
CISM 1110 - Computer Applications (2) and CISM 1120 - Computer Concepts (1) <i>(Required)</i>		
Area E - Social Science		12
Hours		
Area F - Courses Appropriate to the Major		18
Hours		
ART 2233 - Computer Graphics (3)		
COMM 2332 - Media and Society (3)		
COMS 2330 - Introduction to Communication Research (3)		
IT 1430 - Web Page Development (3)		
JOUR 2331 - Introduction to Journalism (3)		
Select <u>one</u> of the following:		
Foreign Language - through 2001 (3)		
Significant International Content Course (3)		
Health and Physical Education Activities		4
Hours		
HLTH 1520 - Healthful Living (2)		
Physical Education Activities (2)		
Orientation		2
Hours		
FYE 1220 - First Year Seminar (2)		
Major Requirements		38
Hours		
COMM 4333 - Theories of Mass Communication (3) OR MMC/JOUR 3530 - Media Ethics (3)		
IT 3132 - Web Software (3)		
JOUR 3331 - News Reporting and Writing (3)		
MMC 2110 - Broadcast Technologies (1)		
MMC 3331 - Audio Production & Announcing (3) OR MMC 3830 - Multimedia Sound Design (3)		
MMC/JOUR 3334 - Broadcast News (3)		
MMC/JOUR 3337 - Media Law and Ethics (3)		
MMC 3339 - Field Video Production & Editing (3)		
MMC 4090 - Broadcast Applications (3) <i>(1 hour and 2 hour; total 3 hours)</i>		
MMC 4910 - Multimedia Capstone (1)		
Select <u>four</u> of the following:		
COMM 3331 - Media Criticism (3)		
GCM 5332 - Multimedia Presentations (3)		
JOUR 3333 - Photojournalism (3)		
JOUR 4335 - Investigative Journalism (3)		
MMC/JOUR/INTS 3336 - International Media Systems (3)		
MMC/JOUR 3430 - Media Management and Sales (3)		
MMC/AMST/JOUR 4331 - History of Mass Communication (3)		
MMC 4332 - Specialized Video Production Topics (3)		
MMC 4334 - Specialized Audio Production Topics (3)		
MMC 4337 - Digital Video Editing (3)		
*MMC 4791 - Multimedia Communication Internship (3)		
MMC 4891 - Directed Study (3)		
Electives		22
Hours		

Course work from departments within CLASS (Minor encouraged), with advisor approval

ADVISEMENT: Department of Communication Arts, Veazey Hall, (912) 478-5138. Students are advised in the CLASS Advisement Center, 912-478-7740 until exiting "Pre-Communication Arts" status upon meeting program admission criteria. Students in the UHP program are advised in their major departments.

PROGRAM ADMISSION CRITERIA:

- Students must have a total institution GPA of 2.50 and score a 70 percent or higher grade on the Grammar Proficiency Exam or earn a "C" or higher grade in WRIT 3430 and 30 earned hours to become a major in this Communication Arts program.
- Students with fewer than 30 hours and/or less than 2.50 total institution GPA will be considered "Pre-Communication Arts" students and advised in the CLASS Advisement Center.

OTHER PROGRAM REQUIREMENTS

- Students must make a minimum grade of “C” in each Communication Arts class to receive credit for that course.
- “Pre-Communication Arts” students cannot take upper division Communication Arts classes for credit.

** A total institution GPA of 2.75 is required to register for internship credit. A maximum of 3 hours of internship credit can be applied to major requirements. The deadlines for applying for MMC internships are October 1 for Spring semester, February 1 for Summer semester, and March 1 for the following Fall semester placement. Secure forms and submit the appropriate materials to the MMC Internship Coordinator.*

MULTIMEDIA COMMUNICATION B.S., 126 HOURS (Production Emphasis)

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills		9
Hours Area B - Institutional Options		
4 Hours Area C - Humanities and Fine Arts		
.....	6 Hours	
COMM 1110 - Principles of Public Speaking (3) (<i>Required</i>)		
Area D - Science, Mathematics, and Technology		11
Hours		
CISM 1110 - Computer Applications (2) and CISM 1120 - Computer Concepts (1) (<i>Required</i>)		
Area E - Social Science		12
Hours		
Area F - Courses Appropriate to the Major		18
Hours		
ART 2233 - Computer Graphics (3)		
COMM 2332 - Media and Society (3)		
COMS 2330 - Introduction to Communication Research (3)		
IT 1430 - Web Page Development (3)		
MMC 2335 - Introduction to Media Writing (3)		
Select <u>one</u> of the following:		
Foreign Language - through 2001 (3)		
Significant International Content Course (3)		
Health and Physical Education Activities		4
Hours		
HLTH 1520 - Healthful Living (2)		
Physical Education Activities (2)		
Orientation		2
Hours		
FYE 1220 - First Year Seminar (2)		
Major Requirements		38
Hours		
COMM 4333 - Theories of Mass Communication (3) OR MMC/JOUR 3530 - Media Ethics (3)		
IT 3132 - Web Software (3)		
MMC 2110 - Broadcast Technologies (1)		
MMC 3331 - Audio Production & Announcing (3) OR MMC 3830 - Multimedia Sound Design (3)		
MMC 3332 - Studio Video Production (3)		
MMC/JOUR 3337 - Media Law and Ethics (3) MMC		
3339 - Field Video Production & Editing (3)		
MMC/JOUR 3430 - Media Management and Sales (3)		
MMC 4090 - Broadcast Applications (3) (<i>1 hour and 2 hour; total 3 hours</i>)		
MMC 4910 - Multimedia Capstone (1)		
Select <u>four</u> of the following:		
COMM 3331 - Media Criticism (3)		
COMM 4331 - Gender, Media and Representation (3)		
GCM 5332 - Multimedia Presentations (3)		
MMC/JOUR 3334 - Broadcast News (3)		
MMC/JOUR/INTS 3336 - International Media Systems (3)		
MMC/FILM 3434 - Introduction to Digital Filmmaking (3)		
MMC 4135 - Advanced Lighting Techniques (3)		
MMC/JOUR/AMST 4331- History of Mass Communication (3)		
MMC 4332 - Specialized Video Production Topics (3)		
MMC 4334 - Specialized Audio Production Topics (3)		
MMC 4337 - Digital Video Editing (3)		
*MMC 4791 - Multimedia Communication Internship (3)		
MMC 4891 - Directed Study (3)		
Electives		22
Hours		
Course work from departments within CLASS (Minor encouraged), with advisor approval		

ADVISEMENT: Department of Communication Arts, Veazey Hall, (912) 478-5138. Students are advised in the CLASS Advisement Center, 912-478-7740 until exiting "Pre-Communication Arts" status upon meeting program admission criteria. Students in the UHP program are advised in their major departments.

- PROGRAM ADMISSION CRITERIA:**
- Students must have a total institution GPA of 2.50 and score a 70 percent or higher grade on the Grammar Proficiency Exam or earn a "C" or higher grade in WRIT 3430 and 30 earned hours to become a major in this Communication Arts program.
 - Students with fewer than 30 hours and/or less than 2.50 total institution GPA will be considered "Pre-Communication Arts" students and advised in the CLASS Advisement Center.

OTHER PROGRAM REQUIREMENTS

- Students must make a minimum grade of “C” in each Communication Arts class to receive credit for that course.
- “Pre-Communication Arts” students cannot take upper division Communication Arts classes for credit.

** A total institution GPA of 2.75 is required to register for internship credit. A maximum of 3 hours of internship credit can be applied to major requirements. The deadlines for applying for MMC internships are October 1 for Spring semester, February 1 for Summer semester, and March 1 for the following Fall semester placement. Secure forms and submit the appropriate materials to the MMC Internship Coordinator.*

DEPARTMENT OF MUSIC

DEPARTMENT OF MUSIC MISSION STATEMENT

The Department of Music actively embraces Georgia Southern University's primary goal of excellence in teaching. Our professional faculty places the highest priority on nurturing students through academic, applied, and ensemble course work and thoughtful advisement while remaining engaged in creative activity and scholarship. The department offers a variety of experiences with guest artists, teachers, and clinicians who provide diversity of outlook. In turn, the department's faculty lends its expertise as guest artists, teachers, and clinicians in southeast Georgia as well as nationally and internationally.

The music curriculum for majors at both the baccalaureate and graduate levels fosters proficiency in the creation, dissemination, performance, and teaching of music, and an understanding of its analytical, historical, cultural, and philosophical foundations. Programs for music majors also emphasize the development of habits related to life-long learning, including preparation for advanced degree work, understanding the importance of continual professional development, and the necessity and ability to adapt to changing professional demands.

The department makes significant contributions to the region's culture by offering general education courses, concerts, recitals, lectures, and clinics and by providing opportunities for non-music majors and community members to participate in music-making through a variety of ensembles. It also renders service to the University community's athletic programs and various public relations efforts.

The department maintains a commitment to music as one of the most pervasive and powerful expressions of culture, both historically in the development of modern civilization and sociologically in the artistic expression of the diverse societies that comprise our world. Through all of its activities, the department promotes a better understanding and appreciation not only of music but of the entire world around us.

REQUIREMENTS FOR ALL MUSIC DEGREE PROGRAMS

Admission Requirements

All prospective music majors must pass an entrance audition in the appropriate applied area.

Performance Requirements

Each candidate for a music degree must complete applied music proficiency level requirements appropriate to the candidate's specific degree plan as well as fulfill other performance requirements consistent with the degree plan or individual course objectives. The appropriate applied music teacher will assist in this area.

Enrollment in any applied music course, including Junior Recital and Senior Recital, is by permission of the instructor and/or the department chair of music.

A jury examination in the appropriate applied area will be taken during the examination week or shortly before the end of each semester. Students not majoring in music who take applied music lessons may take a jury examination upon the recommendation of the applied instructor.

Recital requirements: Prior to performing a graduation, junior or senior recital, the candidate must pass a recital approval examination no less than three weeks before the recital date.

Candidates for the B.A. degree may be invited to perform a full public recital in their senior year in their primary applied area.

Group Piano Placement/Exit Examination

A placement examination in piano is required of all transfer students. Freshman music majors with prior keyboard experience should also take the placement examination. A maximum of four hours credit of group piano is allowed toward graduation requirements. All music majors must pass the group piano exit examination.

Music Theory Placement/Exit Examinations

A placement examination in music theory is required of all transfer students. Freshman music majors will take the placement examination. Placement exam results are for advisement purposes only. Each music major must pass (70 percent or better) the music theory exit exam. No student may register for any upper-level theory course unless the theory exit exam is successfully completed.

The requirements stated above for exiting the lower-level theory sequence apply regardless of grades received in the lower level theory courses.

Music Major Progression Requirements

1. Music majors must earn a minimum grade of "C" for each music class which applies toward graduation. Students earning less than a "C" grade in a sequential course offering may not enroll in the next course in the sequence until the course is repeated and a grade of "C" or higher is earned. In addition, students must earn a minimum grade of "C" in a prerequisite course prior to registering for an advanced course in the same subject area.
2. After not passing a required music course, music majors may repeat that course only once in order to pass it.
3. Music majors may repeat no more than three required music courses during the undergraduate degree program.
4. Music majors have a maximum of two additional attempts to pass a required Departmental competency or barrier examination.

5. Music majors who are unsuccessful in passing either a required music course with a “C” grade or a required Departmental competency or barrier examination are placed on probation in the Music Program until the course or examination is successfully completed. They will be required to participate in a Diagnostic and Learning Prescription Conference together with their advisor and the instructor of the course they failed (and the area head, if it involves a competency or barrier examination). A Learning Prescription addressing the needs of the student will be generated at the Conference. It may include, among other things:
 - a. A requirement to attend class each and every day.
 - b. A weekly conference with the instructor to discuss progress.
 - c. Submission of a weekly study and/or practice schedule.
 - d. Referral to the University Academic Success Center or/and the Student Disability Resource Center
6. After attending a Learning Prescription Conference, the student will be given a written contract specifying the terms of the Learning Prescription and the timetable for its completion, either prior to or during the retaking of the course or examination.
7. Students who do not meet the above conditions will be notified in writing and administratively withdrawn from the Music Program.
8. A student who receives notification of dismissal from the program may file an appeal within 10 days of receipt of the notification. The appeal will be considered by a Faculty Appeals Committee within the next two weeks. The decision of the Faculty Appeals Committee will be final.
9. Dismissal from the Music Program does not affect the ability of the student to continue in another major in the University.

Additional Policies

See the Department of Music Handbook for additional policies governing degree programs in music.

The Department of Music is a full member of the National Association of Schools of Music.

MUSIC B.A., 126 HOURS

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills		9
Hours Area B - Institutional Options		
4 Hours Area C - Humanities and Fine Arts		
and Technology	6 Hours Area D - Science, Mathematics,	
	11 Hours Area E - Social Science	
	12 Hours Area F - Courses	
Appropriate to Major	18 Hours Music Theory (8	
hours)		

- MUSC 1331 - Music Theory I (3)
- MUSC 1332 - Music Theory II (3)
- MUSC 1513 - Sight-Singing/Ear Training I (1)
- MUSC 1514 - Sight-Singing/Ear Training II (1)

Applied Music (6 hours)

- MUSA - Applied Music (2)
- MUSC 1511 - Group Piano I (1)
- MUSC 1512 - Group Piano II (1)
- MUSC 2511 - Group Piano III (1)
- MUSC 2512 - Group Piano IV (1)

(Piano primaries will substitute MUSC 1421 Group Piano: Piano Major A and MUSC 1422 Group Piano: Piano Major B for Group Piano I, II, III, and IV.)

Large Ensemble (4 hours)

Health and Physical Education Activities		4
Hours		

- HLTH 1520 - Healthful Living (2)
- Physical Education Activities (2)

Orientation		2
Hours		

- FYE 1220 - First Year Seminar (2)

COMMON BODY OF KNOWLEDGE COURSES IN MUSIC

Following is a list of courses common to all degree programs in Music		25 Hours
--	--	-----------------

- MUSA Applied Music (4)
- MUSC 1515 - Technology in Music (1)
- MUSC 2333 - Music Theory III (3)
- MUSC 2334 - Music Theory IV (3)
- MUSC 2513 - Sight-Singing/Ear Training III (1)
- MUSC 2514 - Sight-Singing/Ear Training IV (1)
- MUSC 3131 - History of Music I (3)
- MUSC 3132 - History of Music II (3)
- MUSC 4331 - Analytical Techniques (3)
- MUSE - Large Ensemble (3)

(Piano primaries will substitute 2 hours of Large Ensemble with 2 hours of MUSE 3514 Piano Ensemble.) MUSE 1100 - Recital Attendance (0) Student must complete 6 semesters.

Requirements beyond the Common Body of Knowledge Courses in Music differ according to the individual program options. The following list of major program options includes those additional and specific requirements.

Major Requirements		3
Hours		

- MUSA Applied Music (2)
- MUSE Large Ensemble (1)

Minor (Non-Music)		15
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Hours Foreign Language - through 2002		0-
12 Hours (Hours not required for Foreign Language will be added to Free Electives)		

Electives, dependent upon Foreign Language hours		5-17
Hours		

ADVISEMENT: All music majors are assigned an academic advisor by the chair of the Department of Music, Foy Building, (912) 478-5396.

PROGRAM ADMISSION CRITERIA: All prospective music majors must pass an entrance audition in the primary area.

OTHER PROGRAM REQUIREMENTS:

- See the requirements for all music degree programs.
- See the Department of Music Handbook for policies governing degree programs.

COMPOSITION B.M., 126 HOURS

The major in composition is recommended for students who plan to pursue graduate study, to teach theory and/or composition at the college level, or to pursue work in professional arranging and/or composition.

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills 9

Hours Area B - Institutional Options 4

4 Hours Area C - Humanities and Fine Arts

and Technology 6 **Hours Area D - Science, Mathematics,**

11 Hours Area E - Social Science

12 Hours Area F - Courses

Appropriate to Major 18 **Hours Music Theory (8**

hours)

MUSC 1331 - Music Theory I (3)

MUSC 1332 - Music Theory II (3)

MUSC 1513 - Sight-Singing/Ear Training I (1)

MUSC 1514 - Sight-Singing/Ear Training II (1)

Applied Music (6 hours)

MUSA Applied Music (2) MUSC

1511 - Group Piano I (1) MUSC

1512 - Group Piano II (1)

MUSC 2511 - Group Piano III (1)

MUSC 2512 - Group Piano IV (1)

(Piano primaries will substitute MUSC 1421 - Group Piano: Piano Major A and MUSC 1422 - Group Piano: Piano Major B for

Group Piano I, II, III, and IV.)

Large Ensemble (4 hours)

Health and Physical Education Activities 4

Hours

HLTH 1520 - Healthful Living (2)

Physical Education Activities (2)

Orientation 2

Hours

FYE 1220 - First Year Seminar (2)

COMMON BODY OF KNOWLEDGE COURSES IN MUSIC

Following is a list of courses common to all degree programs in Music 25 **Hours**

MUSA Applied Music (4)

MUSC 1515 - Technology in Music (1)

MUSC 2333 - Music Theory III (3)

MUSC 2334 - Music Theory IV (3)

MUSC 2513 - Sight-Singing/Ear Training III (1)

MUSC 2514 - Sight-Singing/Ear Training IV (1)

MUSC 3131 - History of Music I (3)

MUSC 3132 - History of Music II (3)

MUSC 4331 - Analytical Techniques (3)

MUSE - Large Ensemble (3)

(Piano primaries will substitute 2 hours of Large Ensemble with 2 hours of MUSE 3514 Piano Ensemble.)

MUSE 1100 - Recital Attendance (0) Student must complete 6 semesters.

Requirements beyond the Common Body of Knowledge Courses in Music differ according to the individual program options. The following

list of major program options includes those additional and specific requirements.

Major Requirements 29

Hours

MUSA - Applied Music (1) MUSA

4111 - Senior Recital (1) MUSC

1311 - Composition Class (1)

MUSC 2321 - Composition I (2)

MUSC 2322 - Composition II (2)

MUSC 3321 - Intermediate Composition I (2)

MUSC 3322 - Intermediate Composition II (2)

MUSC 3331 - Instrumentation (3)

MUSC 4321 - Advanced Composition I (2)

MUSC 4322 - Advanced Composition II (2)

MUSC 4411 - Basic Conducting (1)

MUSC 5530 - Digital Audio Montage (3)

MUSC 5531 - Advanced MIDI Sequencing (3)

MUSC - Upper Division Music History/Literature Elective (3)

MUSE - Large Ensemble (1)

Electives 6

Hours

ADVISEMENT: All music majors are assigned an academic advisor by the chair of the Department of Music, Foy Building, (912) 478-5396.

PROGRAM ADMISSION CRITERIA: All prospective music majors must pass an entrance audition in the primary area.

OTHER PROGRAM REQUIREMENTS:

- See the requirements for all music degree programs.
- See the Department of Music Handbook for policies governing degree programs.

MUSIC EDUCATION B.M., 134 HOURS (Choral)

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills 9

Hours Area B - Institutional Options 4

4 Hours Area C - Humanities and Fine Arts

and Technology..... 6 Hours **Area D - Science, Mathematics,**

11 Hours Area E - Social Science

12 Hours Area F - Courses

Appropriate to Major..... 18 Hours Music Theory (8

hours)

MUSC 1331 - Music Theory I (3)

MUSC 1332 - Music Theory II (3)

MUSC 1513 - Sight-Singing/Ear Training I (1)

MUSC 1514 - Sight-Singing/Ear Training II (1)

Applied Music (6 hours)

MUSA Applied Music (2) MUSC

1511 - Group Piano I (1) MUSC

1512 - Group Piano II (1)

MUSC 2511 - Group Piano III (1)

MUSC 2512 - Group Piano IV (1)

(Piano primaries will substitute MUSC 1421 Group Piano: Piano Major A and MUSC 1422 Group Piano: Piano Major B for Group

Piano I, II, III, and IV.)

Large Ensemble (4 hours)

Health and Physical Education Activities 4

Hours

HLTH 1520 - Healthful Living (2)

Physical Education Activities (2)

Orientation..... 2

Hours

FYE 1220 - First Year Seminar (2)

COMMON BODY OF KNOWLEDGE COURSES IN MUSIC

Following is a list of courses common to all degree programs in Music 22 Hours

MUSA - Applied Music (5)

MUSC 1515 - Technology in Music (1)

MUSC 2333 - Music Theory III (3)

MUSC 2334 - Music Theory IV (3)

MUSC 2513 - Sight-Singing/Ear Training III (1)

MUSC 2514 - Sight-Singing/Ear Training IV (1)

MUSC 3131 - History of Music I (3)

MUSC 3132 - History of Music II (3)

MUSE - Large Ensemble (2)

(Piano primaries will substitute 2 hours of Large Ensemble with 2 hours of MUSE 3514 - Piano Ensemble.)

MUSE 1100 - Recital Attendance (0) Student must complete 6 semesters.

Requirements beyond the Common Body of Knowledge Courses in Music differ according to the individual program options. The following

list of major program options includes those additional and specific requirements.

Major Requirements (Choral Music Education majors) 43

Hours

Pre-Professional Block:

EDUC 2110 - Investigating Critical and Contemporary Issues in Education (3)

EDUC 2120 - Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts (3)

EDUC 2130 - Exploring Learning and Teaching (3)

Other courses for the major:

MUSA - Applied Music (1)

MUSA 2101 - Recital (0)

MUSC 2211 - Instrumental Methods I (1)

MUSC 2212 - Instrumental Methods II (1)

MUSC 2411 - Diction I (1)

MUSC 2412 - Diction II (1)

MUSC 3232 - Elementary Methods and Materials (3)

MUSC 4411 - Basic Conducting (1)

MUSC 4421 - Voice Pedagogy (2)

MUSC 4431 - Choral Conducting and Literature (3)

MUSC 4531 - Middle Grades Methods and Materials in Music (3)

MUSC 4532 - Secondary Methods and Materials in Music (3)

MUSC 4799 - Student Teaching in P-12 Music Education (9)

MUSE - Large Ensemble (1)

MUSE 3314 - Opera Theatre (1)

SPED 3333 - Introduction to Special Education (3)

Electives **3 Hours**

ADVISEMENT: All music majors are assigned an academic advisor by the chair of the Department of Music, Foy Building, (912) 478-5396.

PROGRAM ADMISSION CRITERIA: All prospective music majors must pass an entrance audition in the primary area.

OTHER PROGRAM REQUIREMENTS:

- See the requirements for all music degree programs.
- See the Department of Music Handbook for policies governing degree programs.
- Must meet all requirements for admission to and retention in the Teacher Education Program, including GPA, field experiences, and Praxis tests. See College of Education Advisement Center to ensure that all certification requirements are met.

MUSIC EDUCATION B.M., 134 HOURS (Instrumental)

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills 9

Hours Area B - Institutional Options 4

4 Hours Area C - Humanities and Fine Arts

and Technology 6 Hours **Area D - Science, Mathematics,**

and Technology 11 Hours **Area E - Social Science**

Appropriate to Major 12 Hours **Area F - Courses**

Appropriate to Major 18 Hours Music Theory (8

hours)

MUSC 1331 - Music Theory I (3)

MUSC 1332 - Music Theory II (3)

MUSC 1513 - Sight-Singing/Ear Training I (1)

MUSC 1514 - Sight-Singing/Ear Training II (1)

Applied Music (6 hours)

MUSA - Applied Music (2)

MUSC 1511 - Group Piano I (1)

MUSC 1512 - Group Piano II (1)

MUSC 2511 - Group Piano III (1)

MUSC 2512 - Group Piano IV (1)

(Piano primaries will substitute MUSC 1421 - Group Piano: Piano Major A and MUSC 1422 - Group Piano: Piano Major B for

Group Piano I, II, III, and IV.)

Large Ensemble (4 hours)

Health and Physical Education Activities 4

Hours

HLTH 1520 - Healthful Living (2)

Physical Education Activities (2)

Orientation 2

Hours

FYE 1220 - First Year Seminar (2)

COMMON BODY OF KNOWLEDGE COURSES IN MUSIC

Following is a list of courses common to all degree programs in Music 22 Hours

MUSA - Applied Music (5)

MUSC 1515 - Technology in Music (1)

MUSC 2333 - Music Theory III (3)

MUSC 2334 - Music Theory IV (3)

MUSC 2513 - Sight-Singing/Ear Training III (1)

MUSC 2514 - Sight-Singing/Ear Training IV (1)

MUSC 3131 - History of Music I (3)

MUSC 3132 - History of Music II (3)

MUSE - Large Ensemble (2)

(Piano primaries will substitute 2 hours of Large Ensemble with 2 hours of MUSE 3514 Piano Ensemble.)

MUSE 1100 - Recital Attendance (0) Student must complete 6 semesters.

Requirements beyond the Common Body of Knowledge Courses in Music differ according to the individual program options. The following

list of major program options includes those additional and specific requirements.

Major Requirements (Instrumental Music Education majors) 43

Hours

Pre-Professional Block:

EDUC 2110 - Investigating Critical and Contemporary Issues in Education (3)

EDUC 2120 - Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts (3)

EDUC 2130 - Exploring Learning and Teaching (3)

Other courses for the major:

MUSA-Applied Music (1)

MUSA 2101 - Recital (0)

MUSC - Instrumental Techniques (4 classes) (1, 1, 1, 1)

MUSC 1216 - Voice Class (1)

MUSC 3232 - Elementary Methods and Materials (3)

MUSC 3331 - Instrumentation (3)

MUSC 4411 - Basic Conducting (1)

MUSC 4432 - Instrumental Conducting and Literature (3)

MUSC 4531 - Middle Grades Methods and Materials (3)

MUSC 4532 - Secondary Methods and Materials (3)

MUSC 4799 - Student Teaching in P-12 Music Education (9)

SPED 3333 - Introduction to Special Education (3)

Electives 3

Hours

ADVISEMENT: All music majors are assigned an academic advisor by the chair of the Department of Music, Foy Building, (912) 478-5396.

PROGRAM ADMISSION CRITERIA: All prospective music majors must pass an entrance audition in the primary area.

OTHER PROGRAM REQUIREMENTS:

- See the requirements for all music degree programs.
- See the Department of Music Handbook for policies governing degree programs.
- Must meet all requirements for admission to and retention in the Teacher Education Program, including GPA, field experiences, and Praxis tests. See College of Education Advisement Center to ensure that all certification requirements are met.

PERFORMANCE B.M., 126 HOURS (Instrumental)

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills	9
Hours Area B - Institutional Options	
4 Hours Area C - Humanities and Fine Arts	
6 Hours Area D - Science, Mathematics, and Technology	
11 Hours Area E - Social Science	
12 Hours Area F - Courses Appropriate to Major	
18 Hours Music Theory (8 hours)	
MUSC 1331 - Music Theory I (3)	
MUSC 1332 - Music Theory II (3)	
MUSC 1513 - Sight-Singing/Ear Training I (1)	
MUSC 1514 - Sight-Singing/Ear Training II (1)	
Applied Music (6 hours)	
MUSA - Applied Music (2)	
MUSC 1511 - Group Piano I (1)	
MUSC 1512 - Group Piano II (1)	
MUSC 2511 - Group Piano III (1)	
MUSC 2512 - Group Piano IV (1)	
Large Ensemble (4 hours)	
Health and Physical Education Activities	4
Hours	
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
Orientation	2
Hours	
FYE 1220 - First Year Seminar (2)	
COMMON BODY OF KNOWLEDGE COURSES IN MUSIC	
Following is a list of courses common to all degree programs in Music	25 Hours
MUSA - Applied Music (4)	
MUSC 1515 - Technology in Music (1)	
MUSC 2333 - Music Theory III (3)	
MUSC 2334 - Music Theory IV (3)	
MUSC 2513 - Sight-Singing/Ear Training III (1)	
MUSC 2514 - Sight-Singing/Ear Training IV (1)	
MUSC 3131 - History of Music I (3)	
MUSC 3132 - History of Music II (3)	
MUSC 4331 - Analytical Techniques (3)	
MUSE - Large Ensemble (3)	
MUSE 1100 - Recital Attendance (0) Student must complete 6 semesters.	
Requirements beyond the Common Body of Knowledge Courses in Music differ according to the individual program options. The following list of major program options includes those additional and specific requirements.	
Major Requirements	27
Hours	
MUSA - Applied Music (10)	
MUSA 3101 - Junior Recital (0)	
MUSA 4111 - Senior Recital (1)	
MUSC - Instrumental Pedagogy course (1)	
MUSC - Upper Division Theory/History Electives (6)	
MUSC 4411 - Basic Conducting (1)	
MUSC 5237 - Symphonic Literature (3)	
MUSE - Large Ensemble (1)	
MUSE - Small Ensemble (4)	
Electives	8
Hours	

ADVISEMENT: All music majors are assigned an academic advisor by the chair of the Department of Music, Foy Building, (912) 478-5396.

PROGRAM ADMISSION CRITERIA: All prospective music majors must pass an entrance audition in the primary area.

OTHER PROGRAM REQUIREMENTS:

- See the requirements for all music degree programs.
- See the Department of Music Handbook for policies governing degree programs.

PERFORMANCE B.M., 126 HOURS (Instrumental/Emphasis In Jazz Performance)

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills 9
Hours Area B - Institutional Options 4
Hours Area C - Humanities and Fine Arts 6
Hours Area D - Science, Mathematics, and Technology 11
Hours Area E - Social Science 12
Hours Area F - Courses Appropriate to Major 18
Hours Music Theory (8 hours)

- MUSC 1331 - Music Theory I (3)
- MUSC 1332 - Music Theory II (3)
- MUSC 1513 - Sight-Singing/Ear Training I (1)
- MUSC 1514 - Sight-Singing/Ear Training II (1)

- Applied Music (6 hours)
- MUSA - Applied Music (2)
 - MUSC 1511 - Group Piano I (1)
 - MUSC 1512 - Group Piano II (1)
 - MUSC 2511 - Group Piano III (1)
 - MUSC 2512 - Group Piano IV (1)

- Large Ensemble (4 hours)
- Health and Physical Education Activities** 4
Hours
- HLTH 1520 - Healthful Living (2)
 - Physical Education Activities (2)

- Orientation**..... 2
Hours
- FYE 1220 - First Year Seminar (2)

COMMON BODY OF KNOWLEDGE COURSES IN MUSIC
Following is a list of courses common to all degree programs in Music 25 Hours

- MUSA - Applied Music (4)
- MUSC 1515 - Technology in Music (1)
- MUSC 2333 - Music Theory III (3)
- MUSC 2334 - Music Theory IV (3)
- MUSC 2513 - Sight-Singing/Ear Training III (1)
- MUSC 2514 - Sight-Singing/Ear Training IV (1)
- MUSC 3131 - History of Music I (3)
- MUSC 3132 - History of Music II (3)
- MUSC 4331 - Analytical Techniques (3)
- MUSE - Large Ensemble (3)

(Students in an Emphasis in Jazz Performance may substitute 2 hours of Large Ensemble with 2 hours of MUSE 3214 Jazz Ensemble.)

MUSE 1100 - Recital Attendance (0) Student must complete 6 semesters.

Requirements beyond the Common Body of Knowledge Courses in Music differ according to the individual program options. The following list of major program options includes those additional and specific requirements.

Major Requirements 31
Hours

- MUSA - Applied Music (10)
- MUSA 3101 - Junior Recital (0)
- MUSA 4111 - Senior Recital (1)
- MUSC - Instrumental Pedagogy Course (1)
- MUSC 2311 - Jazz Improvisation I (1)
- MUSC 2312 - Jazz Improvisation II (1)
- MUSC 3311 - Jazz Improvisation III (1)
- MUSC 3312 - Jazz Improvisation IV (1)
- MUSC 4411 - Basic Conducting (1)
- MUSC 5236 - Jazz History (3)
- MUSC 5332 - Jazz Styles and Analysis (3)
- MUSC 5411 - Jazz Pedagogy (1)
- MUSE - Large Ensemble (1)
- MUSE - Small Ensemble (6)

Electives 4
Hours

ADVISEMENT: All music majors are assigned an academic advisor by the chair of the Department of Music, Foy Building, (912) 478-5396.

PROGRAM ADMISSION CRITERIA: All prospective music majors must pass an entrance audition in the primary area.

OTHER PROGRAM REQUIREMENTS:

- See the requirements for all music degree programs.

-
- See the Department of Music Handbook for policies governing degree programs.

PERFORMANCE B.M., 126 HOURS (Piano)

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills 9
Hours Area B - Institutional Options 4
Hours Area C - Humanities and Fine Arts 6
Hours Area D - Science, Mathematics, and Technology 11
Hours Area E - Social Science 12
Hours Area F - Courses Appropriate to Major 18

Music Theory (8 hours)

- MUSC 1331 - Music Theory I (3)
- MUSC 1332 - Music Theory II (3)
- MUSC 1513 - Sight-Singing/Ear Training I (1)
- MUSC 1514 - Sight-Singing/Ear Training II (1)

Applied Music (6 hours)

- MUSA Applied Music (2) MUSC
- 1511 - Group Piano I (1) MUSC
- 1512 - Group Piano II (1)
- MUSC 2511 - Group Piano III (1)
- MUSC 2512 - Group Piano IV (1)

(Piano primaries will substitute MUSC 1421 Group Piano: Piano Major A and MUSC 1422 Group Piano: Piano Major B for Group Piano I, II, III, and IV.)

Large Ensemble (4 hours)

Health and Physical Education Activities 4
Hours

- HLTH 1520 - Healthful Living (2)
- Physical Education Activities (2)

Orientation 2
Hours

- FYE 1220 - First Year Seminar (2)

COMMON BODY OF KNOWLEDGE COURSES IN MUSIC

Following is a list of courses common to all degree programs in Music 25 Hours

- MUSA - Applied Music (4)
- MUSC 1515 - Technology in Music (1)
- MUSC 2333 - Music Theory III (3)
- MUSC 2334 - Music Theory IV (3)
- MUSC 2513 - Sight-Singing/Ear Training III (1)
- MUSC 2514 - Sight-Singing/Ear Training IV (1)
- MUSC 3131 - History of Music I (3)
- MUSC 3132 - History of Music II (3)
- MUSC 4331 - Analytical Techniques (3)
- MUSE - Large Ensemble (3)

(Piano primaries will substitute 4 hours of Large Ensemble with 4 hours of MUSE 3514 Piano Ensemble. Students in an Emphasis in Jazz Performance may substitute 2 hours of Large Ensemble with 2 hours of MUSE 3214 Jazz Ensemble.)

MUSE 1100 Recital Attendance (0) Student must complete 6 semesters.

Requirements beyond the Common Body of Knowledge Courses in Music differ according to the individual program options. The following list of major program options includes those additional and specific requirements.

Major Requirements 30
Hours

- MUSA - Applied Music (10)
- MUSA 3101 - Junior Recital (0)
- MUSA 4111 - Senior Recital (1)
- MUSC - Upper Division Music Theory/History Electives (6)
- MUSC 2421 - Piano Literature I (2)
- MUSC 2431 - Piano Pedagogy I (3)
- MUSC 3421 - Piano Literature II (2)
- MUSC 3422 - Piano Literature III (2)
- MUSC 3432 - Piano Pedagogy II (3)
- MUSC 4411 - Basic Conducting (1)

Electives 5
Hours

ADVISEMENT: All music majors are assigned an academic advisor by the chair of the Department of Music, Foy Building, (912) 478-5396.

PROGRAM ADMISSION CRITERIA: All prospective music majors must pass an entrance audition in the primary area.

OTHER PROGRAM REQUIREMENTS:

- See the requirements for all music degree programs.
- See the Department of Music Handbook for policies governing degree programs.

PERFORMANCE B.M., 126 HOURS (Voice)

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills 9
Hours Area B - Institutional Options 4
Hours **Area C** **-** **Humanities** **and** **Fine Arts**

..... **6 Hours Area D - Science, Mathematics, and Technology**..... **11 Hours Area E - Social Science**
 **12 Hours Area F - Courses Appropriate to Major**..... **18 Hours Music Theory** (8 hours)

- MUSC 1331 - Music Theory I (3)
- MUSC 1332 - Music Theory II (3)
- MUSC 1513 - Sight-Singing/Ear Training I (1)
- MUSC 1514 - Sight-Singing/Ear Training II (1)

- Applied Music (6 hours)
- MUSA - Applied Music (2)
 - MUSC 1511 - Group Piano I (1)
 - MUSC 1512 - Group Piano II (1)
 - MUSC 2511 - Group Piano III (1)
 - MUSC 2512 - Group Piano IV (1)

Large Ensemble (4 hours)
Health and Physical Education Activities 4
Hours
 HLTH 1520 - Healthful Living (2)
 Physical Education Activities (2)

Orientation..... 2
Hours
 FYE 1220 - First Year Seminar (2)

COMMON BODY OF KNOWLEDGE COURSES IN MUSIC
Following is a list of courses common to all degree programs in Music 25 Hours

- MUSA - Applied Music (4)
- MUSC 1515 - Technology in Music (1)
- MUSC 2333 - Music Theory III (3)
- MUSC 2334 - Music Theory IV (3)
- MUSC 2513 - Sight-Singing/Ear Training III (1)
- MUSC 2514 - Sight-Singing/Ear Training IV (1)
- MUSC 3131 - History of Music I (3)
- MUSC 3132 - History of Music II (3)
- MUSC 4331 - Analytical Techniques (3)
- MUSE - Large Ensemble (3)
- MUSE 1100 - Recital Attendance (0) Student must complete 6 semesters.

Requirements beyond the Common Body of Knowledge Courses in Music differ according to the individual program options. The following list of major program options includes those additional and specific requirements.

Major Requirements 26
Hours

- MUSA - Applied Music (10)
- MUSA 3101 - Junior Recital (0)
- MUSA 4111 - Senior Recital (1)
- MUSC - Upper Division Music Theory/History Elective (3)
- MUSC 2411 - Diction for Singers I (1)
- MUSC 2412 - Diction for Singers II (1)
- MUSC 3423 - Vocal Literature I (2)
- MUSC 3424 - Vocal Literature II (2)
- MUSC 4411 - Basic Conducting (1)
- MUSC 4421 - Voice Pedagogy (2)
- MUSE - Large Ensemble (1)
- MUSE - Small Ensemble (2)

Foreign Language 6
Hours

Electives 3
Hours

ADVISEMENT: All music majors are assigned an academic advisor by the chair of the Department of Music, Foy Building, (912) 478-5396.
PROGRAM ADMISSION CRITERIA: All prospective music majors must pass an entrance audition in the primary area.

OTHER PROGRAM REQUIREMENTS:

- See the requirements for all music degree programs.
- See the Department of Music Handbook for policies governing degree programs.

PHILOSOPHY B.A., 126 HOURS

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills	9
Hours Area B - Institutional Options	
4 Hours Area C - Humanities and Fine Arts	
and Technology	6 Hours Area D - Science, Mathematics, and Technology 11 Hours Area E - Social Science 12 Hours Area F - Courses
Appropriate to Major	18 Hours

Foreign Language - through 2002 (0-12)

Select 6-18 hours from the following:

- ANTH 1102 - Introduction to Anthropology (3)
- ART 2531 - Art History I (3)
- ART 2532 - Art History II (3)
- BIOL 1130 - General Biology (3) and BIOL 1110 - General Biology Lab (1)
- BIOL 1230 - Environmental Biology (3) and BIOL 1210 - Environmental Biology Lab (1)
- ENGL 2111 - World Literature I (3)
- ENGL 2112 - World Literature II (3)
- HIST 1111 - World History I (3)
- INTS 2130 - Introduction to International Studies (3)
- PHYS 1111 - Introduction to Physics I (3) and PHYS 1113 - Physics Lab I (1)
- PHYS 1135 - Physics: How Things Work (3)
- POLS 2101 - Introduction to Political Science (3)
- RELS 2130 - Introduction to Religion (3)
- SOCI 1101 - Introduction to Sociology (3)

Health and Physical Education Activities **4**
Hours

- HLTH 1520 - Healthful Living (2)
- Physical Education Activities (2)

Orientation..... **2**
Hours

- FYE 1220 - First Year Seminar (2)

Major Requirements **30**
Hours

Specific Requirements (15 hours):

- PHIL 1030 - Introduction to Philosophy (3)
- PHIL 2232 - Critical Thinking (3)
- PHIL 3333 - Introduction to Ethics (3) **OR** PHIL 4333 - 20th Century Ethical Theory (3)
- PHIL 3431 - Ancient Philosophy (3)
- PHIL 3432 - History of Modern Philosophy (3)

Select five of the following:

- PHIL 3030 - Selected Topics in Philosophy (3)
- PHIL 3131 - World Religions (3)
- PHIL/POLS 3230 - Modern Political Thought (3) **OR** PHIL/POLS 4139 - Contemporary Political Thought (3)
- PHIL/POLS 3232 - Philosophy of Law (3)
- PHIL 3330 - Introduction to Art and Beauty (3)
- PHIL 3332 - Contemporary Moral Problems (3)
- PHIL 3334 - Environmental Ethics (3)
- PHIL 3433 - Nineteenth Century European Philosophy (3)
- PHIL 3434 - Contemporary Philosophy (3)
- PHIL 3531 - Theory of Knowledge (3)
- PHIL 3532 - Metaphysics (3)
- PHIL 3635 - Existentialism (3)
- PHIL 4130 - Feminist Philosophy (3)
- PHIL 4233 - Introduction to Formal Logic (3)
- PHIL 4333 - Twentieth-Century Ethical Theory (3)
- PHIL 4532 - Philosophy of Emotions (3)
- PHIL 4533 - Philosophy of Mind (3)
- PHIL 4632 - Philosophy of Religion (3)
- PHIL 5030 - Selected Topics in Philosophy (3)

Electives **15**
Hours

Minor - Required. Must be approved by advisor **15**
Hours

ADVICE: Department of Literature and Philosophy, Newton Building (912) 478-5471. Students under 45 hours are advised in the CLASS Advisement Center, 912-478-7740. Students in the UHP program are advised in their major departments.

PROGRAM ADMISSION CRITERIA:

- Majors must acquire from their advisors a copy of “Requirements for the Major in Philosophy.”

OTHER PROGRAM REQUIREMENTS:

- Must have earned a minimum grade of “C” in each of the required courses in Philosophy upper division.

POLITICAL SCIENCE B.A., 126 HOURS

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills	9
Hours Area B - Institutional Options	
4 Hours Area C - Humanities and Fine Arts	
and Technology	6 Hours Area D - Science, Mathematics, and Technology 11 Hours Area E - Social Science 12 Hours Area F - Courses
Appropriate to Major	18 Hours
<ul style="list-style-type: none"> Foreign Language 2001 - Intermediate I (3) Foreign Language 2002 - Intermediate II (3) PHIL 1030 - Introduction to Philosophy (3) POLS 2101 - Introduction to Political Science (3) STAT 2231 - Introduction to Statistics I (3) 	
Select <u>one</u> of the following. If any of the above are taken to satisfy Areas C-E, also select from the following:	
<ul style="list-style-type: none"> ANTH 1102 - Introduction to Anthropology (3) ECON 2106 - Business Economics (3) GEOG 1130 - World Regional Geography (3) PSYC 1101 - Introduction to Psychology (3) SOCI 1101 - Introduction to Sociology (3) 	
Health and Physical Education Activities	4
Hours	
<ul style="list-style-type: none"> HLTH 1520 - Healthful Living (2) Physical Education Activities (2) 	
Orientation	2
Hours	
<ul style="list-style-type: none"> FYE 1220 - First Year Seminar (2) 	
Major Requirements	24
Hours	
<ul style="list-style-type: none"> POLS 3130 - Qualitative Research Methods (3) POLS - Senior Seminar (3) 	
Select <u>one</u> of the following:	
<ul style="list-style-type: none"> POLS 3135 - Congressional Behavior (3) POLS 3136 - The Presidency (3) POLS 3137 - Judicial Process (3) POLS 3138 - Constitutional Law I (3) POLS 3139 - Constitutional Law II (3) POLS 3233 - Politics and the Media (3) POLS 3235 - Gender and Politics (3) POLS 3237 - African American Politics (3) POLS 3238 - Southern Politics (3) POLS 3330 - State and Local Government (3) POLS 3332 - Political Parties (3) 	
Select <u>one</u> of the following:	
<ul style="list-style-type: none"> POLS 3132 - Asian Politics (3) POLS 3133 - Latin American Politics (3) POLS 3431 - African Politics (3) POLS 4136 - Comparative Politics of Industrialized Nations (3) POLS 4137 - Industrializing Nations (3) 	
Select <u>one</u> of the following:	
<ul style="list-style-type: none"> POLS 3234 - Introduction to European Union (3) POLS 3236 - International Relations (3) POLS 3239 - Human Rights in International Relations (3) POLS 4132 - U.S. Foreign Policy (3) POLS 4133 - International Political Economy (3) POLS 4134 - International Law and Diplomacy (3) POLS 4135 - International Organizations (3) POLS 4138 - International Terrorism (3) 	
Select <u>one</u> of the following:	
<ul style="list-style-type: none"> POLS 3230 - Modern Political Thought (3) POLS 3336 - Classical Political Thought (3) POLS 4130 - American Political Thought (3) POLS 4139 - Contemporary Political Thought (3) 	
Select 6 hours of Upper Division electives from any of above or:	
<ul style="list-style-type: none"> *POLS 2130 - Scope and Methods in Political Science (3) POLS 3231 - Environmental Politics (3) POLS 3232 - Public Opinion and Political Behavior (3) POLS 3331 - Introduction to Public Administration (3) POLS 3334 - Film and Politics (3) 	

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- POLS 3335 - Politics of Ethnicity (3)
- POLS 3338 - Language and Law (3)
- POLS 4031 - Selected Topics in Political Science (3)
- POLS 4131 - Public Policy (3)
- POLS 4791 - Field Internship in Political Science (6)
- POLS 4890 - Independent Study in Political Science (3-12)

Minor - Required: Area of Study Chosen in Consultation with Major Advisor..... 15 Hours
Electives 21 Hours

(A maximum of 9 hours of Internship may be taken.)

ADVISEMENT: Political Science Department, Carroll Building, (912) 478-5698. Students under 45 hours are advised in the CLASS Advisement Center, 912-478-7740. Students in the UHP program are advised in their major departments.

OTHER PROGRAM REQUIREMENTS:

- Majors must earn a minimum grade of “C” in all upper level POLS courses.

**POLS 2130 - Scope and Methods in Political Science is only offered during spring term.*

POLITICAL SCIENCE B.S., 126 HOURS

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills		9
Hours Area B - Institutional Options		
4 Hours Area C - Humanities and Fine Arts		
and Technology	6 Hours Area D - Science, Mathematics,	
	11 Hours Area E - Social Science	
	12 Hours Area F - Courses	
Appropriate to Major		18 Hours
Foreign Language 2001 - Intermediate I (3)		
PHIL 2232 - Critical Thinking (3)		
POLS 2101 - Introduction to Political Science (3)		
STAT 2231 - Introduction to Statistics I (3)		
STAT 2232 - Introduction to Statistics II (3)		
If any of the above are taken to satisfy C-E, select from:		
ANTH 1102 - Introduction to Anthropology (3)		
GEOG 1130 - World Regional Geography (3)		
PSYC 1101 - Introduction to Psychology (3)		
SOC 1101 - Introduction to Sociology (3)		
Health and Physical Education Activities		4
Hours		
HLTH 1520 - Healthful Living (2)		
Physical Education Activities (2)		
Orientation		2
Hours		
FYE 1220 - First Year Seminar (2)		
Major Requirements		24
Hours		
*POLS 2130 - Scope and Methods in Political Science (3)		
POLS - Senior Seminar (3)		
Select <u>one</u> of the following:		
POLS 3135 - Congressional Behavior (3)		
POLS 3136 - The Presidency (3)		
POLS 3137 - Judicial Process (3)		
POLS 3138 - Constitutional Law I (3)		
POLS 3139 - Constitutional Law II (3)		
POLS 3233 - Politics and the Media (3)		
POLS 3235 - Gender and Politics (3)		
POLS 3237 - African American Politics (3)		
POLS 3238 - Southern Politics (3)		
POLS 3330 - State and Local Government (3)		
POLS 3332 - Political Parties (3)		
Select <u>3 hours</u> from the following:		
POLS 3132 - Asian Politics (3)		
POLS 3133 - Latin American Politics (3)		
POLS 3431 - African Politics (3)		
POLS 4136 - Comparative Politics of Industrialized Nations (3)		
POLS 4137 - Industrializing Nations (3)		
POLS 4890 - Independent Study in Political Science (3-12)		
Select <u>one</u> of the following:		
POLS 3234 - Introduction to European Union (3)		
POLS 3236 - International Relations (3)		
POLS 3239 - Human Rights in International Relations (3)		
POLS 4132 - U.S. Foreign Policy (3)		
POLS 4133 - International Political Economy (3)		
POLS 4134 - International Law and Diplomacy (3)		
POLS 4135 - International Organizations (3)		
POLS 4138 - International Terrorism (3)		
Select <u>one</u> of the following:		
POLS 3230 - Modern Political Thought (3)		
POLS 3336 - Classical Political Thought (3)		
POLS 4130 - American Political Thought (3)		
POLS 4139 - Contemporary Political Thought (3)		
Select <u>6 hours</u> of Upper Division electives from any of above or:		
POLS 2130 - Scope and Methods in Political Science (3)		
POLS 3130 - Qualitative Research Methods (3)		
POLS 3231 - Environmental Politics (3)		
POLS 3232 - Public Opinion and Political Behavior (3)		
POLS 3331 - Introduction to Public Administration (3)		

- POLS 3334 - Film and Politics (3)
- POLS 3335 - Politics of Ethnicity (3)
- POLS 3338 - Language and Law (3)
- POLS 3712 - Community Development (1-2)
- POLS 4031 - Selected Topics in Political Science (3)
- POLS 4131 - Public Policy (3)
- POLS 4791 - Field Internship in Political Science (3)

Minor - Required: Area of study chosen in consultation with major advisor..... 15 Hours
Or Related Areas: general electives chosen in consultation with major advisor.

Electives 21 Hours
(A maximum of 9 hours of Internship may be taken.)

ADVISEMENT: Political Science Department, Carroll Building., (912) 478-5698. Students under 45 hours are advised in the CLASS Advisement Center, 912-478-7740. Students in the UHP program are advised in their major departments.

OTHER PROGRAM REQUIREMENTS:

- Majors must earn a minimum grade of “C” in all upper level POLS courses.

**POLS 2130 - Scope and Methods in Political Science is only offered during spring term.*

PSYCHOLOGY B.S., 126 HOURS

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills		9
Hours Area B - Institutional Options		
4 Hours Area C - Humanities and Fine Arts		
and Technology	6 Hours Area D - Science, Mathematics,	
	11 Hours Area E - Social Science	
	12 Hours Area F - Courses	
Appropriate to Major		18 Hours
Foreign Language 2001 - Completion through Foreign Language 2001 or equivalent (0-12)		
*PSYC 1101 - Introduction to Psychology (3)		
PSYC 2210 - Careers in Psychology (1)		
*PSYC 2231 - Psychological Statistics (3)		
Select <u>2-14 hours</u> from the following:		
ANTH 1102 - Introduction to Anthropology (3)		
ART 2531 - Art History I (3)		
ART 2532 - Art History II (3) (<i>Prerequisite ART 2531</i>)		
BIOL 1130 - General Biology (3) and BIOL 1110 - General Biology Lab (1)		
BIOL 1333 - From Neuron to Brain (3)		
CHFD 2130 - Family Economic Environment (3)		
CHFD 2134 - Family Development (3)		
CISM 1110 - Computer Applications (1) and CISM 1120 - Computer Concepts (2)		
COMM 1100 - Introduction to Human Communication (<i>Prerequisite ENGL 1101</i>)		
CRJU 1100 - Introduction to Criminal Justice (3)		
GEOG 1101 - Introduction to Human Geography (3)		
GEOG 1130 - World Regional Geography (3)		
HIST 1111 - World History I (3)		
HUMN 2321 - Humanities I (3)		
HUMN 2322 - Humanities II (3)		
INTS 2130 - Introduction to International Studies (3)		
PHIL 1030 - Introduction to Philosophy (3)		
PHIL 2232 - Critical Thinking (3)		
RECR 1530 - Foundations to Recreation and Leisure (3)		
RECR 2130 - Leisure Concepts/Lifespan (3)		
SOC 1101 - Introduction to Sociology (3)		
WGST 2530 - Introduction to Women and Gender Studies (3)		
Health and Physical Education Activities		4
Hours		
HLTH 1520 - Healthful Living (2)		
Physical Education Activities (2)		
Orientation		2
Hours		
FYE 1220 - First Year Seminar (2)		
Major Requirements		28-29
Hours		
Specific Requirements		
*PSYC 3141 - Research Methods (4)		
Group I: (<i>at least one course required from this area</i>) (<i>Prerequisite PSYC 1101</i>)		
PSYC 3330 - Abnormal Psychology (3)		
PSYC 3331 - Child Psychology (3)		
PSYC 3332 - Psychology of Adolescence (3)		
PSYC 3333 - Lifespan Developmental Psychology (3)		
PSYC 3334 - Social Psychology (3)		
PSYC 3335 - Personality Psychology (3)		
PSYC 4436 - Theories of Psychotherapy (3)		
PSYC 5330 - Psychology of Aging (3)		
Group II: (<i>at least one course required from this area</i>) (<i>Prerequisite PSYC 1101</i>)		
PSYC 3130 - Tests and Measurements (3)		
PSYC 4430 - Cognitive Psychology (3)		
PSYC 4431 - Motivation and Emotion (3)		
PSYC 4432 - Sensation and Perception (3)		
PSYC 4433 - Principles of Learning (3)		
PSYC 4434 - Animal Behavior (3)		
PSYC 5430 - Physiological Psychology (3)		
PSYC 5431 - Evolutionary Psychology (3)		
PSYC 5530 - History and Systems (3)		
Group III: (<i>at least one course required from this area</i>) (<i>Prerequisite PSYC 1101</i>)		
PSYC 3230 - Psychology of Adjustment (3)		
PSYC 3231 - Psychology of Religion (3)		

PSYC 3232 - Psychology of Gender (3)
PSYC 3234 - Industrial/Organizational Psychology (3)
PSYC 3235 - Behavior Modification (3)
PSYC 3236 - Substance Abuse (3)
PSYC 3237 - Psychology of Human Sexuality (3)
PSYC 3336 - Humanistic-Transpersonal Psychology (3)
PSYC 4630 - Senior Seminar (3)
PSYC 5030 - Selected Topics (3)
PSYC 5230 - Health Psychology (3)
PSYC 5232 - Psychology and Law (3)

***Areas of Emphasis** (All courses in Areas of Emphasis require a minimum grade of "C")

General Psychology

Select any four PSYC courses

Select one of the following Capstone Courses:

PSYC 4143 - Senior Research (4) (Prerequisite PSYC 4131)
PSYC 4630 - Senior Seminar (3)
PSYC 4830 - Field Experience (3)
PSYC 4832 - Directed Study (3) **
PSYC 4841 - Directed Research (4) ** (Prerequisite PSYC 4131)
PSYC 5530 - History & Systems (3)

Biopsychology

Select four of the following:

PSYC 4131 - Advanced Psychological Statistics (3)
PSYC 4431 - Motivation & Emotion (3)
PSYC 4432 - Sensation & Perception (3)
PSYC 4433 - Principles of Learning (3)
PSYC 4434 - Animal Behavior (3)
PSYC 5430 - Physiological Psychology (3)
PSYC 5431 - Evolutionary Psychology (3)

Select one of the following Capstone Courses:

PSYC 4143 - Senior Research (4) (Prerequisite PSYC 4131)
PSYC 4630 - Senior Seminar (3)
PSYC 4832 - Directed Study (3) **
PSYC 4841 - Directed Research (4) ** (Prerequisite PSYC 4131)

Cognitive Psychology

Select four of the following:

PSYC 4131 - Advanced Psychological Statistics (3)
PSYC 4430 - Cognitive Psychology (3)
PSYC 4431 - Motivation & Emotion (3)
PSYC 4432 - Sensation & Perception (3)
PSYC 4433 - Principles of Learning (3)
PSYC 5430 - Physiological Psychology (3)

Select one of the following Capstone Courses:

PSYC 4143 - Senior Research (4) (Prerequisite PSYC 4131)
PSYC 4630 - Senior Seminar (3)
PSYC 4832 - Directed Study (3) **
PSYC 4841 - Directed Research (4) ** (Prerequisite PSYC 4131)

Counseling/Clinical Psychology

Select four of the following:

PSYC 3130 - Psychological Tests and Measurements (3)
PSYC 3235 - Behavior Modification (3)
PSYC 3236 - Substance Abuse (3)
PSYC 3330 - Abnormal Psychology (3)
PSYC 3335 - Personality Psychology (3)
PSYC 3336 - Humanistic-Transpersonal Psychology (3)
PSYC 4131 - Advanced Psychological Statistics (3)
PSYC 4436 - Theories of Psychotherapy (3)
PSYC 5530 - History and Systems (3)

Select one of the following Capstone Courses:

PSYC 4143 - Senior Research (4) (Prerequisite PSYC 4131)
PSYC 4630 - Senior Seminar (3)
PSYC 4830 - Field Experience (3)
PSYC 4832 - Directed Study (3) **
PSYC 4841 - Directed Research (4) ** (Prerequisite PSYC 4131)

Developmental Psychology

Select four of the following:

PSYC 3235 - Behavior Modification (3)
PSYC 3236 - Substance Abuse (3)

- PSYC 3331 - Child Psychology (3)
- PSYC 3333 - Lifespan Development Psychology (3)
- PSYC 4131 - Advanced Psychological Statistics (3)
- PSYC 5330 - Psychology of Aging (3)
- PSYC 5430 - Physiological Psychology (3)

Select one of the following Capstone Courses:

- PSYC 4143 - Senior Research (4) (*Prerequisite PSYC 4131*)
- PSYC 4630 - Senior Seminar (3)
- PSYC 4830 - Field Experience (3)
- PSYC 4832 - Directed Study (3) **
- PSYC 4841 - Directed Research (4) ** (*Prerequisite PSYC 4131*)

Health Psychology/Wellness

Select four of the following:

- PSYC 3230 - Psychology of Adjustment (3)
- PSYC 3231 - Psychology of Religion (3)
- PSYC 3235 - Behavior Modification (3)
- PSYC 3236 - Substance Abuse (3)
- PSYC 3237 - Psychology of Human Sexuality (3)
- PSYC 3333 - Lifespan Development Psychology (3)
- PSYC 4131 - Advanced Psychological Statistics (3)
- PSYC 5230 - Health Psychology (3)
- PSYC 5430 - Physiological Psychology (3)

Select one of the following Capstone Courses:

- PSYC 4143 - Senior Research (4) (*Prerequisite PSYC 4131*)
- PSYC 4630 - Senior Seminar (3)
- PSYC 4830 - Field Experience (3)
- PSYC 4832 - Directed Study (3) **
- PSYC 4841 - Directed Research (4) ** (*Prerequisite PSYC 4131*)

Social Psychology

Select four of the following:

- PSYC 3231 - Psychology of Religion (3)
- PSYC 3232 - Psychology of Gender (3)
- PSYC 3234 - Industrial/Organizational Psychology (3)
- PSYC 3334 - Social Psychology (3)
- PSYC 3335 - Personality Psychology (3)
- PSYC 4131 - Advanced Psychological Statistics (3)
- PSYC 5230 - Health Psychology (3)
- PSYC 5232 - Psychology and Law (3)

Select one of the following Capstone Courses:

- PSYC 4143 - Senior Research (4) (*Prerequisite PSYC 4131*)
- PSYC 4630 - Senior Seminar (3)
- PSYC 4832 - Directed Study (3) **
- PSYC 4841 - Directed Research (4) ** (*Prerequisite PSYC 4131*)

Electives (9 hours may be Psychology) 31-32 Hours

A maximum of 6 credit hours in one or more of the following courses may be credited toward the major: PSYC 3890 (3 hours only), PSYC 4830, PSYC 4832, PSYC 4841.

ADVISEMENT: Department of Psychology, Carroll Building, (912) 478-5539. Students under 60 hours are advised in the CLASS Advisement Center, 912-478-7740. Students in the UHP program are advised in their major departments.

*A minimum grade of "C" must be earned in this required course and all five (5) courses comprising the area of emphasis. Psychology courses with grades lower than "C" that are transferred from another institution may not be used to meet psychology requirements.

**by faculty permission only.

PUBLIC RELATIONS B.S., 126 HOURS

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills						9
Hours Area B - Institutional Options						
4 Hours Area C						
Humanities and Fine Arts						
and Technology						
						6 Hours
						11 Hours
						12 Hours
						18 Hours

Appropriate to Major..... **18 Hours**

- ART 2233 - Computer Graphics (3) **OR** IT 1430 - Web Page Development (3)
- COMM 1110 - Principles of Public Speaking (3)
- COMM 1100 - Introduction to Human Communication (3) **OR** COMS 2330 - Introduction to Communication Research (3)
- COMM 2332 - Media and Society (3)
- JOUR 2331 - Introduction to Journalism (3)

Select one of the following:

- Foreign Language - through 2001 (3)
- Significant International Content Course (3)

Health and Physical Education Activities **4 Hours**

- HLTH 1520 - Healthful Living (2)
- Physical Education Activities (2)

Orientation..... **2 Hours**

- FYE 1220 - First Year Seminar (2)

Major Requirements..... **40 Hours**

- COMS - upper division course (3)
- JOUR 3331 - News Reporting and Writing (3)
- PRCA 2330 - Introduction to Public Relations (3)
- PRCA 3330 - Public Relations Writing (3)
- PRCA 3711 - Public Relations Practicum (1)
- PRCA 4330 - Public Relations Research (3)
- PRCA 4339 - Public Relations Campaign Strategies (3)
- *PRCA 4791 - Public Relations Internship (3) **OR** PRCA 4335 - Senior Seminar (3)
- PRCA - two upper division courses (6)

Select one from the following media elective courses:

- JOUR 3332 - Feature Writing (3)
- JOUR 3335 - Copy Editing (3)
- JOUR 3631 - Fundamentals of Multimedia Production (3)
- PRCA 3339 - Public Relations Publications (3)

Select two of the following theory/law elective courses:

- COMM 4333 - Theories of Mass Communication (3)
- JOUR 3337 - Media Law and Ethics (3)
- COMS 4333 - General Semantics (3)
- COMS 4334 - Communication Theory (3)
- MMC/JOUR 3530 - Media Ethics (3)

Select 3 hours from the following:

- Upper Division Elective from COMM, COMS, FILM, JOUR, MMC, PRCA, or THEA (3)

Courses in Related Areas..... **6 Hours**

- MKTG 3131 - Principles of Marketing (3)
- MKTG 3132 - Principles of Advertising (3)

Electives **14 Hours**

ADVISEMENT: Department of Communication Arts, Veazey Hall, (912) 478-5138. Students are advised in the CLASS Advisement Center, 912-478-7740 until exiting "Pre-Communication Arts" status upon meeting program admission criteria. Students in the UHP program are advised in their major departments.

PROGRAM ADMISSION CRITERIA:

- Students must have a total institution GPA of 2.35 and 30 earned hours to become a major in this Communication Arts program.
- Students with fewer than 30 hours and/or less than 2.35 total institution GPA will be considered "Pre-Communication Arts" students and advised in the CLASS Advisement Center.
- Students must pass Grammar Proficiency Exam or earn a minimum grade of "C" in WRIT 3430.

OTHER PROGRAM REQUIREMENTS:

- Students must make a minimum grade of "C" in each Communication Arts class to receive credit for that course.
- "Pre-Communication Arts" students cannot take upper division Communication Arts classes for credit.

* A total institution GPA of 2.5 is required to register for internship credit. A maximum of 3 hours of internship credit can be applied toward graduation requirements.

SOCIOLOGY B.A., 126 HOURS

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills		9
Hours Area B - Institutional Options		
4 Hours Area C - Humanities and Fine Arts		
and Technology	6 Hours Area D - Science, Mathematics,	
	11 Hours Area E - Social Science	
	12 Hours Area F - Courses	
Appropriate to Major		18 Hours
Foreign Language - through 2002 (0-6)		
*SOCI 1101 - Introduction to Sociology (3)		
STAT 2231 - Introduction to Statistics I (3)		
Select <u>6-12 hours</u> from the following:		
ANTH 1102 - Introduction to Anthropology (3)		
CISM 1110 - Computer Applications (1) and CISM 1120 - Computer Concepts (2)		
GEOG 1111 - Climate and the Landscape (3)		
GEOG 1130 - World Regional Geography (3)		
HIST 1111 - World History I (3)		
PHIL 1030 - Introduction to Philosophy (3)		
POLS 2101 - Introduction to Political Science (3)		
PSYC 1101 - Introduction to Psychology (3)		
SOCI 2232 - Introduction to Social Services (3)		
STAT 2232 - Introduction to Statistics II (3)		
Health and Physical Education Activities		4
Hours		
HLTH 1520 - Healthful Living (2)		
Physical Education Activities (2)		
Orientation		2
Hours		
FYE 1220 - First Year Seminar (2)		
Major Requirements		30
Hours		
SOCI 3431 - Sociological Theory (3)		
SOCI 3434 - Methods of Social Research (3)		
SOCI 4630 - Senior Seminar (3)		
Select <u>21 hours</u> from the following upper division courses in the major as approved by advisor:		
SOCI 3094 - Selected Topics in Sociology (3)		
SOCI 3331 - Criminology (3)		
SOCI 3333 - Deviant Behavior (3)		
SOCI 3334 - Juvenile Delinquency (3)		
SOCI 3336 - Social Problems (3)		
SOCI 4231 - Child Welfare and Family Service (3)		
SOCI 4232 - Social Welfare Policy and Services (3)		
SOCI 4332 - Sociology of Gender (3)		
SOCI 4334 - Organizations, Work and Technology (3)		
SOCI 4335 - Self and Society (3)		
SOCI 4338 - Sport, Culture, and Society (3)		
SOCI 4431 - Inequality (3)		
SOCI 4892 - Directed Individual Research (3)		
SOCI 5094 - Selected Topics in Sociology (1-3)		
SOCI 5132 - Sociology of Community (3)		
SOCI 5133 - Sociology of Religion (3)		
SOCI 5134 - Sociology of Childhood (3)		
SOCI 5135 - Aging (3)		
SOCI 5137 - Collective Behavior (3)		
SOCI 5138 - Sociology of the Family (3)		
SOCI 5139 - Sociology of Health Care (3)		
SOCI 5140 - Group Dynamics (3)		
SOCI 5332 - Death and Dying (3)		
SOCI 5333 - Race and Ethnicity (3)		
SOCI 5433 - Program Evaluation (3)		
SOCI 5435 - The Rural South (3)		
Electives		15
Hours		
Minor - Required		15
Hours		

ADVISEMENT: Assigned Sociology Faculty, Department of Sociology and Anthropology, 1003 Carroll Building, (912) 478-5443. Students under 45 hours are advised in the CLASS Advisement Center, 912-478-7740. Students in the UHP program are advised in their major departments.

OTHER PROGRAM REQUIREMENTS:

- A minimum grade of “C” is required in all Sociology courses; if advisor recommends, one “D” allowed if matched by “B” or higher in another sociology course.

**Must be passed with a minimum grade of “C”*

SOCIOLOGY B.S., 126 HOURS

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills	9
Hours Area B - Institutional Options	
4 Hours Area C - Humanities and Fine Arts and Technology	6 Hours Area D - Science, Mathematics, 11 Hours Area E - Social Science 12 Hours Area F - Courses
Appropriate to Major	18 Hours
<ul style="list-style-type: none"> Foreign Language - through 2001 (0-3) *SOCI 1101 - Introduction to Sociology (3) SOCI 2232 - Introduction to Social Services (3) STAT 2231 - Introduction to Statistics I (3) 	
Select <u>6-9 hours</u> from the following:	
<ul style="list-style-type: none"> ANTH 1101 - Introduction to Anthropology (3) CISM 1110 - Computer Applications (1) and CISM 1120 - Computer Concepts (2) GEOG 1130 - World Regional Geography (3) PHIL 1030 - Introduction to Philosophy (3) POLS 2101 - Introduction to Political Science (3) PSYC 1101 - Introduction to Psychology (3) STAT 2232 - Introduction to Statistics II (3) 	
Health and Physical Education Activities	4
Hours	
<ul style="list-style-type: none"> HLTH 1520 - Healthful Living (2) Physical Education Activities (2) 	
Orientation	2
Hours	
<ul style="list-style-type: none"> FYE 1220 - First Year Seminar (2) 	
Major Requirements	39
Hours	
Must take <u>27-30 hours</u> from the following upper division courses in the major.	
<ul style="list-style-type: none"> SOCI 3231 - Practice Skills (3) SOCI 3434 - Methods of Social Research (3) SOCI 4232 - Social Welfare Policy and Services (3) SOCI 4790 - Field Instruction (3-9) SOCI 5132 - Sociology of Community (3) SOCI 5138 - Sociology of the Family (3) SOCI 5140 - Group Dynamics (3) SOCI 3431 - Sociological Theory (3) 	
Select <u>9-12 hours</u> from the following upper division (3000 or above) Sociology courses as approved by advisor:	
<ul style="list-style-type: none"> SOCI 3094 - Selected Topics in Sociology (1-3) SOCI 3331 - Criminology (3) SOCI 3333 - Deviant Behavior (3) SOCI 3334 - Juvenile Delinquency (3) SOCI 3336 - Social Problems (3) SOCI 4231 - Child Welfare and Family Services (3) SOCI 4332 - Sociology of Gender (3) SOCI 4334 - Organizations, Work and Technology (3) SOCI 4335 - Self and Society (3) SOCI 4338 - Sport, Culture, and Society (3) SOCI 4431 - Inequality (3) SOCI 4630 - Senior Seminar (3) SOCI 4892 - Directed Research (3) SOCI 5094 - Selected Topics in Sociology (1-3) SOCI 5133 - Sociology of Religion (3) SOCI 5134 - Sociology of Childhood (3) SOCI 5135 - Aging (3) SOCI 5137 - Collective Behavior (3) SOCI 5139 - Sociology of Health Care (3) SOCI 5332 - Death and Dying (3) SOCI 5333 - Race and Ethnicity (3) SOCI 5433 - Program Evaluation (3) SOCI 5435 - The Rural South (3) 	
Interdisciplinary Specialty Electives	9
Hours	
Electives	12
Hours	

ADVISEMENT: Assigned Sociology Faculty, Department of Sociology and Anthropology, 1003 Carroll Building, (912) 478-5443. Students under 45 hours are advised in the CLASS Advisement Center, 912-478-7740. Students in the UHP program are advised in their major

departments.

OTHER PROGRAM REQUIREMENTS:

- A minimum grade of "C" required in all sociology courses; if advisor recommends, one "D" allowed if matched by "B" or higher in another sociology course.

**Must be passed with a minimum grade of "C"*

THEATRE B.A., 126 HOURS

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills		9
Hours Area B - Institutional Options		
4 Hours Area C - Humanities and Fine Arts		
and Technology	6 Hours Area D - Science, Mathematics,	
	11 Hours Area E - Social Science	
	12 Hours Area F - Courses	
Appropriate to Major		18 Hours
THEA 1100 - Theatre Appreciation (3)		
THEA 1250 - Introduction to Production Concepts (3)		
THEA 2332 - Stagecraft (3)		
THEA 2333 - Fundamentals of Acting (3)		
Foreign Language 2001 - Intermediate I (3)		
Foreign Language 2002 - Intermediate II (3)		
Health and Physical Education Activities		4
Hours		
HLTH 1520 - Healthful Living (2)		
Physical Education Activities (2)		
Orientation		2
Hours		
FYE 1220 - First Year Seminar (2)		
Major Requirements		30
Hours		
Specific Requirements (15 hours)		
Any Upper Division Theatre Design course (3)		
THEA 3337 - Play Directing (3)		
THEA 3338 - Rehearsal and Performance (3) OR THEA 3711 - Practicum (3)		
THEA 4330 - Theatre History: to Elizabethans (3) OR THEA 4331 - Theatre History: Elizabethans to Modern (3)		
Select <u>one</u> of the following:		
THEA 3332 - African-American Theatre (3)		
THEA 3333 - Irish Theatre (3)		
THEA 4330 - Theatre History: To the Elizabethans (3)		
THEA 4331 - Theatre History: Elizabethan to Modern (3)		
THEA 4332 - Children's Theatre and Storytelling (3)		
THEA 4334 - Drama in Performance (3)		
THEA 4338 - World Theatre (3)		
Select <u>15 hours</u> from the following:		
COMS 3336 - Introduction to Performance Studies (3)		
COMS 4336 - Performance, Culture, Communication (3)		
THEA 1331 - Stage Make-Up (3)		
THEA 3230 - Voice for the Stage (3)		
THEA 3231 - Movement for the Actor (3)		
THEA 3232 - Vectorworks for the Stage (3)		
THEA 3330 - Scene Study (3)		
THEA 3331 - Advanced Stagecraft (3)		
THEA 3332 - African American Theatre (3)		
THEA 3333 - Irish Theatre (3)		
THEA 3334 - Sound Design (3)		
THEA 3335 - Scene Painting (3)		
THEA 3336 - Theatre Management (3)		
THEA 3338 - Rehearsal and Performance (1-3)		
THEA 4332 - Children's Theatre and Storytelling (3)		
THEA 4333 - Acting Styles (3)		
THEA 4334 - Drama in Performance (3)		
THEA 4335 - Scene Design (3)		
THEA 4336 - Lighting Design (3)		
THEA 4337 - Costume Design (3)		
THEA 4338 - World Theatre (3)		
THEA 5530 - Playwriting (3)		
THEA 5531 - Puppetry (3)		
Electives		15
Hours		
Minor - Required		15
Hours		

ADVICE: Department of Communication Arts, Veazey Hall, (912) 478-5138. Students are advised in the CLASS Advisement Center, 912-478-7740 until exiting "Pre-Communication Arts" status upon meeting program admission criteria. Students in the UHP program are advised in their major departments.

PROGRAM ADMISSION CRITERIA:

-
- Students must have a total institution GPA of 2.35 and 30 earned hours to become a major in this Communication Arts program.

- Students with fewer than 30 hours and/or less than 2.35 total institution GPA will be considered “Pre-Communication Arts” students and advised in the CLASS Advisement Center.

OTHER PROGRAM REQUIREMENTS:

- Students must make a minimum grade of “C” in each Communication Arts class to receive credit for that course.
- “Pre-Communication Arts” students cannot take upper division Communication Arts classes for credit.

WRITING AND LINGUISTICS B.A., 126 HOURS

See Core Curriculum on page 59 for required courses in Area A through Area E.

Area A - Essential Skills	9
Hours Area B - Institutional Options	
4 Hours Area C - Humanities and Fine Arts	
and Technology	6 Hours Area D - Science, Mathematics, and Technology 11 Hours Area E - Social Science 12 Hours Area F - Courses
Appropriate to Major	18 Hours Select <u>9-18 hours</u>

from the following:

- LING 2090 - Selected Topics in Writing and Linguistics (3)
- WRIT 2090 - Selected Topics in Writing and Linguistics (3)
- WRIT 2131 - Everyday Creative Writing (3)
- WRIT 2133 - Forms in Creative Writing (3)
- WRIT 2230 - Careers in Writing and Linguistics (3)
- WRIT 2533 - Writers on Writing (3)
- WRIT 2535 - Writing and Place (3)

Foreign Language - through 2002 or its equivalent (0-6 hours)

Additional Courses from the following (not taken in Area B, C, or E) (0-3 hours):

- CISM 1110 - Computer Applications (1) and CISM 1120 - Computer Concepts (2)
- COMM 1100 - Introduction to Human Communication (3)
- ENGL 2111 - World Literature I (3)
- ENGL 2112 - World Literature II (3)
- FILM 2331 - Introduction to Film Studies (3)
- GCM 1321 - Desktop Publishing (2) and GCM 1411 - Desktop Publishing Lab (1)
- IT 1130 - Introduction to Information Technology (3)
- WGST 2530 - Introduction to Women and Gender Studies (3)
- WRIT 2130 - Technical Communication (3)
- WRIT 2531 - Introduction to Screenwriting (3)

Health and Physical Activities..... **4**
Hours

- HLTH 1520 - Healthful Living (2)
- Physical Education Activities (2)

Orientation..... **2**
Hours

- FYE 1220 - First Year Seminar (2)

Common Body of Knowledge Courses **12**
Hours

Students must complete at least two common body of knowledge courses with a minimum grade of “C” before attempting 4000-5000 level classes.

- LING 3630 - Language and Linguistic Theory (3)
- WRIT 3130 - Creative Writing (3)
- WRIT 3220 - Foundations in Professional and Technical Writing (3)
- WRIT 3531 - Introduction to Writing Studies (3)

Upper Division Requirements **21**
Hours

Select one of the following Processes of Writing and Language courses:

- LING 4333 - Semantics (3)
- WRIT 3233 - Technical and Professional Editing (3)
- WRIT 3234 - Research Methods for Technical and Professional Writers (3)
- WRIT 3520 - Revision, Grammar and Culture (3)

Select one (3-6 hours) from the following Capstone Experience courses:

- WRIT 4790 - Internship in Writing and Linguistics (3-6)
- WRIT 5430 - Advanced Poetry Writing (3)
- WRIT 5530 - Sociolinguistics (3) **OR** LING 5530 - Sociolinguistics (3)
- WRIT 5531 - Advanced Creative Nonfiction (3)
- WRIT 5540 - Advanced Fiction Writing (3)
- WRIT 5650 - Writing for Publication (3)
- WRIT 5930 - Technical Writing (3)

Select 12-15 hours from the following upper-division courses in the major as approved by advisor:

Creative Writing

- WRIT 3140 - Writing for Young Readers (3)
- WRIT 4130 - Creative Non-fiction (3)
- WRIT 4430 - Poetry Writing (3)
- WRIT 4530 - Fiction Writing (3)
- WRIT 5430 - Advanced Poetry Writing (3)
- WRIT 5531 - Advanced Creative Nonfiction (3)

- WRIT 5540 - Advanced Fiction Writing (3)
- WRIT 5632 - Writing Flash Prose (3)

Professional Writing

- WRIT 3030 - Selected Topics in Writing (3)
- WRIT 3131 - Teaching Writing (3)
- WRIT 3230 - Writing in the Workplace (3)
- WRIT 3232 - Document Creation for Technical and Professional Writers (3)
- WRIT 3233 - Technical and Professional Editing (3)
- WRIT 3234 - Research Methods for Technical and Professional Writers (3)
- WRIT 3430 - Linguistics and Grammar for Teachers (3)
- WRIT 3433 - Comic Book Writing in American Culture (3)
- WRIT 3435 - Writing and Healing (3)
- WRIT 3520 - Revision, Grammar and Culture (3)
- WRIT 4550 - Literacy and Identity (3)
- WRIT 4560 - Writing Argument (3)
- WRIT 4570 - Writing, Rhetoric, and Culture (3)
- WRIT 4790 - Internship in Writing and Linguistics (1-6)
- WRIT 5030 - Selected Topics in Writing (3)
- WRIT 5130 - Modern English Grammar (3)
- WRIT 5330 - History of English Language (3)
- WRIT 5530 - Sociolinguistics (3)
- WRIT 5550 - Technologies of Writing (3)
- WRIT 5633 - Writing the Body (3)
- WRIT 5650 - Writing for Publication (3)
- WRIT 5930 - Technical Writing (3)

Linguistics

- LING 3030 - Selected Topics in Linguistics (3)
- LING 3031 - Phonology (3)
- LING 3032 - Syntax (3)
- LING 3131- Greek and Latin Vocabulary (3)
- LING 3337 - Language, Power, and Politics (3)
- LING 3338 - Language and Law (3)
- LING 3533 - Introduction to Language (3)
- LING 4133 - Gullah and Geechee Language and Culture (3)
- LING 4333 - Semantics (3)
- LING 5130 - Modern English Grammar (3)
- LING 5330 - History of the English Language (3)
- LING 5530 - Sociolinguistics (3)

Minor - Required	15
Hours	
Electives (advisor approved)	12
Hours	

ADVISEMENT: Writing and Linguistics majors are advised in the CLASS Advisement Center until they have earned 30 hours. At that time, they are assigned an academic advisor in the Department of Writing and Linguistics, Newton Building, (912) 478-0739. Writing and Linguistics majors in the University Honors Program are advised in the Department beginning their first semester of enrollment at Georgia Southern University.

PROGRAM ADMISSION CRITERIA: Students must have an institutional GPA of 2.0 or higher to become a major in Writing and Linguistics.

OTHER PROGRAM REQUIREMENTS: Writing and Linguistics majors must earn a grade of “C” or better in all courses in the major.

Allen E. Paulson College of Science and Technology

Dean: Bret Danilowicz
2141 Technology Building
P. O. Box 8044
Phone (912) 478-5111
bdanilowicz@georgiasouthern.edu

Associate Dean of Faculty and Research Programs: John Pascarella
2141 Technology Building
P. O. Box 8044
Phone (912) 478-5111
jpascarella@georgiasouthern.edu

Associate Dean of Student and Academic Programs: Shahnam Navaee
2141 Technology Building
P. O. Box 8044
Phone (912) 478-5111
snavaee@georgiasouthern.edu

The Allen E. Paulson College of Science and Technology (COST) offers programs and instruction in the sciences, mathematics, engineering technology, and engineering studies. Bachelor of Science or Bachelor of Arts degrees can be pursued in the following majors: Biology, Chemistry, Geography, Geology, Mathematics, Physics, as well as, the Bachelor of Science degree in Construction Management, Civil Engineering Technology, Electrical Engineering Technology, and Mechanical Engineering Technology. Minors are available in Biology, Chemistry, Engineering Technology, Geographic Information Science, Geography, Geology, Mathematics, Military Science, and Physics. The College also offers Master of Science programs.

Students in the College of Science and Technology may also choose to pursue a pre-professional program of study in Pre-Medicine, Pre-Dentistry, Pre-Veterinary Medicine, Pre-Pharmacy, or Pre-Optometry. The Georgia Tech Regional Engineering Program and the Regents Engineering Transfer Program are also available to students within the College of Science and Technology. For students in any major, the Department of Military Science administers the Army ROTC program which leads to a commission as a second lieutenant at the time of graduation.

VISION

Within this decade, the Allen E. Paulson College of Science and Technology will be recognized as a national leader in the development of innovative curricula and for its dedicated faculty who integrate distinguished scholarship with superior undergraduate and graduate education.

MISSION

The Allen E. Paulson College of Science and Technology at Georgia Southern University is a diverse community of teacher-scholars, students, alumni, and friends engaged in the discovery, application, integration, and transformation of scientific and technological knowledge. Reflecting the best practices of our disciplines, the College provides undergraduate and graduate students with a challenging education that is research-based and

technology-infused, and promotes life-long learning and stewardship for the benefit of the human, natural, and technological resources of Georgia, the nation, and the world.

Visit us at our web site at <http://cost.georgiasouthern.edu>

STRUCTURE

Department of Biology

In today's world, studies in Biology are becoming increasingly important. Georgia Southern University's Biology program prepares students for careers as professional biologists in a wide variety of fields. Southeast Georgia is a biologically rich and ecologically diverse area that encompasses coastline, wetlands, woodlands, and cities. Consistent with the mission of the University, the Biology Department seeks to expand horizons through outreach, preserve distinctive cultural and natural legacies, and maintain the integrity of South Georgia's environment.

Faculty

Stephen P. Vives, Chair

Professors: J. E. Averett (Emeritus), S. N. Bennett (Emerita), J.

A. Boole (Emeritus), C. R. Chandler, J. B. Claiborne, J. Copeland, B.S. Danilowicz, J. R. Diebolt, D. Drapalik (Emeritus), F. E. French (Emeritus), Q. Fang, S. B. George, D. F. Gleason, D. V. Hagan (Emeritus), W. A. Krissinger (Emeritus), L. M. Leege, B. P. Lovejoy (Emeritus), D. K. McLain, J. H. Oliver (Emeritus), J. W. Parrish (Emeritus), J.B. Pascarella, A. E. Pratt, O. J. Pung, L. B. Regassa, D. C. Rostal, S. P. Vives, L. M. Wolfe

Associate Professors: C. P. Cutler, L. A. Durden, A.W. Harvey, W. S. Irby, K. Maur (Emerita), L. D. McBrayer, D. Nayduch, L. Beati Ziegler

Assistant Professors: D. Apanaskevich, M. Cawthorn, R. A. Cohen, J. Checo Colan-Gaud, J. S. Harrison, Johanne M. Lewis, E. B. Mondor

Lecturer: R. A. Hattway

Adjunct Professors: B. A. Schulte, R. L. Walker

Adjunct Instructor: D. H. Hurley

Department of Chemistry

The Department of Chemistry offers a well-balanced program for the education of its students. To prepare them for their professional careers, the Department is committed to providing quality teaching and research experiences emphasizing critical and independent thought. The curriculum provides strong innovative instruction in the theory and practice of the chemical sciences. It is designed to introduce students to modern laboratory methods and technology using state-of-the-art scientific equipment. The faculty is committed to providing an environment that addresses the individual needs of each student and encourages them to develop their potential through life-long learning and to be responsible members of their profession and community.

Faculty

John C. DiCesare, Chair

Professors: R. Boxer (Emeritus), J.C. DiCesare, C. Colvin (Emeritus), L. J. DeLong Frost, J. A. Orvis, B. W. Ponder (Emeritus), N. E. Schmidt, C. R. Whitlock

Associate Professors: A. J. Long, M. O. Hurst, C. Kellogg (Emeritus), B. P. Koehler, J. M. LoBue, C. M. D. McGibony, R. Nelson (Emeritus)
 Assistant Professors: K. Aiken, S. Davis, D. Kreller, J. N. Orvis, D. Stallings, K. Welch
 Lecturer: K. D. Schurmeier

Department of Geology and Geography

The Department of Geology and Geography offers a balance of teaching, research, and service to the region served by the University, and beyond. Areas of focus among geology faculty include igneous and metamorphic petrology, paleontology, sedimentology, structural geology, hydrogeology, environmental geology, and natural history of the Coastal Plain. Geography faculty interests include climatology, geomorphology, human and cultural geography, and biogeography. Both programs emphasize computer applications, including Geographic Information Science.

Faculty

Dallas D. Rhodes, Chair
 Professors: G. A. Bishop (Emeritus), D. B. Good (Emeritus), D. D. Rhodes, F. J. Rich
 Associate Professors: J. H. Darrell (Emeritus), J. S. Reichard, C. H. Trupe, W. Tu, R. K. Vance, M. R. Welford
 Assistant Professors: L. A. Arthurs, C. J. Jackson, J. Tian, R. A. Yarbrough
 Adjunct Professor: C. R. Alexander, V. J. Henry

Institute of Arthropodology and Parasitology

The Institute of Arthropodology and Parasitology (IAP) is an interdepartmental organization that provides an identity to an area of exceptional research and teaching strength on campus. Members of the IAP include faculty and students from several departments including biology, geology, geography, history, and psychology. It also has three full-time scientists and support personnel. Membership in the IAP is open to any researchers with an interest in arthropods (insects, mites, ticks, spiders, crabs, and other joint-legged animals) and parasites (viruses, bacteria, fungi, protozoa, worms, etc.). Several members are especially interested in diseases of humans, livestock, wildlife, and plants. The IAP serves as a center where persons with these types of interests can interact and focus on research and applied problems. The IAP is also the home of the U.S. National Tick Collection in association with the Smithsonian Institution in Washington DC.

Faculty

James H. Oliver, Director and Callaway Professor of Biology
 Professors: J. H. Oliver
 Associate Professors: L. B. Ziegler (Curator)
 Assistant Professors: D. Apanaskevich (Assistant Curator)

Department of Mathematical Sciences

The Department of Mathematical Sciences offers programs of study for students interested in mathematics, mathematics education or statistics. The department is dedicated to providing students with excellent instruction that incorporates innovative instructional techniques and technologies. In their roles as teacher-scholars, the faculty maintains consistent and significant productivity, recognized at regional, national, and international levels, in basic research, applications, and pedagogy. The department is strengthened by the extensive service activities of the faculty on campus and in the community as well as through high-profile service to the profession. In addition, the department

provides many areas for student involvement, including an active student organization and student competition teams.

Faculty

Martha L. Abell, Chair
 Professors: M. Abell, C. Champ, S. Damelin, J. Davenport (Emeritus), R. Hathaway (Emeritus), Y. Hu, X. Li, B. Oluyede, A. Pierce (Emerita), J. Solomon, A. Sparks (Emeritus), D. Stone (Emeritus), S. Taylor, N. Wells (Emeritus)
 Associate Professors: C. Christmas (Emeritus), P. Humphrey, C. Kariotis (Emeritus), B. Kaymakalan, S. Kersey, E. Lavender (Emeritus), G. Lesaja, B. McLean, F. Mynard, S. Ngai, J. Rafter (Emeritus), Y. Wu, J. Zhu
 Assistant Professors: D. Bell (Emerita), R. Bogan (Emerita), J. Braselton, J. Darley, E. Hardy (Emerita), A. Iacob, S. Lanier, Y. Lin, J. Lynch (Emeritus), C. Nessmith (Emerita), A. Oganyan, D. Saye, C. Sikes (Emerita), D. Sills, H. Wang, P. Watkins (Emerita), X. Xie, L. Yocco, C. Zhao, S. Zheng
 Temporary Assistant Professors: J. Hawkins, E. Iacob, G. Michalski, R. Piltner, F. Ziegler
 Instructors: S. Barrs, L. Braselton
 Lecturers: B. Lee, M. Ransom
 Temporary Instructors: K. Chimariya, I. Edwards, W. Rogers, J. Zhang
 Part-Time Instructors: A. Schneider, D. Stapleton (Emerita)

Department of Military Science

The Georgia Southern University Military Science Department is charged with managing the Army's Reserve Officer Training Corps (ROTC) program on campus. Army ROTC provides college-trained officers for the U.S. Army, the Army National Guard, and the U.S. Army Reserve. It does this through a combination of college courses in military science and summer training sessions. The Professor of Military Science at Georgia Southern also administers the programs at Armstrong Atlantic State University, Savannah State University and Savannah College of Art and Design.

Faculty

George L Fredrick, Chair
 Professor of Military Science: G. L. Fredrick
 Adjunct Professors: J. Handley, E. During, M. McGrath, T.M. Grant
 Scholarship Enrollment Officer: W. Roberts

Department of Physics

The mission of the Department of Physics at Georgia Southern University is four-fold. First, to provide its majors with a strong, basic undergraduate physics/astronomy education that will serve them whether they pursue an advanced degree in physics, a career in industry or in science education. Second, to provide excellent instruction in introductory physics and astronomy to non-majors. Third, to conduct original research in physics and astronomy that is recognized at regional, national, and international levels. Fourth, to foster an interest in science in the community and the region.

Faculty

Mark Edwards, Chair and Professor
 Professors: M. Payne (Emeritus), X. Wang, A. Woodrum (Emeritus), J. Zhang
 Associate Professors: C. Dean, W. Grant (Emeritus), V. Hassapis (Emeritus), Clayton Heller, Li Ma, C. Mobley (Emeritus), J. Rogers (Emeritus)
 Assistant Professors: D. Gatch, J. Higdon

Lecturer: S. Higdon
Temporary Assistant Professor: A. Balaraman, L. Pham
Laboratory Coordinator: F. Leach
Adjunct Instructor: T. Deal

Department of Construction Management and Civil Engineering Technology

The departmental goals are designed to give students state-of-the-art knowledge for professional career and life-long development skills needed to enter the fields of construction management and civil engineering technology while meeting all the requirements to earn a Bachelor of Science degree. The mission of the department is to engage in the best practices of teaching, scholarship, and service to ensure that past, present, and future Georgia Southern students serve as ethical and highly qualified leaders of construction and civil engineering around the globe. Students will find open doors to a dedicated and diverse faculty who are well-educated yet grounded in the practical aspects of “real world” design and construction.

Faculty

Brian Moore, Chair and Professor
Professor: J.B. Karrh (Emeritus)
Associate Professors: N. Das, I. Basha, G. Maldonado, J. Shen
Assistant Professors: F. Atuahene, A. Basha, G. Fu, Y. Jung, S. Kim, D. Slater
Adjunct Professor: B. Boone, B. Lane, J. Hahs
Lecturer: C. Martin Temporary
Instructor: J. Uhl Laboratory
Coordinator: K. Southwell

Department of Mechanical and Electrical Engineering Technology

The department of Mechanical and Electrical Engineering Technology offers students a hands-on laboratory oriented educational experience in: Electrical Engineering Technology (EET), Mechanical Engineering Technology (MET), and through the Engineering Studies program, an opportunity to complete the first two years of an engineering degree from Georgia Tech through either the Regents Engineering Transfer Program (RETP) or the Georgia Tech Regional Engineering Program (GTREP) on Georgia Southern Campus. The Master of Science in Applied Engineering degree provides a master’s level education in Mechatronics, Engineering Management, and Information Technology. EET and MET programs are accredited by the Technology ABET, 111 Market Place, Suite 1050, Baltimore, MD 21202-4012, telephone (410) 347-7700.

Faculty

Mohammad Davoud, Chair
Professors: M. Davoud, G. Jones (Emeritus), S. Laskin (Emeritus), J. Manring (Emeritus), S. Navaee, B. Vlcek, P. Waldrop, J. Wallace (Emeritus)
Associate Professors: A. Mitra, G. Molina, R. Redderson (Emeritus), V. Soloiu, D. Williams
Assistant Professors: R. Alba-Flores, Y. Al-Kalaani, S. Bernadin, H.M. Cheng, A. Desai, F. Goforth, F. Rios-Gutierrez, M. Rahman
Temporary Assistant Professor: M. Ahad, M. Ahmed, S. Salekeen, S. Xu
Instructional Technology Services Coordinator: R. Miller

PROGRAMS - UNDERGRADUATE

Department of Biology

Bachelor of Arts with a major in Biology

Bachelor of Science in Biology

Department of Chemistry

Bachelor of Arts with a major in Chemistry
Bachelor of Science in Chemistry (Certified by the American Chemical Society)

Department of Geology and Geography

Bachelor of Arts with a major in Geography
Bachelor of Science with a major in Geography
Bachelor of Arts with a major in Geology
Bachelor of Science with a major in Geology

Department of Mathematical Sciences

Bachelor of Science with a major in Mathematics
Bachelor of Science in Mathematics

Department of Physics

Bachelor of Arts with a major in Physics
Bachelor of Science in Physics
Dual Degree (3 + 2) program whereby a student completes 3 years at Georgia Southern and 2 years at Georgia Tech and earns a Bachelor’s degree from each institution.

Department of Construction Management and Civil Engineering Technology

Bachelor of Science in Civil Engineering Technology
Bachelor of Science in Construction with a major in Construction Management

Department of Mechanical and Electrical Engineering Technology

Bachelor of Science in Electrical Engineering Technology
Bachelor of Science in Mechanical Engineering Technology
Engineering Studies Program:
Technology Options Program
Regents Engineering Transfer Program (RETP)
Georgia Tech Regional Engineering Program (GTREP)

PROGRAMS - GRADUATE

Department of Biology

Master of Science in Biology

Department of Mathematical Sciences

Master of Science in Mathematics

**For a list of concentration areas, see the departmental web site

<http://math.georgiasouthern.edu/math/>

Department of Mechanical and Electrical Engineering Technology

Master of Science in Applied Engineering
Options in Mechatronics, Engineering Management, and Information Technology
Graduate Certificate in Engineering and Manufacturing Management
Graduate Certificate in Occupational Safety and Environmental Compliance.

ADVISEMENT

Students will be advised in the COST Advisement Center for their first two years and then by faculty in their major department beginning their junior year. All GTREP and RETP will be advised by faculty members in the Department of Mechanical and

Electrical Engineering Technology. Students should check their WINGS account via "[My.GeorgiaSouthern](http://My.GeorgiaSouthern.edu)" website to find their advisor's name.

The COST Advisement Center is located in the Technology Building, room 1116. Students meet with their faculty advisor for academic advisement on major requirements, course selection, registration and other student concerns during two meetings each semester. Students with majors in the following areas will be advised in the COST Advisement Center: Biology, Chemistry, Geology, Geography, Mathematical Sciences, Physics, Construction Management, Civil Engineering Technology, Electrical Engineering Technology, Mechanical Engineering Technology and the Technology Options Program.

While faculty advisors provide information and guidance, final responsibility for completion of degree requirements rests with the student. All Georgia Southern students will complete the Core Curriculum as outlined. All majors have specific mathematics and science requirements. Therefore, it is to the student's advantage to fit these specific requirements into the Core Curriculum whenever possible. In this way, both the Core Curriculum and the requirements of the major may be met.

Students may contact the COST Advisement Center if they have questions about advising or difficulty locating an advisor.

COST Advisement Center
Technology Building, Room 1116
PO Box 8044-01
(912) 478-0649
(912) 478-2311 (Fax)
cost-advisor@georgiasouthern.edu
http://cost.georgiasouthern.edu/Advisement_Center/
Lisa Vance, Coordinator: (912) 478-0525
Amy Smith, Staff Advisor: (912) 478-8767
Laura Lee, Staff Advisor: (912) 478-2272
Maria Sibbald, Admin. Secretary: (912) 478-0649

EXPERIENTIAL LEARNING OUTCOMES

A Cooperative Education (Co-op) Program is provided on an optional basis in all engineering studies and technology majors and in selected science and mathematics majors. The Co-op plan may be student, college, or industry initiated. Normally, students must have earned 30 semester hours of credit toward their major, have a GPA of 2.5 or better, and be willing to participate in no less than two alternating Co-op work assignments. Salaries and benefits are determined by the employer and normally increase as the program proceeds. Board and lodging are the responsibility of the student, but in many cases the employers provide assistance in locating suitable accommodations. Dormitory rooms and meal plans are available to students working near the campus.

Co-op students register for a designated Special Problems/Co-op course each semester that they are on a work assignment. Students should refer to their advisor for the appropriate course designation. Co-op students in designated majors may receive one semester hour credit each semester they are on a work assignment. An S/U grade is assigned for each work semester on the basis of the employer's evaluation only.

No commitment is made by either the student or employer for full-time employment upon completion of the Co-op program. However, a company may offer employment upon graduation.

SECONDARY OR P-12 EDUCATION CERTIFICATION

For those interested in Secondary Education (grades 6-12) certification with a **BIOLOGY** degree:

Students who plan to seek teacher certification after completion of the B.A. or B.S. Biology program may achieve this through the Master of Arts in Teaching (MAT) or a non-degree certification program. If all B.A. or B.S. Biology requirements are met, no other biology content courses are required. However, students are strongly encouraged to pursue "broad fields" Science certification which includes the areas of biology, chemistry, earth science, and physics. To meet broad fields content requirements, the following courses are recommended as part of or in addition to your current program of study.

CHEM - advisor recommended (12)

PHYS - advisor recommended: PHYS 2211, PHYS 2212, PHYS 3536 (12)

Earth-Space Science - advisor recommended (12)

The following education courses may also be taken as *electives* while enrolled in your bachelor's program:

Courses that a student can take as an undergraduate that will count toward certification requirements but will not count toward MAT degree requirements are:

- ITEC 3430 - Instructional Technology for P-12 Education (3) (*or meet the state technology requirement by passing the GACE Computer Skill Competency Assessment*)
- SPED 3333 - Introduction to Special Education (3)

Education Area F "Preprofessional Block" (PPB) courses may also be taken; however the PPB courses will not count toward meeting certification requirements or MAT degree requirements. These courses can provide undergraduate students information and experiences in school settings that will help them make more informed decisions about becoming a teacher. Since the three PPB courses have USG-mandated field requirements, the following guidance should be followed:

- BA/BS/BBA majors can take the complete 9 semester hour PPB block of courses with the required 50 hour field experience; **OR**
- BA/BS/BBA majors can take EDUC 2130 - Exploring Learning and Teaching concurrently with EDUC 2090 - PPB Practicum (50 contact hours in a school) - total of 3 credit hours. After taking EDUC 2130, those students can take one or both of the other PPB courses with approximately 10 hours of field experience with each course. These courses are:
 - EDUC 2110 - Investigating Critical and Contemporary Issues in Education (3)
 - EDUC 2120 - Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts (3)

NOTE: GACE Basic Skills and GACE Content Assessment examination and 2.5 cumulative GPA requirements must be met for certification program admission and should be considered during enrollment in the bachelor's program.

For those interested in Secondary Education (grades 6-12) certification with a **CHEMISTRY** degree:

Students who plan to seek teacher certification after completion of the B.A. or B.S. Chemistry program may achieve this through the Master of Arts in Teaching (MAT) or a non-degree certification program. If all B.A. or B.S. Chemistry requirements are met, no other chemistry content courses are required. However, students are strongly encouraged to pursue "broad

fields” Science certification which includes the areas of biology, chemistry, earth science, and physics. To meet broad fields content requirements, the following courses are recommended as part of or in addition to your current program of study.

BIOL - advisor recommended (12)

PHYS - advisor recommended: PHYS 2211, PHYS 2212, PHYS 3536 (12)

Earth-Space Science - advisor recommended (12)

The following education courses may also be taken as *electives* while enrolled in your bachelor’s program:

Courses that a student can take as an undergraduate that will count toward certification requirements but will not count toward MAT degree requirements are:

- ITEC 3430 - Instructional Technology for P-12 Education (3) (*or meet the state technology requirement by passing the GACE Computer Skill Competency Assessment*)
- SPED 3333 - Introduction to Special Education (3)

Education Area F “Preprofessional Block” (PPB) courses may also be taken; however the PPB courses will not count toward meeting certification requirements or MAT degree requirements. These courses can provide undergraduate students information and experiences in school settings that will help them make more informed decisions about becoming a teacher. Since the three PPB courses have USG-mandated field requirements, the following guidance should be followed:

- BA/BS/BBA majors can take the complete 9 semester hour PPB block of courses with the required 50 hour field experience; **OR**
- BA/BS/BBA majors can take EDUC 2130 - Exploring Learning and Teaching concurrently with EDUC 2090 - PPB Practicum (50 contact hours in a school) – total of 3 credit hours. After taking EDUC 2130, those students can take one or both of the other PPB courses with approximately 10 hours of field experience with each course. These courses are:
 - EDUC 2110 - Investigating Critical and Contemporary Issues in Education (3)
 - EDUC 2120 - Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts (3)

NOTE: GACE Basic Skills and GACE Content Assessment examination and 2.5 cumulative GPA requirements must be met for certification program admission and should be considered during enrollment in the bachelor’s program.

For those interested in Secondary Education (grades 6-12) certification with a **GEOGRAPHY** degree:

Students who plan to seek teacher certification after completion of the B.A. or B.S. Geography program may achieve this through the Master of Arts in Teaching (MAT) or a non-degree certification program. If all B.A. or B.S. Geography requirements are met, no other geography content courses are required. However, students are strongly encouraged to pursue certification in more than one social science field to enhance employment opportunity. Plan to complete at least 12 semester hours in one or more of the following fields: Economics, History, and/or Political Science, with advisor guidance in selection. These courses should be completed as part of the minor or electives.

The following education courses may also be taken as *electives* while enrolled in your bachelor’s program:

Courses that a student can take as an undergraduate that will count toward certification requirements but will not count toward MAT degree requirements are:

- ITEC 3430 - Instructional Technology for P-12 Education (3) (*or meet the state technology requirement by passing the GACE Computer Skill Competency Assessment*)
- SPED 3333 - Introduction to Special Education (3)

Education Area F “Preprofessional Block” (PPB) courses may also be taken; however the PPB courses will not count toward meeting certification requirements or MAT degree requirements. These courses can provide undergraduate students information and experiences in school settings that will help them make more informed decisions about becoming a teacher. Since the three PPB courses have USG-mandated field requirements, the following guidance should be followed:

- BA/BS/BBA majors can take the complete 9 semester hour PPB block of courses with the required 50 hour field experience; **OR**
- BA/BS/BBA majors can take EDUC 2130 - Exploring Learning and Teaching concurrently with EDUC 2090 - PPB Practicum (50 contact hours in a school) – total of 3 credit hours. After taking EDUC 2130, those students can take one or both of the other PPB courses with approximately 10 hours of field experience with each course. These courses are:
 - EDUC 2110 - Investigating Critical and Contemporary Issues in Education (3)
 - EDUC 2120 - Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts (3)

NOTE: GACE Basic Skills and GACE Content Assessment examination and 2.5 cumulative GPA requirements must be met for certification program admission and should be considered during enrollment in the bachelor’s program.

For those interested in Secondary Education (grades 6-12) certification with a **GEOLOGY** degree:

Students who plan to seek teacher certification after completion of the B.A. or B.S. Geology program may achieve this through the Master of Arts in Teaching (MAT) or a non-degree certification program. If all B.A. or B.S. Geology requirements are met, no other geology content courses are required. However, we strongly encourage students to pursue “broad fields” Science certification which includes the areas of biology, chemistry, earth science, and physics. To meet broad fields content requirements, the following courses are recommended as part of or in addition to your current program of study.

BIOL - advisor recommended (12)

CHEM - advisor recommended (12)

PHYS - advisor recommended: PHYS 2211, PHYS 2212, PHYS 3536 (12)

The following education courses may also be taken as *electives* while enrolled in your bachelor’s program:

Courses that a student can take as an undergraduate that will count toward certification requirements but will not count toward MAT degree requirements are:

- ITEC 3430 - Instructional Technology for P-12 Education (3) (*or meet the state technology requirement by passing the GACE Computer Skill Competency Assessment*)
- SPED 3333 - Introduction to Special Education (3)

Education Area F “Preprofessional Block” (PPB) courses may also be taken; however the PPB courses will not count toward meeting certification requirements or MAT degree requirements. These courses can provide undergraduate students information and experiences in school settings that will help them make more informed decisions about becoming a teacher. Since the three

PPB courses have USG-mandated field requirements, the following guidance should be followed:

- BA/BS/BBA majors can take the complete 9 semester hour PPB block of courses with the required 50 hour field experience; **OR**
- BA/BS/BBA majors can take EDUC 2130 - Exploring Learning and Teaching concurrently with EDUC 2090 - PPB Practicum (50 contact hours in a school) – total of 3 credit hours. After taking EDUC 2130, those students can take one or both of the other PPB courses with approximately 10 hours of field experience with each course. These courses are:
 - EDUC 2110 - Investigating Critical and Contemporary Issues in Education (3)
 - EDUC 2120 - Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts (3)

NOTE: GACE Basic Skills and GACE Content Assessment examination and 2.5 cumulative GPA requirements must be met for certification program admission and should be considered during enrollment in the bachelor's program.

For those interested in Secondary Education (grades 6-12) certification with a MATHEMATICS degree:

Students who plan to seek teacher certification after completion of the B.S. or B.S.Mat. Mathematics program may achieve this through the Master of Arts in Teaching (MAT) or a non-degree certification program. To meet content requirements, the following courses must be completed as part of or in addition to your current program of study.

- MATH 3130 - College Geometry (3)
- MATH 5136 - History of Mathematics (3)
- MATH 5234 - Number Theory (3)
- STAT 5531 - Statistical Methods I (3)

The following education courses may also be taken as *electives* while enrolled in your bachelor's program:

Courses that a student can take as an undergraduate that will count toward certification requirements but will not count toward MAT degree requirements are:

- ITEC 3430 - Instructional Technology for P-12 Education (3) (*or meet the state technology requirement by passing the GACE Computer Skill Competency Assessment*)
- SPED 3333 - Introduction to Special Education (3)

Education Area F "Preprofessional Block" (PPB) courses may also be taken; however the PPB courses will not count toward meeting certification requirements or MAT degree requirements. These courses can provide undergraduate students information and experiences in school settings that will help them make more informed decisions about becoming a teacher. Since the three PPB courses have USG-mandated field requirements, the following guidance should be followed:

- BA/BS/BBA majors can take the complete 9 semester hour PPB block of courses with the required 50 hour field experience; **OR**
- BA/BS/BBA majors can take EDUC 2130 - Exploring Learning and Teaching concurrently with EDUC 2090 - PPB Practicum (50 contact hours in a school) – total of 3 credit hours. After taking EDUC 2130, those students can take one or both of the other PPB courses with approximately 10 hours of field experience with each course. These courses are:
 - EDUC 2110 - Investigating Critical and Contemporary Issues in Education (3)

- EDUC 2120 - Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts (3)

NOTE: GACE Basic Skills and GACE Content Assessment examination and 2.5 cumulative GPA requirements must be met for certification program admission and should be considered during enrollment in the bachelor's program.

For those interested in Secondary Education (grades 6-12) certification with a PHYSICS degree:

Students who plan to seek teacher certification after completion of the B.A. or B.S.P. program may achieve this through the Master of Arts in Teaching (MAT) or a non-degree certification program. If all B.A. or B.S. Physics requirements are met, no other physics content courses are required. However, students are strongly encouraged to pursue "broad fields" Science certification which includes the areas of biology, chemistry, earth science, and physics. To meet broad fields content requirements, the following courses are recommended as part of or in addition to your current program of study.

- BIOL - advisor recommended (12)
- CHEM - advisor recommended (12)
- Earth-Space Science - advisor recommended (12)

The following education courses may also be taken as *electives* while enrolled in your bachelor's program:

Courses that a student can take as an undergraduate that will count toward certification requirements but will not count toward MAT degree requirements are:

- ITEC 3430 - Instructional Technology for P-12 Education (3) (*or meet the state technology requirement by passing the GACE Computer Skill Competency Assessment*)
- SPED 3333 - Introduction to Special Education (3)

Education Area F "Preprofessional Block" (PPB) courses may also be taken; however the PPB courses will not count toward meeting certification requirements or MAT degree requirements. These courses can provide undergraduate students information and experiences in school settings that will help them make more informed decisions about becoming a teacher. Since the three PPB courses have USG-mandated field requirements, the following guidance should be followed:

- BA/BS/BBA majors can take the complete 9 semester hour PPB block of courses with the required 50 hour field experience; **OR**
- BA/BS/BBA majors can take EDUC 2130 - Exploring Learning and Teaching concurrently with EDUC 2090 - PPB Practicum (50 contact hours in a school) – total of 3 credit hours. After taking EDUC 2130, those students can take one or both of the other PPB courses with approximately 10 hours of field experience with each course. These courses are:
 - EDUC 2110 - Investigating Critical and Contemporary Issues in Education (3)
 - EDUC 2120 - Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts (3)

NOTE: GACE Basic Skills and GACE Content Assessment examination and 2.5 cumulative GPA requirements must be met for certification program admission and should be considered during enrollment in the bachelor's program.

**Allen E. Paulson College of Science and
Technology Programs - Undergraduate**

BIOLOGY B.A., 126 HOURS

See Core Curriculum for required courses in Area A through Area E.

Area A - Essential Skills	9 Hours
MATH 1112 - Trigonometry (3) OR MATH 1113 - Pre-Calculus (4) (MATH 1112 preferable for BIOL students)	
Area B - Institutional Options	4 Hours
Area C - Humanities and Fine Arts	6 Hours
Area D - Science, Mathematics, and Technology	11 Hours
*Select 4 hours from <u>one</u> of the following lecture and laboratory course pairs:	
PHYS 1111 - Introduction to Physics I (3) and PHYS 1113 - Physics Lab I (1)	
PHYS 2211 - Principles of Physics I (3) and PHYS 1113 - Physics Lab I (1)	
GEOL 1121 - Introduction to the Earth (3) and GEOL 1110 - Earth Lab (1)	
Area E - Social Science	12 Hours
Area F - Courses Appropriate to Major	18 Hours
CHEM 1145 - Principles of Chemistry I (4) and CHEM 1146 - Principles of Chemistry II (4)	
BIOL 2107 - Principles of Biology I (3) and BIOL 2107L - Principles of Biology I Lab (1)	
BIOL 2108 - Principles of Biology II (3) and BIOL 2108L - Principles of Biology II Lab (1)	
Foreign Language Level III (0-2)	
Math, Computer Science, Science Course approved by advisor (0-2)	
Health and Physical Education Activities	4 Hours
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
Orientation	2 Hours
FYE 1220 - First Year Seminar (2)	
Specific Requirements	5 Hours
Carry-over from Area F (1)	
Select a <u>4 hour</u> lecture and laboratory course pair from the following to complete an 8 hour sequence: (Students must complete 1 year of either Physics or Geology; <u>first course in sequence should be counted in Area D1</u>)	
PHYS 1112 - Introduction to Physics II (3) and PHYS 1114 - Physics Lab II (1)	
PHYS 2212 - Principles of Physics II (3) and PHYS 1114 - Physics Lab II (1)	
GEOL 1122 - General Historical Geology (4)	
Major Requirements	28 Hours
BIOL 3130 - Principles of Genetics (3)	
BIOL Evolution and Ecology Elective (3-4) (Level 3000 and above, see Dept. website for approved list)	
BIOL Organismal Elective (3-4) (Level 3000 and above, see Dept. website for approved list)	
BIOL Sub-Organismal Elective (3-4) (Level 3000 and above, see Dept. website for approved list)	
BIOL - Elective Courses (Level 3000 and above) (13-16)	
CHEM 5541 - Biochemistry I (4) may substitute for a BIOL Elective with advisor approval	
Three of the above courses must have a laboratory requirement (4 credit hour courses)	
One of the above courses must qualify as a "scientific process" course; see Dept. website for list of qualifying courses.	
Department recommends that one of the above courses qualify as a "capstone" experience; see Dept. website for list of qualifying courses. A maximum of 5 hours of capstone courses can be applied to the B.A. degree.	
Foreign Language Requirements	0-6 Hours
Foreign Language level IV (2002)	
Electives	6-12 Hours
Minor (Required)	15 Hours

ADVISEMENT: Biology Faculty in the Allen E. Paulson College of Science and Technology, Biology Building, (912) 478-5487.

OTHER PROGRAM REQUIREMENTS:

- No more than 30 hours of upper division coursework in Biology may count toward the 126 minimum for graduation.

* The listed courses are recommended in Area D

HONORS IN BIOLOGY

For students entering the University Honors Program as freshman and seeking to complete the Departmental Honors in Biology, it is highly recommended that these freshmen complete:

Freshman/Sophomore Level Courses (22 hours)

- BIOL 2107H - Honors Principles of Biology I (3) and BIOL 2107L - Honors Principles of Biology I Laboratory (1)
- BIOL 2108H - Honors Principles of Biology II (3) and BIOL 2108L - Honors Principles of Biology II Laboratory (1)
- CHEM 1145H - Honors General Chemistry I (4)
- CHEM 1146H - Honors General Chemistry II (4)
- FYE 1220H - Honors First Year Experience (2)
- MATH 1441H - Honors Calculus I (4)

Required Biology Honors Courses:

Sophomore/Junior Level Courses (5 hours)

BIOL 2320H - Honors Research Methods in Biology (2) (typically in Area F)

BIOL 3630H - Honors Current Trends in Biological Research (3)

Junior/Senior Level Courses (6 hours)

BIOL 4895H - Honors Research (4)

BIOL 4999H - Honors Thesis (2)

A student who does not enter the Departmental Honors in Biology Program as a freshman will be considered for admittance based on the following criteria:

- Freshman Year - Overall GPA of 3.3 or higher, if completed BIOL 2107 and BIOL 2108 must have a grade of “A” in both courses, or an “A” and a “B”.
- Sophomore Year - Overall GPA of 3.3 or higher, including completion of BIOL 2107, BIOL 2108, and BIOL 3130, with a GPA of at least 3.3 in these classes.

Typically, students with 3 semesters or less to complete their degree are not eligible to enter the Departmental Honors in Biology Program.

After entering the Departmental Honors in Biology Program, students are required to complete the required biology honors courses and the capstone experience to earn Departmental Honors in Biology. Students also would be required to maintain a 3.3 overall GPA, including a GPA of 3.3 in courses supportive of the major.

BIOLOGY B.S.B., 126 HOURS

See Core Curriculum for required courses in Area A through Area E.

Area A - Essential Skills	9 Hours
MATH 1112 - Trigonometry (3) OR MATH 1113 - Pre-Calculus (4) (MATH 1112 preferable for BIOL students)	
Area B - Institutional Options	4 Hours
Area C - Humanities and Fine Arts	6 Hours
Area D - Science, Mathematics, and Technology	11 Hours
*Select 4 hours from <u>one</u> of the following lecture and laboratory course pairs:	
PHYS 1111 - Introduction to Physics I (3) and PHYS 1113 - Physics Lab I (1)	
PHYS 2211 - Principles of Physics I (3) and PHYS 1113 - Physics Lab I (1)	
GEOL 1121 - Introduction to the Earth (3) and GEOL 1110 - Earth Lab (1)	
Area E - Social Science	12 Hours
Area F - Courses Appropriate to Major	18 Hours
CHEM 1145 - Principles of Chemistry I (4) and CHEM 1146 - Principles of Chemistry II (4)	
BIOL 2107 - Principles of Biology I (3) and BIOL 2107L - Principles of Biology I Lab (1)	
BIOL 2108 - Principles of Biology II (3) and BIOL 2108L - Principles of Biology II Lab (1)	
Foreign Language Level III (0-2)	
Math, Computer Science, Science Course approved by advisor (0-2)	
Health and Physical Education Activities	4 Hours
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
Orientation	2 Hours
FYE 1220 - First Year Seminar (2)	
Specific Requirements	20 Hours
Carry-over from Area F (1)	
BIOL 3130 - Principles of Genetics (3)	
CHEM 3341 - Organic Chemistry I (4)	
CHEM 3342 - Organic Chemistry II (4)	
MATH 1441 - Calculus I (1-4) (May be counted in Area D3 with 1 hour carryover to this section)	
Select a <u>4 hour</u> lecture and laboratory course pair from the following to complete an 8 hour sequence: (Students must complete 1 year of either Physics or Geology; <u>first course in sequence should be counted in Area D1</u>)	
PHYS 1112 - Introduction to Physics II (3) and PHYS 1114 - Physics Lab II (1)	
PHYS 2212 - Principles of Physics II (3) and PHYS 1114 - Physics Lab II (1)	
GEOL 1122 - General Historical Geology (4)	
CHEM, GEOL, GEOG, MATH, PHYS, or STAT Electives approved by advisor (0-3)	
Major Requirements	32 Hours
BIOL Evolution and Ecology Elective (3-4) (Level 3000 and above, see Dept. website for approved list)	
BIOL Organismal Elective (3-4) (Level 3000 and above, see Dept. website for approved list)	
BIOL Sub-Organismal Elective (3-4) (Level 3000 and above, see Dept. website for approved list)	
BIOL - Elective Courses (Level 3000 and above) (20-23)	
CHEM 5541 - Biochemistry I (4) may substitute for a BIOL Elective with advisor approval	
Three of the above courses must have a laboratory requirement (BIOL 4 credit hour courses)	
One of the above courses must qualify as a "scientific process" course; see Dept. website for list of qualifying courses.	
Department recommends that one of the above courses qualify as a "capstone" experience; see Dept. website for list of qualifying courses. A maximum of 7 hours of capstone courses can be applied to the B.A. degree.	
Electives (at least 6 hours must be outside Biology)	8 Hours
ADVISEMENT: COST Advisement Center for Freshmen and Sophomores; Juniors and Seniors advised by Biology Faculty in the Allen E. Paulson College of Science and Technology, Biology Building, (912) 478-5487.	
OTHER PROGRAM REQUIREMENTS:	
• No more than 40 hours of upper division coursework (3000+) in Biology may count toward the 126 minimum for graduation.	

* The listed courses are recommended in Area D

HONORS IN BIOLOGY

For students entering the University Honors Program as freshman and seeking to complete the Departmental Honors in Biology, it is highly recommended that these freshmen complete:

Freshman/Sophomore Level Courses (22 hours)

- BIOL 2107H - Honors Principles of Biology I (3) and BIOL 2107L - Honors Principles of Biology I Laboratory (1)
- BIOL 2108H - Honors Principles of Biology II (3) and BIOL 2108L - Honors Principles of Biology II Laboratory (1)
- CHEM 1145H - Honors General Chemistry I (4)
- CHEM 1146H - Honors General Chemistry II (4)
- FYE 1220H - Honors First Year Experience (2)
- MATH 1441H - Honors Calculus I (4)

Required Biology Honors Courses:

Sophomore/Junior Level Courses (5 hours)

BIOL 2320H - Honors Research Methods in Biology (2) (typically in Area F)

BIOL 3630H - Honors Current Trends in Biological Research (3)

Junior/Senior Level Courses (6 hours)

BIOL 4895H - Honors Research (4)

BIOL 4999H - Honors Thesis (2)

A student who does not enter the Departmental Honors in Biology Program as a freshman will be considered for admittance based on the following criteria:

- Freshman Year- Overall GPA of 3.3 or higher, if completed BIOL 2107 and BIOL 2108 must have a grade of “A” in both courses, or an “A” and a “B”.
- Sophomore Year- Overall GPA of 3.3 or higher, including completion of BIOL 2107, BIOL 2108, and BIOL 3130, with a GPA of at least 3.3 in these classes.

Typically, students with 3 semesters or less to complete their degree are not eligible to enter the Departmental Honors in Biology Program.

After entering the Departmental Honors in Biology Program, students are required to complete the required biology honors courses and the capstone experience to earn Departmental Honors in Biology. Students also would be required to maintain a 3.3 overall GPA, including a GPA of 3.3 in courses supportive of the major.

CHEMISTRY

B.A., 126 HOURS

See Core Curriculum for required courses in Area A through Area E.

Area A - Essential Skills		9
Hours Area B - Institutional Options		
4 Hours Area C - Humanities and Fine Arts		
and Technology	6 Hours Area D - Science, Mathematics,	
	11 Hours Area E - Social Science	
	12 Hours Area F - Courses	
Appropriate to Major		18 Hours
CHEM 1145 - Principles of Chemistry I (4) and CHEM 1146 - Principles of Chemistry II (4)		
MATH 1441 - Calculus I (4)		
MATH 2242 - Calculus II (4)		
PHYS 1113 - Physics Lab I (1)		
PHYS 1114 - Physics Lab II (1)		
PHYS 2211 - Principles of Physics I (3)		
PHYS 2212 - Principles of Physics II (3)		
<i>(Students must complete Principles of Chemistry I and II, Principles of Physics I and II, and Calculus I and II)</i>		
Health and Physical Education Activities		4
Hours		
HLTH 1520 - Healthful Living (2)		
Physical Education Activities (2)		
Orientation		2
Hours		
FYE 1220 - First Year Seminar (2)		
Specific Requirements		7
Hours		
CHEM 2030 - Principles of Chemistry Research (3)		
CHEM 2242 - Analytical Chemistry (4)		
Major Requirements		28
Hours		
CHEM 3140 - Advanced Inorganic Chemistry (4)		
CHEM 3341 - Organic Chemistry I (4)		
CHEM 3342 - Organic Chemistry II (4)		
CHEM 3441 - Physical Chemistry I (4)		
CHEM 5541 - Biochemistry I (4)		
Major Electives: (8 hours)		
<i>Students must take 8 hours selected from the list below, including at least one of the courses designated with an asterisk.</i>		
CHEM 3010 - Scientific Glassblowing (1)		
CHEM 3790 - Teaching Internship in Chemistry (0-1)		
*CHEM 4242 - Electrochemical Analysis (4)		
*CHEM 4243 - Principles of Chemical Separations (4)		
*CHEM 4244 - Advanced NMR Spectroscopy (4)		
*CHEM 4331 - Advanced Organic Chemistry (3)		
*CHEM 4332 - Principles of Drug Design (3)		
*CHEM 4333 - Carbohydrate Chemistry (3)		
CHEM 4790 - Chemistry Internship (0-4)		
CHEM 4890 - Chemical Research Experience (0-4)		
*CHEM 5243 - Environmental Chemistry (4)		
*CHEM 5531 - Bioinorganic Chemistry (3)		
*CHEM 5542 - Biochemistry II (4)		
Foreign Language Requirements (2002 Level)		0-6
Hours		
Minor (Required)		15
Hours		
Electives (At least 3 hours must be outside Chemistry)		4-10
Hours		

ADVICE: Chemistry Faculty, Nursing/Chemistry Building, Room 2003C, Phone: (912) 478-5681.

PROGRAM ADMISSION CRITERIA:

- Students who wish to change their major to Chemistry must have a total institution GPA of 2.0 or better in all course work completed at Georgia Southern.
- Transfer students from other institutions who wish to major in Chemistry must have a GPA of 2.0 or better on all credit hours attempted at other institutions as well as those hours attempted at Georgia Southern.

OTHER PROGRAM REQUIREMENTS:

- Chemistry majors must earn a minimum grade of "C" in each Chemistry course which applies toward graduation.

HONORS IN CHEMISTRY

To graduate with Honors in Chemistry a student must:

- be admitted to the University Honors Program
- complete a capstone project equivalent to three credit hours with a measurable outcome approved by the Department of Chemistry

- maintain a 3.3 overall GPA, including a minimum GPA of 3.5 in all major courses applied toward graduation

This degree is certified by the American Chemical Society (ACS).

CHEMISTRY B.A., 126 HOURS (Concentration In Biochemistry)

See Core Curriculum for required courses in Area A through Area E.

Area A - Essential Skills	9 Hours
*MATH 1441 - Calculus I (4)	
Area B - Institutional Options	4 Hours
Area C - Humanities and Fine Arts	6 Hours
Area D - Science, Mathematics, and Technology	11 Hours
**PHYS 1113 - Physics Lab I (1)	
**PHYS 1114 - Physics Lab II (1)	
**PHYS 2211 - Principles of Physics I (3)	
**PHYS 2212 - Principles of Physics II (3)	
Area E - Social Science	12 Hours
Area F - Courses Appropriate to Major	18 Hours
BIOL 2107 - Principles of Biology I (3)	
BIOL 2107L - Principles of Biology I Lab (1)	
CHEM 1145 - Principles of Chemistry I (4)	
CHEM 1146 - Principles of Chemistry II (4)	
MATH 2242 - Calculus II (4)	
Carry-over from Area A (1)	
Carry-over from Area D (1)	
Health and Physical Education Activities	4 Hours
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
Orientation	2 Hours
FYE 1220 - First Year Seminar (2)	
Specific Requirements	7 Hours
CHEM 2030 - Principles of Chemistry Research (3)	
CHEM 2242 Analytical Chemistry (4)	
Major Requirements	30 Hours
CHEM 3140 - Advanced Inorganic Chemistry (4)	
CHEM 3341 - Organic Chemistry I (4)	
CHEM 3342 - Organic Chemistry II (4)	
CHEM 3441 - Physical Chemistry I (4)	
CHEM 5541 - Biochemistry I (4)	
CHEM 5542 - Biochemistry II (4)	
Major Electives: (6 hours)	
<i>Students must take 6 hours from the list below.</i>	
CHEM 3010 - Scientific Glassblowing (1)	
CHEM 3790 - Teaching Internship in Chemistry (1-3)	
CHEM 4241 - Instrumental Analysis (4)	
CHEM 4242 - Electrochemical Analysis (4)	
CHEM 4243 - Principles of Chemical Separations (4)	
CHEM 4244 - Advanced NMR Spectroscopy (4)	
CHEM 4331 - Advanced Organic Chemistry (3)	
CHEM 4332 - Principles of Drug Design (3)	
CHEM 4333 - Carbohydrate Chemistry (3)	
CHEM 4790 - Chemistry Internship (1-4)	
CHEM 4890 - Chemical Research Experience (1-4)	
CHEM 5243 - Environmental Chemistry (4)	
CHEM 5531 - Bioinorganic Chemistry (3)	
Foreign Language Requirements (2002 Level)	0-6 Hours
Minor (Biology)	15 Hours
BIOL 2108 - Principles of Biology II (3)	
BIOL 2108L - Principles of Biology II Lab (1)	
BIOL - Upper division Biology courses (11) (<i>Advisor must approve all course work</i>)	
Electives	2-8 Hours

ADVISEMENT: Chemistry Faculty, Nursing/Chemistry Building, Room 2003C, Phone: (912) 478-5681.

PROGRAM ADMISSION CRITERIA:

- Students who wish to change their major to Chemistry must have a total institution GPA of 2.0 or better in all course work completed at Georgia Southern.

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- Transfer students from other institutions who wish to major in Chemistry must have a GPA of 2.0 or better on all credit hours attempted at other institutions as well as those hours attempted at Georgia Southern.

OTHER PROGRAM REQUIREMENTS:

- Chemistry majors must earn a minimum grade of “C” in each Chemistry course which applies toward graduation.

* *MATH 1441 is recommended in Area A.*

** *The listed courses are recommended in Area D.*

HONORS IN CHEMISTRY

To graduate with Honors in Chemistry a student must:

- be admitted to the University Honors Program
- complete a capstone project equivalent to three credit hours with a measurable outcome approved by the Department of Chemistry
- maintain a 3.3 overall GPA, including a minimum GPA of 3.5 in all major courses applied toward graduation

This degree is certified by the American Chemical Society (ACS).

CHEMISTRY

B.S.CHEM., 126 HOURS

See Core Curriculum for required courses in Area A through Area E.

Area A - Essential Skills	9 Hours
MATH 1112 - Trigonometry (3) OR MATH 1113 - Pre-Calculus (4)	
Area B - Institutional Options	4 Hours
Area C - Humanities and Fine Arts	6 Hours
Area D - Science, Mathematics, and Technology	11 Hours
Area E - Social Science	12 Hours
Area F - Courses Appropriate to Major	18 Hours
CHEM 1145 - Principles of Chemistry I (4) and CHEM 1146 - Principles of Chemistry II (4)	
MATH 1441 - Calculus I (4)	
MATH 2242 - Calculus II (4)	
PHYS 1113 - Physics Lab I (1)	
PHYS 1114 - Physics Lab II (1)	
PHYS 2211 - Principles of Physics I (3)	
PHYS 2212 - Principles of Physics II (3)	
<i>(Students must complete Principles of Chemistry I and II, Principles of Physics I and II, and Calculus I and II)</i>	
Health and Physical Education Activities	4 Hours
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
Orientation	2 Hours
FYE 1220 - First Year Seminar (2)	
Specific Requirements	7 Hours
CHEM 2030 - Principles of Chemistry Research (3)	
CHEM 2242 Analytical Chemistry (4)	
Major Requirements	39 Hours
CHEM 3140 - Advanced Inorganic Chemistry (4)	
CHEM 3341 - Organic Chemistry I (4)	
CHEM 3342 - Organic Chemistry II (4)	
CHEM 3441 - Physical Chemistry I (4)	
CHEM 3442 - Physical Chemistry II (4)	
CHEM 4241 - Instrumental Analysis (4)	
CHEM 5541 - Biochemistry I (4)	
Major Electives: (11 hours)	
<i>Students must take <u>11 additional hours</u> from the list below, including at least two of the courses designated with an asterisk.</i>	
CHEM 3010 - Scientific Glassblowing (1)	
CHEM 3790 - Teaching Internship (0-1)	
*CHEM 4242 - Electrochemical Analysis (4)	
*CHEM 4243 - Principles of Chemical Separations (4)	
*CHEM 4244 - Advanced NMR Spectroscopy (4)	
*CHEM 4331 - Advanced Organic Chemistry (3)	
*CHEM 4332 - Principles of Drug Design (3)	
*CHEM 4333 - Carbohydrate Chemistry (3)	
CHEM 4790 - Chemistry Internship (0-4)	
CHEM 4890 - Chemical Research Experience (0-4)	
*CHEM 5243 - Environmental Chemistry (4)	
*CHEM 5531 - Bioinorganic Chemistry (3)	
*CHEM 5542 - Biochemistry II (4)	
Electives (At least 3 hours must be outside Chemistry)	14 Hours

ADVISEMENT: Chemistry Faculty, Nursing/Chemistry Building, Room 2003C, Phone: (912) 478-5681.

PROGRAM ADMISSION CRITERIA:

- Students who wish to change their major to Chemistry must have a total institution GPA of 2.0 or better in all course work completed at Georgia Southern.
- Transfer students from other institutions who wish to major in Chemistry must have a GPA of 2.0 or better on all credit hours attempted at other institutions as well as those hours attempted at Georgia Southern.

OTHER PROGRAM REQUIREMENTS:

- Chemistry majors must earn a minimum grade of "C" in each chemistry course which applies toward graduation.

HONORS IN CHEMISTRY

To graduate with Honors in Chemistry a student must:

- be admitted to the University Honors Program
- complete a capstone project equivalent to three credit hours with a measurable outcome approved by the Department of Chemistry
- maintain a 3.3 overall GPA, including a minimum GPA of 3.5 in all major courses applied toward graduation

This degree is certified by the American Chemical Society (ACS).

CHEMISTRY B.S.CHEM., 126

HOURS (Concentration In Biochemistry)

See Core Curriculum for required courses in Area A through Area E.

Area A - Essential Skills	9
Hours Area B - Institutional Options	
4 Hours Area C - Humanities and Fine Arts	
..... 6 Hours Area D - Science, Mathematics,	
and Technology 11 Hours Area E - Social Science	
..... 12 Hours Area F - Courses	
Appropriate to Major	18 Hours
CHEM 1145 - Principles of Chemistry I (4) and CHEM 1146 - Principles of Chemistry II (4)	
MATH 1441 - Calculus I (4)	
MATH 2242 - Calculus II (4)	
PHYS 1113 - Physics Lab I (1)	
PHYS 1114 - Physics Lab II (1)	
PHYS 2211 - Principles of Physics I (3)	
PHYS 2212 - Principles of Physics II (3)	
<i>(Students must complete Principles of Chemistry I and II, Principles of Physics I and II, and Calculus I and II)</i>	
Health and Physical Education Activities	4
Hours	
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
Orientation	2
Hours	
FYE 1220 - First Year Seminar (2)	
Specific Requirements	15
Hours	
BIOL 2107 - Principles of Biology I (3)	
BIOL 2107L - Principles of Biology I Lab (1)	
BIOL 2108 - Principles of Biology II (3)	
BIOL 2108L - Principles of Biology II Lab (1)	
CHEM 2030 - Principles of Chemistry Research (3)	
CHEM 2242 Analytical Chemistry (4)	
Major Requirements	38
Hours	
CHEM 3140 - Advanced Inorganic Chemistry (4)	
CHEM 3341 - Organic Chemistry I (4)	
CHEM 3342 - Organic Chemistry II (4)	
CHEM 3441 - Physical Chemistry I (4)	
CHEM 3442 - Physical Chemistry II (4)	
CHEM 5541 - Biochemistry I (4)	
CHEM 5542 - Biochemistry II (4)	
Major Electives: (4 hours)	
<i>Students must take 4 hours from the list below.</i>	
CHEM 3010 - Scientific Glassblowing (1)	
CHEM 3790 - Teaching Internship (0-1)	
CHEM 4241 - Instrumental Analysis (4)	
CHEM 4242 - Electrochemical Analysis (4)	
CHEM 4243 - Principles of Chemical Separations (4)	
CHEM 4244 - Advanced NMR Spectroscopy (4)	
CHEM 4331 - Advanced Organic Chemistry (3)	
CHEM 4332 - Principles of Drug Design (3)	
CHEM 4333 - Carbohydrate Chemistry (3)	
CHEM 4790 - Chemistry Internship (0-4)	
CHEM 4890 - Chemical Research Experience (0-4)	
CHEM 5243 - Environmental Chemistry (4)	
CHEM 5531 - Bioinorganic Chemistry (3)	
Concentration Biochemistry Elective Courses (6 hours):	
<i>Students must also take 6 hours selected from the list below.</i>	
BIOL 3130 - Genetics (3)	
BIOL 3230 - Introduction to Immunology (3)	
BIOL 3240 - Biology of Microorganisms (4)	
BIOL 4890 - Undergraduate Research (0-3)	
BIOL 5140 - Bacteriology (4)	
BIOL 5142 - Molecular Biotechniques (4)	
BIOL 5240 - Histology (4)	
BIOL 5241 - Comparative Vertebrate Anatomy (4)	

BIOL 5248 - Immunology (4)
BIOL 5341 - Parasitology (4)
BIOL 5431 - Virology (3)
CHEM 5531 - Bioinorganic Chemistry (3)

Electives (At least 3 hours must be outside Chemistry) 7 Hours

ADVISEMENT: Chemistry Faculty, Nursing/Chemistry Building, Room 2003C, Phone: (912) 478-5681.

PROGRAM ADMISSION CRITERIA:

- Students who wish to change their major to Chemistry must have a total institution GPA of 2.0 or better in all course work completed at Georgia Southern.
- Transfer students from other institutions who wish to major in Chemistry must have a GPA of 2.0 or better on all credit hours attempted at other institutions as well as those hours attempted at Georgia Southern.

OTHER PROGRAM REQUIREMENTS:

- Chemistry majors must earn a minimum grade of "C" in each Chemistry course which applies toward graduation.

HONORS IN CHEMISTRY

To graduate with Honors in Chemistry a student must:

- be admitted to the University Honors Program
- complete a capstone project equivalent to three credit hours with a measurable outcome approved by the Department of Chemistry
- maintain a 3.3 overall GPA, including a minimum GPA of 3.5 in all major courses applied toward graduation

This degree is certified by the American Chemical Society (ACS).

CIVIL ENGINEERING TECHNOLOGY SUGGESTED CHRONOLOGY

FIRST YEAR

Fall - 14 Hours

ENGL 1101 - Composition I (3) (Area A)
 FYE 1220 - First Year Seminar (2) (Area U)
 HIST 2110 - United States: A Comprehensive Survey (3) (Area E)
 HLTH 1520 - Healthful Living (2) (Area U)
 MATH 1112 - Trigonometry (3) **OR** MATH 1113 - Pre-Calculus (4) (Area A)

Spring - 18 Hours

Environmental Science with Lab (4) (Area D - Section II)
 ENGL 1102 - Composition II (3) (Area A)-
 ENGR 1133 - Engineering Graphics (3) (Area F)
 MATH 1441 - Calculus I (4) (Area D)
 PHYS 1111 - Introduction to Physics I (3) (Area D)
 PHYS 1113 - Physics I Lab (1) (Area D)

SECOND YEAR

Fall - 19 Hours

TENS 2138 Digital Computation (3) **OR** CSCI 1232 - Introduction to FORTRAN Programming (3) **OR** ENGR 1731 - Computing for Engineers (3) (Area F)
 HIST 1112 - World History II (3) (Area B)
 KINS - Physical Activity (1) (Area U)
 MATH 2242 - Calculus II (4) (Area F)
 PHYS 1112 - Introduction to Physics II (3) (Area F)
 PHYS 1114 - Physics II Lab (1) (Area F)
 TENS 2141 - Statics (4)

Spring - 18 Hours

CHEM 1147 - Comprehensive General Chemistry (4)
 IDS 2210 - Turning Points and Connections (1) (Area B)
 KINS - Physical Activity (1) (Area U)
 TCET 2241 - Surveying (4) (Area F)
 TENS 2143 - Strength of Materials (4)
 TENS 2144 - Fluid Mechanics (4)

THIRD YEAR

Fall - 18 Hours

Free Elective (SACS Requirement) (3)
 Humanities/Fine Arts Elective (3) (Area C)
 TENS 2142 - Dynamics (4)
 TCET 3141 - Environmental Pollution (4)
 TCET 3142 - Structural Analysis (4)

Spring - 17 Hours

TCET 3233 - Transportation Systems (3)
 TCET 3234 - Construction Materials (3)
 TCET 3236 - Project Cost Analysis, Planning, and Management (3)
 TCET 4146 - Structural Steel Design (4)
 TCET 4245 - Water-Wastewater Treatment (4)

FOURTH YEAR

Fall - 19 Hours

ENGL 2111 - World Literature I (3) **OR** ENGL 2112 - World Literature II (3) (Area C)
 TCET 4141 - Water Supply Systems (4)
 TCET 4142 - Reinforced Concrete Design (4)
 TCET 4243 - Highway Design (4)
 TCET 4244 - Soil Mechanics and Foundations (4)

Spring - 12 Hours

Social Science Elective (3) (Area E)
 ECON 2105 - Economics in a Global Society (3) (Area E)
 POLS 1101 - American Government (3) (Area E)
 TCET 4536 - Senior Project (3)

CONSTRUCTION MANAGEMENT

B.S.Cons., 134 HOURS

See Core Curriculum for required courses in Area A through Area E.

Area A - Essential Skills	9 Hours
MATH 1112 - Trigonometry (3)	
Area B - Institutional Options	4 Hours
Area C - Humanities and Fine Arts	6 Hours
*COMM 1110 - Public Speaking (3) Requirement for Humanities and Fine Arts	
Area D - Science, Mathematics, and Technology	11 Hours
*STAT 2231 - Introduction to Statistics I (3) (Area D, Section III)	
Area E - Social Science	12 Hours
Area F - Courses Appropriate to Major	18 Hours
ACCT 2030 - Survey of Accounting (3)	
CISM 1110 - Computer Applications (1)	
CISM 1120 - Computer Concepts (2)	
TCM 1130 - Architectural Graphics and Print Reading (3)	
TCM 2233 - Construction Surveying (3)	
WRIT 2130 - Technical Communications (3)	
Business course required (3)	
Health and Physical Education Activity	4 Hours
HLTH 1520 - Healthful Living (2)	
Physical Activity (Two 1-hour Courses)	
Orientation	2 Hours
FYE 1220 - First Year Seminar (2)	
Major Courses	65 Hours
Business Elective (3)	
LSTD 3230 - Building Construction Law (3)	
MGNT 3130 - Management and Organizational Behavior (3)	
PHYS 1111 - Introduction to Physics I (3)	
PHYS 1113 - Physics Lab I (1)	
TCM 1120 - History of Architecture and Construction (2)	
TCM 1131 - Building Materials and Systems (3)	
TCM 2240 - Introduction to Structures (4)	
TCM 2241 - Mechanical and Electrical Equipment and Systems (4)	
TCM 2430 - Construction Safety (3)	
TCM 3320 - Building Codes (2)	
TCM 3230 - Wood Structures (3)	
TCM 3231 - Steel Structures (3)	
TCM 3232 - Concrete and Masonry Structures (3)	
TCM 3330 - Quantity Estimating (3)	
TCM 3331 - Construction Finance (3)	
TCM 3332 - Construction Equipment Management (3)	
TCM 4431 - Construction Cost Estimating (3)	
TCM 4432 - Construction Administration (3)	
TCM 4433 - Project Planning and Scheduling (3)	
TCM 4434 - Site Construction (3)	
TCM 4540 - Senior Project (4)	

NOTE: The following courses are reserved for special circumstances, as approved by the student's academic advisor, and may be used in place of other required courses to satisfy the requirements of the major.

- TCM 3890 - Special Problems in Construction (1-4)
- TCM 4090 - Selected Topics in Construction (1-3)
- TCM 4740 - Internship (4)

Free Elective

ADVISEMENT: Construction Management Program Advisors, Carruth Building, Phone: (912) 478-1010.

OTHER PROGRAM REQUIREMENTS:

- A minimum grade of "C" is required in all TCM and PHYS prefix courses.

* Area C - Recommended: COMM 1110 - Principles of Public Speaking (3)

* Area D - Recommended: STAT 2231 - Introduction to Statistics (3)

ELECTRICAL ENGINEERING TECHNOLOGY

B.S.E.E.T., 134 HOURS

See Core Curriculum for required courses in Area A through Area E.

Area A - Essential Skills	9 Hours
MATH 1113 - Pre-Calculus (4)	
Area B - Institutional Options	4 Hours
Area C - Humanities and Fine Arts	6 Hours
Area D - Science, Mathematics, and Technology	11 Hours
*MATH 1441 - Calculus I (4)	
*PHYS 2211 - Principles of Physics I (3)	
*PHYS 1113 - Physics Lab I (1)	
*Select 4 hours from the following Environmental Sciences with Lab	
BIOL 1230 - Environmental Biology (3) and BIOL 1210 - Environmental Biology Laboratory (1)	
CHEM 1040 - Chemistry and the Environment (4)	
GEOL 1330 - Environmental Geology (3) and GEOL 1310 - Environmental Geology Lab (1)	
PHYS 1149 - Environmental Physics (4)	
Area E - Social Science	12 Hours
Area F - Courses Appropriate to Major	18 Hours
CHEM 1145 - Principles of Chemistry I (4)	
ENGR 1133 - Engineering Graphics (3)	
ENGR 1731 - Computing for Engineers (3)	
MATH 2242 - Calculus II (4)	
PHYS 1114 - Physics Lab II (1)	
PHYS 2212 - Principles of Physics II (3)	
Health and Physical Education Activities	4 Hours
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
Orientation	2 Hours
FYE 1220 - First Year Seminar (2)	
Specific Requirements	11 Hours
Carryover from Area A (1)	
TENS 2137 - Engineering Economy (3)	
WRIT 2130 - Technical Communication (3)	
Select 4 hours from the following Technical Elective courses:	
MATH 2243 - Calculus III (4)	
TENS 2141 - Statics (4)	
TENS 2142 - Dynamics (4)	
TENS 2143 - Strength of Materials (4)	
TENS 2144 - Fluid Mechanics (4)	
Any Upper Division Math, Physics, Computer Science, Engineering Technology, or Industrial Technology Course approved by the Advisor	
Major Requirements	54 Hours
Carryover from Area D (1)	
TEET 2143 - Circuit Analysis I (4)	
TEET 2441 - Digital Circuits (4)	
TEET 2443 - Microcontrollers (4)	
TEET 3145 - Circuit Analysis II (4)	
TEET 3241 - Electronics I (4)	
TEET 3243 - Electronics II (4)	
TEET 3341 - Electric Machines (4)	
TEET 4610 - EET Senior Project I (1)	
TEET 4620 - EET Senior Project II (2)	
TEET 5245 - Electronic Communication Systems (4)	
TENS 2146 - Electrical Devices and Measurements (4)	
Select at least 14 hours from the following Electrical Engineering Technology courses:	
TEET 3343 - Electrical Distribution Systems (4)	
TEET 4090 - Selected Topics in Electrical Engineering Technology (1-6)	
TEET 4237 - Fiber Optic Communication (3)	
TEET 5238 - Industrial Electronics (3)	
TEET 4540 - Automatic Controls (4)	
TEET 5340 - Digital Communications (4)	
TEET 5531 - Programmable Logic Controllers (3)	
TEET 5542 - Computer System Design (4)	
Free Elective	3 Hours

PROGRAM COORDINATOR: Dr. Youakim Al Kalaani, located in the Science and Technology Building, Room 2127, Phone: (912) 478-0006.

OTHER PROGRAM REQUIREMENTS:

- At least 30 semester hours of approved upper division Engineering Technology credits must be earned at Georgia Southern.

** The listed courses are recommended in Area D*

ELECTRICAL ENGINEERING TECHNOLOGY SUGGESTED CHRONOLOGY

FIRST YEAR

Fall - 15 Hours

ENGL 1101 - Composition I (3) (Area A)
ENGR 1133 - Engineering Graphics (3) (Area F)
FYE 1220 - First Year Seminar (2) (Area U)
HIST 2110 - United States: A Comprehensive Survey (3) (Area E)
MATH 1113 - Pre-Calculus (4) (Area A)

Spring - 16 Hours

CHEM 1145 - Principles of Chemistry I (4) (Area F)
ENGL 1102 - Composition II (3) (Area A)
ENGR 1731 - Computing for Engineers (3) (Area F)
HLTH 1520 - Healthful Living (2) (Area U)
MATH 1441 - Calculus I (4) (Area D)

SECOND YEAR

Fall - 18 Hours

ENGL 2111 - World Literature I (3) (Area C)
HIST 1112 - World History II (3) (Area B)
MATH 2242 - Calculus II (4) (Area F)
PHYS 1113 - Physics Lab I (1) (Area D)
PHYS 2211-Principles of Physics I (3) (Area D)
TENS 2146 - Electrical Devices and Measurement (4)

Spring - 18 Hours

Humanity/Fine Arts Elective (3) (Area C)
PHYS 1114 - Physics Lab II (1) (Area F)
PHYS 2212 - Principles of Physics II (3) (Area F)
TEET 2143 - Circuit Analysis I (4)
TEET 2441 - Digital Circuits (4)
TENS 2137 - Engineering Economy (3)

THIRD YEAR

Fall - 18 Hours

Free Elective (3) (SACS Requirement)
TEET 2443 - Microcontrollers (4)
TEET 3145 - Circuit Analysis II (4)
TEET 3241 - Electronics I (4)
WRIT 2130 - Technical Communication (3)

Spring - 17 Hours

EET Elective (4)
IDS 2210 - Turning Points and Connections (1) (Area B)
TEET 3243 - Electronics II (4)
TEET 3341 - Electric Machines (4)
TEET 5245 - Electronic Communication Systems (4)

FOURTH YEAR

Fall - 16 Hours

EET Elective (4)
EET Elective (3)
KINS - Physical Activity (1) (Area U)
POLS 1101 - American Government (3) (Area E)
Technical Elective (4)
TEET 4610 - EET Senior Project I (1)

Spring - 16 Hours

ECON 2105 - Economics in a Global Society (3) (Area E)
EET Elective (3)
Environmental Science with Lab (4) (Area D)
KINS - Physical Activity (1) (Area U)
Social Science (3) (Area E)
TEET 4620 - EET Senior Project II (2)

GEOGRAPHY B.A., 126 HOURS

See Core Curriculum for required courses in Area A through Area E.

Area A - Essential Skills	9
Hours	
MATH 1101 - Mathematical Modeling (3) OR MATH 1111 - College Algebra (3)	
Area B - Institutional Options	4
Hours	
Area C - Humanities and Fine Arts	6
Area D - Science, Mathematics, and Technology	6
11 Hours Area E - Social Science	12 Hours
Area F - Courses Appropriate to Major	
Hours	
Foreign Language 2002 - Intermediate II (3)	
STAT 2231 - Introduction to Statistics I (3)	
Electives:	
Foreign Language through 2001 (3-9)	
ANTH 1102 - Introduction to Anthropology (3)	
HIST 1111 - Development of World Civilization (3)	
INTS 2130 - Introduction to International Studies (3)	
PHIL 2232 - Critical Thinking (3)	
SOC1 1101 - Introduction to Sociology (3)	
Health and Physical Education Activities	4
Hours	
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
Orientation	2
Hours	
FYE 1220 - First Year Seminar (2)	
Specific Requirements	28
Hours	
Geography Requirements	
GEOG 1101 - Introduction to Human Geography (3)	
GEOG 1111 - Climate and the Landscape (3)	
Select <u>one</u> of the following:	
GEOG 3440 - Introduction to GIS and Cartography (4)	
GEOG 3741 - Remote Sensing (4)	
Select <u>one</u> of the following:	
AAST 3230 - Introduction to Africana Studies (3)	
ANTH 3331 - Cultural Anthropology (3)	
INTS 3230 - Global Issues (3)	
Select <u>five</u> of the following:	
GEOG 3230 - Economic Geography (3)	
GEOG 3530 - Cultural Geography (3)	
GEOG 4232 - Geography of Latin America (3)	
GEOG 4233 - Geography of Asia (3)	
GEOG 4330 - Geography of Africa South of the Sahara (3)	
GEOG 4430 - Geography of Europe (3)	
GEOG 5130 - Historical Geography of North America (3)	
GEOG 5230 - Urban Geography (3)	
GEOG 5430 - Political Geography (3)	
Electives	17
Hours	
Minor: Approved by advisor. (Strongly recommend minor in GIS)	15 Hours

ADVISEMENT: Geography Faculty in the Herty Building, Phone: (912) 478-5361.

PROGRAM REQUIREMENTS

- Geography majors must maintain an overall 2.0 GPA across all Geography coursework (any course with GEOG prefix).

HONORS IN GEOGRAPHY

Students majoring in Geography (BS or BA) may pursue an Honors in Geography program. Students are required to have a minimum GPA of 3.2 after 45 hours of coursework and approval of Geology and Geography faculty to commence the Honors program.

To graduate with Honors in Geography, a student must:

- Maintain a minimum GPA of 3.5 in the major and a 3.2 in a minor.
- Complete a senior thesis (BA or BS degree) with a minimum grade of “B” in GEOG 4610. The thesis will be supervised by a Geology/Geography faculty member.
- Complete a GEOG 4120, GEOG 4820, and GEOG 4610 (3 semester research sequence) for a total of 4 hours.
- Present a departmental seminar on the thesis research.

GEOGRAPHY B.S., 126 HOURS

See Core Curriculum for required courses in Area A through Area E.

Area A - Essential Skills	9
Hours	
MATH 1112 - Trigonometry (3) OR MATH 1113 - Pre-Calculus (4)	
Area B - Institutional Options	4
Hours	
Area C - Humanities and Fine Arts	6
Hours	
Area D - Science, Mathematics, and Technology	11
Hours	
Area E - Social Science	12
Hours	
Major	18 Hours
CISM 1110 - Computer Applications (1)	
CISM 1120 - Computer Concepts (2)	
MATH 1441 - Calculus I (4)	
STAT 2231 - Introduction to Statistics I (3)	
Select <u>two</u> of the following electives:	
GEOG 1111 - Climate and the Landscape (3) and GEOG 1110 - Climate and the Landscape Lab (1)	
BIOL 1130 - General Biology (3) and BIOL 1110 - General Biology Lab (1), <i>if not taken in Area D</i>	
CHEM 1145 - Principles of Chemistry I (4), <i>if not taken in Area D</i>	
GEOL 1121 - Introduction to the Earth (3) and GEOL 1110 - Earth Lab (1), <i>if not taken in Area D</i>	
GEOL 1330 - Environmental Geology (3) and GEOL 1310 - Environmental Geology Lab (1), <i>if not taken in Area D</i>	
PHYS 1111 - Introduction to Physics I (3) and PHYS 1113 - Physics Lab I (1), <i>if not taken in Area D</i>	
Health and Physical Education Activities	4
Hours	
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
Orientation	2
Hours	
FYE 1220 - First Year Seminar (2)	
Specific Requirements	38
Hours	
2 courses in Human Geography (6) (Level 3000 and above)	
2 courses in Physical Geography (6) (Level 3000 and above)	
2 courses in Regional Geography (6) (Level 3000 and above)	
GEOG 1101 - Introduction to Human Geography (3)	
GEOG 3440 - Introduction to GIS and Cartography (4)	
GEOG 4120 - Introduction to Research (2)	
GEOG 4542 - Intermediate GIS (4)	
GEOG 4610 - Senior Thesis Seminar (1)	
GEOG 4820 - Senior Thesis Research (2)	
Select <u>one</u> of the following Elective courses:	
GEOG 3741 - Remote Sensing (4)	
GEOG 4543 - Advanced GIS (4)	
Electives	19-22
Hours	
Foreign Language (2001 Level)	0-3
Hours	
Carryover from the Core, if applicable (3)	

ADVISEMENT: Geography Faculty in the Herty Building, Phone: (912) 478-5361.

PROGRAM REQUIREMENTS

- Geography majors must maintain an overall 2.0 GPA across all Geography coursework (any course with GEOG prefix).

HONORS IN GEOGRAPHY

Students majoring in Geography (BS or BA) may pursue an Honors in Geography program. Students are required to have a minimum GPA of 3.2 after 45 hours of coursework and approval of Geology and Geography faculty to commence the Honors program.

To graduate with Honors in Geography, a student must:

- Maintain a minimum GPA of 3.5 in the major and a 3.2 in a minor.
- Complete a senior thesis (BA or BS degree) with a minimum grade of “B” in GEOG 4610. The thesis will be supervised by a Geology/Geography faculty member.
- Complete a GEOG 4120, GEOG 4820, and GEOG 4610 (3 semester research sequence) for a total of 4 hours.
- Present a departmental seminar on the thesis research.

GEOLOGY B.A., 126 HOURS

See Core Curriculum for required courses in Area A through Area E.

Area A - Essential Skills	9
Hours	
MATH 1112 - Trigonometry (3) OR MATH 1113 - Pre-Calculus (4)	
Area B - Institutional Options	4
Hours	
Area C - Humanities and Fine Arts	6
Area D - Science, Mathematics, and Technology	6
11	Hours
Area	E
-	Social
Sciences	12 Hours
Area F - Courses Related to Major	18
Hours	
<i>(Students must complete CHEM 1145, CHEM 1146, GEOL 1110, GEOL 1121, and GEOL 1122 if not taken in Area D)</i>	
CHEM 1145 - Principles of Chemistry I (4)	
CHEM 1146 - Principles of Chemistry II (4)	
GEOL 1110 - Earth Lab (1)	
GEOL 1121 - Introduction to the Earth (3)	
GEOL 1122 - Historical Geology (4)	
Carryover from Area D (1)	
Electives:	
BIOL 1130 - General Biology (3) and BIOL 1110 - General Biology Lab (1)	
MATH 1441 - Calculus I (4)	
MATH 2242 - Calculus II (4)	
PHYS 1111 - Introduction to Physics I (3) and PHYS 1113 - Physics Lab I (1)	
PHYS 1112 - Introduction to Physics II (3) and PHYS 1114 - Physics Lab II (1)	
STAT 2231 - Introduction to Statistics I (3)	
Health and Physical Education Activities	4
Hours	
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
Orientation	2
Hours	
FYE 1220 - First Year Seminar (2)	
Specific Requirements	25
Hours	
Geology Requirements	
GEOL 3541 - Mineralogy (4)	
GEOL 3542 - Petrology and Petrography (4)	
GEOL 5142 - Stratigraphy and Sedimentation (4)	
GEOL 5440 - Structural Geology (4)	
Geology Electives (9) - (3000 level and above)	
Electives	14 - 20
Hours Foreign Language (2002 Level)	
0-6 Hours Minor: Must be approved by advisor	
15 Hours	

ADVISEMENT: Geology Faculty in the Herty Building, Phone: (912) 478-5361.

PROGRAM REQUIREMENTS

- Geology majors must maintain an overall 2.0 GPA across all Geology coursework (any course with GEOL prefix).

HONORS IN GEOLOGY

Students majoring in Geology (BS or BA) may pursue an Honors in Geology program. Students are required to have a minimum GPA of 3.2 after 45 hours of coursework and approval of Geology and Geography faculty to commence the Honors program.

To graduate with Honors in Geology, a student must:

- Maintain a minimum GPA of 3.5 in the major and a 3.2 in a minor.
- Complete a senior thesis (BA or BS degree) with a minimum grade of “B” in GEOL 4610. The thesis will be supervised by a Geology/Geography faculty member.
- Complete a GEOL 4120, 4820, and 4610 (3 semester research sequence) for a total of 4 hours. A minimum grade of “B” is required in GEOL 4120 to continue the research sequence.
- Present a departmental seminar on the thesis research.

GEOLOGY B.S., 126 HOURS

See Core Curriculum for required courses in Area A through Area E.

Area A - Essential Skills	9 Hours
MATH 1112 - Trigonometry (3) OR MATH 1113 - Pre-Calculus (4)	
Area B - Institutional Options	4 Hours
Area C - Humanities and Fine Arts	6 Hours
Area D - Science, Mathematics, and Technology	11 Hours
*GEOL 1121 - Introduction to the Earth (3), GEOL 1110 - Earth Lab (1), and GEOL 1122 - General Historical Geology (4)	
Area E - Social Science	12 Hours
Area F - Courses Appropriate to Major	18 Hours
<i>(Students must complete GEOL 1110, GEOL 1121, GEOL 1122, CHEM 1145, CHEM 1146, MATH 1441, MATH 2242 or STAT 2231, BIOL 1130, and BIOL 1110 if not taken in Area D.)</i>	
GEOL 1121 - Introduction to the Earth (3)	
GEOL 1110 - Earth Lab (1)	
GEOL 1122 - General Historical Geology (4)	
CHEM 1145 - Principles of Chemistry I (4)	
CHEM 1146 - Principles of Chemistry II (4)	
MATH 1441 - Calculus I (4)	
MATH 2242 - Calculus II (4)	
BIOL 1130 - General Biology I (3)	
BIOL 1110 - General Biology Lab (1)	
STAT 2231 - Introduction to Statistics (3)	
Health and Physical Education Activities	4 Hours
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
Orientation	2 Hours
FYE 1220 - First Year Seminar (2)	
Specific Requirements	39 Hours
Carry over from Area F (2)	
GEOL 3520 - Field Methods (2)	
GEOL 3541 - Mineralogy (4)	
GEOL 3542 - Petrology and Petrography (4)	
GEOL 4120 - Introduction to Research (2)	
GEOL 4610 - Senior Seminar (1)	
GEOL 4820 - Senior Thesis Research (2)	
GEOL 5142 - Stratigraphy and Sedimentation (4)	
GEOL 5440 - Structural Geology (4)	
PHYS 1111 - Introduction to Physics I (3)	
PHYS 1112 - Introduction to Physics II (3)	
PHYS 1113 - Physics Lab I (1)	
PHYS 1114 - Physics Lab II (1)	
Guided Elective (6) <i>NOTE: Guided elective must be a 6 hour Geology field course - permission of advisor required</i>	
<i>(All B.S. Geology students must complete BIOL 1130, BIOL 1110, CHEM 1145, CHEM 1146, MATH 1441, MATH 2242 or STAT 2231, PHYS 1111, PHYS 1112, PHYS 1113, and PHYS 1114.)</i>	
Electives	18 Hours
Foreign Language (2001 Level)	3 Hours

ADVISEMENT: Geology Faculty in the Herty Building, Phone: (912) 478-5361.

PROGRAM REQUIREMENTS

- Geology majors must maintain an overall 2.0 GPA across all Geology coursework (any course with GEOL prefix).

* The listed courses are recommended in Area D

HONORS IN GEOLOGY

Students majoring in Geology (BS or BA) may pursue Honors in Geology. Students are required to have a minimum GPA of 3.2 after 45 hours of coursework and approval of Geology and Geography faculty to commence the Honors program.

To graduate with Honors in Geology, a student must:

- Maintain a minimum GPA of 3.5 in the major and a 3.2 in a minor.
- Complete a senior thesis (BA or BS degree) with a minimum grade of "B" in GEOL 4610. The thesis will be supervised by a Geology/Geography faculty member.
- Complete a GEOL 4120, GEOL 4820, and GEOL 4610 (3 semester research sequence) for a total of 4 hours. A minimum grade of "B" is required in GEOL 4120 to continue the research sequence.
- Present a departmental seminar on the thesis research.

MATHEMATICS B.S., 126 HOURS

See Core Curriculum for required courses in Area A through Area E.

Area A - Essential Skills	9 Hours
MATH 1112 - Trigonometry (3) OR MATH 1113 - Pre-Calculus (4) OR MATH 1441 - Calculus I (4)	
Area B - Institutional Options	4 Hours
Area C - Humanities and Fine Arts	6 hours
Area D - Science, Mathematics, and Technology	11 Hours
MATH 1441 - Calculus I (4) if not taken in Area A, otherwise recommend MATH 2242 - Calculus II (4)	
Area E - Social Science	12 Hours
Area F - Courses Appropriate to Major	18 Hours
Carryover from Core (1) 3 of the 4 credit hours of MATH 1441 are taken in either Area A or Area D	
MATH 2242 - Calculus II (1-4) <i>1 credit carryover from Core if 3 of the 4 credit hours of MATH 2242 are taken in Area D</i>	
MATH 2243 - Calculus III (4)	
MATH 2331 - Elementary Linear Algebra (3)	
MATH 2332 - Mathematical Structures (3)	
Select one of the following Computer Science Courses or a course approved by Mathematics Advisor:	
CSCI 1232 - Introduction to FORTRAN Programming (3)	
CSCI 1236 - Introduction to Java Programming (3)	
CSCI 1301 - Programming Principles I (3-4)	
CSCI 1302 - Programming Principles II (3)	
Foreign Language up to 2001 (3) OR INTS 2130 - Introduction to International Studies (3)	
Health and Physical Education Activities	4 Hours
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
Orientation	2 Hours
FYE 1220 - First Year Seminar (2)	
Specific Requirements	4-10 Hours
Lab Science Course in addition to those taken in Area D (4)	
Foreign Language course(s) through 2001 (3-6) OR INTS 2130 - Introduction to International Studies (3) if not completed above	
Major Requirements	32 Hours
Required courses	
MATH 3230 - Ordinary Differential Equations (3)	
MATH 3337 - Probability (3)	
MATH 4920 - Undergraduate Seminar (2)	
MATH 5331 - Analysis I (3)	
MATH 5333 - Modern Algebra I (3)	
Select six of the following elective courses: (<i>must include at least MATH 5332, MATH 5334, or MATH 5335</i>)	
MATH 3130 - College Geometry (3)	
MATH 4890 - Directed Study in Mathematics (3)	
MATH 4930 - Senior Research Project (3)	
MATH 5090 - Selected Topics in Mathematics (3)	
MATH 5136 - History of Mathematics (3)	
MATH 5230 - Advanced Geometry (3)	
MATH 5234 - Number Theory (3)	
MATH 5330 - Operations Research (3)	
MATH 5332 - Analysis II (3)	
MATH 5334 - Modern Algebra II (3)	
MATH 5335 - Intermediate Linear Algebra (3)	
MATH 5336 - Applied Numerical Methods (3)	
MATH 5337 - Difference Equations (3)	
MATH 5338 - Methods of Applied Mathematics (3)	
MATH 5339 - Partial Differential Equations (3)	
MATH 5430 - Introduction to Mathematical Biology (3)	
MATH 5431 - Combinatorics and Graph Theory (3)	
MATH 5433 - Differential Geometry (3)	
MATH 5434 - Functions of a Complex Variable (3)	
MATH 5435 - Introduction to Topology (3)	
MATH 5436 - Introduction to Fractals (3)	
MATH 5437 - Mathematics of Computer-Aided Design (3)	
MATH 5539 - Mathematical Models (3)	
STAT 4090 - Selected Topics in Statistics (3)	
STAT 4890 - Directed Study in Statistics (3)	
STAT 5130 - Sampling and Survey Methods (3)	
STAT 5330 - Introduction to Mathematical Statistics (3)	
STAT 5531 - Statistical Methods I (3)	

STAT 5532 - Statistical Methods II (3)

Concentration in Mathematics Education:

Students who choose the option of a Concentration in Mathematics Education are required to take MATH 3130, MATH 5136, MATH 5234 and STAT 5531 as four of their six mathematics electives. These four courses are also a requirement for admission to the M.A.T. (Master of Arts in Teaching) program with a concentration in Mathematics.

Electives **18-24 Hours**

Carryover from Core (1) if MATH 1113 is taken in Area A

For the Concentration in Mathematics Education, the courses that are listed in the Pre-Professional Block (PPB) are recommended for the M.A.T.

ADVISEMENT: Mathematical Sciences faculty, Math/Physics Building, Room 3008, Phone: (912) 478-5390.

OTHER PROGRAM REQUIREMENTS: A minimum grade of "C" is required for each CSCI, MATH, and STAT course taken in the major. This applies to all courses (lower and upper division). The mathematics major may not subsequently take for credit towards graduation a lower level MATH or STAT course after earning credit for a course that has the lower level course as a prerequisite (except by advisor's permission).

MATHEMATICS B.S.

Mat., 126 HOURS

See Core Curriculum for required courses in Area A through Area E.

Area A - Essential Skills	9 Hours
MATH 1112 - Trigonometry (3) OR MATH 1113 - Pre-Calculus (4) OR MATH 1441 - Calculus I (4)	
Area B - Institutional Options	4 Hours
Area C - Humanities and Fine Arts	6 Hours
Area D - Science, Mathematics, and Technology	11 Hours
MATH 1441 - Calculus I (4) if not taken in Area A, otherwise recommend MATH 2242 - Calculus II (4)	
Area E - Social Science	12 Hours
Area F - Courses Appropriate to Major	18 Hours
Carryover from Core (1) 3 of the 4 credit hours of MATH 1441 are taken in either Area A or Area D	
MATH 2242 - Calculus II (1-4) <i>1 credit carryover from Core if 3 of the 4 credit hours of MATH 2242 are taken in Area D</i>	
MATH 2243 - Calculus III (4)	
MATH 2331 - Elementary Linear Algebra (3)	
MATH 2332 - Mathematical Structures (3)	
Select one of the following Computer Science Courses or a course approved by Mathematics Advisor:	
CSCI 1232 - Introduction to FORTRAN Programming (3)	
CSCI 1236 - Introduction to Java Programming (3)	
CSCI 1301 - Programming Principles I (3-4)	
CSCI 1302 - Programming Principles II (3)	
Foreign Language up to 2001 (3) OR INTS 2130 - Introduction to International Studies (3)	
Health and Physical Education Activities	4 Hours
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
Orientation	2 Hours
FYE 1220 - First Year Seminar (2)	
Specific Requirement	0-6 Hours
Foreign Language course(s) through 2001 (3-6) OR INTS 2130 - Introduction to International Studies (3) if <u>not</u> completed above	
Major Requirements	44 Hours
Required courses	
MATH 3230 - Ordinary Differential Equations (3)	
MATH 3337 - Probability (3)	
MATH 4920 - Undergraduate Seminar (2)	
MATH 5331 - Analysis I (3)	
MATH 5333 - Modern Algebra I (3)	
MATH 5335 - Intermediate Linear Algebra (3)	
MATH 5336 - Applied Numerical Methods (3)	
STAT 5531 - Statistical Methods I (3)	
Select <u>seven</u> of the following elective courses: (<i>must include at least MATH 5332 or MATH 5334</i>)	
MATH 3130 - College Geometry (3)	
MATH 4890 - Directed Study in Mathematics (3)	
MATH 4930 - Senior Research Project (3)	
MATH 5090 - Selected Topics in Mathematics (3)	
MATH 5136 - History of Mathematics (3)	
MATH 5230 - Advanced Geometry (3)	
MATH 5234 - Number Theory (3)	
MATH 5330 - Operations Research (3)	
MATH 5332 - Analysis II (3)	
MATH 5334 - Modern Algebra II (3)	
MATH 5337 - Difference Equations (3)	
MATH 5338 - Methods of Applied Mathematics (3)	
MATH 5339 - Partial Differential Equations (3)	
MATH 5430 - Introduction to Mathematical Biology (3)	
MATH 5431 - Combinatorics and Graph Theory (3)	
MATH 5433 - Differential Geometry (3)	
MATH 5434 - Functions of a Complex Variable (3)	
MATH 5435 - Introduction to Topology (3)	
MATH 5436 - Introduction to Fractals (3)	
MATH 5437 - Mathematics of Computer-Aided Design (3)	
MATH 5539 - Mathematical Models (3)	
STAT 4090 - Selected Topics in Statistics (3)	
STAT 4890 - Directed Study in Statistics (3)	
STAT 5130 - Sampling and Survey Methods (3)	
STAT 5330 - Introduction to Mathematical Statistics (3)	
STAT 5532 - Statistical Methods II (3)	

Electives **10-16**
Hours

Carryover from Core (1) if MATH 1113 is taken in Area A

ADVISEMENT: Mathematical Sciences faculty, Math/Physics Building, Room 3008, Phone: (912) 478-5390.

OTHER PROGRAM REQUIREMENTS: A minimum grade of "C" is required for each CSCI, MATH, and STAT course taken in the major. This applies to all courses (lower and upper division). The mathematics major may not subsequently take for credit towards graduation a lower level MATH or STAT course after earning credit for a course that has the lower level course as a prerequisite (except by advisor's permission).

MECHANICAL ENGINEERING TECHNOLOGY

B.S.M.E.T., 134 HOURS

(General)

See Core Curriculum for required courses in Area A through Area E.

Area A - Essential Skills	9 Hours
MATH 1113 - Pre-Calculus (4)	
Area B - Institutional Options	4 Hours
Area C - Humanities and Fine Arts	6 Hours
Area D - Science, Mathematics, and Technology	11 Hours
*PHYS 1113 - Physics Lab I (1)	
*PHYS 2211 - Principles of Physics I (3)	
*MATH 1441 - Calculus I (4)	
Area E - Social Science	12 Hours
Area F - Courses Appropriate to Major	18 Hours
CHEM 1147 - Comprehensive General Chemistry (4)	
ENGR 1133 - Engineering Graphics (3)	
MATH 2242 - Calculus II (4)	
PHYS 1114 - Physics Lab II (1)	
PHYS 2212 - Principles of Physics II (3)	
TENS 2138 - Digital Computation (3)	
Health and Physical Education Activities	4 Hours
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
Orientation	2 Hours
FYE 1220 - First Year Seminar (2)	
Specific Requirement	24 Hours
Excess hour from Area D (1)	
TENS 2135 - Thermodynamics (3)	
TENS 2141 - Statics (4)	
TENS 2142 - Dynamics (4)	
TENS 2143 - Strength of Materials (4)	
TENS 2144 - Fluid Mechanics (4)	
TENS 2146 - Electrical Devices and Measurements (4)	
Major Requirements	41 Hours
Excess hour from Area A (1)	
TMET 2128 - Solid Modeling and Analysis (2)	
TMET 2521 - Mechatronics (2)	
TMET 3130 - Mechanism Design (3)	
TMET 3135 - Machine Design (3)	
TMET 3136 - Machine Component Design (3)	
TMET 3232 - Thermodynamics II (3)	
TMET 3233 - Heat Transfer (3)	
TMET 3341 - Materials Science (4)	
TMET 3343 - Materials Processing (4)	
TMET 3711 - Mechanical Engineering Technology Seminar I (1)	
TMET 3712 - Mechanical Engineering Technology Seminar II (1)	
TMET 4225 - Thermal Science Lab (2)	
MET Electives (9)	
Free Elective	3 Hours

ADVISEMENT: MET Program Advisors located in the Technology Building, Room 2121, Phone: (912) 478-5373.

OTHER PROGRAM REQUIREMENTS:

- At least 30 semester hours of approved Engineering Technology courses must be taken at Georgia Southern.

** The listed courses are recommended in Area D*

MECHANICAL ENGINEERING TECHNOLOGY (General) SUGGESTED CHRONOLOGY

FIRST YEAR

Fall - 18 Hours

ENGL 1101 - Composition I (3) (Area A)
ENGR 1133 - Engineering Graphics (3) (Area F)
Environmental Science with Lab (4) (Area D - Section II)
FYE 1220 - First Year Seminar (2) (Area U)
HLTH 1520 - Healthful Living (2) (Area U)
MATH 1113 - Pre-Calculus (4) (Area A)

Spring - 18 Hours

CHEM 1147 - Comprehensive General Chemistry (4)(Area F)
ENGL 1102 - Composition II (3) (Area A)
MATH 1441 - Calculus I (4) (Area D)
PHYS 2211 - Principles of Physics I (3) (Area D)
PHYS 1113 - Physics Lab I (1) (Area D)
TENS 2138 - Digital Computation (3) (Area F)

SECOND YEAR

Fall - 16 Hours

MATH 2242 - Calculus II (4) (Area F)
PHYS 1114 - Physics Lab II (1) (Area F)
PHYS 2212 - Principles of Physics II (3) (Area F)
TENS 2141 - Statics (4)
TENS 2146 - Electrical Devices and Measurement (4)

Spring - 16 Hours

KINS - Physical Activity (1) (Area U)
Literature or Humanities (3) (Area C)
TENS 2142 - Dynamics (4)
TENS 2143 - Strength of Materials (4)
TMET 2128 - Solid Modeling and Analysis (2)
TMET 2521 - Introduction to Mechatronics (2)

THIRD YEAR

Fall - 17 Hours

TENS 2135 - Thermodynamics (3)
TENS 2144 - Fluid Mechanics (4)
TMET 3130 - Mechanism Design (3)
TMET 3135 - Machine Design (3)
TMET 3341 - Materials Science (4)

Spring - 17 Hours

HIST 1112 - World History II (3) (Area B)
TMET 3136 - Machine Component Design (3)
TMET 3232 - Thermodynamics II (3)
TMET 3233 - Heat Transfer (3)
TMET 3343 - Materials Processing (4)
TMET 3711 - Mechanical Engineering Technology Seminar I (1)

FOURTH YEAR

Fall - 18 Hours

ECON 2105 - Economics in a Global Society (3) (Area E)
Free Elective (3) (Non-MET) (SACS Requirement)
HIST 2110 - United States: A Comprehensive Survey (3) (Area E)
MET Elective (3)
Social Science Elective (3) (Area E)
TMET 3712 - Mechanical Engineering Technology Seminar II (1)
TMET 4225 - Thermal Science Lab (2)

Spring - 14 Hours

Humanities/Fine Arts Elective (3) (Area C)
IDS 2210 - Turning Points and Connections (1) (Area B)
KINS - Physical Activity (1) (Area U)

MET Elective (6)

POLS 1101 - American Government (3) (Area E)

Area U=Georgia Southern University Requirements

MET Electives: Automation and CIMS, HVAC, Intro to Finite Element Analysis, Special Topics in Mechanical Engineering Technology, Mechanical System Design, Renewable Energy, Vibration and Preventative Maintenance, or equivalent with program coordinator's approval.

MECHANICAL ENGINEERING TECHNOLOGY

B.S.M.E.T., 134 HOURS

(Emphasis in Materials Processing and Engineering Management)

See Core Curriculum for required courses in Area A through Area E.

Area A - Essential Skills	9 Hours
MATH 1113 - Pre-Calculus (4)	
Area B - Institutional Options	4 Hours
Area C - Humanities and Fine Arts	6 Hours
Area D - Science, Mathematics, and Technology	11 Hours
*PHYS 1113 - Physics Lab I (1)	
*PHYS 2211 - Principles of Physics I (3)	
*MATH 1441 - Calculus I (4)	
Area E - Social Science	12 Hours
Area F - Courses Appropriate to Major	18 Hours
CHEM 1147 - Comprehensive General Chemistry (4)	
ENGR 1133 - Engineering Graphics (3)	
MATH 2242 - Calculus II (4)	
PHYS 1114 - Physics Lab II (1)	
PHYS 2212 - Principles of Physics II (3)	
TENS 2138 - Digital Computation (3)	
Health and Physical Education Activities	4 Hours
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
Orientation	2 Hours
FYE 1220 - First Year Seminar (2)	
Specific Requirement	24 Hours
Excess hour from Area D (1)	
TENS 2135 - Thermodynamics (3)	
TENS 2141 - Statics (4)	
TENS 2142 - Dynamics (4)	
TENS 2143 - Strength of Materials (4)	
TENS 2144 - Fluid Mechanics (4)	
TENS 2146 - Electrical Devices and Measurements (4)	
Major Requirements	41 Hours
Excess hour from Area A (1)	
TMET 2128 - Solid Modeling and Analysis (2)	
TMET 2521 - Mechatronics (2)	
TMET 3130 - Mechanism Design (3)	
TMET 3135 - Machine Design (3)	
TMET 3136 - Machine Component Design (3)	
TMET 3232 - Thermodynamics II (3)	
TMET 3233 - Heat Transfer (3) TMET	
3341 - Materials Science (4) TMET	
3343 - Materials Processing (4)	
TMET 3711 - Mechanical Engineering Technology Seminar I (1)	
TMET 3712 - Mechanical Engineering Technology Seminar II (1)	
TMET 4225 - Thermal Science Lab (2)	
MET Electives (9)	
Free Elective	3 Hours

ADVISEMENT: MET Program Advisors located in the Technology Building, Room 2121, Phone: (912) 478-5373.

OTHER PROGRAM REQUIREMENTS:

- At least 30 semester hours of approved Engineering Technology courses must be taken at Georgia Southern.

* The listed courses are recommended in Area D

MECHANICAL ENGINEERING TECHNOLOGY (Emphasis in Materials Processing and Engineering Management) SUGGESTED CHRONOLOGY

FIRST YEAR

Fall - 18 Hours

ENGL 1101 - Composition I (3) (Area A)
ENGR 1133 - Engineering Graphics (3) (Area F)
Environmental Science with Lab (4) (Area D - Section II)
FYE 1220 - First Year Seminar (2) (Area U)
HLTH 1520 - Healthful Living (2) (Area U)
MATH 1113 - Pre-Calculus (4) (Area A)

Spring - 18 Hours

CHEM 1147 - Comprehensive General Chemistry (4)(Area F)
ENGL 1102 - Composition II (3) (Area A)
MATH 1441 - Calculus I (4) (Area D)
PHYS 1113 - Physics Lab I (1) (Area D)
PHYS 2211 - Principles of Physics I (3) (Area D)
TENS 2138 - Digital Computation (3) (Area F)

SECOND YEAR

Fall - 16 Hours

MATH 2242 - Calculus II (4) (Area F)
PHYS 1114 - Physics Lab II (1) (Area F)
PHYS 2212 - Principles of Physics II (3) (Area F)
TENS 2141 - Statics (4)
TENS 2146 - Electrical Devices and Measurement (4)

Spring - 16 Hours

KINS - Physical Activity (1) (Area U)
Literature or Humanities (3) (Area C)
TENS 2142 - Dynamics (4)
TENS 2143 - Strength of Materials (4)
TMET 2128 - Solid Modeling and Analysis (2)
TMET 2521 - Introduction to Mechatronics (2)

THIRD YEAR

Fall - 17 Hours

TENS 2135 - Thermodynamics (3)
TENS 2144 - Fluid Mechanics (4)
TMET 3130 - Mechanism Design (3)
TMET 3135 - Machine Design (3)
TMET 3341 - Materials Science (4)

Spring - 17 Hours

HIST 1112 - World History II (3) (Area B)
TMET 3136 - Machine Component Design (3)
TMET 3232 - Thermodynamics II (3)
TMET 3233 - Heat Transfer (3)
TMET 3343 - Materials Processing (4)
TMET 3711 - Mechanical Engineering Technology Seminar (1)

FOURTH YEAR

Fall - 18 Hours

ECON 2105 - Economics in a Global Society (3) (Area E)
Free Elective (3) (Non-MET) (SACS Requirement)
HIST 2110 - United States: A Comprehensive Survey (3) (Area E)
Social Science Elective (3) (Area E)
Technical Emphasis Elective (3)
TMET 4225 - Thermal Science Lab (2)
TMET 3712 - Mechanical Engineering Technology Seminar II (1)

Spring - 14 Hours

Humanities/Fine Arts Elective (3) (Area C)
IDS 2210 - Turning Points and Connections (1) (Area B)
KINS - Physical Activity (1) (Area U)
POLS 1101 - American Government (3) (Area E)
Technical Emphasis Elective (6)

Technical Emphasis Electives: Automation and CIMS, Production Planning and Facilities Design, World Class Manufacturing, Occupational Safety or Applied Technical Management and Leadership, or equivalent with program coordinator's approval.

MECHANICAL ENGINEERING TECHNOLOGY

B.S.M.E.T., 134 HOURS

(Emphasis In Mechatronics)

See Core Curriculum for required courses in Area A through Area E.

Area A - Essential Skills	9 Hours
MATH 1113 - Pre-Calculus (4)	
Area B - Institutional Options	4 Hours
Area C - Humanities and Fine Arts	6 Hours
Area D - Science, Mathematics, and Technology	11 Hours
*PHYS 1113 - Physics Lab I (1)	
*PHYS 2211 - Principles of Physics I (3)	
*MATH 1441 - Calculus I (4)	
Area E - Social Science	12 Hours
Area F - Courses Appropriate to Major	18 Hours
CHEM 1147 - Comprehensive General Chemistry (4)	
ENGR 1133 - Engineering Graphics (3)	
MATH 2242 - Calculus II (4)	
PHYS 1114 - Physics Lab II (1)	
PHYS 2212 - Principles of Physics II (3)	
TENS 2138 - Digital Computation (3)	
Health and Physical Education Activities	4 Hours
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
Orientation	2 Hours
FYE 1220 - First Year Seminar (2)	
Specific Requirement	28 Hours
Excess hour from Area D (1)	
TEET 2143 - Circuit Analysis I (4)	
TENS 2135 - Thermodynamics (3)	
TENS 2141 - Statics (4)	
TENS 2142 - Dynamics (4)	
TENS 2143 - Strength of Materials (4)	
TENS 2144 - Fluid Mechanics (4)	
TENS 2146 - Electrical Devices and Measurements (4)	
Major Requirements	37 Hours
Excess hour from Area A (1)	
TMET 2128 - Solid Modeling and Analysis (2)	
TMET 2521 - Mechatronics (2)	
TMET 3130 - Mechanism Design (3)	
TMET 3135 - Machine Design (3)	
TMET 3136 - Machine Component Design (3)	
TMET 3232 - Thermodynamics II (3)	
TMET 3233 - Heat Transfer (3)	
TMET 3341 - Materials Science (4)	
TMET 3343 - Materials Processing (4)	
TMET 3711 - Mechanical Engineering Technology Seminar I (1)	
TMET 3712 - Mechanical Engineering Technology Seminar II (1)	
TMET 4225 - Thermal Science Lab (2)	
MET Electives (9)	
Free Elective	3 Hours

ADVISEMENT: MET Program Advisors located in the Technology Building, Room 2121, Phone: (912) 478-5373.

OTHER PROGRAM REQUIREMENTS:

- At least 30 semester hours of approved Engineering Technology courses must be taken at Georgia Southern.

** The listed courses are recommended in Area D*

MECHANICAL ENGINEERING TECHNOLOGY (Emphasis In Mechatronics) SUGGESTED CHRONOLOGY

FIRST YEAR

Fall - 18 Hours

ENGL 1101 - Composition I (3) (Area A)
ENGR 1133 - Engineering Graphics (3) (Area F)
Environmental Science with Lab (4) (Area D - Section II)
FYE 1220 - First Year Seminar (2) (Area U)
HLTH 1520 - Healthful Living (2) (Area U)
MATH 1113 - Pre-Calculus (4) (Area A)

Spring - 18 Hours

CHEM 1147 - Comprehensive General Chemistry (4)(Area F)
ENGL 1102 - Composition II (3) (Area A)
MATH 1441 - Calculus I (4) (Area D)
PHYS 1113 - Physics Lab I (1) (Area D)
PHYS 2211 - Principles of Physics I (3) (Area D)
TENS 2138 - Digital Computation (3) (Area F)

SECOND YEAR

Fall - 16 Hours

MATH 2242 - Calculus II (4) (Area F)
PHYS 1114 - Physics Lab II (1) (Area F)
PHYS 2212 - Principles of Physics II (3) (Area F)
TENS 2141 - Statics (4)
TENS 2146 - Electrical Devices and Measurement (4)

Spring - 17 Hours

KINS - Physical Activity (1) (Area U)
TEET 2143 - Circuit Analysis I (4)
TENS 2142 - Dynamics (4)
TENS 2143 - Strength of Materials (4)
TMET 2128 - Solid Modeling and Analysis (2)
TMET 2521 - Introduction to Mechatronics (2)

THIRD YEAR

Fall - 17 Hours

TENS 2135 - Thermodynamics (3)
TENS 2144 - Fluid Mechanics (4)
TMET 3130 - Mechanism Design (3)
TMET 3135 - Machine Design (3)
TMET 3341 - Materials Science (4)

Spring - 16 Hours

HIST 1112 - World History II (3) (Area B)
Literature or Humanities (3) (Area C)
TMET 3136 - Machine Component Design (3)
TMET 3232 - Thermodynamics II (3)
TMET 3233 - Heat Transfer (3)
TMET 3711 - Mechanical Engineering Technology Seminar (1)

FOURTH YEAR

Fall - 15 Hours

ECON 2105 - Economics in a Global Society (3) (Area E)
Free Elective (3) (Non-MET) (SACS Requirement)
HIST 2110 - United States: A Comprehensive Survey (3) (Area E)
MET Elective (3)
TMET 3712 - Mechanical Engineering Technology Seminar II (1)
TMET 4225 - Thermal Science Lab (2)

Spring - 14 Hours

Humanities/Fine Arts Elective (3) (Area C)
Technical Elective (6)
POLS 1101 - American Government (3) (Area E)
IDS 2210 - Turning Points and Connections (1) (Area B)

KINS - Physical Activity (1) (Area U)
Social Science Elective (3) (Area E)

Area U=Georgia Southern University Requirements

Emphasis Technical Electives: Automation and CIMS, Electronics I, Mechanical Controls, Special Topics in Mechanical Engineering Technology, Vibrations and Preventative Maintenance, Programmable Controllers, or equivalent with program coordinator's approval.

MILITARY SCIENCE NON- DEGREE, 15-32 HOURS

U. S. Army Reserve Officer Training Program Overview:

The Department of Military Science is a Senior Division Reserve Officer Training Corps (ROTC) Instructor Group staffed by Army personnel. The department provides a curriculum that qualifies the college graduate for a commission as an officer in the U. S. Army, U. S. Army Reserve or the Army National Guard. Enrollment is open to all students. The ROTC program is designed to provide students with the knowledge and practical experience in leadership and management that will be useful in any facet of society. Additionally, each student is provided a working knowledge of the organization and function of the Department of Defense and the role of the U. S. Army in national security and world affairs. The ROTC program is divided into two main phases: the Basic Course, which is normally pursued during the freshman and sophomore years, and the Advanced Course, which is taken during the junior, senior or graduate years.

Basic Course Description: The Military Science Basic Course teaches the organization and roles of the U. S. Army and introduces essential background knowledge of customs and traditions, leadership, map reading, small unit organization, and marksmanship. These courses have the objective of developing the student's leadership, confidence, self-discipline, integrity, and sense of responsibility. There is no obligation to continue in ROTC as a result of taking any Basic Course classes. Additionally, all contracted students in the Basic Course are required to participate in physical training. Physical training is conducted Monday, Wednesday and Fridays from 0600 - 0700 hours.

Basic Course **3-8 Hours**

Students may take four 2-hour courses (8 Hours) or MSCI 2731 - Basic Military Skills Practicum (3) or a combination of the two in order to receive Basic Course credit.

Basic Course Requirements:

- MSCI/KINS 1510 - Mountaineering (1) and MSCI 1111 - Introduction to Military Science (1)
- MSCI 1122 - Marksmanship/Basic Military Leadership (2)
- MSCI 2121 - Basic Military Skills (2)
- MSCI 2122 - Basic Military Tactics (2)

MSCI 2731 - Basic Military Skills Practicum (3) (registration optional) - The Leadership Training Course is offered for those students who have not met the Basic Course requirements and desire to enroll in the Advance Course program. This course is currently conducted at Fort Knox, Kentucky during the summer. Students may earn three credit hours for attending this course through registration at the Registrar's Office upon completion of the course and coordination through the Military Science Department. Students attending this camp are paid and given travel allowance from their home to camp and back.

Advanced Course Description: The Military Science Advanced Course is taken during the junior/senior or graduate years. Students learn land navigation, communications, small unit tactics, patrolling, military management, staff operations, logistics, army administration, military law, ethics, and the Army system and culture. Additionally, students must satisfy Professional Military Education (PME) requirements with courses in the following areas: communications skills, computer literacy, and military history. Students must meet eligibility requirements and sign a contract for commissioning with the U.S. Army. The general objective of these courses is to produce junior officers who will be the future officer leadership of the U.S. Army, U.S. Army Reserve, or the Army National Guard. Contracted Advanced Course students are required to attend the Leadership Development and Assessment Course (LDAC), normally between their junior and senior academic years. **This course is mandatory for all students seeking a commission in the U.S. Army but registration for university credit is optional.** Students attending this camp are paid and given travel allowance from their home to camp and back. Students may earn three credit hours for attending this course through registration at the Registrar's office upon completion of the course and coordination through the Military Science Department.

Advanced Course Credit **12-15 Hours**

- MSCI 3131 - Advanced Tactics and Applied Leadership I (3)
- MSCI 3132 - Advanced Tactics and Applied Leadership II (3)
- MSCI 4131 - Military Leadership and Management Seminar (3)
- MSCI 4132 - Transition to Lieutenant (3)

MSCI 3731 - Advanced Military Skills Practicum (3) (registration optional) - **This course is mandatory for all students seeking a commission in the U.S. Army but registration for university credit is optional.** The ROTC Leader Development and Assessment Course (LDAC) or operation WARRIOR FORGE is the most important training event for an Army ROTC Cadet. The 32-day training event incorporates a wide range of subjects designed to develop and evaluate leadership ability. The challenges are rigorous and demanding, both mentally and physically. WARRIOR FORGE tests intelligence, common sense, ingenuity and stamina. These challenges provide a new perspective on an individual's ability to perform exacting tasks and to make difficult decisions in demanding situations. This course is mandatory for all students wishing to seek a commission in the U.S. Army but registration is not required.

Students may earn three credit hours for attending this course through registration at the Registrar's Office upon completion of the course and coordination through the Military Science Department. Students attending this camp are paid and given travel allowance from their home to camp and back.

ADVISEMENT: Department of Military Science, Military Science Building, (912) 478-5320. Students will complete a CC 104R that will map out their college courses until graduation.

PROGRAM ADMISSION CRITERIA: All students entering the GSU Military Science courses must have a statement from a physician attesting that the student is capable of participating in physical activities. This statement must be no more than one-year old from time of entry. Students in the Basic Course can obtain this medical statement from Health Services on campus. Students interested in earning a commission in the U.S. Army and enrolling in the Advanced Course require a Department of Defense Medical Evaluation Review Board physical, must be an academic junior or higher, have a GPA of 2.0 or better, have an SAT score of 920 or higher or an ACT score 19, be a U.S. citizen, have no moral obligations or personal conviction preventing service, satisfactorily explain any record of arrest and/or civil conviction, be a high school graduate or possess an equivalent certificate, pass the Army Physical Fitness Test and must demonstrate a potential for further leadership development. Additionally, Veterans, JROTC graduates (with at least four years of high school JROTC), and students who have completed military science courses in the military preparatory schools and junior colleges are eligible for advanced placement and are not required to participate in the Basic Course.

OTHER PROGRAM REQUIREMENTS..... 9 Hours

Professional Military Education (PME) requirements are for students seeking a commission in the U.S. Army. Students must take 3 hours in each area with a preference in History 3230 for a Minor. The following is a list of PME classes:

COMMUNICATION SKILLS (written and oral)

- ENGL 1101 - English Composition (3) (Core Curriculum - Area A)
- ENGL 1102 - English Composition (3) (Core Curriculum - Area A)
- WRIT 3230 - Writing in the Workplace (3)
- WRIT 4130 - Advanced Composition (3)

MILITARY HISTORY

- HIST 3136 - U.S. as a Global Power (3)
- HIST 3230 - American Military History (3) (preferred)
- HIST 4531 - World War I (3)
- HIST 5335 - World War II (3)

COMPUTER LITERACY

- CISM 1110 - Computer Applications (1)
- CISM 1120 - Computer Concepts (2)

Participating Students Requirements (CC Pam 145-4/AR 145-1)

- Participating students are those who choose not to or are ineligible to sign the **CC Form 139-R**, Cadet Enrollment Record, and therefore are not enrolled cadets. They are divided into the categories below. All categories of participating students who meet the requirements set by the school authorities may take Army ROTC classes for all 4 years. Participation in other than classroom instruction is not authorized. Specific grades and grade point averages (GPA) are awarded to these students for classroom work only and the policies set by the school authorities.
- ROTC participating students are students who participate in military science courses but are not fully enrolled in ROTC. They are divided into three categories: auditing students, conditional students, and alien students. Students who are ineligible or become ineligible for enrollment as an ROTC cadet may, if desired by school authorities and approved by the PMS, participate in the ROTC program in one of the above categories provided:
 1. They are not authorized access to classified instructional material.
 2. They are in good standing and attending school full time.
 3. There is no loss in effectiveness of military instruction.
 4. Such participation is not otherwise prohibited by law, DOD Directive or Army Regulation.
- ROTC participating students are ineligible for:
 1. Subsistence allowance. (See para 3–30b in CC Pam 145-4/AR 145-1.)
 2. Participation in the ROTC Scholarship Program.
 3. Commissioning credit, except immigrant alien students. Conditional students will be given credit for that part of the course successfully completed upon change to enrolled status. (See para 3–30b in CC Pam 145-4/AR 145-1.)
 4. Participation in any physical training, labs, field training exercises or any events outside the classroom. These students are also not authorized to wear the Army uniform or receive any issue of such from the ROTC Department.
- ROTC students completing the course of instruction in a non-enrolled status are ineligible for appointment as commissioned officers. Although immigrant aliens may be authorized to participate in the SROTC Program, if properly qualified, they must be advised that:
 1. Current DOD Policy requires U.S. citizenship to be eligible for a security clearance.
 2. Effective 1 January 1988, HQDA policy requires the possession of a SECRET security clearance, based on a National Agency Check (NAC) to be eligible for appointment.
 3. These two requirements must be met by graduation.
 4. Participants who do not meet these requirements by graduation will not be retained as a participating member of the ROTC program. (No waiver of these requirements will be granted.) Immigrant alien graduates who have otherwise fulfilled commissioning requirements may apply for direct commissioning once DOD requirements are met. Only conditional students and participating immigrant alien students may be presented a DA Form 134 (Military Training Certificate Reserve Officers' Training Corps) after successfully completing all or part of the SROTC Program. When the student is issued the certificate it will be annotated to reflect that the certificate does not entitle the student to a commission.

- No student, except those in the alien student category, will be authorized to wear the ROTC uniform if denied enrollment into the ROTC because of failure to sign the loyalty oath.
- Applicability of academic credit and other school policies concerning participation in the ROTC program for these categories will be determined by school authorities.
- An immigrant alien who is also a member of the Reserve Components is not eligible to enroll in the advanced course or to participate in the program with this status.

Minor In Military Science Requirements..... 15 Hours

The following courses are required for a Minor in Military Science. In order for a participating student to receive a Minor in Military Science, he or she must register and complete the following courses:

- HIST 3230 - American Military History (3)
- MSCI 3131 - Advanced Tactics and Applied Leadership I (3)
- MSCI 3132 - Advanced Tactics and Applied Leadership II (3)
- MSCI 4131 - Military Leadership and Management Seminar (3)
- MSCI 4132 - Transition to Lieutenant (3)

Program Options, Obligation, Financial Assistance, Scholarships and Books, Uniforms and Supplies:

Two Year Program Versus The Four Year Program: The ROTC program is designed as a 4-year course of study. However, students who are not eligible for advanced placement and who have not completed the Basic Course program may still become qualified for the advanced program. They must satisfactorily complete a Leader Training Course, four weeks duration, during the summer between their sophomore and junior years. Students attending this Leader Training Course at a regular army post are paid and given a travel allowance from their home to camp and return. Leader Training Course can count for 3 general credits. Students who have participated in four years of JROTC or are an Eagle Scout meet the requirements of the Basic Course.

- **Obligation:** Once a student is contracted, he or she will incur an eight year Military Service Obligation (MSO). The cadet may elect to serve his/her MSO either on Active Duty, the National Guard or the Army Reserves. Active duty requires a minimum of four years active duty and four years Inactive Ready Reserve (IRR). The National Guard and Reserves requires eight years drill status (one weekend a month/two weeks a year) for the entire MSO. All cadets will incur an eight-year military service obligation whether they elect to go active duty, Reserve duty or National Guard.
- **Financial Assistance:** All contracted cadets are paid a subsistence allowance (Stipend) of \$300- \$500 per month based on college standing for up to 10 months per year. This is subject to change yearly.
- **Scholarship Program:** Each year the U.S. Army awards two, three, and four year scholarships to outstanding young men and women contracted in the ROTC program. In most cases, the Army pays the tuition or room and board and required fees incurred by the scholarship student. The scholarship will cover up to \$20,000 per year. Scholarship winners also receive an allowance for books of \$1200 per year. Individuals desiring to compete for two and three year scholarships should apply to the Army Military Science Department at Georgia Southern University. Some students who are enrolled in highly technical academic discipline programs and who qualify for Reserve Officers Training Corps scholarship benefits may be required to take an academic course load that will necessitate more than four academic years of study prior to graduation. It is possible to extend the Army Scholarships benefit to cover this additional period. ROTC students successfully completing the Leadership Development and Assessment Course (LDAC) may compete for civilian sponsored Scholarships awarded during their senior year. National winners receive \$1500 and regional winners receive \$1000. Contact the Georgia Southern University Department of Military Science at (912) 478-0040 for further information.
- **Army Reserve Officer Training Corps Uniform, Books, And Supplies:** Students enrolling in the Army ROTC program will be issued U.S. Army uniforms, most ROTC required books, and supplies by the Military Science Department. Uniforms and equipment must be returned before commissioning or upon disenrollment from the Reserve Officers Training Corps program.

PHYSICS B.A., 126 HOURS

This B.A. degree is designed to prepare students who are seeking Teacher Certification through the Masters of Arts in Teaching program. This program will be desirable for future teachers interested in broad field science and/or physics certification.

See Core Curriculum for required courses in Area A through Area E.

Area A - Essential Skills 9
Hours

MATH 1113 - Pre-Calculus (4) OR MATH 1441 - Calculus I (4)

Area B - Institutional Options 4
Hours

Area C - Humanities and Fine Arts 6

Area D - Science, Mathematics, and Technology.....

11	Hours	Area	E	-	Social	Science
					12 Hours	

Area F - Courses Appropriate to Major..... 18
Hours

ASTR 1010 - Astronomy of the Solar System (3)

ASTR 1020 - Stellar and Galactic Astronomy (3)

MATH 2242 - Calculus II (4)

PHYS 1113 - Physics Lab I (1)

PHYS 1114 - Physics Lab II (1)

PHYS 2211 - Principles of Physics I (3)

PHYS 2212 - Principles of Physics II (3)

(Students must complete MATH 1441 and MATH 2242)

Health and Physical Education Activities 4
Hours

HLTH 1520 - Healthful Living (2)

Physical Education Activities (2)

Orientation..... 2
Hours

FYE 1220 - First Year Seminar (2)

Specific Requirements 10
Hours

EDUC 2090 - PPB Practicum (1)

EDUC 2110 - Investigating Critical and Contemporary Issues in Education (3)

EDUC 2120 - Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts (3)

EDUC 2130 - Exploring Learning and Teaching (3)

Major Requirements 24
Hours

ASTR 4030 - Observational Techniques in Astronomy (3)

PHYS 3420 - Advanced Physics Laboratory (2)

PHYS 3536 - Modern Physics I (3)

PHYS 3537 - Modern Physics II (3)

PHYS 3790 - Teaching Internship in Physics (1)

Select 12 hours from the following Physics Electives:

ASTR 3137 - Search for Life in the Universe (3)

ASTR 4130 - Astrophysics (3)

ASTR 4138 - Galactic Astronomy (3)

PHYS 3130 - Sound Waves and Acoustics (3)

PHYS 3131 - Optics (3)

PHYS 3520 - Problem Solving in Physics (2)

PHYS 3558 - Introduction to General Relativity (3)

PHYS 3542 - Analog Electronics (4)

PHYS 3543 - Digital Electronics (4)

PHYS 5530 - Thermal Physics (3)

Foreign Language (2002 Level) 0-6
Hours Minor.....

15 Hours Electives
5-11 Hours

Carry over from Area A, if applicable (1)

ADVISEMENT: Physics Department Chair located in the Math/Physics Building, Phone: (912) 478-5292.

OTHER PROGRAM REQUIREMENTS:

- No more than 30 hours of upper division course work in Physics may count toward the 126 hour minimum for graduation.

PHYSICS B.S.P., 126 HOURS

See Core Curriculum for required courses in Area A through Area E.

Area A - Essential Skills	9
Hours	
MATH 1113 - Pre-Calculus (4) OR MATH 1441 - Calculus I (4)	
Area B - Institutional Options	4
Hours	
Area C - Humanities and Fine Arts	6
Hours	
Area D - Science, Mathematics, and Technology	11
Hours Area E - Social Science	6
12 Hours Area F -	18 Hours
Major	
Carryover from Area A (1), if either MATH 1113 or MATH 1114 taken in Area A	
MATH 1441 - Calculus I (1-4)	
MATH 2242 - Calculus II (4)	
MATH 2243 - Calculus III (4)	
PHYS 1113 - Physics Lab I (1)	
PHYS 1114 - Physics Lab II (1)	
PHYS 2211 - Principles of Physics I (3)	
PHYS 2212 - Principles of Physics II (3)	
Additional hours in physics, math, computer science or chemistry	
<i>(Students must complete MATH 1441, MATH 2242, and MATH 2243)</i>	
Health and Physical Education Activities	4
Hours	
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
Orientation	2
Hours	
FYE 1220 - First Year Seminar (2)	
Specific Requirements	3
Hours	
MATH 3230 - Ordinary Differential Equations (3)	
Required Physics Courses	33
Hours	
PHYS 3420 - Advanced Physics Laboratory (2) - <i>must be taken twice</i>	
PHYS 3536 - Modern Physics I (3)	
PHYS 3537 - Modern Physics II (3)	
PHYS 5151 - Classical Mechanics (5)	
PHYS 5152 - Classical Electromagnetic Theory (5)	
PHYS 5530 - Thermal Physics (3)	
PHYS 5557 - Quantum Mechanics (5)	
Select <u>5 hours</u> from the following Physics Electives:	
ASTR 3538 - Physical Astronomy (3)	
PHYS 3130 - Sound Waves and Acoustics (3)	
PHYS 3131 - Optics (3)	
PHYS 3149 - Methods of Theoretical Physics (4)	
PHYS 3520 - Problem Solving in Physics (2)	
PHYS 3558 - Introduction to General Relativity (3)	
PHYS 3539 - Introduction to Biophysics (3)	
PHYS 3542 - Analog Electronics (4)	
PHYS 3543 - Digital Electronics (4)	
PHYS 4131 - Quantum Optics (3)	
PHYS 4232 - Properties of Materials (3)	
PHYS 4332 - Principles of Lasers (3)	
Electives	24
Hours	
Carry over from Area F, if applicable (3)	
Carryover from Physics Electives, if applicable (3)	

ADVISEMENT: Physics Department Chair located in the Math/Physics/Computer Science Building, Phone: (912) 478-5292.

OTHER PROGRAM REQUIREMENTS:

- No more than 40 hours of upper division course work in Physics may count toward the 126 hour minimum for graduation.

ENGINEERING STUDIES PROGRAMS (NON-DEGREE), HOURS VARY

COURSE REQUIREMENTS FOR ALL ENGINEERING MAJOR FIELDS:

Area A - Essential Skills	9 Hours
ENGL 1101 - Composition I (3)	
ENGL 1102 - Composition II (3)	
MATH 1441 - Calculus I Required (4)	
Area B - Institutional Options	4 Hours
(To Be Satisfied at Georgia Tech)	
Area C - Humanities and Fine Arts	6 Hours
(To Be Satisfied at Georgia Tech)	
Area D - Science, Mathematics, and Technology	11 Hours
PHYS 2211 - Principles of Physics I (3) and PHYS 1113 - Physics Lab I (1)	
PHYS 2212 - Principles of Physics II (3) and PHYS 1114 - Physics Lab II (1)	
MATH 2242 - Calculus II (4)	
Area E - Social Science	12 Hours
ECON 2105 - Economics in a Global Society (3)	
HIST 2110 - The United States: a Comprehensive Survey (3)	
POLS 1101 - American Government (3)	
(The Remaining 3 Hours of Area E Will Be Satisfied at Georgia Tech)	
Area F - Courses Appropriate to Major	17 Hours
ENGR 1731 - Computing for Engineers (3)	
MATH 2243 - Calculus III (4)	
CHEM 1147 - Comprehensive General Chemistry (4)	
One Hour from the Mathematics Requirement of Area A (1)	
One Hour from the Mathematics Requirement of Area D (1)	

COURSES REQUIRED FOR SPECIFIC FIELDS OF ENGINEERING:

Key: A = Aerospace, Ag = Agricultural, B = Biological, BmE = Biomedical, C = Civil, Ch = Chemical, Cp = Computer, E = Electrical, I = Industrial, M = Mechanical, Mt = Materials, N = Nuclear, P = Polymer (Textile).

- BIOL 1130 - General Biology (BmE,Ch,C,) (3)
- BIOL 1110 - General Biology Lab (BmE,Ch,C) (1)
- BIOL 2107 - Principles of Biology I (Ag,B) (3)
- BIOL 2107L - Principles of Biology I Laboratory (Ag,B) (1)
- BIOL 2108 - Principles of Biology II (B) (3)
- BIOL 2108L - Principles of Biology II Laboratory (B) (1)
- CHEM 3341 - Organic Chemistry I (B,Ch,Mt) (4)
- CHEM 3342 - Organic Chemistry II (Ch) (4)
- ENGR 1133 - Engineering Graphics (A,Ag,B,C, M) (3)
- ENGR 1732 - Program Design for Engineers (Cp,E) (3)
- ENGR 2231 - Engineering Mechanics I (A,Ag,B,BmE,Ch,C,I,M,Mt,N,P)
- ENGR 2232 - Dynamics of Rigid Bodies (A,Ag,C,I,M) (3)
- ENGR 2323 - Digital Design Lab (Cp,E) (2)
- ENGR 2332 - Introduction to Computer Engineering (Cp,E) (3)
- ENGR 2334 - Circuit Analysis (Cp,E) (3)
- ENGR 2341 - Introduction to Signal Processing (BmE,Cp,E) (4)
- ENGR 2431 - Creative Decisions and Design (M) (3)
- ENGR 3431 - Thermodynamics (Ag,B,I,M,N,P) (3)
- MATH 3230 - Ordinary Differential Equations (A,Ag,B,BmE,C,Ch,Cp,E,M,Mt,N,P) (3)
- MATH 2331 - Elementary Linear Algebra (A,Ag,B,BmE, C, Ch, Cp, E,I,Mt, M, N,P) (3)
- MATH 2332 - Mathematical Structures I (I) (3)
- MATH 2430 - Computing Techniques (M) (3)
- MATH 3337 - Probability (I) (3)
- STAT 5330 - Introduction to Mathematical Statistics (I) (3)

ADVISEMENT: Engineering Studies Office, Room 2121 of the Technology Building, Phone: (912) 478-0539. Students should obtain a copy of the course chronology for their specific field of engineering.

GEORGIA TECH REGIONAL ENGINEERING PROGRAM (GTREP) AND THE REGENTS ENGINEERING TRANSFER PROGRAM (RETP)

ADMISSION AND COMPLETION REQUIREMENTS FOR THE GEORGIA TECH REGIONAL ENGINEERING PROGRAM (GTREP) AND THE REGENTS ENGINEERING TRANSFER PROGRAM (RETP)

Beginning freshmen

Students who apply to Georgia Southern University for either program as beginning freshmen must meet the following requirements. The prospective student must:

1. Be a resident of the State of Georgia (RETP only);
2. Have a high school grade point average (GPA) of at least 3.00 (B average);
3. Have a combined SAT score of at least 1090 (not counting the essay portion), with individual minima of 560 on the math portion and 440 on the verbal portion; or have been admitted to an engineering program at Georgia Tech (such students should supply the GSU Director of Engineering Programs with a copy of the acceptance letter from Georgia Tech);
4. Have satisfied the College Preparatory Curriculum (CPC) course work before enrolling at Georgia Southern;
5. For international students (GTREP only), have a TOEFL score of 600 (on the paper version) or a score of 250 (on the computer version).

High school graduates who do not meet the above requirements will be classified as Technology Options Program (TOP) majors.

Current Georgia Southern students and transfer students from another institution

Current Georgia Southern students are defined as those who are currently enrolled at Georgia Southern in another academic major (including the Technology Options Program). Transfer students are those who have taken a college or university course after graduating from high school from a college or university other than Georgia Southern. Such a student cannot be considered for freshman admission. To be accepted into either GTREP or RETP, current Georgia Southern students and transfer students must:

1. Complete a minimum of 30 semester hours of college course work with a cumulative grade point average (GPA) of 3.00;
2. Complete MATH 1441 (Calculus I) and MATH 2242 (Calculus II) with grades of at least "B" (3.00 GPA);
3. Complete CHEM 1147 (Comprehensive General Chemistry) or CHEM 1145 (Principles of Chemistry I) and PHYS 2211/1113 (Principles of Physics I/lab) with grades of at least "B" (3.00 GPA).

Change of major and transfer students who have not met the above requirements will be classified as Technology Options Program (TOP) majors. TOP students have up to four semesters (excluding summers, if students elect to take classes during the summer term) to satisfy the exit requirements. If at any point it appears that a TOP student is not likely to meet the exit requirements, they will be assisted with the selection of a different major.

Transfer admission to Georgia Tech with junior status

Georgia Southern students who wish to apply to Georgia Tech as either a GTREP or RETP student must first satisfy the following requirements:

1. **Complete a minimum of 60 semester hours**, including all course work as specified in the GTREP and RETP curriculum for the student's particular major field of engineering with a Regents cumulative grade point average of 2.70 on a 4.00 scale for Georgia residents and 3.00 for nonresidents/international students (GTREP only).
2. **Complete the mathematics sequence** (18 semester hours), beginning with Calculus I, with a cumulative GPA of 2.70 for Georgia residents and 3.00 for nonresidents/international students (GTREP only).
3. **Complete all science courses for the particular major**, including the calculus-based physics sequence (8 semester hours) and CHEM 1147 (4 semester hours) with a cumulative GPA of 2.70 for Georgia residents and 3.00 for nonresidents/international students (GTREP only).
4. **Complete English composition I and II** and all other remaining course work for their major with a minimum grade of "C."

Application Process to Georgia Tech with junior status

When a student is within one semester of completing the above requirements, the following application process should be followed.

1. **Obtain** a Georgia Tech Transfer Application for Admission packet from the Coordinator of Engineering Programs at Georgia Southern.
2. **Submit** the completed Georgia Tech application for admission packet to the Coordinator of Engineering Programs at Georgia Southern. Do not send this application to Georgia Tech!
3. **Request** that the Registrar's Office of any institution(s) attended other than Georgia Southern submit directly to the Georgia Tech Admissions Office an official transcript of all course work taken at that/those institution(s). The Georgia Southern transcript will be submitted to Georgia Tech by the GSU Director of Engineering Programs as part of the admissions application package.

4. **Request** the Georgia Southern Registrar's Office to submit an official transcript directly to Georgia Tech after the completion of all course work at Georgia Southern.

REGENTS ENGINEERING TRANSFER PROGRAM (RETP)

In order to provide greater access for Georgia residents to an engineering degree from the Georgia Institute of Technology, the University System of Georgia Board of Regents created the Regents Engineering Transfer Program (RETP) in 1986. Since its inception, Georgia Southern University has been a leading participant in the RETP, sending more students to Georgia Tech than any other school in the program. In addition, Georgia Southern students excel academically at Georgia Tech, with 89% completing the engineering degree and 38% making either the Dean's List or Faculty Honors List there. The RETP allows prospective engineering students to take the first two years of the engineering curriculum at Georgia Southern and, upon successful completion of the first two years, transfer to Georgia Tech to complete the last two years of the engineering degree. Also, non-resident students and Georgia residents who are interested in the engineering programs at other universities may take the same course of study as the RETP students and then transfer to the school of their choice.

GEORGIA TECH REGIONAL ENGINEERING PROGRAM (GTREP)

Based in part on the success of Georgia Southern students in the RETP, Georgia Southern University and the Georgia Institute of Technology are now collaborating to offer engineering degrees in southeast Georgia. Through the GTREP, students can earn Georgia Tech degrees in either computer, electrical, mechanical or civil engineering while remaining on the Georgia Southern campus. During the freshman and sophomore years of the program, a student will enroll in core curriculum and introductory engineering courses taught by Georgia Southern faculty. After successful completion of the first two years, a student will progress to the upper division engineering courses which will be taught by Georgia Tech faculty in residence on Georgia Southern campus.

TECHNOLOGY OPTIONS PROGRAM (TOP)

The Technology Options Program (TOP) is designed for students who do not meet the initial entrance requirements for the GTREP or RETP program at Georgia Southern University. The TOP student will be permitted to take classes in mathematics, science, liberal arts, and technology that are required for their intended major within GTREP or RETP. Upon successful completion of the GTREP/RETP admission requirements, the student will be admitted into the program of his/her choice. The Technology Options Program therefore provides the opportunity for the TOP student to make up any deficiencies in their high school education prior to entering the major of their choice, thereby increasing the probability of success in that major. For further information, contact the Coordinator of Engineering Studies, Technology Building, Room 2121A, (912) 478-0539.

Pre-Medicine, Pre-Dentistry, and Para-Medical Pre-Professional Programs

Students intending to prepare for medicine, dentistry, medical technology and other para-medical fields should conform to the course of study covering their respective pre-professional requirements as prescribed in the catalogs of the institutions in which they plan later to enroll. The following programs are suggestive only; program details should be worked out with the assistance of the appropriate faculty advisor considering the student's personal plans. Students planning to complete the medical technology program are currently advised in the College of Health and Human Sciences Services Center. These students complete the program described later in this catalog.

Students interested in Pre-Pharmacy typically do not complete a Bachelor's Degree program at Georgia Southern University, but take courses appropriate for admission to professional schools. Students interested in Pre-Optometry typically complete a Bachelor's Degree program, but some may complete all of the course requirements in three years. For students in each of these areas, the university provides advisors who assist them in planning their schedules. These advisors are:

Pre-Pharmacy	Ms. Jessica Orvis and Dr. Allison Long (<i>Department of Chemistry</i>) Dr. J. Scott Harrison and Dr. Edward Mondor (<i>Department of Biology</i>)
Pre-Optometry	Dr. Lance McBrayer (<i>Department of Biology</i>)

Pre-Pharmacy (Two-year)

Pre-Pharmacy Transfer Program

Georgia Southern University offers a two-year program in Pre-Pharmacy. Students wanting to complete a degree in pharmacy in the minimum period of time should plan on transferring to a school of pharmacy no later than summer following their sophomore year and should begin the transfer application process after the first year of undergraduate study. Some students, however, may apply for admission to a pharmacy program at a later stage, such as following the completion of an undergraduate degree, provided they have met the admission requirements. An additional four years in pharmacy school results in the Professional Pharm. D. Degree.

Registration in the Pre-Pharmacy program does not guarantee admission to the professional phases of a school of pharmacy. Enrollment in the professional phase is limited, and the student will be accepted in accord with academic standing, aptitude for career in pharmacy, and PCAT (pharmacy college admission test) scores. The PCAT should be taken at least one year prior to enrollment in pharmacy school. Because enrollment in pharmacy school is competitive, a GPA of 2.5 is required to enter or stay in the Pre-Pharmacy program.

The state of Georgia has three schools of Pharmacy – The University of Georgia College of Pharmacy, Mercer Southern School of Pharmacy, and South University School of Pharmacy. The courses required in the Pre-Pharmacy curriculum differ slightly, therefore the pre-pharmacy

student should observe the differences in the three curricula outlined below to insure that all courses required for application and transfer to the school of choice have been completed.

The University of Georgia College of Pharmacy

BIOL 2107 - Principles of Biology I (3) and BIOL 2107L - Principles of Biology I Lab (1)
 BIOL 2108 - Principles of Biology II (3) and BIOL 2108L - Principles of Biology II Lab (1)
 CHEM 1145 - Principles of Chemistry I (4) and CHEM 1146 - Principles of Chemistry II (4)
 CHEM 3341 - Organic Chemistry I (4) and CHEM 3342 - Organic Chemistry II (4)
 COMM 1110 - Principles of Public Speaking (3)
 ECON 2105 - Economics in a Global Society (3)
 ENGL 1101 - Composition I (3) and ENGL 1102 - Composition II (3)
 HIST 2110 - U.S. History (3)
 MATH 1112 - Trigonometry (3)
 MATH 1441 - Calculus (4)
 POLS 1101 - Political Science (3)
 STAT 2231 - Introduction to Statistics (3)
 Humanities/Fine Arts Elective (3)
 Other Electives to Total 60 Semester Hours
 Physical Education Activities (1)
 Social Science Elective (3)

Mercer Southern School of Pharmacy

BIOL 2107 - Principles of Biology I (3) and BIOL 2107L - Principles of Biology I Lab (1)
 BIOL 2108 - Principles of Biology II (3) and BIOL 2108L - Principles of Biology II Lab (1)
 CHEM 1145 - Principles of Chemistry I (4) and CHEM 1146 - Principles of Chemistry II (4)
 CHEM 3341 - Organic Chemistry I (4) and CHEM 3342 - Organic Chemistry II (4)
 COMM 1110 - Principles of Public Speaking (3)
 ECON 2105 - Economics in a Global Society (3)
 ENGL 1101 - Composition I (3) and ENGL 1102 - Composition II (3)
 MATH 1112 - Trigonometry (3)
 MATH 1441 - Calculus (4)
 PHYS 1111 - Introduction to Physics I (3) and PHYS 1113 - Physics Lab I (1)
 Humanities/Fine Arts Electives (6)
 Other Electives to Total 60 Semester Hours
 Social/Behavioral Science Electives (6)

South University School of Pharmacy

BIOL 2107 - Principles of Biology I (3) and BIOL 2107L - Principles of Biology I Lab (1)
 BIOL 2108 - Principles of Biology II (3) and BIOL 2108L - Principles of Biology II Lab (1)
 CHEM 1145 - Principles of Chemistry I (4) and CHEM 1146 - Principles of Chemistry II (4)
 CHEM 3341 - Organic Chemistry I (4) and CHEM 3342 - Organic Chemistry II (4)
 COMM 1110 - Principles of Public Speaking (3)
 ECON 2105 - Economics in a Global Society (3)
 ENGL 1101 - Composition I (3) and ENGL 1102 - Composition II (3)
 History (3)
 KINS 2531 - Human Anatomy and Physiology I (3) and KINS 2511 - Lab (1)
 KINS 2532 - Human Anatomy and Physiology II (3) and KINS 2512 - Lab (1)
 Literature - (3)
 *MATH 1113 - Pre-Calculus (3)
 MATH 1441 - Calculus (4)
 PHYS 1111 - Introduction to Physics I (3)
 Psychology (3)
 STAT 2231 - Introduction to Statistics (3)
 Additional Elective hours (9)

**Not all students need to take Pre-Calculus (MATH 1113), instead they can take Calculus (MATH 1441). If Pre-Calculus is needed, then only 3 additional elective hours are required.*

Pre-Optometry

The requirements for admission into the various optometry schools and colleges are not identical. Contact the Pre-Optometry advisor, Dr. Lance McBrayer, for the specific requirements of each school. Typically, the requirements include courses in Biology, Calculus, Chemistry, English, Physics, Psychology, and the Social Sciences. The Pre-Optometry course requirements represent a minimum of three academic years of study. However, students are encouraged to obtain a four year degree prior to application for optometry school.

Direct individual inquiries are invited by the American Optometric Association, Department of Public Affairs, 243 N. Lindbergh Blvd., St. Louis, Missouri 63141 (Telephone (314) 991-4100). Also see website <http://www.opted.org>.

Pre-Medicine, Pre-Dentistry and Pre-Veterinary

Students intending to prepare for Medicine, Dentistry, or Veterinary Medicine must select a course of study leading to a Bachelor's Degree in an academic area. Any major may be selected as long as the student is careful to complete courses required by the professional schools as well as those required for completion of the student's Bachelor Degree program. Students must be advised by an academic advisor in their major area.

These advisors are:

Pre-Med

Biology Majors: Dr. Chris Cutler, Dr. Lance Durden, Dr. Quentin Fang, Dr. Ann Pratt, Dr. Laura Regassa

Chemistry Majors: Dr. Jeff Orvis

Physics Majors: Dr. Mark Edwards

Psychology majors should consult with Dr. Janice Steirn

Other majors contact: Prof. Jim Braselton

Pre-Dentistry

Biology Majors: Dr. Ann Pratt

Chemistry Majors: Dr. Jeff Orvis

Physics Majors: Dr. Mark Edwards

Other majors contact: Prof. Jim Braselton

Pre-Veterinary Medicine

Biology Department: Dr. William Irby, Dr. Dana Nayduch, and Dr. Oscar Pung

Chemistry Department: Dr. Jeff Orvis

Pre-Medical/Pre-Dental Program

There is no major in "Pre-Medicine" or "Pre-Dentistry." Students desiring to go to medical or dental school should pursue courses of study leading to a Bachelor Degree in academic areas chosen according to their interests and aptitudes. Students with majors other than Biology, Chemistry, Physics, or Psychology should be advised by Prof. Jim Braselton in addition to the academic advisor in the chosen major. Students must be careful to complete courses required for acceptance into medical school as well as those courses required for their degrees. The most complete, up-to-date information on the Pre-Medical/Pre-Dental program is available on the web at

<http://cost.georgiasouthern.edu/PreProfWebsite/>.

Requirement for the Pre-Medical/Pre-Dental Program:

Only students with a GPA greater than or equal to 3.0 may transfer in as a Pre-Med/Pre-Dent student. Students at the end of their second regular semester (not including summer) must have a GPA greater than or equal to 3.0 to remain as a Pre-Med/Pre-Dent student. Students falling below a 3.0 average at the end of their second regular semester or any semester thereafter will revert to their declared major, will be removed from the Pre-Med/Pre-Dent program, and will no longer have access to additional advisement.

Freshman Pre-Medical/Pre-Dental Students:

During their first two semesters, in addition to one course appropriate for the chosen major, beginning freshmen should take BIOL 2107, BIOL 2108, BIOL 3130, CHEM 1145, and CHEM 1146; and the appropriate math course(s). While earning their degree students should take math courses through MATH 1441 or MATH 2242 (preferred). The Board also encourages students to STAT 2231 or STAT 3130, especially if they are planning to apply to the Medical College of Georgia.

Medical College Admissions Test (MCAT):

Scores on the MCAT are required by almost all medical schools. Currently, the test is given periodically from January to September. It is recommended that the test be taken in April prior to the time the application is submitted and approximately a year and a half before matriculation at the medical school. In order to be prepared to study for the exam, students planning to take the MCAT in April should complete two years of Chemistry, one year of Physics and at least one year of Biology by that April. Students planning to take the MCAT in August should complete two years of Chemistry, one year of Physics and at least one year of Biology by the end of spring semester preceding that August. These dates normally fall in year three. Students who do not complete the above courses on time should be prepared to have their time of entrance into medical school delayed accordingly. Students are typically better prepared for the MCAT if they elect to take calculus-based Physics rather than the other series of Physics courses. At least one semester of biochemistry and one semester of genetics is strongly recommended to be better prepared for the MCAT. The attainment of competitive scores on the MCAT requires an extended period of intensive study. Students are advised to obtain appropriate study materials and to study seriously and diligently over a period of several months. They are also advised to take advantage of preparatory courses designed to tutor the student for the MCAT. Depending upon demand, Georgia Southern offers an institutional course of this type through the Division of Continuing Education.

Dental Admissions Test (DAT):

Scores on the DAT are required by almost all dental schools. The test is administered by testing centers and is a computer-based test. It is recommended that the test be taken in May/June to the time the application is submitted and approximately a year and a half before

matriculation at the dental school. In order to be prepared to study for the exam, students planning to take the DAT should complete two years of Chemistry and at least one year of Biology by the spring of year three of their college careers. Students who do not complete the above courses on time should be prepared to have their time of entrance into dental school delayed accordingly. At least one semester of biochemistry and one semester of genetics is strongly recommended to be better prepared for the DAT. The attainment of competitive scores on the DAT requires an extended period of intensive study. Students are advised to obtain appropriate study materials and to study seriously and diligently over a period of several months. They are also advised to take advantage of preparatory courses designed to tutor the student for the DAT. Georgia Southern offers an institutional course of this type through the Division of Continuing Education.

Application Procedures for Medical and Dental Schools:

For most schools, deadlines for application are during the fall preceding the year of entry into the school. Early application is recommended. It is the responsibility of the student to secure the proper application materials and to meet all deadlines. Requests for college transcripts to be sent as part of the application should be made sufficiently early in order for official transcripts to arrive before the deadline(s).

The Medical/Dental Admissions Review Board:

Letters of recommendation for Pre-Dental and Pre-Medical students are prepared by the Medical/Dental Admissions Review Board, as required by most medical/dental schools as part of the secondary application. Letters will be written only for those students who have been interviewed by the Board and under no circumstances will letters be written for students by individual members of the Board. Students desiring letters should contact Prof. Jim Braselton, Department of Mathematical Sciences, to arrange for an interview with the Board at least 12 weeks in advance during the regular academic calendar year. Interviews normally are held during Spring semester of the calendar year in which the first application is submitted. Competition for admission to the schools is such that favorable letters can be written only for those students who have achieved adequate GPAs and test scores. Pre-Dental students requesting an interview must have at least a 2.9 cumulative GPA and an average score of 16 on each section of the DAT. Pre-Medical students requesting interviews must have at least a 3.1 cumulative GPA and a total of at least 21 points on the MCAT. Because interviews are usually conducted before MCAT or DAT scores are obtained, the Board will interview students who they reasonably believe will perform satisfactorily on the MCAT or DAT. Students who do not meet these requirements and who think that there are extenuating circumstances should make this known, in writing, to Prof. Braselton. Subsequently, the Board will make a decision regarding the eligibility of the student for an interview. Only form letters of reference will be sent from the board for any student who was not interviewed, but who has requested a letter. The above are minimum criteria for consideration for recommendation by the board and do not ensure acceptance into the respective schools.

Our standard Pre-Medicine and Pre-Dentistry curriculum consists of the following courses:

BIOL 2107 - Principles of Biology I (3) and BIOL 2107L - Principles of Biology I Lab (1) BIOL
2108 - Principles of Biology II (3) and BIOL 2108L - Principles of Biology II Lab (1) BIOL
3130 - Principles of Genetics (3)

BIOL Electives at 3000 Level or above (12)

CHEM 1145 - Principles of Chemistry I (4)

CHEM 1146 - Principles of Chemistry II (4)

CHEM 3341 - Organic Chemistry I (4)

CHEM 3342 - Organic Chemistry II (4)

(CHEM 5541 - Biochemistry (4) is strongly recommended)

MATH 1112 - Trigonometry (3), if necessary

MATH 1441- Calculus I (4)

(MATH 2242 - Calculus II (4) Recommended)

PHYS 2211 - Principles of Physics I (3) and PHYS 1113 - Physics Lab I (1) and PHYS 2212 - Principles of Physics II (3) and PHYS

1114 - Physics Lab II (1) (Calculus - based Physics Strongly Recommended) **OR** PHYS 1111 - Introduction to Physics I (3) and

PHYS 1113 - Physics Lab I (1) and PHYS 1112 - Introduction to Physics II (3) and PHYS 1114 - Physics Lab II (1)

Because there will be a very limited number of Biology courses, students not majoring in Biology should consult with their advisor to choose the most appropriate Biology courses.

Pre-Veterinary Medicine

Students interested in pursuing studies leading to the Doctor of Veterinary Medicine (DVM) must select a course of study leading to a Bachelor's Degree in an academic area. This curriculum is designed to qualify students for admission into a College of Veterinary Medicine. An essential component of a student's preparation for veterinary college is practical experience working with animals, preferably gained by working with a practicing veterinarian. Dr. William Irby, Dr. Dana Nayduch, and Dr. Oscar Pung, Department of Biology, and Dr. Todd Deal and Dr. Jeff Orvis, Department of Chemistry, serve as advisors to students in this program.

BIOL 2107 - Principles of Biology I (3) and BIOL 2107L - Principles of Biology I Lab (1)

BIOL 2108 - Principles of Biology II (3) and BIOL 2108L - Principles of Biology II Lab (1)

BIOL 3133 - Evolution and Ecology (3) and BIOL 3113 - Evolution and Ecology Lab (1) (recommended)

BIOL Elective at 3000 Level or above (4)

CHEM 1145 - Principles of Chemistry I (4)

CHEM 1146 - Principles of Chemistry II (4)

CHEM 3341 - Organic Chemistry I (4)

CHEM 3342 - Organic Chemistry II (4)

CHEM 5541 - Biochemistry I (4)

MATH 1113 - Pre-Calculus (3)

PHYS 1111 - Introduction to Physics I (3) and PHYS 1113 - Physics Lab I (1) and PHYS 1112 - Introduction to Physics II (3) and PHYS 1114 - Physics Lab II (1) **OR** PHYS 2211 - Principles of Physics I (3) and PHYS 1113 - Physics Lab I (1) and PHYS 2212 - Principles of Physics II (3) and PHYS 1114 - Physics Lab II (1)

Highly Recommended Electives:

BIOL 3240 - Biology of Microorganisms (4)

BIOL 5131 - Cell Biology (4)

BIOL 5132 - Molecular Genetics (3)

BIOL 5241 - Comparative Vertebrate Anatomy (4)

MATH 1441 - Calculus I (4)

Recommended Electives:

BIOL 5210 - Comparative Animal Physiology Lab (1)

BIOL 5230 - Comparative Animal Physiology (3)

BIOL 5240 - Histology (4)

BIOL 5248 - Immunology (4)

Giann-Ping Hsu College of Public Health

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Director, Office of Public Health Research: Russell Savage, Ph.D.
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Director, Office of Public Health Practice and Community Service: Stuart H. Tedders, Ph.D.
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Director, M.H.A. Program: James Stephens, Ph.D.
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The Giann-Ping Hsu College of Public Health (JPHCOPH) created effective January 1, 2006 exists to provide public health education, research, and community service that will positively impact the quality of life and health disparities of rural and underserved populations. The establishment of the College was made possible by a generous gift from Dr. Karl E. Peace, in memory and honor of his wife, Dr. Jiann-Ping Hsu.

VISION

The Giann-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 Giann-Ping Hsu College of Public Health is to enhance health and eliminate disparities of rural communities and underserved populations in Georgia and the southeastern region, the nation and the world through excellence in public health workforce development, research, professional service and community engagement.

ABOUT PUBLIC HEALTH

The Institute of Medicine (IOM) has defined the role of public health as "...the fulfillment of society's interest in assuring the conditions in which people can be healthy" (IOM, 1988). Public health activities focus on improving the health of communities.

Public health is also defined as the art and science of promoting health, preventing disease, and prolonging life among human populations; the broad mission of public health is to enhance human health through organized community efforts (Council on Education for Public Health, 1978).

A diverse and ever-expanding field of practice, public health embraces an ecological approach that recognizes the interactions and relationships among multiple determinants of health. It involves the dissemination of reliable information for policy decisions; identifying systemic inequalities and problems; protecting the public's health and safety through education and research; and fostering partnerships with individuals, communities, and organizations to promote health.

Though public health involves the knowledge and application of many disciplines in its research, teaching, service, and practice activities, the following have been identified as fundamental, core areas to the practice of public health (CEPH Accreditation Criteria, 2005):

- **Biostatistics** - collection, storage, retrieval, analysis and interpretation of health data; design and analysis of health-related surveys and experiments; and concepts and practice of statistical data analysis;
- **Environmental Health Sciences** - environmental factors including biological, physical, and chemical factors that affect the health of a community;
- **Epidemiology** - distributions and determinants of disease, disabilities, and death in human populations; the characteristics and dynamics of human populations; and the natural history of disease and the biologic basis of health;
- **Health Services Administration** - planning, organization, administration, management, evaluation, and policy analysis of health and public health programs; and
- **Community Health Education/Social and Behavioral Sciences** - concepts and methods of social and behavioral sciences relevant to the identification and solution of public health problems.

The teaching, research, and service activities of the Jiann-Ping Hsu College of Public Health are grounded in these core public health knowledge areas. Our goals for workforce development, community-based research and community-based service help us focus our efforts on cross disciplinary projects that build on the synergistic effects of these core knowledge areas.

Public health is concerned with protecting the health of communities, both small and large. Public health professionals focus on building on assets and preventing problems from happening or re-occurring through implementing educational programs, developing policies, administering services, and conducting research in concert with, but in contrast to, clinical health professionals (e.g., physicians and nurses) who focus primarily on treating individuals after they become sick or injured. No matter what form public health assumes, its goal is always the same: to improve the quality of life of individuals, families, and communities by focusing on prevention, promotion, and protection.

This preventive model encompasses three core functions: a) assessing and monitoring the health of communities and at-risk populations to identify health problems and establish priorities; b) formulating public policies in collaboration with community and government leaders designed to prioritize and solve local and national health problems; and c) assuring that all populations have access to appropriate and cost-effective health care, including health promotion and disease prevention services, and evaluating the effectiveness of the care.

GOALS

The Jiann-Ping Hsu College of Public health is committed to the pursuit of excellence in each of the following areas:

Workforce Development

- Provide five exceptional competency-based MPH degree programs in the core areas of public health that will ensure our graduates attain and demonstrate competencies that will contribute to the mission of JPHCOPH during their academic programs and throughout their careers.
- Provide three exceptional competency-based DrPH programs (in the areas of Public Health Leadership, Biostatistics and Community Health Behavior and Education) that graduate leaders of the public health workforce who contribute to the mission of JPHCOPH during their academic training and throughout their careers.
- Provide a competency-based MHA degree program that will ensure our graduates attain and demonstrate competencies that will contribute to the mission of JPHCOPH during their academic programs and throughout their careers.
- Ensure all of our graduates develop skills for lifelong learning, critical thinking, collaboration and visionary public health leadership.
- Expand our Dr.P.H. programs to include concentrations in Epidemiology and Environmental Health or perhaps a Ph.D. program within five years.
- Begin the process of including undergraduate public health workforce development programs in our College.

Research

- Foster excellence in applied public health-related research that enhances the knowledge, processes, best practices and values to improve health in communities and eliminate health disparities among the rural and underserved populations of the state and region.

Service

- Facilitate public health-related community outreach, service learning, use of best practices, continuing education for workforce development and community service to improve health and eliminate health disparities among the rural and underserved populations of the state and region.
- Facilitate faculty and student involvement in national service activities and professional leadership roles to enhance public health.

Organizational

- Develop and continually enhance a sustainable College of Public Health with an emphasis on ongoing assessment and quality improvement processes.

OUR SHARED VALUES

The Jiann-Ping Hsu College of Public Health is endowed by Dr. Karl E. Peace as a tribute to his wife and an enduring celebration of her life characterized by “a zeal for excellence, consideration of others, intelligence and scholarship, honesty, kindness and humility.” In honor of Dr. Hsu, the faculty, students and staff of the JPHCOPH commit to demonstrate these values in our behavior toward one another and to those that we serve.

In 2007, the JPHCOPH students, faculty and staff worked together to clarify the following list of shared core values. These values serve to guide decision making for our workforce development, research, professional service and community engagement activities. We will also use these values to help us make choices about how to move forward when the path is not clear.

- Excellence in research, service and instruction.
- Passion for improving the health of rural communities and underserved populations.
- Responsibility for promoting health equity and eliminating health disparities in rural communities and underserved populations.
- Commitment to community involvement.
- Collaboration for problem solving.
- Commitment to developing as a “learning organization”.

STRUCTURE

The organizational structure of the JPHCOPH was developed to facilitate the work of the faculty within the three major faculty roles at Georgia Southern University: Teaching, Research and Service as well as to assist the College in achieving its Vision, Mission, Goals, and Objectives.

Collaboration, facilitation and personal and collective responsibility are fundamental to the culture of JPHCOPH. Maintaining this culture is required for the effective functioning and advancement of our College. As a rapidly growing and changing College, JPHCOPH has purposefully maintained a flexible, adaptable organizational structure in an effort to facilitate collaboration. At this point JPHCOPH faculty choose not to organize as a traditional model of discipline-specific Departments. To ensure this commitment to collaboration and transdisciplinary activities, the College requested and received approval from the President to remain flexible and organize around the functions of the College rather than within departments.

The following is a listing of the components within the current JPHCOPH organizational structure: Administration: Office of

the Dean (Dean), Office of Academic Affairs (Associate Dean), Office of Public Health Research (Director), Office of Public Health Practice and Community Service (Director) and the Office of Student Services (Coordinator). The academic programs are embedded within a framework of Disciplines. Faculty members are organized by Academic Disciplines that reflect their research and practice. The Academic Disciplines are Biostatistics, Community Health, Environmental Health Sciences, Epidemiology, and Health Policy and Management. An Academic Discipline Coordinator is appointed by the Associate Dean of Academic Affairs to provide support for the academic programs and to facilitate communication about research and service activities within the disciplines.

In addition, the Associate Dean of Academic Affairs appoints and works with Directors of three Graduate Programs: MPH, MHA and DRPH. The Directors of the Office of Public Health Research and Public Health Practice and Community Service facilitate the operation of four Research and Service Centers: Karl E. Peace Center for Biostatistics, Center for Rural Health and Research, Center for Survey Research and Health Information, and the Center for Addiction Recovery. College business is coordinated through standing and ad-hoc committees: Curriculum Committee, Promotion and Tenure Review Committee, Diversity Committee Faculty Awards for Excellence Committee, Research Advisory Committee, Public Health Practice and Community Service Advisory Committee, Public Health Student Professional Development Fund – Travel Grant Committee, Public Health Student Professional Development Fund – Research Grant Committee, Dean's Student Advisory Committee, and the Public Health Practice Advisory Board

The faculty of the JPHCOPH consist of the professors, associate professors, assistant professors, instructors and adjunct appointments in the five “core” public health knowledge areas (Biostatistics, Community Health - Social and Behavioral Sciences, Environmental Health Sciences, Epidemiology, and Health Policy and Management). Responsibilities of the faculty within the College include teaching, scholarship, and service. In addition, faculty members may be assigned administrative duties by the Administrative Officers as deemed necessary for effective and efficient functioning of JPHCOPH. The faculty within each discipline work in collaboration with the Administrative Officers within the JPHCOPH to advance the Vision, Mission, Values, Goals and Objectives.

FACULTY

Professors: D. Chen, C. Hardy, K. Peace, R. Vogel, L. Woodhouse

Associate Professors: L. Gunn, G. Ledlow, H. Samawi, R. Savage, S. Tedders, R. Toal, J. Zhang

Assistant Professors: E. Afriyie-Gyawu, C. Arroyo, B. Bossak, S. Charles, K. Fitzmorris, R. Hines, R. Hotchkiss, J. Luque, T. Markossian, M. Mason, J. Stephens, S. Raychowdhury, A. Scott, J. Vest, J. Warren, J. Yoon, L. Yu

Instructors: K. Harper, S. Peterson, R. Whitworth

RESEARCH CENTERS

Karl E. Peace Center for Biostatistics
H. Samawi, Director

Center for Rural Health and Research
R. Toal, Director

Center for Survey Research and Health Information
J. Vest, Director

Center for Addiction Recovery
K. Harper, Director

PROGRAMS - GRADUATE

Public Health

Public Health - M.P.H.

Biostatistics

Community Health

Environmental Health Sciences

Epidemiology

Health Policy and Management

Public Health - Dr.P.H.

Biostatistics

Community Health Behavior and Education

Public Health Leadership

Healthcare Administration - M.H.A.

ADVISEMENT - DR.P.H., M.P.H. AND M.H.A.

Graduate students are advised by the Graduate Program Directors and Faculty Advisors in the Program Concentrations within the Giann-Ping Hsu College of Public Health.

EXPERIENTIAL LEARNING OPPORTUNITIES

All M.P.H. students are required to complete a practicum experience and a capstone research project. The practicum and capstone research project are both competency-based. The 300 hour in agency practicum provides the student the opportunity to further develop and integrate skills learned in the classroom. An electronic portfolio about the practicum is submitted at completion of the 300 hours. The capstone research project requires completion of an independent, supervised research experience and a presentation about the project. Elements of these two experiences make up the culminating experience for the MPH.

All Dr.P.H. students are required to complete a preceptorship in Public Health, candidacy exams and a Dissertation. The preceptorship/field experience consists of 250 hours of field experience under the joint direction of a qualified specialist working in selected areas of public health. An electronic portfolio about the activities and outcomes of the experience is required upon completion of the preceptorship. Students must successfully pass a candidacy exam on the core and concentration competencies to begin the preceptorship and dissertation. The doctoral dissertation is a culminating experience that requires the student to synthesize and integrate knowledge and apply theory and principles learned to an area of public health practice within the area of concentration. The dissertation must also be presented and successfully defended before the faculty.

All M.H.A. students are required to complete a Practicum. The practicum permits the student to receive practical experience in a selected health-related setting. The practicum requires 360 hours of service. A culminating experience highlighting this learning opportunity is required prior to completion of the M.H.A. program. As a culminating experience, all MHA practicum students must complete and present an expanded electronic portfolio of the activities and outcomes of the practicum.

Jack N. Averitt College of Graduate Studies

<http://cogs.georgiasouthern.edu>

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COLLEGE OF GRADUATE STUDIES

The Graduate School at Georgia Southern University was established in 1969 under the leadership of Dr. Jack N. Averitt. In 1998, in honor of his many contributions to the development of graduate studies at the University, the College was named the Jack N. Averitt College of Graduate Studies (COGS). The College offers the following graduate degrees: Dr.P.H., D.N.P., Ed.D., Ph.D., Psy.D., Ed.S., M.A., M. Acc., M.B.A., M.Ed., M.F.A., M.H.A., M.M., M.P.A., M.P.H., and the M.S. In addition to the offerings at the University's main campus in Statesboro, graduate courses/programs are also offered at our off-campus centers: the Coastal Georgia Center in Savannah, the Brunswick Center in Brunswick, and the Dublin Center in Dublin.

VISION

Our student-centered faculty prepare today's graduate students for tomorrow's worldwide challenges.

MISSION

The mission of the Jack N. Averitt College of Graduate Studies is to develop, nurture, 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 support excellence in graduate education, and the research and associated scholarly activities.

GUIDING PRINCIPLES FOR DECISION MAKING

- Quality
- Centrality
- Sustainability
- Comparative Advantage

Graduate Degree Programs

Business Administration

Accounting - M.Acc.
Forensic Accounting
Business Administration - M.B.A.
Health Services Administration
Information Systems

International Business
Applied Economics - M.S. - Online
Logistics/Supply Chain Management - Ph.D.

Education

Accomplished Teaching- M.Ed. - Online
Counselor Education - M.Ed., Ed.S.
Community Counseling
School Counseling
Student Services in Higher Education
Curriculum Studies - Ed.D.
Curriculum Studies
Teaching and Learning
Educational Administration - Ed.D.
Higher Education
K-12 Administration
Teacher Leadership
Educational Leadership - M.Ed.-Online, Ed.S.
Higher Education Administration - M.Ed.- Online Option
Instructional Technology - M.Ed. - Online
Teaching - M.A.T.
Middle Grades Education
P-12 Education with Teaching Field:
Spanish
Secondary Education with Teaching Field:
Biology
Broad Field Science
Business
Chemistry
Economics
English
Family and Consumer Sciences
Geography
Geology
History
Mathematics
Physics
Political Science
Special Education
Reading Education - M.Ed.
School Psychology - Ed.S. with Interim M.Ed.
Teaching and Learning - M.Ed.
Early Childhood Education
Instructional Improvement - Online
Middle Grades Education
Secondary Education (Grades 6 - 12) with Teaching Field:
Business Education
English Education
Mathematics Education
Science Education
Social Science Education
Special Education (Grades P - 12)
Moderate-Severe Disabilities - Adaptive Curriculum
Mild Disabilities - General Curriculum
Teaching and Learning - Ed.S. - Online Option

Public Health

Healthcare Administration - M.H.A.
Public Health - M.P.H.
Biostatistics
Community Health
Environmental Health Sciences
Epidemiology
Health Policy and Management
Public Health - Dr.P.H.
Biostatistics

Community Health Behavior and Education
Public Health Leadership

Health and Human Sciences

Kinesiology - M.S.
Athletic Training
Coaching - Online
Exercise Science
Physical Education - Partially On-Line - (On-campus Meetings also Required)
Sport Psychology
Nursing - D.N.P. - Online
Nursing Practice
Nursing - M.S.N. - Partially On-Line - (On-campus Meetings also Required)
Nurse Practitioner (Family Nurse Practitioner)
Clinical Nurse Specialist (Community Health)
Sport Management - M.S.

Liberal Arts and Social Sciences

Art - M.F.A.
English - M.A.
History - M.A.
Music - M.M.
Composition
Music Education
Performance (Instrumental, Vocal or Conducting)
Music Technology
Psychology
Clinical - Psy.D.
Experimental - M.S.
Public Administration - M.P.A.
Social Science - M.A.
Anthropology
History
Political Science
Psychology
Sociology
Spanish - M.A.

Science and Technology

Applied Engineering - M.S.
Engineering Management
Information Technology
Mechatronics
Biology - M.S.
Mathematics - M.S.
Applied Mathematics
Computer Science
Statistics

Graduate Online Programs

D.N.P. - Nursing Practice
Web M.B.A. - Business Administration
M.Ed. - Accomplished Teaching
M.Ed. - Educational Leadership
M.Ed. - Higher Education Administration
M.Ed. - Instructional Technology
M.Ed. - Teaching and Learning - Instructional Improvement
M.S. - Applied Economics
M.S. - Kinesiology - Coaching
M.S. - Kinesiology - Physical Education (Partially Online - On-campus Meetings also required)
M.S. - Sport Management
M.S.N. - Nursing - (Partially Online - On-Campus Meetings also Required)

Ed.S. - Teaching and Learning

Graduate Certificate Programs

Health and Human Sciences

Coaching
Community Health Clinical Nurse Specialist
Family Nurse Practitioner

Science and Technology Engineering and Manufacturing Management Occupational Safety and Environmental Compliance

Graduate Degree Program Directors

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

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

Graduate Faculty

A member of the Graduate Faculty at Georgia Southern University must be an active, productive, creative scholar or creative performer in his/her discipline. In order to teach graduate students how to be active scholars, practitioners, and/or performers in their own right, Graduate Faculty must be involved in the current knowledge, methods, and techniques of their disciplines. This modeling of sustained scholarship/performance is the cornerstone of quality graduate education. There are two Categories of Graduate Faculty: Member and Affiliate. Members of the Graduate Faculty are professorial faculty on tenured or tenure-track appointments. Affiliate Graduate Faculty include research appointees, visiting, temporary, adjunct, or part-time faculty who may appropriately teach graduate classes and serve on thesis and dissertation committees. Affiliate can also be used to recognize outstanding scholars, including those who work in

government agencies, private industry, healthcare, and education who are not full-time employees of Georgia Southern University whom the College of Graduate Studies welcomes to participate on thesis and dissertation committees.

Members are eligible:

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

Affiliates are eligible:

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

Member and Affiliate graduate faculty status is granted permanently.

University-wide Criteria

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

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

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

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

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

Graduate Assistants

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.

Assistantships may only be awarded to graduate students who have unqualified admission to the College of Graduate Studies under the "Regular" (not Provisional) classification. Students in fully on-line programs are not eligible to hold graduate assistantships. Graduate assistants must maintain a cumulative 3.0 grade point average (3.50 for Ed.D. students) and be registered as a full-time student (normally nine semester hours) each semester within the program of study throughout the period of the assistantship appointment.

A normal work load for a full time graduate assistant is twenty (20) hours per week in both the fall and spring semesters. 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. Exceptions to this limitation can be granted by the Dean of the College of Graduate Studies. 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, except as approved by the Dean of the College of Graduate Studies.

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 COGS. Graduate assistants qualify for a special reduced tuition fee. Graduate assistants are responsible for paying all University Fees and the Technology Fee each semester. Assistantships are normally limited to 2 years for master's level candidates. Assistantships for doctoral candidates are not time limited. Exceptions to this time limit require prior approval of the Dean of the College of Graduate Studies.

March 1 is the deadline for the receipt of 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.

Each department/unit is required to adopt a procedure for producing a written evaluation or measurement of performance of their graduate assistants as well as an opportunity for graduate students to evaluate their assignment at least once a semester. The focus of this evaluation is to provide formal feedback to the assistants for professional development and performance improvement. Suspension or dismissal of a graduate student from the University for disciplinary reasons will terminate the assistantship. A graduate assistant may also be terminated for any of the following reasons: (a) the overall GPA drops below 3.0, (b) the semester course load falls below the minimum full-time load, (c) an allegation of academic or scientific misconduct, and (d) failure to perform work assignments at a satisfactory level and (e) failure to clear an "I" grade by the end of the semester or term following the semester or term in which the "I" grade was recorded. 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.

Admission to the College of Graduate Studies

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

Application materials are forwarded to the academic departments for their review and recommendation.

Application Deadlines - College of Graduate Studies

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

U.S. Citizens/Naturalized Citizens

Fall Semester

- Psy.D. - January 15
- M.Ed Counselor Education - March 19
- Ed.D. Educational Administration - Statesboro and Augusta Cohorts (Fall Term) - April 1
- Ed.D. Curriculum Studies (Admits only for Summer Term)
- Other Programs - March 1 (Priority)
- Other Programs - July 1 (Final Deadline)

Spring Semester

- October 1 (Priority)
- November 15 (Final Deadline)
- Ed.D. Educational Administration - Savannah and Augusta Cohorts (Spring Term) - November 1
- Ed.D. Curriculum Studies (Admits only for Summer Term)
- M.Ed. Counselor Education - October 15

Summer Semester

- March 15 (Priority)
- April 1 (Final Deadline)
- Ed.D. Curriculum Studies - January 30
- Ed.D. Educational Administration - Savannah Cohort - March 15
- M.Ed. Counselor Education - March 19

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.

Admission Requirements - College of Graduate Studies

Individuals seeking admission to the College of Graduate Studies must hold a baccalaureate degree from an institution accredited by the appropriate regional accrediting association or its international equivalent prior to the expected semester of matriculation. Applicants should be ranked in the upper half of their undergraduate class. Specific requirements for each graduate program are presented in the University Catalog.

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

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 Admissions as long as the request occurs before the start of the original semester of matriculation.

Graduate Admission Classification

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

Degree Admission

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

1. **Regular** - Meets all requirements for unqualified admission and has been recommended by the college, department or program in which he/she proposes to study, and approved by the COGS.
2. **Provisional** - Does not satisfy the full admission requirements. Applicants granted Provisional admission are required to earn grades of "B" or better in their first nine (9) hours of graduate credit taken at Georgia Southern University under this admission category. Failure to satisfy the conditions of provisional admission will result in exclusion from the degree program. A student admitted in this category will be reclassified to Regular admission when the conditions have been met. A Provisional student may

enroll in graduate courses and such courses may be counted in a degree program when the student has been reclassified as a Regular student. Only credit earned in graduate courses at Georgia Southern University may be used to satisfy Provisional admission requirements. A student excluded from a graduate degree program for failure to meet the conditions of provisional admission may not be readmitted to the COGS under non-degree admission. There is no provisional admission to Doctoral programs. Applicants with Provisional admission are not eligible for graduate assistantship positions.

Non-Degree Admission

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

1. **Limited** - A student whose file is incomplete because all required application materials have not been received in the Office of Admissions. Enrollment in the Non-Degree Limited category is limited to a maximum of nine (9) semester hours of credit in graduate courses in any seven contiguous years. A student may count a limited number of credit hours earned under non-degree admission toward graduate degree program requirements if recommended by the degree Graduate Program Director and approved by the Dean of the College of Graduate Studies. Students enrolled under this admission category are not eligible for graduate assistant positions nor for financial aid.
2. **Enrichment** - A student who holds an undergraduate or graduate degree and desires to take courses for personal or professional improvement. Enrollment in the Non-Degree Enrichment category is limited to 18 credit hours unless otherwise stated by the department. Certain Departments may limit the number of credits earned under this non-degree admission category that may count toward graduate degree requirements to less than 18 hours. Students enrolled under this admission category are not eligible for graduate assistant positions nor for financial aid.
3. **Certificate** - A student who holds an undergraduate or graduate degree can pursue a graduate certificate program through the Non-degree Certificate admission. Enrollment in the Non-Degree Certificate category is limited to the number of hours required for the certificate program, not to exceed 18 semester hours of credit in graduate courses in any seven contiguous years unless additional hours are approved by the College of Graduate Studies. A student may count the credit hours earned as part of the certificate program toward graduate degree program requirements if recommended by the degree Graduate Program Director and approved by the Dean of the College of Graduate Studies. Students enrolled under this admission category are not eligible for graduate assistant positions nor for financial aid.
4. **Teaching/Service/Leadership Certification** - A student seeking initial certification as a P-12 educator (teaching, service or leadership certification as defined by the Georgia Professional Standards Commission) may be admitted in this category and enroll in graduate courses required for certification in any seven contiguous years. In addition, in-service teachers enrolling to meet requirements of a local

board of education or the Georgia Professional Standards Commission to renew or reinstate a certificate, to certify in a new area, or to obtain an endorsement to an existing certificate may enroll in graduate courses for credit for this particular purpose through this category. Note that admission in this category and completion of a certification program does not guarantee subsequent admission to a graduate degree program; that is a separate process, and different criteria must be met. Enrollment in this category is limited to the number of hours required for certification and/or endorsement not to exceed 18 semester hours of credit. A student may count the credit hours earned as part of the certification/endorsement program(s) toward graduate degree program requirements if recommended by the degree Graduate Program Director and approved by the Dean of the College of Graduate Studies. (Note that some certification fields require completion of a M.Ed. and/or Ed.S. degree; refer to the admission requirements or Graduate Program Director for information on the specific field of interest.) Students enrolled under this admission category are not eligible for graduate assistant positions.

Graduate Transient Admission

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

Graduate Credit for Seniors (Senior Privilege)

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

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

Graduate Application Process

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

hard-copy format to the Office of Admissions prior to the deadline.

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

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

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

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

International Applicants

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

- Completed on-line Graduate Admission Form.
- \$50.00 application fee.
- Certified copy of diploma and certified English translation of diploma. This must be sent directly from the institution(s) previously attended to the Office of Graduate Admissions.
- Certified original and English translations of transcripts. Transcripts designated as official must be sent directly from the institution to the Office of Graduate Admissions. Transcripts marked "Issued to Student" will not be accepted. Applicants who have attended Georgia Southern University are not required to submit Georgia Southern transcripts. Applicants will be required to have transcripts evaluated by a member of the National Association of Credential Evaluations Services, Inc. [NACES]).
- Official test scores as required for the selected program. Scores must be current, within the last five years, and sent

directly from the testing agency to the Office of Graduate Admissions.

- Official TOEFL scores not more than two years old
- SEVIS Data Form. This form should be completed and sent directly to the Office of Graduate Admissions.
- Certified Bank Statement (not more than six [6] months old) confirming finances. (See page 1 of the SEVIS Data Form for specifications.) This statement should be completed and sent directly to the Office of Graduate Admissions.
- Other documents as required by the department, college, or program. These may include letters of reference, personal statement, or letter of intent. See <http://cogs.georgiasouthern.edu/> for information on program specific requirements.
- Applicants who are applying for a graduate assistantship must complete the Graduate Assistantship Application.

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

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

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

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

Lisano International
PO Box 407
Auburn, AL 36831-0407
(334) 745-0425
Fax: (334) 745-0425
Email: LisanoINTL@AOL.com
<http://www.LISANO-Intl.com>

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. International applicants are not granted

non-degree admission status unless holding a visa that permits non-degree admission. Questions about the qualifications of international students should be directed to the College of Graduate Studies.

English Proficiency for International Students

International applicants and U.S. Citizens whose native language is not English must demonstrate competence in English. Prior to consideration for admission, international applicants whose native language is not English must take and pass the Test of English as a Foreign Language (TOEFL) unless they have received a degree from an accredited college or university in the United States, the United Kingdom, Canada (except Quebec), Australia, or New Zealand. The TOEFL examination is administered at various times of the year and in many centers through the world. Web address: <http://www.ets.org/toefl/>.

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

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

Graduate 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 other health insurance that is equivalent 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.

Course Load - International Graduate Students

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

Financial Assistance - International Graduate Students

International students may apply for Graduate Assistantships.

Georgia Southern University offers a limited number of International Diversity Scholarships (Out-Of-Country tuition waivers) to exceptional international students.

Visa Information - International Students

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

International Graduate Student Advisor

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

Graduate 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/Praxis. The following list indicates the tests that are required for each program. Test scores must be sent from the testing agency directly to the Office of Admissions. Further information on test dates and fees may be obtained from the Testing Office, Post Office Box 8067, Georgia Southern University, Statesboro, GA 30460-8067 (912) 478-5415.

College Of Business Administration

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

College of Education

Doctor of Education (GRE or MAT)
Education Specialist (GRE or MAT)
Master of Education (GRE or MAT)
Master of Arts in Teaching (GRE or MAT, and GACE/Praxis)
USG Franchise Programs (GRE, MAT, or GACE/Praxis)

Jiann-Ping Hsu College of Public Health

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

College Of Health and Human Sciences

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

College of Liberal Arts and Social Sciences

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

College Of Science and Technology

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

Degree Admission Based Upon Exceptional Qualifications -

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

Tuition Classification

Please refer to the Admissions section of the catalog.

Admission By Appeal

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

Academic Common Market - Graduate

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

Border County Fee Waiver

Graduate students who are legal residents of an out-of-state county bordering a Georgia county in which the reporting

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

Postdoctoral Study

To be eligible to take graduate level courses, Post Doctoral Fellows must apply for and be admitted to the College of Graduate Studies.

Graduate Degree Time Limits

All work credited toward a Master's or Educational Specialist degree must be completed within 7 years. Doctoral program time limits vary by program. Extensions of time may be granted only on conditions beyond the control of the student. A formal request outlining the extenuating circumstances for an extension of time should be addressed to the College of Graduate Studies.

Graduate Student Advisors

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 of study in writing. If the request is granted, the student will be notified in writing.

Graduate student advisors will assist in:

- Helping the student plan a program of study in keeping with the student's field and goals.

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

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.

A student who has been admitted to the College of Graduate Studies, and not enrolling in a Georgia OnMyLINE program, may register for graduate courses using the Random Access Number (RAN). Registration term RANS are available on My.GeorgiaSouthern for each active graduate student during the registration periods each semester. Students enrolled in a Georgia OnMyLINE graduate program will be sent registration

instructions via email guiding them to the GeorgiaView portal of the Georgia OnMyLINE website.

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 semester hours 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 credit is not allowed for non-academic work done in extension (continuing education) or by correspondence.

A student seeking a second masters’ degree may count up to three courses (not more than 9 semester credit hours) from the first degree toward the requirements for the second degree upon recommendation of the student’s advisor and approval of the department chair. Only course with a minimum grade of “B” may be counted.

Grading System

All institutions of the University System of Georgia are on a 4.0 grade point average system.

Auditing Courses

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

Graduate Grade Point Average

The cumulative graduate grade point average is the grade average made by the student on all graduate work for which she/he was enrolled. It is obtained by dividing the total number of grade points earned by the total number of Grade Point Hours. Courses carrying an “S” or “U” are not included. When courses in which a student has made a grade of “D” or “F” are repeated, the last earned grade is the official grade. However, all hours attempted are counted in computing the GPA. A graduate student may not repeat any course for credit for which she/he has already received a minimum grade of “C” unless specifically permitted by the degree program policy.

Graduate Required Academic Standing

Graduate students must maintain a 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. Credits taken as a non-degree student to raise the GPA to meet admission standards may not be used to satisfy graduation requirements of

the program. Students whose cumulative GPA falls below the minimum will be placed on academic probation and/or exclusion.

Transfer Credit - Masters and EDS Programs

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

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

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

Unit of Credit

The University year is organized on the semester system, each of the two semesters in the regular session extending over a period of approximately 15 weeks. A semester hour is equivalent to 12.5 - 15 clock hours of instruction.

Graduate Student Registration and Enrollment

Graduate students may register for no more than 12 semester hours in all graduate level courses (5000G level and above). Students who have been admitted to the College of Graduate Studies must register and pay fees during the regular registration period. University regulations prohibit a student from sitting in a course or courses in which he/she is not officially registered. Only students who have been granted admission to the College of Graduate Studies are eligible to enroll in graduate level courses. Registration Access Numbers (RAN) are provided in acceptance letters for new students and available on My.GeorgiaSouthern for continuing students.

Graduate Student Full-Time Enrollment

Minimum semester credit hours for full time graduate enrollment is nine (9) hours during the academic year (fall and spring semesters) and 3 hours for the summer term. Due to the clinical nature of the program, the minimum semester hours for full time graduate enrollment during the academic year in the MSN program is 5 (five) hours. Full-time enrollment in the MPA program is eight (8) hours and seven (7) hours for the Master of Music program.

Program of Study Procedures - Graduate Students

The Program of Study is a detailed course plan that has been developed for each student in a degree program. The student in consultation with the academic advisor develops the Program of Study. Students must submit a formal Program of Study for approval by the College of Graduate Studies not later than the end of the semester/term prior to the semester in which they intend to graduate. The Program of Study forms are available on the College of Graduate Studies Website at <http://cogs.georgiasouthern.edu>.

Thesis/Dissertation Enrollment Requirements

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

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

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

Withdrawing from a Course - Graduate Student

Students can withdraw from a course after the last day of drop/add by submitting a "Course Withdrawal" form to the Registrar's Office or by logging into their student WINGS account. To avoid academic penalty, the course(s) must be withdrawn prior to the last day to withdraw without academic penalty, a date which is published in the University Calendar. Any student who does not withdraw from his/her course before this published date for the term must complete the course requirements. An "F" grade will be assigned to any student who discontinues attending a class without officially withdrawing from the course. A "W" (Withdrew) grade will be issued for any course withdrawn from after the last day of Drop/Add but before the last day to withdraw without academic penalty. Fees will not be reduced and a refund will not be issued for courses withdrawn from after the last day of Drop/Add.

Withdrawal from Course/School - Graduate Student

To discontinue enrollment prior to the first day of University classes, a student should complete and submit a Voluntary Cancellation Form. Any student who wishes to withdraw from school during the term must complete and submit an official Withdrawal Form. Both forms are available at <http://students.georgiasouthern.edu/registrar/>. Failure to do this 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 class. Grades of "W" (Withdrew) are given for all courses if the withdrawal is processed 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. A "WF" (Withdrew - Failing) grade is calculated in the student's GPA the same as an "F" grade. Once the semester has begun, 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 Internet. A withdrawal form must be submitted to the Office of the Dean of Students to be withdrawn properly from Georgia Southern University.

Petition to Review/Change a Grade- Graduate Student

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

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

Stages Two through Four must be completed during the term immediately following the term in which the grade was assigned unless an extension is authorized by the Provost. At the completion of each stage of the appeal, the student is to be notified of the decision in writing.

Procedures

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

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

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

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

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

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

If a committee was constituted at the college level, the Provost will review the process, the committee findings, and the decision of the dean and render a final University decision. If a committee

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

Graduate Student Conduct

The University has established a series of procedures and regulations governing student conduct and behavior. Included in these procedures and regulations, which collectively are known as the Student Conduct Code, are statements concerning expectations for student conduct, guarantees of student rights, and procedures for adjudicating allegations concerning student misconduct. The penalties for violations of these regulations are also contained in the Student Conduct Code. The guide is available on the web at

<http://students.georgiasouthern.edu/sta/guide/>.

All students at Georgia Southern are expected to read and become familiar with all sections of the Student Conduct Code. Each student is individually responsible for adhering to the regulations contained in the Student Conduct Code.

A student who is found to be responsible for violating these regulations will be subject to disciplinary action ranging from disciplinary warning to suspension or expulsion. The severity of the sanction is dependent upon the severity of the offense as determined by the appropriate Judicial Officer, the University Judicial Board and the Hearing Office appointed by the Vice President for Student Affairs and Enrollment Management. Penalties levied by the Residence Hall Judicial Board, Resident and Area Directors cannot exceed Disciplinary Probation.

Discipline will be imposed in all instances except those situations in which a qualified, licensed, mental health professional has indicated to the University, in writing, that the actions of the individual were caused by psychological problems sufficient to warrant the immediate withdrawal from the University by the individual involved. In each instance, the individual may not re-register at Georgia Southern University for at least two full academic semesters and then only upon the written recommendation of the mental health professional.

Any and all questions concerning the Student Conduct Code, its enforcement or interpretation of any of its sections should be directed to the Office of Judicial Affairs or the Office of the Vice President for Student Affairs and Enrollment Management.

Graduate Electronic Communications Policy

Georgia Southern University considers Electronic Communication an official method of communication. The University promotes timely delivery of information to our students. Students can expect important notices about deadlines, upcoming events, and other information to be sent electronically to their email accounts. Students are required to regularly check their Georgia Southern email account.

Georgia Southern email addresses are issued automatically to new students. Students holding email accounts are required to follow all Georgia Southern University Policies and Procedures

governing the use of Georgia Southern and the University System of Georgia computer resources. Computer use must be in accordance with all applicable laws, regulations, and policies, including but not limited to the Georgia Computer Systems Protections Act, O.C.G.A. Sections 16-9-90 et. seq.

Students are assigned a User ID and password for their personal use only and must not be shared with others. Access to any University computer resource is a privilege granted by Georgia Southern and account holders are solely responsible for the security of the assigned User ID(s) and password(s). In the event this security has been compromised, you must notify the Georgia Southern Computer Help Center at (912) 478-5429. Account holders should understand that periodic audits of their activities on any Georgia Southern computer resource might be made by the system administrator.

Georgia Southern University does not routinely monitor electronic communications passing through campus servers. E-mails are subject to state and federal laws concerning law enforcement investigations, court discovery requests, University investigations, network diagnostics, and the Open Records Act. Similarly, while the University does not routinely monitor Web page visits, such data may be collected pursuant to the needs of law enforcement authorities. Also, such data may be automatically stored on individual computers. Accordingly, Georgia Southern University cannot and does not guarantee the privacy of any e-mail message or Internet session sent from or received at any campus computer.

Graduate Honor Code

The Georgia Southern University Honor Code states: "I will be academically honest in all of my coursework and will not tolerate the academic dishonesty of others."

Academic Dishonesty

A surprising number of students do not understand what academic dishonest is. For example, it is academically dishonest to copy materials from a website and not cite the website. Academic dishonesty includes:

- Submitting material that is not yours as part of your course performance, such as copying from another student's exam, allowing a student to copy from your exam.
- Using information or devices that are not allowed by the faculty; such as text messaging another student during an exam.
- Obtaining and using unauthorized material, such as a copy of an examination before it is given.
- Fabricating information, such as the data for a lab report.
- Collaborating with others on assignments without the faculty's consent.
- Helping another student to cheat.
- Other forms of dishonest behavior, such as having another person take an examination in your place; or altering exam answers and requesting the exam be regarded; or communicating with any person during an exam.

Plagiarism includes:

- Directly quoting the words of others without using quotation marks or indented format to identify them; or,
- Using sources of information (published or unpublished) without identifying them; or,

- Paraphrasing materials or ideas of others without identifying the sources.

Plagiarism is prohibited. Themes, essays, term papers, tests and other similar requirements must be the work of the student submitting them. When direct quotations are used, they must be indicated and when the ideas of another are incorporated in the paper they must be appropriately acknowledged.

Failure to cite borrowed material is a form of cheating. A writer's facts, ideas, and phraseology should be regarded as his/her property. Any person who uses a writer's ideas or phraseology without giving due credit is guilty of plagiarism. Information may be put into a paper without a footnote or some kind of documentation only if it falls into the category of general or common knowledge. One may assume that information is general or common knowledge if it meets all of these conditions:

- It may be found in writings of several authors on the subject.
- It is written entirely in the words of the student.
- It is not paraphrased from any particular source.

Whenever any idea is taken from a specific work, even when the student writes the idea entirely in his own words, there must be a footnote giving credit to the author responsible for the idea. The student is entirely responsible for knowing and following the principles of paraphrasing. The student should never retain a sentence pattern and substitute synonyms for the original words. The student should never retain the original words and alter the sentence pattern.

NOTE: Under certain circumstances, alleged violations of academic dishonesty may be adjudicated under Procedures for Academic Dishonesty cases as outlined in The Student Guide to Conduct.

Graduate Satisfactory Academic Progress Policy for Financial Aid

Students are evaluated on the basis of grade point average (GPA), credit hour completion, and maximum time frame limitation. The Department of Financial Aid is responsible for evaluating the satisfactory academic progress of all graduate students receiving Federal Subsidized and Unsubsidized Stafford Loans. Georgia Southern University's Satisfactory Academic Progress (SAP) policy requires maintaining academic standards based on the following three criteria:

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

Students are required to earn a minimum number of hours each academic year depending on their enrollment status. Undergraduate, post baccalaureate and graduate students who enroll for full-time, three-quarter time or part-time course work throughout each academic year should complete 66% of all attempted hours registered for during each academic year. Note

that these are minimum requirement standards and that most students will complete the required course work at a faster rate. Students' incremental progress is evaluated biannually at the end of the Spring term and at the end of the Summer term for students taking summer course work.

Students in a Masters program who have attempted more than 150% of the published length of a degree program will have their aid terminated. (A student with at least a 3.0 cumulative grade point average and is projected to receive his/her degree the term immediately after earning the maximum hours will be considered making satisfactory progress.) Students' maximum time frame progress is evaluated biannually at the end of spring term and at the end of summer term for students taking summer course work.

Master's and Education Specialist Programs

Admission and General Requirements - Masters and EDS

To gain admission to a Master's or Education Specialist program, the applicant student must be recommended for admission by the graduate program director or the graduate faculty of the department or school in which study is proposed and approved for admission to the degree program by the College of Graduate Studies.

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

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

The College of Graduate Studies recognized three different plans for a master's degree and the graduate faculty in each academic unit may accept one or more of them. The possibilities are:

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

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

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

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

Degree seeking students must demonstrate competency in their study area as determined by the academic program. Competency is demonstrated in one or more of the following ways: (a) pass a final comprehensive and/or oral examination, (b) present a satisfactory portfolio, (c) thesis defense, (d) studio exhibition or recital.

Foreign Language Requirement - Graduate

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

Master's Thesis Committee

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

Thesis/Dissertation Enrollment Requirements

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

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

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

Thesis

Candidates who undertake a thesis should schedule their work to allow sufficient time for review by the major professor and the

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

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

Program of Study (POS)

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

Degree Time Limit - Masters and EDS Programs

The time limit to complete a master's or 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.

Graduate Final Comprehensive Examination

A final oral examination or a comprehensive written examination or both may be required for a degree. The examination will be administered after the student has completed the program of study and other requirements or in the term in which the candidate intends to complete them. Examinations may take the form of a

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

Grade Requirements - Masters and EDS

Graded Work

For graduate credit, the grade in a course must be a minimum grade of "C." To be awarded a graduate degree, the student (a) must not be on probation (see Section F.2), (b) must have a cumulative GPA of 3.0 or higher on all graduate course work attempted and on course work on the program of study, (c) must meet all the requirements of the College of Graduate Studies, the student's academic program area, and the student's supervisory committee, and (d) must be enrolled during the semester in which the degree requirements are completed if completing a thesis.

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

Satisfactory/Unsatisfactory Graded Work

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

In-Progress (IP) Grade

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

Incomplete Policy

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

Courses Applied Toward Two Degrees - Graduate Programs

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

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

Graduate Off-Campus Research

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

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

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

Inactive Status

A student who does not enroll for one semester is considered inactive and must have their enrollment eligibility updated to be

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

Probation - Masters and EDS Students

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

Removal from Probation

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

Exclusion - Masters and EDS Students

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

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

Reinstatement

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

will be allowed to proceed toward the degree under conditions specified by the appropriate department and/or college.

Preparing For Graduation - Graduate Students

Program of Study Form

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

Application for Graduation

This is the formal request for the Registrar's Office to begin proceedings for declaration of the degree. It must be received in the Registrar's Office not later than the end of the semester or term prior to the expected graduation term. The form is online at: <http://students.georgiasouthern.edu/registrar/GradGradApp.htm>.

Graduation Fee Payment

A non-refundable fee of \$35 is required to cover the processing of the graduation and the diploma. Payment should be received by the end of the term in which the student plans to graduate. It is best to pay the graduation fee by sending a check or money order made payable to GSU to the Office of the Registrar, P.O. Box 8092. Credit card payments are also accepted at the Georgia Southern University Cashier's Office, Deal Hall, (912) 478-0020.

Graduate Program Exit Survey

Complete the College of Graduate Studies Exit Survey and return to the College of Graduate Studies, Georgia Southern University, PO Box 8008, Statesboro, GA 30460, (912) 478-0578 http://www.surveymonkey.com/s.aspx?sm=g1T_2bFKL9nPdBgT6fZ2mdkw_3d_3d.

Graduate in Absentia Form

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

Reserve Graduation Attire

Graduation attire must be reserved 8 weeks before graduation. Order attire by going to this web site:

<http://www1.herffjones.com/college/graduation/index.cfm>. Cap and gown fees can be paid directly to the Herff Jones Company when you place your order. Doctoral students must contact Herff Jones with their height, cap size, degree, and major at: Herff Jones, 32 Lindberg Street, Statesboro, GA 30458, Telephone: (912) 764-9314, Fax: (912) 764-9550, Email: roderick@frontiernet.net.

Pay Outstanding Debts

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

Diploma Address

The GSU Registrar's Office will mail the diploma to students 4-6 weeks after graduation if the student applied for graduation three

semesters before completion. Students are strongly encouraged to update the Diploma Address and graduation e-mail address on WINGS before the end of the semester in which you are completing the degree requirements.

Degree Completion Activities for Master's or Ed.S. Candidates

Students should:

- have satisfied the Foreign Language requirement if completing a master's program in which a Foreign Language is required.
- have accumulated the required number of credit hours for the degree.
- have successfully completed all program requirements.
- have an approved Program of Study on file in the College of Graduate Studies.
- have no grades of "I" or "IP" on your graduate transcript.
- have a cumulative graduate GPA of at least 3.0.
- be registered in at least one (1) credit hour if completing a degree program in which an internship is being conducted, or project or 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.

USG Franchise Programs - Master of Education Degree Programs

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

Transfer Credits

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

Admission Requirements

Quick Admit

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

1. Complete and submit the "Georgia OnMyLINE" admission application and pay the specified application fee. <http://www.georgiaonmyline.org/>

2. Have completed bachelor's degree requirements from a regionally accredited institution.
3. Possess a clear, renewable Georgia certification in teaching, service, or leadership field.
4. Present a cumulative 2.50 (4.0 scale) grade point average or higher on all undergraduate and graduate work combined.

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

Regular

For Regular admission to a USG Franchise Program applicants must:

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

Collaborative Franchise Programs

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

Doctoral Degree

Doctoral Program Admission and General Requirements

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

Dissertation Committee

Upon admission to a doctoral program, the student confers with the degree program coordinator of the academic program and selects an advisor, or "major professor," from among the graduate faculty who are certified to direct dissertations and who are willing to assume the responsibility. Upon the recommendation of the graduate program director and the Department or School Chair, the Dean of the College of Graduate Studies approves a dissertation committee consisting of a major professor who will chair the committee and a minimum number of other members per the program-specific guidelines. On doctoral committees having co-major professors, both must be certified to direct dissertations. One member of the dissertation committee must be a graduate faculty member from outside the major professor's department. In addition to the members recommended, the Dean of the College of Graduate Studies may appoint other members to the dissertation committee from the graduate faculty. All members of a student's dissertation committee participate as peers and have the responsibility for planning the program of study, advising the student and ensuring that the student's doctoral program is of high quality.

Doctoral Program of Study

Every doctoral student must file with the College of Graduate Studies a Program of Study, a formal list of the courses the

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

Courses

While courses numbered 6000 and above are offered for graduate credit, courses numbered 9000 and above are open to doctoral students only. Courses numbered 5000G to 5999G may be taken for graduate credit but may not be counted toward doctoral degree requirements.

Independent Study

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

Correspondence Study

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

Courses Applied Toward Two Degrees

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

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

Doctoral Off-Campus Research

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

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

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

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

Degree Time Limit - Doctoral Programs

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

Practicum Requirement

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

Grade Requirements - Doctoral Programs

To be awarded a doctoral degree, the candidate must (a) not be on academic probation (see Section F.2), (b) meet the minimum GPA requirement for the degree program, (c) meet all the requirements of the College of Graduate Studies, the academic program, and the dissertation committee, and (d) be enrolled during the semester in which the degree requirements are completed if completing a dissertation.

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.

Minimum GPA Requirements - Doctoral Programs

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.

Academic Probation - Doctoral Students

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

Removal from Academic Probation

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

Exclusion - Doctoral Students

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

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

Candidacy Examination

The student must be given a written candidacy examination, which may be supplemented by an oral examination as prescribed by the program requirements. These are designed to test the student's breadth and depth of knowledge in the proposed field of specialization, as well as the student's ability to explore problems on the boundaries of knowledge. Satisfactory performance in the examination is an indication that the student is prepared to perform independent work toward the doctoral degree. The candidacy examination must be taken no later than the last semester of course work or the following semester. Copies of the examination are filed with the academic unit and made available on request to any graduate faculty member for a period of two years from the date of examination. The results of the candidacy examination are reported to the College of Graduate Studies on the Candidacy Exam Report form that must be signed by members of the Candidacy Committee. If the student fails the candidacy examination, only one retake of the Exam is permitted. The format of the examination and the structure of the candidacy committee may differ among doctoral programs, and in some programs, the candidacy committee will differ from the dissertation committee. Within one week following the completion and determination of the results of the candidacy examination, including those of any oral portion, the candidacy committee must sign the ballot indicating that the candidacy examination has been completed. In case of failure of the first candidacy examination, the candidacy committee may approve a second examination with no more than one dissenting vote. A second examination can be taken no sooner than three months following the initial failure. As with the first examination, the signed Candidacy Exam Report Form must be submitted to the College of Graduate Studies within one week of the determination of the results of the examination.

Leave of Absence - Doctoral Student

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

Dissertation

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

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

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

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

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

Thesis/Dissertation Enrollment Requirements

Normally doctoral students who have registered at least once for courses titled dissertation must be continuously enrolled every semester thereafter, including the term of graduation. Summer registration is not required unless summer is the graduation term.

Check with your major advisor to see if your college has a different or additional continuous enrollment requirements that apply.

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

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

Electronic Thesis and Dissertation (ETD) Requirements

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

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

College of Business Administration Programs - Graduate

ACCOUNTING M.Acc., 30 HOURS

Advising: College of Business Administration, Dr. Jill Lockwood, P.O. Box 8141, Statesboro, GA 30460, (912) 478-0103, mjl@georgiasouthern.edu, Fax: (912) 478-0105.

Admission Requirements

The Master of Accounting (M.Acc.) program focuses on the knowledge and skills students need for careers in public accounting. The curriculum includes 18 hours of accounting and 12 hours of electives designed to allow students to personalize their program of study to fit their career objectives. The Georgia Southern University M.Acc. program meets Georgia's 150-hour requirement to sit for the CPA Exam and can be completed in one year. A prospective student who has earned a baccalaureate degree and plans to take courses in the program must be admitted under one of the following classifications:

Degree Student

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

Regular Admission

A prospective candidate for the M.Acc. degree who meets all requirements for unqualified admission and has been recommended by the Director of the School of Accountancy in the College of Business Administration and approved by the College of Graduate Studies is classified as a regular degree student. A student with a competitive undergraduate grade point average and GMAT score will be considered for admission as a regular M.Acc. student. Applicants may ask that the GRE be used or GMAT be waived under special circumstances. For example, GMAT scores might be waived for applicants with advanced degrees (M.S., M.A., M.D., J.D., D.V.M., D.D.S., Ph.D.) or professional certifications (CPA, CMA, CIA). The applicant's credentials will be presented to the Graduate Curriculum and Programs Committee which will forward its recommendation to the College of Graduate Studies. Student transcripts are evaluated for prerequisite requirements during the review of the admission packet. The requirement to make up deficiencies in prerequisite courses is listed on the notification of acceptance as a condition of acceptance.

Admission Appeals

An applicant may appeal to use his/her GRE score in place of the GMAT score. To appeal for admission, the applicant must follow the College of Graduate Studies appeal procedures. Appeals are considered by the College of Business Administration Graduate Curriculum and Programs Committee (GCPC) which forwards its recommendations to the College of Graduate Studies.

Applicants who have earned an advanced degree (M.S., M.A., M.D., J.D., D.V.M., D.D.S., Ph.D.) from a regionally accredited college or university may request a waiver of the GMAT score. An applicant with an advanced degree may request a GMAT waiver through the Graduate Curriculum and Program Committee (GCPC) which will review the applicant's credentials to determine if the GMAT waiver will be granted. Should the GCPC not meet during an admission cycle, the Dean of the College of Business Administration will appoint a committee of the COBA Graduate Faculty to consider admission and waiver appeals.

Factors that the GCPC may consider for admission will include (but not limited to) the following:

1. Probability of success in the applications chosen program.
2. The diversity the applicant brings to the degree program.
3. Space availability in the applicant's chosen program.

The GCPC may make a recommendation it deems to be in the best interest of the programs, including, but not limited to the following:

1. "Regular" admission with no restrictions.
2. "Regular" admission with restrictions.

Non-degree Student

An applicant may be admitted to the College of Graduate Studies as a non-degree student to earn credit in graduate courses without working toward a degree. Admission as a non-degree student does not guarantee subsequent admission to a graduate degree program; that is a separate process, and different criteria must be met. Students who are admitted in a non-degree category may apply to a degree program at any time. Upon the advisor's recommendation, non-degree courses may be included in the graduate degree program of study should the student gain reclassification as a degree student. A student may be admitted to the College of Graduate Studies and in Business in one of the following admission categories:

Enrichment

The M.Acc. degree is not suited for enrichment. Students may be admitted to graduate accounting course with the approval of the Director of the School of Accountancy on a space available basis. A student may count a maximum of nine (9) semester hours of credit toward graduate degree program requirements if recommended by the degree Graduate Program Director and approved by the Dean of the College of Graduate Studies.

Once admitted under this classification, a competitive GMAT score must be submitted to the College of Graduate Studies by the completion of the third graduate level course in order to be considered for the M.Acc. degree admission.

Limited

A student whose file is incomplete because certain required application materials have not been received in the Office of Graduate Admissions for degree admission consideration may be admitted in this category. Enrollment in the Non-Degree Limited category is limited to a maximum of nine (9) semester hours of credit in graduate courses in any seven contiguous years. A student may count a maximum of nine (9) semester hours of credit toward graduate degree program requirements if recommended by the degree Graduate Program Director and approved by the Dean of the College of Graduate Studies.

A student who has not taken the GMAT may be admitted under this classification provided that the overall undergraduate GPA is 3.25 or higher, or the upper-level (last 60 semester hours) GPA is 3.50 or higher, or with the approval of the Director of the School of Accountancy. Once admitted under this classification, a competitive GMAT score must be submitted by the completion of the third graduate level course in order to continue with additional graduate courses and for the applicant to be considered for M.Acc. degree admission. The requirement to make up deficiencies in the prerequisite courses is listed on the notification of acceptance as a condition of acceptance.

Graduate Transfer or Transient Credit

The College of Business Administration accepts graduate transfer or transient credit only from AACSB accredited programs not to exceed six (6) semester hours subject to review and approval by the Director of the School of Accountancy.

Program of Study

Prerequisites

A student admitted to the College of Graduate Studies as a prospective candidate for the Master of Accounting degree must present evidence of satisfactory completion (a minimum grade of "C") of the following course content:

Accounting:

Intermediate Accounting

Georgia Southern equivalents are:

- ACCT 3131 - Intermediate Accounting I (3)
- ACCT 3132 - Intermediate Accounting II (3)
- ACCT 4133 - Intermediate Accounting III (3)

Managerial Accounting

Georgia Southern equivalent is:

- ACCT 3231 - Managerial Accounting II (3)

Income Tax

Georgia Southern equivalent is:

- ACCT 3330 - Income Tax (3)

Accounting Information Systems

Georgia Southern equivalent is:

- ACCT 4130 - Accounting Information Systems (3)

Auditing

Georgia Southern equivalent is:

- ACCT 4430 - Auditing (3)

General Business:

Accounting Fundamentals

Georgia Southern equivalent is:

- ACCT 6130 - Accounting and Control (3)

Foundations of Economics

Georgia Southern equivalent is:

- ECON 6230 - Foundations of Economics (3)

Fundamentals of Corporate Finance

Georgia Southern equivalent is:

- FINC 6230 - Fundamentals of Corporate Finance (3)

Legal and Ethical Issues in Business

Georgia Southern equivalent is:

- LSTD 6130 - Legal Environment Business (3)

Foundations of Management and Marketing

Georgia Southern equivalent is:

- MGNT 6331 - Foundations of Management and Marketing (3)

Business Statistics using Spreadsheet Analysis

Georgia Southern equivalent is:

- MGNT 6330 - Business Statistics using Spreadsheet Analysis (3)

Required Courses 18 Hours

- ACCT 7130 - Seminar in Financial Accounting (3)
- ACCT 7330 - Taxation of Corporations and Partnerships (3)
- ACCT 7430 - Seminar in Auditing (3)
- ACCT 7530 - Seminar in Accounting Information Systems (3)
- ACCT 7634 - Fraudulent Financial Reporting (3)
- LSTD 7230 - Law and Ethics for Accountants (3)

Electives 12 Hours

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

ACCOUNTING M.Acc, 30 HOURS (Forensic Accounting Concentration)

Admission Requirements

Forensic accounting is the application of accounting principles, theories, and techniques to facts or hypotheses at issue in a legal dispute. Forensic Accounting is one of the fastest growing areas in the profession today. Because forensic accountants must look beyond the numbers to grasp the underlying substance of business activities, they have been described as private investigators with a financial sixth sense. The M.Acc. Forensic Accounting Concentration is designed to provide the advanced knowledge and skills graduates need to investigate asset theft and financial statement fraud, to design internal control systems that detect and/or prevent fraud, and to serve effectively as expert witnesses in a court of law. Students may apply for admission to the forensic accounting concentration at the time they apply to the Master of Accounting program (Refer to Admission Requirements described in the General M.Acc. section). Admission to the concentration is competitive. The admissions committee reviews applications on an individual basis looking at both the quantitative and qualitative aspects of the applicant’s academic background and professional experience (if applicable). The committee seeks to assess each applicant’s potential for academic success and future professional growth based on the following:

- **Statement of Purpose Essay:** Because the admissions process may not allow for personal interviews, this essay is a crucial reflection of the applicant’s communication and presentation skills.
- **Past Academic Performance:** While there is no minimum undergraduate grade point average (GPA) requirement, the admissions committee views past grades as an important indicator of the applicant’s future academic performance. The committee may also consider the ranking and reputation of the applicant’s undergraduate institution.
- **Work Experience:** There is no work experience requirement although work experience will be viewed positively by the admissions committee.
- **Extracurricular Activities:** Public, community, or military service; travel experiences; extracurricular activities, hobbies and special aptitudes; and any honors or recognitions received are all important indicators of the applicant’s motivation and character.
- **GMAT Score:** A minimum of 430 on the GMAT is required, GMAT scores will be an extremely important component of the application and thus applicants should address this component aggressively.
- **Letters of recommendation:** Two letters will be required. References should speak to the applicant’s personal qualities, career potential, and potential to succeed in the classroom.

Finally, personal characteristics that add to the diversity of the class may also be considered, such as country of citizenship, family background, race, gender, multilingual skills, and socioeconomic history.

Applications to the Forensic Accounting program will be accepted during all semesters. Applicants who need the fraud examination prerequisites are encouraged to apply for summer semester.

Application for Admission to the Concentration in Forensic Accounting

1. Submit an application to the M.Acc. program at: <http://www.applyweb.com/apply/gasou/menu.html>.
2. Write an essay explaining how pursuing a concentration in Forensic Accounting will help you reach your career goals. (Maximum 500 words)
 - a. Submit document as a Microsoft Word file using the following format:
Yourfirstname_Yourlastname-Essay.doc
3. Submit a resume that includes work experience, honors, extracurricular activities, military service, travel experience, hobbies, and special aptitudes.
 - a. Submit document as a Microsoft Word file using the following format:
Yourfirstname_Yourlastname-Resume.doc
4. Obtain two letters of recommendation that speak to your personal qualities, career potential, and potential to succeed in the classroom.
 - a. Submit document as a Microsoft Word file using the following format:
Yourfirstname_Yourlastname-Recommendation.doc

Submit all documentation to aleveret@georgiasouthern.edu

Program of Study

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.

Fraud Examination Prerequisite Courses 15
Hours

- ACCT 4631 - Macro Fraud Examination (3)
- ACCT 4632 - Micro Fraud Examination (3)
- ACCT 5633G - Forensic Interviews/Interrogations (3)
- ACCT 4830 - Special Problems in Accounting (3)
- LSTD 3631 - Fraud and the Law (3)

Program of Study 18
Hours

- ACCT 7130 - Seminar in Financial Accounting (3)

- ACCT 7330 - Taxation of Corporations/Partnerships (3)
- ACCT 7430 - Seminar in Auditing (3)
- ACCT 7530 - Seminar in Accounting Information Systems (3)
- ACCT 7634 - Fraudulent Financial Reporting (3)
- LSTD 7230 - Law and Ethics for Accountants (3)

Forensic Accounting Concentration 12 Hours

- ACCT 7635 - Fraud and Society (3)
- ACCT 7636 - Expert Witnessing (3)
- ACCT 7637 - Forensic Accounting Capstone (3)
- CISM 5131G - Fundamentals of Computer Forensics (3)

APPLIED ECONOMICS M.S., 30 HOURS

Advising: College of Business Administration, School of Economic Development, Dr. Donna K. Fisher, Georgia Southern University, P. O. Box 8152, Statesboro, GA 30460, phone (912) 478-0533, email: msae@georgiasouthern.edu, website: <http://coba.georgiasouthern.edu/msae.htm>

Admission Requirements

Regular

The applicant must have:

1. Completed requirements for the Bachelor's degree in a college accredited by the proper regional associations.
2. Taken courses in Intermediate Microeconomic Theory, Intermediate Macroeconomic Theory, statistics, and calculus.
3. A 3.0 (4.0) cumulative grade point average or higher on undergraduate work.
4. A combined score of no less than 500 on the Verbal section and 500 on the Quantitative section of the Graduate Records Exam (GRE).
5. Submitted:
 - a. A personal statement that includes a description of career goals, reasons for applying for graduate study at Georgia Southern University, and relevant experience and achievements.
 - b. Recommendations from three individuals who can speak of the applicant's undergraduate academic performance and potential for graduate study.

Provisional

For applicants who meet one but not both the GPA requirement and GRE requirement, provisional admission may be granted by the departmental graduate faculty based on their consideration of the materials submitted by the applicant and an interview (if done).

Program of Study

Required Courses **18 Hours**

- ECON 7131 - Microeconomics (3)
- ECON 7132 - Macroeconomics (3)
- ECON 7133 - International Economics (3)
- ECON 7231 - Mathematical Economics (3) **OR** ECON 7232 - History of Economic Thought (3)
- ECON 7332 - Advanced Econometrics (3)
- MGNT 7339 - Applied Regression (3)

Concentrations **12 Hours**

Select two of the following concentrations:

Regional Economic Development

- ECON 7431 - Regional Economic Development (3)
- ECON 7432 - Financing Economic Development (3)

Industrial Organization/Regulation

- ECON 7531 - Industrial Organization (3)
- ECON 7532 - Regulation and Antitrust (3)

Financial Economics

- ECON 7631 - Advanced Financial Economics (3)
- ECON 7632 - Financial Economics and Risk (3)

BUSINESS ADMINISTRATION

M.B.A., 30 HOURS for General MBA

36 HOURS for MBA with Area Concentration

Advising: College of Business Administration, P.O. Box 8050, Statesboro, GA 30460-8050, or (912) 478-5767, email: mba@georgiasouthern.edu, Fax: (912) 478-7480. Website: <http://coba.georgiasouthern.edu/mba/>

MBA Mission Statement

The mission of the Master of Business Administration at Georgia Southern University is to create organizational leaders with an understanding of global, ethical, and social issues.

Graduates of the program will have:

1. Functional knowledge of business and insight that can be applied from a management perspective to address cross disciplinary issues.
2. Analytical problem solving, decision making, and critical thinking skills that address managerial issues in uncertain environments.
3. The ability to synthesize knowledge to address existing and unforeseen issues.
4. A global perspective on organizational strategies.
5. A sense of social responsibility and an understanding of ethical standards.
6. The ability to use technology and manage information to adapt to changing conditions.
7. Teamwork, leadership, and communication skills.

Admission Requirements

Admission to the MBA Program is competitive and decisions are made on a rolling-basis. This means that application packets are reviewed when they are complete and decisions are made shortly thereafter. Seats are filled as decisions are made, so candidates are encouraged to complete their applications as soon as possible.

The Program looks at a variety of criteria that measure the candidate's potential for being a successful graduate student and business leader. Factors used in determining admission include:

- Past academic performance
- Current Official GMAT score
- Professional work experience

Degree Student

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

Regular Admission

1. A prospective student must have a baccalaureate degree from an accredited College or University
2. Present official transcripts from all credit-granting institutions
3. Present a current official report of score from the Graduate Management Admissions Test (GMAT)
4. TOEFL scores are required for international applicants

Applicants may ask that the GMAT be waived under certain circumstances.

Provisional Admission

Applicants may be approved for provisional admission if all criteria are not met to gain regular admission. Provisional students must earn grades of "B" or higher on their first nine (9) hours of course work after admission and must meet any other stipulations outlined by the admissions committee to be converted to regular status.

Non-degree Student

An applicant may be admitted to the College of Graduate Studies as a non-degree student to earn credit in graduate courses without working toward a degree. Admission as a non-degree student does not guarantee subsequent admission to a graduate degree program; that is a separate process, and different criteria must be met. Students who are admitted in a non-degree category may apply to a degree program at any time. Upon the advisor's recommendation, non-degree courses may be included in the graduate degree program of study should the student gain reclassification as a degree student. A student may be admitted to the College of Graduate Studies and in Business in one of the following admission categories:

Enrichment

An applicant who holds an undergraduate or graduate degree and desires to take business courses for personal or professional improvement may be admitted in this category. Enrollment in the Non-Degree Enrichment category is unlimited; however, a student may count a maximum of nine (9) semester hours of credit toward graduate degree program requirements if recommended by the degree Graduate Program Director and approved by the Dean of the College of Graduate Studies.

Once admitted under this classification, an acceptable GMAT score that qualifies the applicant for MBA degree admission must be submitted to the College of Graduate Studies by the completion of the third graduate level course in order to pursue the MBA degree program.

Limited

A student whose file is incomplete because certain required application materials have not been received in the Office of Graduate Admissions for degree admission consideration may be admitted in this category. Enrollment in the Non-Degree Limited category is limited to a maximum of nine (9) semester hours of credit in graduate courses in any seven contiguous years. A student may count a maximum of nine (9) semester hours of credit toward graduate degree program requirements if recommended by the degree Graduate Program Director and approved by the Dean of the College of Graduate Studies.

A student who has not taken the GMAT may be admitted under this classification provided that the overall undergraduate GPA is 3.25 or higher, or the upper-level (last 60 semester hours) GPA is 3.50 or higher. Once admitted under this classification, an acceptable GMAT score that would qualify the applicant for MBA degree admission must be submitted by the completion of the third graduate level course in order to continue with additional graduate courses. The requirement to make up deficiencies in the prerequisite courses is listed on the notification of acceptance as a condition of acceptance.

Graduate Transfer or Transient Credit

The College of Business Administration accepts graduate transfer or transient credit only from AACSB accredited programs not to exceed six (6) semester hours subject to review and approval by the COBA Graduate Curriculum and Programs Committee.

Terminal Examination

Under certain circumstances, a terminal oral exam may be required of candidates for the degree of Master of Business Administration. MBA students may exempt the oral examination provided the student earns a minimum grade of “B” in Global Business Strategy (BUSA 7530). If required, the terminal oral examination must be scheduled at least two weeks prior to graduation. The comprehensive examination will be conducted by a committee consisting of members of the Graduate Faculty in the MBA program appointed by the Dean of the College of Business Administration. The date, time, and place of the examination will be set by the MBA Director in the College of Business Administration after consultation with the committee. The Dean of the College of Business Administration will be an ex-officio member of the committee.

The MBA Director of the College of Business Administration shall notify the Dean of the College of Graduate Studies, five days prior to the examination, of the proposed date and time of the final examination and the composition of the committee.

The MBA Director in the College of Business Administration shall notify members of the examination committee of appointment, time, and place of the examination.

The candidate is expected to demonstrate a competency to discuss basic facts, justify interpretations, defend opinions, and demonstrate competencies learned in their entire MBA Program of Study.

The decision on the candidate’s performance on the examination shall be reported “Pass” or “Fail” to the Dean of the College of Graduate Studies within five days after the examination on a standard form furnished by the College of Graduate Studies. Should the decision be reported as “Fail,” the candidate for the degree will not be permitted a re-examination until the conditions set forth by the committee have been met.

The candidate is eligible to receive the degree of Master of Business Administration upon completion of all course work in the planned program and a satisfactory report on the terminal examination.

MBA Program Requirements

Requirements in the Program of Study leading to the Master of Business Administration depend on whether a student pursues a General MBA degree or an MBA degree with an area of concentration.

Program of Study: General M.B.A. Degree

A student admitted to the College of Graduate Studies as a prospective candidate for the Master of Business Administration degree must present evidence of satisfactory completion (a minimum grade of “C”) of the following undergraduate course content in Business Administration. The prerequisite requirements for admission to the MBA program may be completed by taking the appropriate undergraduate courses from Georgia Southern or an equivalent course from any other accredited college or university.

Core/Foundation/Prerequisites 30

Hours

- ACCT 2101 - Financial Accounting (3)
- ACCT 2102 - Managerial Accounting (3)
- BUSA 3131 - Business Statistics (3)
- CISM 2530 - Computer Applications (3)
- ECON 2105 - Economics in the Global Society (3)
- ECON 2106 - Business Economics (3)
- FINC 3131 - Principles of Corporate Finance (3)
- LSTD 2106 - Environment of Business (3)

MGNT 3130 - Management and Organizational Behavior (3)

MKTG 3131 - Principles of Marketing (3)

The prerequisite requirements may also be completed by taking a competency exam in each area on a pass/fail basis. Lists of recommended study materials for each area are available on request from the COBA MBA Office.

General MBA Requirements..... 27 Hours

ACCT 7230 - Accounting for Executives (3)

BUSA 7130 - International Business (3)

BUSA 7530 - Global Business Strategy (3)

CISM 7330 - Information Technology Management (3)

FINC 7231 - Financial Problems (3)

MGNT 7330 - Leadership and Motivation (3)

MGNT 7331 - Managerial Decision Analysis (3)

MGNT 7430 - Management of Operations for Competitive Advantage (3)

MKTG 7431 - Strategic Marketing Management (3)

MBA Elective..... 3 Hours

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

TOTAL: 30 Hours

General MBA Degree

NOTE: ALL ELECTIVE COURSES TAKEN FOR CREDIT TOWARD COMPLETION OF ANY MASTERS LEVEL DEGREE PROGRAM IN THE COLLEGE OF BUSINESS ADMINISTRATION MUST BE APPROVED BY HIS/HER ADVISOR AND MUST INCLUDE ONLY THOSE COURSES RESERVED EXCLUSIVELY FOR GRADUATE STUDENTS.

SPECIAL REQUIREMENT: MGNT 7331 (MANAGERIAL DECISION ANALYSIS) MUST BE TAKEN DURING THE STUDENT'S FIRST SEMESTER OF 7000 LEVEL COURSE WORK.

BUSINESS ADMINISTRATION
M.B.A., 36 HOURS
(With Area Concentration)

Advising: College of Business Administration, P.O. Box 8050, Statesboro, GA 30460, (912) 478-5767, FAX (912) 478-7480 or mba@georgiasouthern.edu.

MBA Area Concentrations:

Students may earn an area concentration in the following fields: Health Service Administration, Information Systems, and International Business. The requirements for each concentration are listed below. To earn an MBA with an area concentration, all MBA prerequisite courses must be completed before beginning 7000 level classes. Also, the "General MBA Requirements" described above must be part of the Program of Study.

Health Service Administration Concentration 36 Hours

General MBA Requirements (27)

Concentration Requirements (9)

HSPM 7xxx - Choose three Health Services Policy Management courses (9)

Information Systems Concentration..... 36 Hours

General MBA Requirements (27)

Concentration Requirements (9)

CISM 7xxx - Choose three Information Systems courses (9)

International Business Concentration 36 Hours

General MBA Requirements (27)

Concentration Requirements (9)

Choose three courses from:

ECON 7133 - International Economics (3)

FINC 7232 - Global Finance (3)

MGNT 7334 - Global Management (3)

MKTG 7435 - Global Marketing (3)

BUSINESS ADMINISTRATION M.B.A., 30 HOURS (The Georgia WebMBA®)

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

The Georgia WebMBA® curriculum consists of 10 courses, plus a one (1) credit hour orientation. Associates are required to complete two courses each term for five consecutive terms. No electives are required. Convenient and affordable, the WebMBA® provides quality instruction in a Web-based virtual setting. You will work with top business professors from five University System of Georgia institutions.

Georgia Southern University considers the WebMBA® to be a full time program of six credit hours per semester. The program is “lock step.” Georgia Southern is among five schools listed in the U.S. News & World Report of online MBAs offered by regionally and professionally accredited business schools. The program is also listed with Business Week Online, World Wide Learn, and <http://www.geteducated.com/>.

Admission Requirements

Admission occurs only for Fall and Spring semesters.

1. Complete the Graduate Admission Application Form at <http://cogs.georgiasouthern.edu/>.
2. A \$50.00 application fee is required.
3. Send an official transcript from all colleges and universities attended to:
Georgia Southern University
College of Graduate Studies
Admissions Office
P.O. Box 8113
Statesboro, GA 30460-8113
(912) 478-0587
4. Official GMAT score. Our school code is 5253. For more information about the GMAT, go to <http://www.gmac.com> and/or <http://www.mba.com/mba/TaketheGMAT>
5. Send your résumé.
6. Complete the Health Forms located at <http://www.services.georgiasouthern.edu/health/>.
7. TOEFL score for only international students.

Admission to the WebMBA Program is competitive and decisions are made on a rolling-basis. This means that application packets are reviewed when they are complete and decisions are made shortly thereafter. Seats are filled as decisions are made, so candidates are encouraged to complete their applications as soon as possible.

The Program looks at a variety of criteria that measure the candidate's potential for being a successful graduate student and business leader. Factors used in determining admission include:

- Past academic performance
- Current Office GMAT score
- Professional work experience

Prerequisite Requirements showing Undergraduate Equivalent

A prospective candidate must present evidence of satisfactory completion (a minimum grade of “C”) of the following undergraduate equivalent course content in Business Administration or take the graduate prerequisites or undergraduate equivalents before enrolling in 6000 level coursework. The prerequisite requirements may also be completed by taking a competency exam in each area on a pass/fail basis. Lists of recommended study materials for each area are available on request from the COBA MBA Office.

Graduate Prerequisite Requirements

WMBA 5000 - Foundation to Business Statistics (3)

Georgia Southern equivalent is:

BUSA 3131 - Business Statistics (3)

WMBA 5010 - Foundations of Micro/Macroeconomics (3)

Georgia Southern equivalents are:

ECON 2105 - Economics in a Global Society (3)

ECON 2106 - Business Economics (3)

WMBA 5020 - Foundations of Financial and Managerial Accounting (3)

Georgia Southern equivalents are:

ACCT 2101 - Financial Accounting (3)

ACCT 2102 - Managerial Accounting (3)

WMBA 5030 - Foundations of Business Environment (3)

Georgia Southern equivalent is:

LSTD 2106 - Legal Environment of Business (3)

WMBA 5040 - Foundations of Corporate Finance (3)

Georgia Southern equivalent is:

FINC 3131 - Principles of Corporate Finance (3)

WMBA 5050 - Foundations of Management & Marketing (3)

Georgia Southern equivalents are:

MGNT 3130 - Management and Organizational Behavior (3)

MKTG 3131 - Principles of Marketing (3)

WebMBA® Requirements 30 Hours

WMBA 6000 - Human Behavior in Organizations (3)

WMBA 6010 - Managerial Accounting (3)

WMBA 6020 - Managerial Communications (3)

WMBA 6030 - Global and International Business (3)

WMBA 6040 - Managerial Decision Analysis (3)

WMBA 6050 - Strategic Marketing (3)

WMBA 6060 - Managerial Finance (3)

WMBA 6080 - Management Information Systems (3)

WMBA 6100 - Productions and Operations Management (3)

WMBA 6110 - Business Strategy (3)

BUSINESS ADMINISTRATION

Ph.D., 60 HOURS

(Logistics/Supply Chain Management)

Advising: College of Business Administration, Dr. S. M. Rutner, P.O. Box 8154, Statesboro, GA 30460-8154, or (912) 478-5655, srutner@georgiasouthern.edu, Fax: (912) 478-1523.

Program Mission Statement

1. Advanced understanding of the core areas of study within the field of supply chain management, including logistics and transportation
2. Advanced knowledge, skills, and values in at least one of the core areas (operations management, marketing, or information systems) for specialized roles within supply chain management
3. Advanced analytical and assessment skills
4. Advanced capability to develop, conduct, and manage applied research streams
5. Ethical decision-making and integrity
6. Professional and personal responsibility
7. Understanding of, and respect for, persons from diverse cultural, socioeconomic, educational, and professional backgrounds
8. Commitment to improving the economy, employment levels and competitiveness of the state of Georgia

Admission Requirements

Applicants to the PhD program must submit the following:

- Completed online graduate application form (<http://cogs.georgiasouthern.edu/future.students/prospectivestudents.htm>)
- \$50 application fee
- Official transcript(s) from colleges and universities attended, showing courses completed, grades earned, dates, and degree(s) awarded.
- Three letters of recommendation. At least one letter must be from a graduate school faculty member.
- Official scores from the GMAT or GRE 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.
- 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;
- 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
- Scored above 50th percentile on most recent GMAT or GRE exam
- If English is not the applicant's native language, scored above 80 percentile on TOEFL

The Program Director will submit all remaining applications, along with his/her recommendations, to the COBA Graduate Curriculum & Programs 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 must complete all specified prerequisite courses (or courses determined by the Program Director to be equivalent) with grades of "C" or better before taking doctoral-level courses.

Applicants who wish to apply for a graduate assistantship must also complete the Electronic Graduate Assistantship Application (<http://cogs.georgiasouthern.edu/appsforms.htm#F1>) and submit it to the Jack N. Averitt College of Graduate Studies.

Program Requirements

Graduate Transient / Transfer Credit:

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

Coursework:

Students will be required to complete the courses specified in the Program of Study shown below with grades of “B” 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 obtain at least one A in order to 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 COBA Graduate Curriculum and Programs Committee via the Program Director, explaining why they believe their situation merits an exception to the policy.)

Practicum:

The program requires three semester hours of teaching/research practicum, designed to prepare students for a career in the academy or in industry. Those pursuing an academic career will have a teaching-focused practicum. Those preferring a career in industry will focus on procedures for identifying problems and recommending solutions centered on industry issues. The Program Director will specify the timing and nature of activities to be accomplished for each student, in consideration of their career aspirations. At the completion of each practicum, the student will submit a self-assessment to the Program Director. The Director will solicit feedback from faculty or industry members in a position to observe the student's performance. The Director will synthesize these inputs as a basis for written feedback to the student, specifying both strengths and areas needing improvement. This feedback will include recommended development activities for each area needing improvement.

Comprehensive examinations:

Students will be required to pass one or more comprehensive examinations covering all coursework specified in the Program of Study before they may begin any dissertation activities (to include formation of the committee). The Program Director will be responsible for the creation, administration, and evaluation of these exams, although he/she may delegate associated tasks to other faculty members. At the discretion of the Program Director, all coursework may be covered by a single comprehensive exam or up to three separate exams may be given for the categories of core courses, research courses, and concentration courses, as differentiated in the Program of Study. Comprehensive exams may include both written and oral components and will be evaluated on a Pass/Fail basis. The Program Director will notify students in writing of whether they have passed and, if not, what areas require further study. Students may re-take any comprehensive exam once, if needed. Failure to pass any comprehensive exam after two attempts will result in termination of the student's enrollment in the program. When a student has completed all required comprehensive exams, he/she will be considered a candidate for the Ph.D.

Dissertation:

Following successful completion of all required comprehensive exams, candidates will formulate an appropriate dissertation topic that is likely to produce high-quality research publications. The candidate will then contact potential committee members to ascertain their suitability and willingness to serve on a Dissertation Committee for that topic. (The size and composition of the committee, as well as eligibility requirements for committee chairs and members will be defined in a COBA Policy statement that will be made available to candidates by the Program Director no later than the time they are notified of having passed their comprehensive exams.) As soon as verbal commitments have been obtained, the candidate will submit the proposed dissertation topic and committee composition in writing to the Program Director. The Director will review the proposal for compliance with program and college policies, inform the student of any needed changes, and ultimately approve the proposal. Students must register for LOGT 9999, Dissertation credit during each semester the dissertation is in progress, earning a minimum of 18 semester hours of Dissertation credit by the end of their program. As soon as the Dissertation Committee Chair considers the intended research to be sufficiently developed, the student will conduct a formal defense of his/her dissertation proposal, supported by substantial preliminary research. As a minimum, the proposal will include a detailed description of the proposed research objectives, methodology, and value. It must also include a thorough literature review showing how the proposal relates to previously published research and a timeline for the project's completion. The Committee chair will notify the candidate in writing of the committee's assessment, to include any changes or additional tasks that need to be accomplished and whether another proposal defense will be needed. No earlier than the following semester and no later than two years from the semester in which the proposal was successfully defended, the candidate must conduct a formal defense of the completed dissertation. The Committee chair will notify the candidate in writing of whether the final defense was successful and what additional actions the Committee requires (to include the possibility of another formal defense). The candidate is responsible for submitting completed dissertations in the format and numbers required by the policies of the College of Business Administration and the Jack N. Averitt College of Graduate Studies.

Time Limits:

- Completion of all prerequisite coursework must be completed no later than one year from acceptance into program
- Completion of all required coursework beyond prerequisites (i.e. core, research, and concentration courses) must be completed no later than three years from acceptance into program or completion of prerequisite coursework, whichever is later
- Successful completion of comprehensive exam(s) must be completed no later than two semesters from completion of required coursework
- Approval of dissertation topic & 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 COBA Graduate Curriculum and Programs 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 COBA Graduate Curriculum and Programs Committee. At the same time, the Director will submit key data for all students enrolled in the program to that committee for review. As a minimum, the data for each student will include a list of all courses taken, all grades earned, and the start and completion date for each major stage of the program, i.e. prerequisite coursework, required coursework, comprehensive exams, dissertation topic/committee approval, proposal defense, final defense, and submission of completed dissertation. Based on this data, the Director will ask the committee to consider the elimination of all students in violation of any program policy on grades or time limits, including any appeals submitted by those students.

Program of Study: Ph.D. in Logistics/Supply Chain Management Degree

A student admitted to the College of Graduate Studies as a prospective candidate for the Ph.D. in Logistics/Supply Chain Management degree must present evidence of satisfactory completion (a grade of "C" or better) of the following "Prerequisite" course content in Business Administration or take the graduate equivalents:

Prerequisites 12 Hours

- CISM 7330 - Information Technology Management (3)
- MGNT 7331 - Managerial Decision Analysis (3)
- MGNT 7430 - Management of Operations for a Competitive Advantage (3)
- MKTG 7431 - Strategic Marketing Management (3)

Core Courses 15 Hours

- LOGT 9131 - Introduction to Logistics and Transportation (3)
- LOGT 9632 - Logistics and Transportation Modeling (3)
- LOGT 9633 - Logistics Literature and Research Criticism (3)
- LOGT 9634 - Current Supply Chain Thought (3)
- MGNT 9631 - Procurement and Sourcing Strategy (3)

Research Courses 15 Hours

- BUSA 9031 - Seminar on Scientific Method, Theory, and Philosophy of Science (3)
- DSCI 7331 - Business Research Methods (3)
- DSCI 7332 - Applied Multivariate Methods for Business Research (3)
- DSCI 7333 - Advanced Multivariate Methods for Business (3)
- DSCI 7334 - Qualitative Research Methods in Business (3)

Research and Teaching Practicum 21 Hours

- LOGT 9737 - Logistics and Transportation Teaching Practicum (3)
- LOGT 9999 - Dissertation (3, repeated for a minimum of 18 total hours)

Supply Chain Management Concentration Areas 9 Hours

The required hours may be taken from the courses specified for one of the following concentration areas or by some combination of courses from more than one area, with the approval of the Program Director.

Information Systems

- CISM 7331 - Enterprise Systems Analysis (3)
- CISM 7336 - Enterprise Information Systems (3)
- CISM 9631 - Seminar in Supply Chain Information Systems (3)

Operations Management

- MGNT 9661 - Readings in Total Quality Management (3)
- MGNT 9662 - Production Planning (3)
- MGNT 9663 - Inventory Control Systems (3)

Marketing

- MKTG 9671 - Promotion Seminar (3)
- MKTG 9672 - Product and Pricing Seminar (3)
- MKTG 9673 - Market Analysis (3)

College of Education Programs - Graduate

Admission and Retention in College of Education Programs

A student must be admitted to the graduate degree program for which they intend to earn a degree by the completion of half of the required program course work. Any courses taken beyond that point will not apply to the degree program.

In order to be admitted in a graduate education program, a student must:

1. Meet all admission criteria as identified for the specific graduate program (degree and non-degree).
2. Complete a criminal background check (unless the applicant holds certification in Georgia or can provide documentation that verifies employment in a school system or other educational/community agency and that a criminal background check was conducted as part of that employment).
3. Disclose any previous misconduct or professional ethics violations—must not have a past reprimand, monitoring, or warning statement in the educator’s certification file.
4. Acknowledge that the Georgia Professional Standards Commission’s (PSC) Code of Ethics for Educators has been reviewed and that the applicant will adhere to those standards;
5. Confirm that he/she holds tort liability insurance coverage.

In order to be admitted into a graduate internship, a graduate student must:

1. Meet all admission and retention requirements for the graduate education program, including GPA requirements.
2. Have a disciplinary record clear of any actions which might be a detriment to placement and successful performance in a school or other educational/community agency internship setting.
3. Disclose any previous misconduct or professional ethics violations.
4. Exhibit appropriate mental, emotional, and physical health skills and capabilities needed to meet the expectations of the profession.
5. Confirm that he/she continues to hold tort liability insurance coverage.
6. Complete a criminal background check (unless the applicant holds certification in Georgia or can provide documentation that verifies employment in a school system or other educational/community agency and that a criminal background check was conducted as part of that employment).
7. Participate in any required orientation activities for the internship.

All of the following requirements must be met for retention in a graduate education program:

1. Maintain required GPA
2. Successfully complete all key assessments required by the program
3. Successfully complete all field experiences required by the program
4. Maintain an active account with the College of Education's electronic assessment and data management system (TaskStream) while enrolled as a graduate student

5. Successfully complete all requirements specified by the program and be making satisfactory progress toward achieving program outcomes. Programs will be responsible for monitoring student progress and providing guidance to students who may be having difficulty meeting retention requirements.
6. Must not have violated the Georgia Professional Standards Commission’s Code of Ethics for Professional Educators. Must not have a past reprimand, monitoring, or warning statement in the educator’s certification file.
7. Must not have been found in violation of the Georgia Southern University Student Conduct Code. Reviews will be made on a case-by-case basis based on the seriousness of the violation and with regard to consistency.
8. Maintain liability insurance.
9. Students who are required to participate in internships or other field experiences as part of their graduate program are required to complete a criminal background check on admission to the program and before commencing the internship unless the student is a certified teacher in Georgia or can provide documentation that verifies employment in a school system or other educational/community agency and that a criminal background check was conducted as part of that employment. Students will not be required to undergo a criminal background check more than once every two years.
10. Meet all retention criteria established by the College of Graduate Studies.

Master of Education Programs

Master of Education (M.Ed.) degree programs are offered in 8 areas of study. A student admitted to the College of Graduate Studies as a prospective candidate for the M.Ed. degree must satisfactorily complete a planned Program of Study of at least 36 semester hours, including a minimum of 6-9 hours in the professional education Core and a minimum of 15 hours in the content field of the major. Since programs of study in all certificated areas are planned to enable students to meet the requirements of the Georgia Professional Standards Commission as specified in Georgia Southern’s “approved programs,” it is critical that students meet with their Advisors early in their course work to plan an appropriate Program of Study. The development of the Program of Study expedites the registration process and ensures that all course work may be applied toward fulfilling degree requirements. Upon successful completion of the Program of Study, graduates in certification programs will be recommended for the appropriate Georgia Level Five Professional Certificate.

M.Ed. programs of study must include at least 50% of level 6000, 7000 and 8000 courses. Students and their Advisors are strongly encouraged not to include more than one 5000G-5999G level course in the Program of Study.

Admission to M.Ed. Programs

Regular Admission

For regular admission to the College of Graduate Studies to pursue the Master of Education degree, the applicant must:

1. Possess a bachelor’s degree from a regionally accredited institution.
2. Satisfy program requirements for certification. Select programs require that those admitted possess or be eligible for a Professional Level Four Certificate or equivalent in the

teaching field or a related field. Refer to program admission requirements in the catalog.

3. Present a cumulative 2.50 (4.0 scale) grade point average or higher on all undergraduate and graduate work combined.
4. Present official report of scores on the Miller Analogies Test (MAT) or the verbal, quantitative and analytical writing sections of the Graduate Records Examination (GRE). For USG franchise program applicants who hold clear, renewable certification in a teaching, service or leadership field, while GRE or MAT scores are acceptable, these applicants may instead submit passing Georgia scores on the GACE or PRAXIS content exam and will be evaluated at the end of the first 9 hours of study in terms of GPA and key assessments.
5. Submit a personal statement of purpose, not to exceed 250 words, that identifies the applicant's reasons for pursuing graduate study and how admission into the program relates to the applicant's professional aspirations.
6. Submit a completed "Disclosure and Affirmation Form" that addresses misconduct disclosure, criminal background check, the Code of Ethics for Educators, and tort liability insurance.
7. NOTE: Some programs, including Counselor Education and School Psychology programs, have additional admissions requirements; refer to programs for specific information.

Provisional Admission

Applicants may be approved for provisional admission based on the quality of the admission material presented. Provisional students must earn grades of "B" or higher in their first nine (9) hours of course work after admission and meet any other stipulations outlined by the department to be converted to regular status.

Admission by Appeal

A student who does not meet the criteria for provisional admission may appeal for admission to the College of Education Student Affairs Committee. The Student Affairs Committee examines additional information in support of a student's request for admission to a graduate program and makes recommendations to the Dean of the College of Education. Information required in the appeals process may be secured by contacting the College of Graduate Studies. Students who are successful in the appeals process will be admitted "provisionally" to the M.Ed. program in the College of Graduate Studies and must satisfy the conditions of provisional admission upon the completion of 9 semester hours following the effective provisional admission term.

Linked M.Ed. Programs

A collaborative relationship exists between Georgia Southern University and Armstrong Atlantic State University (AASU) and, as a result, selected M.Ed. programs are offered as "linked programs." The "linked programs" include the M.Ed. in Early Childhood Education, Middle Grades Education, select Secondary Education programs, and Special Education. Students in these programs may take courses from either institution with easy transferability. Graduate Advisor approval must be obtained in advance for courses to apply to the Program of Study. Students are required to complete a minimum of 9 semester hours of their program at any of the residential sites of the degree-granting institution they have chosen. The residential sites for AASU are Chatham, Camden, and Bryan Counties. Effingham and Liberty Counties are residential sites for both AASU and Georgia Southern. The residential sites for Georgia Southern are all other counties in southeast Georgia. Additional information can be

obtained from the College of Education or the College of Graduate Studies at Georgia Southern University.

Alternative Teacher Certification Programs

The College of Education offers the Master of Arts in Teaching (M.A.T.) degree or a similar graduate non-degree program option for those interested in acquiring initial teacher certification in the fields of Middle Grades Education, Special Education, and Secondary and P-12 education fields (biology, business, chemistry, economics, English, family and consumer sciences, history, geography, geology, mathematics, physics, political science, and Spanish). An undergraduate post-baccalaureate option is available for those interested in acquiring initial teacher certification in the areas of Early Childhood Education, Health and Physical Education, or Music Education. A bachelor's degree is required for admission into an alternative teacher certification program and, in most cases, must be in a discipline related to the teaching field.

Master of Arts in Teaching

The Master of Arts in Teaching (M.A.T.) degree program leads to initial teacher certification as well as the master's degree and is available for those in Middle Grades Education, Special Education, and Secondary and P-12 education fields (biology, business, chemistry, economics, English, family and consumer sciences, history, geography, geology, mathematics, physics, political science, and Spanish). [Those who hold a bachelor's degree and are interested in initial teacher certification in Early Childhood Education, Health and Physical Education, or Music Education certification must complete program requirements at the undergraduate level. See Non-degree Initial Certification Programs.]

For admission to the M.A.T., students must have their transcripts evaluated by Georgia Southern University's Certification Coordinator and they must meet all Teacher Education Program (TEP) admission and retention requirements, including an overall GPA of 2.50 or higher over all college course work attempted. Prospective students should contact the College of Education Student Success Center and request an Application for Evaluation for Initial Teacher Certification. The completed application should be submitted along with transcripts and payment of the required fee (\$25.00 for the first evaluation and \$10.00 for each additional field requested). Allow at least two weeks for the evaluation process to be completed. Evaluations will be mailed to the applicant upon completion.

Students in the M.A.T. program are assigned a faculty advisor in the Department of Teaching and Learning.

Candidates in the graduate alternative certification program (M.A.T degree or non-degree) must be admitted to the Teacher Education Program (TEP) by the end of Step One, prior to enrolling in Step Two of the program of study. For non-degree candidates who seek to enter the M.A.T. program, GRE or MAT test scores must be submitted and admission granted into the M.A.T. degree program before enrolling in Step Two. Any M.A.T. program application submitted by a candidate who is enrolled under non-degree status will not be considered for M.A.T. admission once the candidate enrolls in Step Two courses.

Admission to M.A.T. Program**Regular**

1. Hold a bachelor's degree from a regionally accredited institution.
2. Present a transcript evaluation by the College of Education's Director of Advisement and Certification, and completion of specified prerequisite content course work.
3. Present a cumulative 2.50 (4.0 scale) grade point average or higher on all undergraduate and graduate work combined.
4. Present a total adjusted GPA of 2.75 or higher on all teaching field course work.
5. Present an official report of scores on the Miller Analogies Test (MAT) or the verbal, qualitative, and analytical writing sections of the Graduate Record Exam (GRE).
6. Submit passing scores on the GACE Basic Skills Assessment exam or be exempt by acceptable SAT, ACT, or GRE scores.
7. Submit a passing score on the GACE Content Assessment exam in the area for which one is seeking certification. (Not required for the MAT in Special Education.)
8. Submit a personal statement of purpose, not to exceed 200 words, that identifies the applicant's reasons for pursuing graduate study and how admission into the program relates to the applicant's professional aspirations.
9. Submit a completed "Disclosure and Affirmation Form" that addresses misconduct disclosure, criminal background check, the Code of Ethics for Educators, and tort liability insurance.

Provisional

Applicants may be approved for Provisional admission based on the quality of the admission material presented. Provisional students must earn grades of B or higher in their first 9 hours of course work after admission and meet any other stipulations outlined by the department to be converted to regular status.

Admission by Appeal

A student who does not meet the criteria for provisional admission may appeal for admission to the College of Education Student Affairs Committee. The Student Affairs Committee examines additional information in support of a student's request for admission to a graduate program and makes recommendations to the Dean of the College of Education. Information required in the appeals process may be secured by contacting the College of Graduate Studies. Students who are successful in the appeals process will be admitted "provisionally" to the M.A.T. program in the College of Graduate Studies and must satisfy the conditions of provisional admission upon the completion of 9 semester hours following the effective provisional admission term.

Non-Degree Initial Teacher Certification Programs

Non-degree initial certification programs are available in all teaching fields, including Early Childhood Education, Middle Grades Education, Secondary Education fields, P-12 certification fields (Spanish, Health and Physical Education, and Music), and Special Education. The non-degree program option is designed for those who do not wish to pursue a master's degree. For middle grades education, special education, and secondary and P-12 fields, the graduate non-degree initial certification programs are similar to the M.A.T. program and students will enroll with graduate admission. For early childhood education, health and physical education, or music education, the non-degree programs mirror undergraduate teacher preparation programs and students will enroll with post-baccalaureate admission. 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. A staff advisor assists non-degree certification students in course selection which typically includes undergraduate courses.

Note: Initial certification in non-teaching fields such as Counselor Education and Instructional Technology require completion of the master's degree; Educational Leadership and School Psychology require completion of the education specialist's degree. Initial certification in Counselor Education and School Psychology cannot be completed as non-degree study. To pursue certification in Educational Leadership as a non-degree student, the applicant must possess at entry an education specialist's degree in any field and meet all admission criteria for the Education Specialist in Educational Leadership program. To pursue certification in Instructional Technology as a non-degree student, the applicant must possess a master's degree at entry and meet all other admission criteria for the Master of Education in Instructional Technology program.

Non-Degree Graduate Studies

For non-degree admission to graduate education programs for those interested in professional development, certification renewal, or adding another field or an endorsement to an existing certificate, students must be admitted to graduate study as a non-degree student. If desiring to add a teaching field to an existing certificate, a transcript evaluation is required for advisement (see Georgia Southern's Director of Advisement and Certification). For non-degree admission to the College of Graduate Studies, the applicant must:

1. Possess a bachelor's degree from a regionally accredited institution.
2. Possess or be eligible for certification as prescribed by the specific program. [If pursuing initial teaching certification, all Teacher Education Program admission requirements must be met and a transcript evaluation must be obtained for advisement purposes only.]
3. Present a cumulative 2.5 (4.0 scale) grade point average or higher on all undergraduate and graduate work combined.

Note: Initial certification in non-teaching fields such as Counselor Education and Instructional Technology require completion of the master's degree; Educational Leadership and School Psychology require completion of the education specialist's degree. Initial certification in Counselor Education and School Psychology can not be completed as non-degree study. To pursue certification in Educational Leadership as a non-degree student, the applicant must possess at entry an education specialist's degree in any field and meet all admission criteria for the Education Specialist in Educational Leadership program. To pursue certification in Instructional Technology as a non-degree student, the applicant must possess a Master's degree at entry and meet all other admission criteria for the Master of Education in Instructional Technology program.

Endorsements

Endorsement programs are available in the areas of: English for Speakers of Other Languages (ESOL), Reading, and Teacher Leader. Endorsement programs can be completed as non-degree

course work or, as appropriate and with advisor approval, included in a degree program of study. These endorsements may be added to a professional certificate in teaching, service, and leadership fields. See the endorsement programs at the end of the College of Education Graduate Section for specific course requirements.

Education Specialist Programs

The Education Specialist (Ed.S.) degree is a unique professional degree for educators that is designed to provide the opportunity to develop a high level of proficiency in the field of study as well as develop research and leadership skills. Ed.S. degree programs are offered in four areas of study. Programs of study leading to the Ed.S. degree can be planned to enable students to meet certification requirements for the Georgia Professional Standards Commission as specified in Georgia Southern's "approved programs." Upon successful completion of the program, graduates are eligible for the appropriate Level Six Professional Certificate.

The Ed.S. degree requires a Program of Study that includes a minimum of 30 semester hours of course work with at least a "B" average. The Program of Study must include a research sequence of nine to twelve semester hours, including EDUR 8131, EDUR 8434, and a directed field-based research course in the field of study, and a minimum of 12 hours in the major. Upon admission into the Ed.S. program, the student is responsible for meeting with the assigned graduate faculty Advisor. Collaboratively an individualized Program of Study should be developed that meets degree requirements and also reflects the student's career goals, educational background, interests, and needs. The Ed.S. in Teaching and Learning program allows students the option of selecting an emphasis area. Each program requires a culminating experience that is connected with the field-based research course, serves as the comprehensive exit assessment, and must be satisfactorily completed in order for the Ed.S. degree to be awarded. Upon completion of the Ed.S. degree, graduates are eligible to apply for the Georgia Level Six Professional Certificate if they possess the Level Five Certificate in the field.

Admission to Ed.S. Programs

Georgia Southern University admits persons who display an educational development and achievement level that are better than average. To this end, admission requirements reflect previous educational orientation, and a judgment of admission or rejection is made by the College. For admission to the College of Graduate Studies to pursue the Education Specialist degree, the applicant must:

1. Complete requirements for a Master's degree from a regionally accredited institution. If a Master's degree is not held in the identified area of concentration, the applicant must satisfy any identified program requirements for graduate level work in the area of concentration, typically 12 to 18 hours.
2. Present a 3.25 (4.0 scale) grade point average on all graduate work attempted.
3. Present official report of scores on the Miller Analogies Test (MAT) or the verbal, quantitative and analytical writing sections of the Graduate Records Examination (GRE). If the applicant holds a Master's degree from Georgia Southern University with at least a 3.50 graduate GPA, the GRE or MAT is not required.
4. Satisfy program requirements for certification. Select programs require that those admitted possess or be eligible for a Professional Certificate (Level 4 or 5) or equivalent in the identified field or related field. Refer to program admission requirements in the catalog.
5. Submit a personal statement of purpose, 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.

A Georgia Southern University graduate student who is within six (6) credits of completing a Master's program may, with the approval of the Master's degree program advisor, enroll for a maximum of three (3) credits toward an Ed.S. program provided all College of Graduate Studies admission requirements for "Regular" Ed.S. admission have been satisfied except for completion of the Master's degree. The total number of credits for the semester in which the Ed.S. enrollment is approved may not exceed nine (9). Under no circumstances may a course be used for credit in both a student's Master's and Education Specialist programs of study.

Ed.S. Provisional Admission:

Applicants may be approved for provisional admission based on the quality of the admission material presented. Provisional students must earn grades of "B" or higher in their first nine (9) hours of course work after admission and meet any other stipulations outlined by the department to be converted to regular status.

Admission by Appeal

A student who does not meet the criteria for admission may appeal for admission to the College of Education Student Affairs Committee. The Student Affairs Committee examines additional information in support of a student's request for admission to a graduate program and makes recommendations to the Dean of the College of Education. The Committee suggests that students make more than one attempt at the GRE and MAT, make a recent attempt to meet test score requirements for admission, and submit letters of recommendation from previous instructors with the appeal for admission. Information required in the appeals process may be obtained by contacting the College of Graduate Studies.

Ed.S. Comprehensive Exit Assessment

To complete degree requirements for the Ed.S. degree, each candidate must demonstrate the ability to conduct and present a field-based research project. The candidate and the graduate faculty Advisor should consider possible research topics that complement the candidate's career objectives and Program of Study. Upon enrollment in EDUR 8434, Field-Based Educational Research, the candidate is expected to have formulated a research topic and will select graduate faculty members to serve on the candidate's Ed.S. Committee. The Ed.S. Committee will be comprised of at least 3 faculty members who guide the development, implementation, and defense of the field study. The research proposal developed in EDUR 8434 will include the statement of the problem, a literature review, hypotheses or research questions, and research methodology. In the directed field-based research course specific to the field of study, the candidate implements the field study using the proposal

developed in EDUR 8434. The instructor guides the candidate in the implementation process and is responsible for evaluating the research project and assigning the final course grade. The project is then orally defended in a meeting with the candidate's Ed.S. Committee members. This defense serves as the exit assessment for the program. The purpose of the defense is to assess the candidate's knowledge of the topic area, the adequacy of the candidate's application of research principles, and the ability of the candidate to articulate the results and implications of the study. The defense consists of a formal presentation by the candidate, followed by questions from the Ed.S. Committee. The candidate's presentation may be up to forty minutes. The entire presentation and inquiry session should not exceed one hour and should be open to all faculty and students.

Doctor of Education Programs

Doctor of Education (Ed.D.) degree programs are offered in the areas of Curriculum Studies and Educational Administration. The Ed.D. program in Curriculum Studies prepares graduates to work directly in the schools as master teachers, curriculum supervisors, curriculum coordinators, curriculum consultants, or curriculum theorists, as well as gain employment in government and private agencies. The design of the Ed.D. program in Curriculum Studies strikes a triadic balance between general core studies in Curriculum and the Foundations of Education, courses in Research and Scholarly Inquiry, and studies in a Concentration area, representing a unique and contemporary approach to doctoral study in Curriculum. See program for specific information on admission, Program of Study, and other requirements.

The Ed.D. degree program in Educational Administration is designed to extend the competence and knowledge base of educational leaders who have been prepared to work in elementary, middle, secondary, and postsecondary educational settings. The program seeks to develop administrators and supervisors who (1) will become team and community leaders, (2) have developed an informed vision of what educational organizations are and can become, (3) will focus on teaching and learning for an increasingly diverse student group as the mission of the educational organization, and (4) have acquired an initial mastery of the theory and practice of organizational leadership and management in a climate of fiscal and social constraint. The program draws on many themes and research agendas. A new campus cohort of students is admitted each fall semester and moves through the program together. A new Augusta cohort (in conjunction with Augusta State University) is admitted each fall semester and spring semester. A new Savannah cohort is admitted each spring semester.

Continuous Enrollment

A student working for a doctorate must be enrolled at Georgia Southern University during the semester in which the comprehensive/qualifying/candidacy examination is taken and in each subsequent semester, including summer term, following the first dissertation registration, until the degree requirements are met and the dissertation is accepted by the College of Graduate Studies. Failure to enroll will result in loss of candidacy. To regain candidacy, the student must successfully petition the College of Graduate Studies.

If it is necessary to interrupt progress toward the degree, the student may petition for a leave of absence of up to one year. The

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

Off-Campus Graduate Offerings

Courses are offered in Savannah which support the M.Ed. program in Counselor Education and the Ed.D. program in Educational Administration. Courses are offered in Augusta which support the Ed.D. in Educational Administration. Occasionally, graduate course offerings are also scheduled in other off-campus sites.

Master's core courses are offered each semester through online delivery. Programs offered with online options include the Ed.S. in Teaching and Learning, the M.Ed. in Higher Education Administration, and the Reading Endorsement. Programs offered fully online are M.Ed. programs in Accomplished Teaching, Educational Leadership, Instructional Technology, and Teaching and Learning with a concentration in Instructional Improvement; and the Teacher Leader Endorsement.

Various education and content courses are scheduled as needed through on-site, distance learning and internet technology. For projected course offerings for a particular program, see the department website or contact the program coordinator.

See the program's Catalog page for specific information on admission, Program of Study, and other requirements.

ACCOMPLISHED TEACHING M.Ed., 36 HOURS (Online)

(Cooperative Degree with Valdosta State University and Columbus State University)

Advising: Department of Teaching and Learning, Dr. Kymberly Harris, P.O. Box 8134, Statesboro, GA 30460, (912) 478-5041, kharris@georgiasouthern.edu, Fax: (912) 478-0026

Admission Requirements

Regular

1. Complete requirements for a bachelor's degree from an accredited institution.
2. Possess or be eligible for a clear, renewable certification in a teaching, service, or leadership field.
3. Present a 2.50 or higher GPA on all undergraduate and graduate work combined.
4. GRE or MAT scores will not be required for applicants who hold a clear renewable certification in a teaching, service, or leadership field; instead the applicants must submit passing GACE or PRAXIS scores.

Provisional

Applicants may be approved for provisional admission based on the quality of the admission material presented. Provisional students must earn grades of "B" or higher in their first nine (9) hours of course work after admission and meet any other stipulations outlined by the department to be converted to regular status.

Professional Education Core 9 Hours

- EDAT 7100 - Research Methodology in Education (3) **
- EDAT 7133 - Trends, Issues, and Research in Education (3) *
- EDAT 6159 - Multicultural Studies across the Curriculum (3) ***

The Georgia Framework 18 Hours

- EDAT 7131 - Enhancing Student Performance (3) *
- EDAT 6226 - Curriculum Design for Student Achievement (3) ***
- EDAT 6115 - Knowledge of Students and Their Learning (3) ***
- EDAT 7132 - Framework for Teaching (3) *
- EDAT 6001 - Using Assessment to Improve Teaching and Learning (3) **
- EDAT 6000 - Professional Decision Making (3) **

Concentration: Approved Electives 9 Hours

Culminating Project: Electronic Portfolio

PROGRAM EXIT EXPERIENCE

- Successful completion of electronic portfolio
- Successful completion of each key assessment identified at each program transition point

OTHER PROGRAM REQUIREMENTS

- The candidate's progress will be evaluated after the first 9 semester hours of course work, including the GPA and performance on the key assessments imbedded in the courses, including dispositions.

**Taught by Georgia Southern University*

***Taught by Valdosta State University*

****Taught by Columbus State University*

COUNSELOR EDUCATION M.Ed., 48-54 HOURS

Advising: Department of Leadership, Technology and Human Development, Dr. Leon Spencer (Community Counseling and Program Coordinator), P.O. Box 8131, Statesboro, GA 30460, (912) 478-5917, lespence@georgiasouthern.edu, Fax: (912) 478-7104; Dr. Jim Bergin (School Counseling), P.O. Box 8131, Statesboro, GA 30460, (912) 478-0873, jim_bergin@georgiasouthern.edu, Fax: (912) 478-7104; Dr. Lisa Schulz (School Counseling), P. O. Box 8131, Statesboro, GA 30460, (912) 478-0498, Fax: (912) 478-7104; Dr. Arline Edwards-Joseph (School Counseling), P.O. Box 8131, Statesboro, GA 30460, (912) 478-0502, aej@georgiasouthern.edu, Fax: (912) 478-7104; Dr. Fayth Parks (Student Services in Higher Education), P. O. Box 8131, Statesboro, GA 30460, (912) 478-5738, fparks@georgiasouthern.edu, Fax: (912) 478-7104, <http://coe.georgiasouthern.edu/lthd/counselored.html>.

Program Intent: The Counselor Education program prepares Counselors for Elementary, Middle Level, Secondary, or Post-secondary Educational and related agency settings. There are three degree program concentrations based on educational background and career goals:

Concentration One: School Counseling - Does not require Professional Level Four Certification for admission. This concentration is designed for those students who wish to pursue a career in school counseling.

Concentration Two: Community Counseling - This concentration is designed for those students who seek Counselor preparation for a variety of settings not requiring Level Five Certification in School Counseling for employment.

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 and does not lead to P-12 certification.

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 official report of scores on the Miller Analogies Test (MAT) or the verbal, quantitative and analytical writing sections of the Graduate Records Examination (GRE).
4. Submit completed Counselor Education Supplementary Documents (available at College of Education or College of Graduate Studies web site).
5. Submit a personal statement of purpose, not to exceed 200 words, that identifies the applicant's reasons for pursuing graduate study and how admission into the program relates to the applicant's professional aspirations.
6. Submit a completed "Disclosure and Affirmation Form" that addresses misconduct disclosure, criminal background check, the Code of Ethics for Educators, and tort liability insurance.
7. Participate in a pre-admission seminar.
8. For Concentration One, School Counseling, pass the GACE Basic Skills Assessment.

Provisional

Applicants may be approved for provisional admission based on the quality of the admission material presented. Provisional students must earn grades of "B" or higher in their first nine (9) hours of course work after admission and meet any other stipulations outlined by the department to be converted to regular status.

Acquiring School Counseling Certification for Those who Already Hold a Master's Degree:

- A. Persons who hold a master's degree in a field other than School Counseling may earn the Program's recommendation for the School Counselor Level Five Certificate by completing the M.Ed. in Counselor Education, School Counseling Concentration One. Up to three courses from a previous master's program may be applied toward degree requirements.
- B. Persons seeking initial certification in School Counseling and who hold a 48 hour (CACREP equivalent) master's degree in a counseling field other than School Counseling may earn the program's recommendation for the School Counseling Level Six Certificate by completing the Ed.S. in School Counseling, and all of the following school specialty courses: COUN 7431, COUN 7432, COUN 7433, COUN 7434, COUN 7738 (School Counseling Internship I) and COUN 7739 (School Counseling Internship II).
- C. Persons seeking initial certification in School Counseling and who hold less than a 48 hour (CACREP curriculum equivalent) master's degree in School Counseling or in a counseling field other than School Counseling may earn the program's recommendation for the School Counselor Level Six Certificate by completing the Ed.S. degree program in Counselor Education and all of the course work in the M.Ed. in Counselor Education (School Counseling Concentration One), not completed previously.

Concentration One: School Counseling..... 48 Hours

Professional Education Core Requirements

- EDUF 7130 - Learning Theories and Applications (3)
- EDUR 7130 - Educational Research (3)

Specific Requirements

- COUN 7332 - Theories of Counseling (3)
- COUN 7333 - Models and Techniques of Counseling (3)
- COUN 7334 - Group Dynamics (3)
- COUN 7335 - Individual Analysis (3)
- COUN 7336 - Career Counseling (3)

- COUN 7337 - Cross-cultural Counseling (3)
- COUN 7338 - Life Span Development (3)
- COUN 7737 - Practicum (3)

School Counseling Requirements

- COUN 7431 - Collaboration and Program Coordination (3)
- COUN 7432 - Developmental Guidance Curriculum (3)
- COUN 7433 - Consultation and Intervention in the Schools (3)
- COUN 7434 - Foundations of School Counseling and Ethics (3)
- COUN 7738 - Internship I (3)
- COUN 7739 - Internship II (3)

Concentration Two: Community Counseling 54 Hours

Professional Education Core Requirements

- EDUF 7130 - Learning Theories and Applications (3)
- EDUR 7130 - Educational Research (3)

Specific Requirements

- COUN 7332 - Theories of Counseling (3)
- COUN 7333 - Models and Techniques of Counseling (3)
- COUN 7334 - Group Dynamics (3)
- COUN 7335 - Individual Analysis (3)
- COUN 7336 - Career Counseling (3)
- COUN 7337 - Cross-Cultural Counseling (3)
- COUN 7338 - Life Span Development (3)
- COUN 7737 - Practicum (3)

Community Counseling Requirements

- COUN 7231 - Foundations of Community Counseling and Ethics (3)
- COUN 7232 - Addiction Counseling (3)
- COUN 7233 - Family 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 8536 - Counseling Advocacy and Systemic Change in a Diverse Society (3)

Concentration Three: Student Services in Higher Education 48 Hours

Professional Education Core Requirements

- EDUF 7130 - Learning Theories and Applications (3)
- EDUR 7130 - Educational Research (3)

Specific Requirements

- COUN 7332 - Theories of Counseling (3)
- COUN 7333 - Models and Techniques of Counseling (3)
- COUN 7334 - Group Dynamics (3)
- COUN 7335 - Individual Analysis (3)
- COUN 7336 - Career Counseling (3)
- COUN 7337 - Cross-Cultural Counseling (3)
- COUN 7338 - Life Span Development (3)
- COUN 7737 - Practicum (3)

Higher Education Requirements

- COUN 7131 - Student Services in Higher Education (3)
- COUN 7132 - Contemporary College Students (3)
- COUN 7133 - Administrative and Leadership in Student Services (3)
- COUN 7134 - Ethical and Professional Issues in Student Services (3)
- COUN 7798 - Internship I in Higher Education (3)
- COUN 7799 - Internship II in Higher Education (3)

OTHER PROGRAM REQUIREMENTS

- For Concentration One and Concentration Two, successful completion of the M.Ed. Comprehensive Exit Examination
- For Concentration Three, successful completion of a Professional Portfolio
- For all concentrations, successful completion of assessments identified at each program transition point

COUNSELOR EDUCATION Ed.S., 30 HOURS

Advising: Department of Leadership, Technology and Human Development, Dr. Arline Edwards-Jackson, P. O. Box 8131, Statesboro, GA 30460, (912) 478-0502, aej@georgiasouthern.edu, Fax: (912) 478-7104, <http://coe.georgiasouthern.edu/lthd/counselored.html>

Admissions Requirements

Regular

1. Hold a Master's degree in the field of counseling from an accredited graduate institution.
2. If seeking Georgia Level Six Certification in Counselor Education, must possess or be eligible for the Level Five Certificate in the field.
3. Present a 3.25 or higher GPA on all graduate work attempted.
4. Present official report of scores on the Miller Analogies Test (MAT) or the verbal, quantitative and analytical writing sections of the Graduate Records Examination (GRE).
5. Submit a personal statement of purpose, not to exceed 200 words, that identifies the applicant's reasons for pursuing graduate study and how admission into the program relates to the applicant's professional aspirations.
6. Submit a completed "Disclosure and Affirmation Form" that addresses misconduct disclosure, criminal background check, the Code of Ethics for Educators, and tort liability insurance.

Provisional

Applicants may be approved for provisional admission based on the quality of the admission material presented. Provisional students must earn grades of "B" or higher in their first nine (9) hours of course work after admission and meet any other stipulations outlined by the department to be converted to regular status.

Acquiring School Counseling Certification:

- A. Persons seeking initial certification in School Counseling and who hold a 48 hour (CACREP equivalent) master's degree in a counseling field other than School Counseling may earn the program's recommendation for the School Counseling Level Six Certificate by completing the Ed.S. in School Counseling, and all of the following school specialty courses: COUN 7431, COUN 7432, COUN 7433, COUN 7434, COUN 7738 (School Counseling Internship I) and COUN 7739 (School Counseling Internship II).
- B. Persons seeking initial certification in School Counseling and who hold less than a 48 hour (CACREP curriculum equivalent) masters's degree in School Counseling or in a counseling field other than School Counseling may earn the program's recommendation for the School Counselor Level Six Certificate by completing the Ed.S. degree program in Counselor Education and all of the course work in the M.Ed. in Counselor Education (School Counseling Emphasis/Track One), not completed previously.

Prerequisites

EDUR 7130 - Educational Research (3)

Research Sequence Requirements 9 Hours

*COUN 8839 - Action Research in Counselor Education (3)

**EDUR 8434 - Field-based Educational Research (3)

EDUR 8131 - Educational Statistics I (3)

Counselor Education Core Requirements..... 9 Hours

COUN 8536 - Advocacy and Systemic Change in a Diverse Society (3)

COUN 8538 - Advanced Group Development and Supervision (3)

COUN 8737 - Advanced Counseling Practicum and Supervision (3)

Advisor Approved Electives 12 Hours

Advisor approved electives may be chosen from Counselor Education, Educational Leadership, Instructional Technology, School Psychology, or other areas related to projected work settings.

OTHER PROGRAM REQUIREMENTS

- Successful completion of Ed.S. Comprehensive Exit Assessment: Involves constituting a three faculty advisory committee to guide field study, and requires the completion and oral defense of a major field-based research paper
- Must successfully complete assessments identified at each program transition point

**IRB approval of research proposal required before enrolling.*

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

CURRICULUM STUDIES

Ed.D.

63 semester hours beyond Master's including dissertation, 54 hours beyond Master's excluding dissertation

Advising: Department of Curriculum, Foundations, and Reading, Dr. Grigory Dmitriyev, Program Coordinator, P. O. Box 8144, Statesboro, GA 30460, (912) 478-5545, gregodmi@georgiasouthern.edu, FAX: (912) 478-5382, <http://coe.georgiasouthern.edu/foundations/edd/>

Admission Requirements

The following minimum admission requirements must be met:

1. Complete the work necessary to be eligible for the minimum of a Master's degree from an accredited graduate institution.
2. Present a minimum grade point average of 3.50 (4.0 scale) in all graduate work attempted (or other appropriate evidence of scholarly aptitude necessary for doctoral study).
3. Present current scores from the Graduate Record Examination (GRE) or the Miller's Analogies Test (MAT). International Students who have not earned a degree at an institution of higher education in the United States must also submit the results of the TOEFL Examination.
4. Submit completed application for admission, required application fee and official transcripts consistent with the College of Graduate Studies admission requirements.
5. Submit three (3) professional letters of reference.
6. Submit a completed "Disclosure and Affirmation Form" that addresses misconduct disclosure, criminal background check, the Code of Ethics for Educators, and tort liability insurance.
7. Complete a writing sample.
8. Complete an interview, if requested.

Applicants' credentials will be evaluated by the Ed.D. in Curriculum Studies Admissions Committee in order to identify the candidates in that applicant pool to recommend for admission; admission is competitive. The number of applicants accepted each year will be dependent upon available resources. Applications will be evaluated once per year for Summer admissions. The deadline for applications is January 30.

Enrollment: One academic year of continual enrollment.

Time Limit: Doctoral students must pass the Candidacy Exam within five years from the first Ed.D. admission registration term and no later than the last semester of Ed.D. course work or the following semester. All degree requirements must be completed within five (5) years of passing the Candidacy Exam. After successful completion of the Candidacy Exam, students have five years to finish program requirements, including the Dissertation; otherwise, the Candidacy Exam must be retaken.

Program of Study: This degree program consists of work in four areas: (1) The Doctoral Core, (2) Doctoral Program Strand, (3) Concentration Area, and (4) Dissertation. The first two areas require a combined minimum of 39 semester hours of course work, the third area requires a minimum of 15 semester hours of course work, and the fourth area requires a minimum of 9 semester hours. The complete program requires a minimum of 54 semester hours of course work plus 9 hours of dissertation credit.

Prerequisites: Students must meet prerequisites required by the program and by certain courses within the program. The program prerequisites are:

- EDUC 7130 - Curriculum Theories and Design (3)
- EDUF 7130 - Learning Theories and Applications (3)
- EDUF 7235 - Multicultural Education (3)
- EDUR 7130 - Educational Research (3)

Some students might enter the program carrying course work beyond the Master's degree. Once admitted and Candidacy Committee Chair is identified, up to 18 semester hours of applicable and appropriate post-Master's work may apply toward degree requirements with the approval of the student's Candidacy Committee Chair.

The Doctoral Core. This is the nexus of the program. As such, it contains courses to be taken by all doctoral students. The Core intertwines the theoretical, ethical, and historical concepts underpinning curriculum work with advanced theories of design, development, and implementation.

Research and Inquiry. This portion of the program is designed to create scholars who might apply their knowledge base to the solving of problems encountered in daily education work. Both components of this segment are understood to be essential in the preparation of doctoral students who will engage in meaningful, productive investigations into critical issues in curriculum. The Research component of the segment provides for advanced study into specific methodologies and their appropriate applications. The Inquiry component addresses theoretical questions of orientation of various research paradigms so that the doctoral student might make an informed decision as to the general approach (i.e. quantitative or qualitative) he/she will wish to pursue in order to effectively address a topic or problem in curriculum.

Concentration Areas. This program offers five interdisciplinary concentration areas covering a broad terrain of scholarly inquiry and educational application.

1. **Cultural Curriculum Studies**

This concentration area provides both depth and breadth of learning experiences in the field of curriculum beyond the studies of the Doctoral Core, and ensures an intensive exposure to critical aspects of the field. This concentration area also reflects current major trends in the field of curriculum studies. It also centers on the study of popular culture in its many manifestations and the implications of the ways in which the study of these educational sites impact the social construction of identity and the intersections of popular culture on pedagogy and curriculum theory. This area provides opportunities for doctoral students to engage in highly advanced and specialized study of curriculum theory, design, and evaluation. As such, students will exit the program capable of gaining employment at the administrative levels of public school systems as curriculum specialists or of entering the professoriate as curriculum scholars.

2. **Instructional Improvement**

This area meets the needs of many practicing professionals including curriculum directors, staff development personnel, instructional coordinators, high school department chairs, and lead teachers as well as others in teaching or administrative positions at the P-12 level or in higher education. Education will improve only if teaching improves, and individuals in positions to work with teachers need to be highly qualified and well-trained in innovative techniques for instructional improvement.

3. **Multicultural/International Studies**

This concentration area reflects the growing importance of multicultural and international studies at all levels of education. The concentration area allows examination of the needs of culturally diverse groups, the relationship between culture and academic achievement, and the nature of international schooling. Opportunities for engaging in international activities (through travel or the use of technology) are also included.

4. **Teacher Leadership**

This area is designed for doctoral candidates who want to develop teacher leadership skills and/or aspire to be teacher leaders within their school settings. Courses in this concentration focus on enhancing candidates' knowledge and skills in research, pedagogy, and teacher leadership. With approval from the candidate's advisor, courses previously taken for the Ed.S. degree will count toward this concentration area.

5. **Teacher Education**

This area is designed for doctoral candidates who aspire to teach at the college or university level in a teacher education field. Courses help candidates understand the role of the teacher educator and the teaching, service, and research expectations for higher education faculty. Candidates will develop skill in teaching and supervising preservice and inservice teachers and will have opportunities to teach an undergraduate methods course and/or supervise practicum or student teachers under the mentorship of a faculty member in the Department of Teaching & Learning.

Grade Average. To be eligible for graduation, a student must maintain a cumulative 3.25 grade point average. A student will be excluded from the program upon earning grades of "C" or below in two or more courses.

Student Assessment. Students will be assessed regularly throughout the program at a variety of administrative and curricular checkpoints. The official sequence is as follows.

1. Admission to the program
2. Course work
3. Candidacy examinations
4. Preprospectus defense
5. Prospectus defense
6. Dissertation defense

Examinations and Committees. During their tenure in the program, students with their Advisors, will assemble two separate examination committees. The first is the Candidacy Examination Committee, and the second is the Dissertation Committee. Each committee has a distinct mission in the program of the student and specific membership criteria. At least one Curriculum Studies faculty member must be a member of each of the committees described below. The membership of these committees may or may not be comprised of the same individuals. The following is a description of the mission and membership requirements of each committee.

The Candidacy Examination. Following the completion of the prescribed minimum course work and before a student is formally admitted to candidacy for the doctoral degree, the Candidacy Examination must be passed. This examination evaluates both the work to date and the student's qualifications for advanced research.

The Candidacy Committee. The committee will be comprised of three faculty, each responsible for one of the examination blocks (Core, Research, Concentration Area). All committee members must hold Graduate Faculty status. If the committee is larger than three (at the student's request), there may be only one dissenting vote in order for the candidate to pass. Upon successful completion of the Candidacy Examination, the student is formally admitted to candidacy and will begin work on the dissertation.

The Dissertation Committee. The Preprospectus Defense, Prospectus Defense, and the Dissertation Defense are proctored by at least four members of the Graduate Faculty and conducted in a public forum. The membership is as follows: the Director of the dissertation and three readers, one of whom must be from outside the College of Education. Candidates, in concert with their chair, will choose the individuals of the committee. Three of the four members must approve the dissertation and the final examination in order for the candidate to receive the doctoral degree.

The Preprospectus Defense. The dissertation is simultaneously the last requirement in the program and the first research project as a curriculum scholar. There are two check points in the dissertation process, the first being the Preprospectus Defense. This is to ensure the committee’s agreement with the project and to elicit any preliminary suggestions and/or redirection of question, context, method, and/or analysis.

The Prospectus Defense. This is to provide formal feedback on the first three chapters of the dissertation (or the introduction, theoretical framework, literature review and methodology) before the student begins the “data collections” stage of the dissertation.

The Dissertation Defense. The defense will be undertaken once the project is complete. Although there are traditional formats for dissertations in education, the Department requires no template for construction. There are, however, certain tenets of educational research which should be addressed in some manner in the work depending upon the general theoretical structure (quantitative or qualitative), and the methodological approach chosen from within that theoretical paradigm. The role of the dissertation chair is critical in this process and candidates should carefully choose the individual with whom they wish to work.

Distinguished Off-Campus Scholar. Having a highly respected scholar from another institution or research center serving on a doctoral examination committee can be very valuable. Therefore, a person who is a nationally or internationally recognized scholar may serve as a voting member of a dissertation examination committee for an individual doctoral student. Further information and criteria for such an appointment should be obtained from the dissertation chair or the program director.

Program of Study

NOTE: All electives must be approved by committee chair

Doctoral Core 15

Hours

- EDUC 9230 - Power and Schooling (3)
- EDUC 9631 - Advanced Seminar in Curriculum Theory (3)
- EDUF 8831 - Philosophies of Education (3)
- EDUF 9234 - History of American Education (3)
- ESED 9131 - Inquiry and Development of Educational Practice (3)

Research and Inquiry Core 6

Hours

- EDUF 9133 - Theories of Educational Inquiry (3)
- EDUR 9231 - Qualitative Research in Education (3)

Doctoral Program Strand #1/Curriculum Studies 18

Hours

Specialized Content Requirements

- EDUF 9131 - Ethical Dimensions of Education (3)
- EDUF 9132 - History of American Curriculum (3)
- EDUC 9130 - Contemporary Curriculum Theorists (3) (May be repeated once for emphasis area/elective credit)
- EDUC 9132 - Critical Readings in Curriculum (3) (May be repeated once for emphasis area/elective credit)

Additional Research and Inquiry Requirements

- EDUC 9232 - Forms of Curriculum Inquiry (3)
- EDUR 8131 - Educational Statistics I (3)

Doctoral Program Strand #2/Teaching & Learning 18 Hours

Specialized Content Requirements

- EDUC 8230 - Curriculum Design & Evaluation (3)
- ESED 9132 - Critical Analysis of Schools and Educational Practices (3)
- ESED 9631 - Advanced Seminar in Teaching and Learning (3)
- ITEC 8630 - Advanced Seminar in Instructional Technology (3)

Additional Research and Inquiry Requirements

- EDUR 8132 - Educational Statistics II (3) **OR** EDUR 9232 - Advanced Qualitative Research (3)
- EDUR 9131 - Doctoral Research Methods (3)

Concentration in Cultural Curriculum Studies..... 15

Hours

- EDUC 9130 - Contemporary Curriculum Theorists (3)
- EDUC 9132 - Critical Readings in Curriculum (3)
- EDUF 9631 - Seminar in Cultural Studies (3)
- Electives (6)

Concentration in Instructional Improvement..... 15

Hours

Select three of the following:

- EDUF 8131 - Theories of Adolescence (3)
- EDUF 8133 - Interaction and Learning (3)
- EDUF 8134 - Models of Motivation (3)
- EDUF 8135 - Thinking and Problem Solving (3)
- EDUF 8136 - Theories of Human Development (3)

Electives (6)

Concentration in Multicultural/International Studies 15 Hours

- EDUF 8231 - Global Education (3)
- EDUF 9632 - Regional Issues in Multicultural Education (3)
- EDUF 8236/8236S - International Study of Educational Practices (3)
- Electives (6)

Concentration in Teacher Leadership 15
Hours

ESED 8130 - Research on Current Trends & Issues (3)
ESED 8131 - Teacher Leadership (3)
ESED 8132 - Curriculum & Instruction (3)
ITEC 8231 - Transforming Learning with Technology (3)
Elective (3)

Concentration in Teacher Education..... 15 Hours

ESED 9231 - The Teacher Educator (3)
ESED 9232 - Supervision of Teachers (3)
ESED 9233 - The Scholarship of Teaching and Learning (3)
ESED 9799 - Internship in Teaching and Learning (3)
Elective (3)

Dissertation..... 9 Hours

EDUC 9999 - Dissertation (3) (*minimum of 9 credit hours*)

OTHER PROGRAM REQUIREMENTS

- Must successfully complete assessments identified at each program transition point

EDUCATIONAL ADMINISTRATION

Ed.D.

75 semester hours beyond Master's including dissertation (66 semester hours of course work, plus minimum of 9 dissertation credits).

Advising: Department of Leadership, Technology and Human Development, Dr. Russell Mays, P.O. Box 8131, Statesboro, GA 30460, (912) 478-5605, rmays@georgiasouthern.edu, FAX: (912) 478-7104, <http://coe.georgiasouthern.edu/lthd/leadership.html>

Admission Requirements

The admission process has two phases. Applicants must be accepted for admission by both the Jack N. Averitt College of Graduate Studies and the Program of Educational Leadership at Georgia Southern University. Application to or acceptance in the College of Graduate Studies in any other program does not guarantee admission to the Program of Educational Administration or to a specific cohort of the leadership program. Applicants who wish to pursue advanced professional preparation in Educational Administration with a view for becoming a candidate for the Ed.D. degree will be expected to file a formal application and present themselves to the faculty for special tests and/or interviews. Recommendations on admission will be made by program faculty only after screening procedures have been carried out. Admission will be upon the recommendation of the program committee, or the committee's designated representative, and the approval of the Dean of the College of Graduate Studies.

The first phase of admission to the Ed.D. program in Educational Administration requires the applicant's satisfaction of the following standards:

1. Complete all College of Graduate Studies admission requirements.
2. Hold a Master's degree at minimum from an institution accredited by the appropriate regional accrediting agency.
3. Present a minimum grade point average of 3.50 (4.0 scale) in previous graduate work.
4. Present current official scores from the Graduate Records Examination (GRE) on Verbal Reasoning, Quantitative Reasoning, and Analytical Writing.
5. Submission of a brief, two-page resume/vita which highlights the personal and professional achievements of the applicant.
6. Submit a completed "Disclosure and Affirmation Form" that addresses misconduct disclosure, criminal background check, the Code of Ethics for Educators, and tort liability insurance.

The second phase of the admission process will require adherence to the following procedures:

1. Applicant credentials are rated by Educational Leadership (EDLD) faculty.
2. These faculty, meeting as a committee of the whole, will use these ratings to assemble a list of top candidates for interviews.
3. Students will be invited to interview with EDLD Faculty.

Enrollment: The Ed.D. degree presupposes a minimum of five semesters of prescribed continuous study beyond satisfaction of Tier I requirements and cannot be secured through summer study alone. A minimum of 9 semester hours of EDLD 9999 (Dissertation) is required beyond other coursework. Full time residency (defined as continuous enrollment) is required throughout the program.

Time Limit: All course requirements for the Ed.D. degree, except the dissertation, must be completed within a period of three years. This time requirement begins with the first registration for core (Tier II) courses on the student's approved program of doctoral study. In addition, a candidate for the Ed.D. degree who fails to complete all degree requirements within five years after passing the candidacy examinations will be withdrawn from the program, or must retake candidacy examinations to be reinstated.

Grade Average: A student must maintain at least a 3.50 GPA on all graduate courses taken and on all courses on the Program of Study.

Candidacy Examinations. A student must pass formal, comprehensive written and/or oral examinations before being admitted to candidacy for the degree. These examinations will be administered in accordance with policies in effect in the College of Graduate Studies and the student's department. The results of the examination(s) will be reported to the College of Graduate Studies. If a student fails the candidacy examination for a second time, he/she will be removed from the program.

Admission to Degree Candidacy. The student in conjunction with his or her Supervisory Committee is responsible for initiating an application for admission to degree candidacy so that it is filed with the College of Graduate Studies at least one semester before the date of graduation. The application for degree candidacy is a certification by the student's program that the student has shown the ability to do acceptable graduate work in the chosen field of study and that:

1. all prerequisites set as a condition for admission have been met;
2. all inquiry/research skill requirements have been met;
3. the Program of Study has been approved by the Supervisory Committee, the Department Chair, and the Dean of the College of Graduate Studies;
4. a grade point average of 3.50 or higher has been maintained on all graduate courses taken and on all completed courses on the Program of Study; no more than one grade of "C" may be placed on the Program of Study;
5. written and/or oral candidacy examinations have been passed and reported to the College of Graduate Studies; and
6. the Supervising Committee, including any necessary changes in the membership, is confirmed and all its members have been notified of their appointments.

Program of Study**Tier I Content Courses 36 Hours**

Satisfaction of Tier I (36 post-Master's graduate credit hours) requirements for admission to Tier II may be met through one the following pathways:

P-12 Leadership/Administration (includes Teacher Leadership):

1. EDUCATIONAL SPECIALIST DEGREE IN A FIELD OTHER THAN EDUCATIONAL LEADERSHIP: the applicant will be required to satisfy a four-course prerequisite, the P-12 Leadership Professional Core.
2. ED.S. IN EDUCATIONAL LEADERSHIP/ADMINISTRATION (CERTIFICATION TRACK): Completion of an Ed.S. in Educational Leadership/Administration including certification. If the 36 semester hours have not been met, additional coursework will be required. Details of the Georgia Southern University Ed.S. in Educational Leadership Program may be viewed at http://coe.georgiasouthern.edu/lthd/pos_EdSEdLeadership.html.
3. NON-DEGREE, NON-CERTIFICATION TRACK: Completion of the non-degree, non-certification track in Educational Leadership/Administration program (36 graduate credit hours). This pathway will satisfy requirements of Tier I but will NOT result in a degree being conferred at the Ed.S. level or leadership/administration certification. Candidates should follow the Program of Study as prescribed here:

Required Research Core (9 hours)

EDUR 8131 - Educational Statistics I (3)

EDUR 8434 - Field-based Educational Research (3)

EDLD 8839 - Directed Research in Educational Leadership (3) *Taken in Final Semester*

Leadership Core (9 hours)

EDLD 8135 - Educational Planning (3)

EDLD 8436 - Grants Development/Administration (3)

ITEC 8435 - Program Evaluation (3)

P-12 Leadership Professional Core (12 hours)

EDLD 7531 - Legal and Ethical Issues in School Leadership (3)

EDLD 7532 - Empowering Human Resources (3)

EDLD 8430 - School Finance (3)

EDLD 8438 - Organizational Leadership (3)

P-12 Leadership Electives (6 hours)

Substitutions may be authorized with the advisor's approval.

Higher Education Leadership/Administration:

1. EDUCATIONAL SPECIALIST DEGREE IN A FIELD OTHER THAN HIGHER EDUCATIONAL LEADERSHIP/ADMINISTRATION: the applicant will be required to satisfy a four-course prerequisite, the Higher Education Professional Core.
2. ED.S. IN HIGHER EDUCATION ADMINISTRATION (or equivalent) CONCENTRATION TRACK: If the 36 semester hours have not been met, additional coursework will be required. Details of the Georgia Southern University Ed.S. in Higher Education Administration Program may be viewed at http://coe.georgiasouthern.edu/lthd/pos_EdSEdLeadership.html
3. NON-DEGREE TRACK: Completion of the non-degree, non-certification track in Higher Education Administration program (36 graduate credit hours). This pathway will satisfy requirements of Tier I but will NOT result in a degree being conferred at the Ed.S. level. Candidates should follow the Program of Study as prescribed here:

Required Research Core (9 hours)

EDUR 8131 - Educational Statistics I (3)

EDUR 8434 - Field-based Educational Research (3)

EDLD 8839 - Directed Research in Educational Leadership (3) *Taken in Final Semester*

Leadership Core (9 hours)

EDLD 8135 - Educational Planning (3)

EDLD 8436 - Grants Development/Administration (3)

ITEC 8435 - Program Evaluation (3)

Higher Education Professional Core (Select four courses) (12 hours)

EDLD 7431 - Higher Education Administration (3)

EDLD 8431 - Higher Education Law (3)

EDLD 8432 - Higher Education Finance (3)

EDLD 8433 - Higher Education Governance (3)

EDLD 8435 - Higher Education Policy (3)

EDLD 8439 - Politics of Higher Education (3)

Higher Education Electives (Select two courses) (6 hours)

COUN 7131 - Student Services in Higher Education (3)

COUN 7132 - Contemporary College Student (3)

COUN 7133 - Administration and Leadership in Higher Education Student Services (3)

COUN 7134 - Ethical and Professional Issues in Student Services (3)

EDLD 7432 - History of American Higher Education (3)

Substitutions may be authorized with the advisor's approval.

Course credit is given for Tier I coursework to a maximum of 36 semester hours, provided the course work was completed in a timely manner at an institution accredited by the appropriate regional accrediting agency. Questions regarding Higher Education concentration at the Tier I level should be directed to the Higher Education Program Coordinator, Dr. Brenda Marina, at bmarina@georgiasouthern.edu; questions

regarding P-12 concentration at the Tier I level should be directed to the Ed.S. Coordinator, Dr. Teri Melton, at tamelton@georgiasouthern.edu.

Tier II Core Courses 30 Hours

- EDLD 9231 - Administrative Theory (3)
- EDLD 9232 - Decision Making/Problem Solving (3)
- EDLD 9233 - Leadership Theory (3)
- EDLD 9234 - Doctoral Seminar (3)
- EDLD 9235 - Contemporary Issues in Educational Administration (3)
- EDLD 9236 - Diversity and Ethics for Educational Leaders (3)
- EDLD 9631 - Research Seminar I (3)
- EDLD 9632 - Research Seminar II (3)
- EDUR 9131 - Doctoral Research Methods (3)
- EDUR 9231 - Qualitative Research in Education (3)

Tier III Dissertation 9 Hours

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

Strands

There are three strands in the doctoral program in Educational Administration: P-12 Administration, Higher Education Administration, and Teacher Leadership.

EDUCATIONAL ADMINISTRATION
Ed.D.
Doctoral Program
Post-Masters

TIER I			TIER II	TIER III
ED.S. AND/OR CONTENT			DOCTORAL CORE	DISSERTATION
SPECIALIZATION (See Tier I Pathways above)				
P-12	HIGHER ED	TEACHER LEADERSHIP	EDUR 9131 - Doctoral Research Methods (3) EDUR 9231 - Qualitative Research in Education (3) EDLD 9231 - Administrative Theory (3) EDLD 9232 - Decision Making/Problem Solving (3) EDLD 9233 - Leadership Theory (3) EDLD 9234 - Doctoral Seminar (3) EDLD 9235 - Contemporary Issues in Educational Administration (3) EDLD 9236 - Diversity and Ethics for Educational Leaders (3) EDLD 9631 - Research Seminar I (3) EDLD 9632 - Research Seminar II (3)	EDLD 9999 - Dissertation (9)
Minimum of 36 Semester Hours			Minimum of 30 Semester Hours	Minimum of 9 Semester Hours

TOTAL: 75 Semester Hours

EDUCATIONAL LEADERSHIP M.Ed., 36 HOURS

Advising: Department of Leadership, Technology, and Human Development, Dr. Barbara Mallory, P.O. Box 8131, Statesboro, GA 30460, (912) 478-1428, bmallory@georgiasouthern.edu, Fax: (912) 478-7104, <http://coe.georgiasouthern.edu/lthd/leadership.html>

Admission Requirements

Regular

1. Complete requirements for a Bachelor’s degree from a regionally accredited institution.
2. Possess or be eligible for a Professional Level Four Certificate or equivalent in a teaching field. Persons with a Master’s degree in a related field may be admitted; however, additional course work may be required. (Required for Track One only)
3. Present a cumulative 2.50 (4.0 scale) grade point average or higher on all undergraduate and graduate work combined.
4. Present official report of scores on the Miller Analogies Test (MAT) or the verbal, quantitative and analytical writing sections of the Graduate Records Examination (GRE).
5. Submit a personal statement of purpose, not to exceed 200 words, that identifies the applicant’s reasons for pursuing graduate study and how admission into the program relates to the applicant’s professional aspirations.
6. Submit a completed “Disclosure and Affirmation Form” that addresses misconduct disclosure, criminal background check, the Code of Ethics for Educators, and tort liability insurance.
7. Submit school/district endorsement and agreement for Internship. (Required for Track One only)
8. One (1) year of teaching experience prior to admission to the program. (Required for Track One only)

Provisional

Applicants may be approved for provisional admission based on the quality of the admission material presented. Provisional students must earn grades of “B” or higher in their first nine (9) hours of course work after admission and meet any other stipulations outlined by the department to be converted to regular status.

Track One - Certification

Professional Education Core Requirements 12 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 Hours

- EDLD 7530 - The Democracy-centered School Leader (3) *
- EDLD 7531 - Legal and Ethical Issues in School Leadership (3) *
- EDLD 7532 - Empowering Human Resources (3) *
- EDLD 7533 - Mobilizing Communities (3) *
- EDLD 7534 - Leading Innovation and Change (3)
- EDLD 7535 - Using Data in Leadership for Learning (3) *
- EDLD 7737 - Supervised Field Experience I (3) *
- EDLD 7738 - Supervised Field Experience II (3) *

* A Key Assessment will be a major component of this course’s requirements.

Track Two - Non Certification

Professional Education Core Requirements 12 Hours

- EDUC 7130 - Curriculum, Theories and Design (3)
- EDUF 7130 - Learning Theories and Applications (3)
- EDUR 7130 - Educational Research (3)
- ITEC 7530 - Instructional Technology Foundations (3)

EDLD Electives 18 Hours

Electives 6 Hours

Selected in consultation with Advisor

NOTE: Neither EDLD 7737 - Supervised Field Experience I or EDLD 7738 - Supervised Field Experience II may be used to fulfill either the EDLD Electives or Elective requirements for Track Two.

NOTE: Completing Track Two WILL NOT result in a Level-5 Certificate in Leadership.

OTHER PROGRAM REQUIREMENTS

- Successful completion of the M.Ed. Comprehensive Exit Examination
- Must successfully complete assessments identified at each program transition point

EDUCATIONAL LEADERSHIP Ed.S., 30-33 HOURS

Advising: Department of Leadership, Technology, and Human Development, Dr. Teri Melton, (912) 478-0510, tamelton@georgiasouthern.edu, Fax: (912) 478-7104, <http://coe.georgiasouthern.edu/lthd/leadership.html>

Admission Requirements

Regular

1. Complete requirements for a Master’s degree from a regionally accredited institution.
2. Possess or be eligible for the Professional Level Five Certificate or equivalent in Educational Leadership. (School Administration Concentration only)
3. Present a passing score on the Georgia Assessments for the Certification of Educators (GACE) Educational Leadership Assessment or another exam designated by the Georgia Professional Standards Commission (PSC) to replace this exam for use with performance-based certification. (School Administration Concentration only)
4. Present a 3.25 or higher GPA on all graduate work attempted.
5. 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).
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. For School Administration, the statement must include whether Building or District Level Certification (or both) is being sought.
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. Submit school/district endorsement and agreement for Residency at the Building or District level. (School Administration Concentration only)
9. Three years school/district experience prior to admission to the program. (School Administration Concentration only)

Provisional

Applicants may be approved for provisional admission based on the quality of the admission material presented. Provisional students must earn grades of “B” or higher in their first nine (9) hours of course work after admission and meet any other stipulations outlined by the department to be converted to regular status.

CONCENTRATION: SCHOOL ADMINISTRATION, 33 HOURS

(For Students Holding Level 5 Certification and Seeking Level 6 Certification)

Prerequisites

EDUR 7130 - Educational Research (3)

EDUR 8131 - Educational Statistics I (3)

The Program is a Fall or Spring Admission Program which is administered through the Cohort Process. The Residency is a performance-based internship, which is guided cooperatively by the university and school/district partner. Candidates should follow the Program of Study as prescribed here:

Semester I (Fall) 6 Hours

EDLD 8630 - Planning for Change (3) *

EDLD 8631 - Implementing Change (3) *

Semester II (Spring) 6 Hours

EDLD 8632 - Organizational Culture (3) *

EDLD 8737 - Residency I (3) (On-site Performance-based Residency in a Leadership Position: Designate Building/District Level) (Residency will span Spring, Summer, and Fall Semesters, as planned and directed by Beginning Leader Support Team)

Semester III (Summer) 9 Hours

EDLD 8634 - Managing Operations and Processes (3) *

EDLD 8633 - Curriculum and Instructional Leadership (3) *

EDLD 8738 - Residency II (3) (On-site Performance-based Residency in a Leadership Position: Designate Building/District Level) (Residency will span Spring, Summer, and Fall Semesters, as planned and directed by Beginning Leader Support Team)

Semester IV (Fall) 9 Hours

EDLD 8635 - Leading School Renewal (3) *

EDLD 8739 - Residency III (3) * (On-site Performance-based Residency in a Leadership Position: Designate Building/District Level) (Residency will span Spring, Summer, and Fall Semesters, as planned and directed by Beginning Leader Support Team)

EDUR 8434 - Field-based Educational Research (3)

Semester V (Spring) 3 Hours

EDLD 8839 - Directed Research in Educational Leadership (3)

* A Key Assessment will be a major component of this course’s requirements.

**CONCENTRATION:
HIGHER EDUCATION ADMINISTRATION, 30 HOURS**

Admission Requirements

Regular

1. Complete requirements for a Master’s degree from a regionally accredited institution.
2. Present a 3.25 or higher GPA on all graduate work attempted.
3. Present official report of scores on the Miller Analogies Test (MAT) or the verbal, quantitative and analytical writing sections of the Graduate Records Examination (GRE).
4. Submit a personal statement of purpose, not to exceed 250 words, that identifies the applicant’s reasons for pursuing graduate study and how admission into the program relates to the applicant’s professional aspirations.
5. Submit a completed “Disclosure and Affirmation Form” that addresses misconduct disclosure, criminal background check, the Code of Ethics for Educators, and tort liability insurance.

Provisional

Applicants may be approved for provisional admission based on the quality of the admission material presented. Provisional students must earn grades of “B” or higher in their first nine (9) hours of course work after admission and meet any other stipulations outlined by the department to be converted to regular status.

Required Research Core..... 9 Hours

- *EDUR 8131- Educational Statistics I (3)
- **EDUR 8434 - Field-Based Educational Research (3) *Prerequisite for EDLD 8839*
- EDLD 8839 - Directed Research in Educational Leadership (3) *Taken in final semester*

Higher Education Leadership Core..... 12 Hours

- EDLD 8135 - Educational Planning (3)
- EDLD 8431 - Higher Education Law (3)
- EDLD 8436 - Grants Development/Administration (3)
- ITEC 8435 - Program Evaluation (3)

Higher Education Professional Core 9 Hours

Select *three* of the following courses in consultation with Advisor:

- EDLD 7430 - American Higher Education (3)
- EDLD 7431 - Higher Education Administration (3)
- EDLD 7432 - History of American Higher Education (3)
- EDLD 8432 - Higher Education Finance (3)
- EDLD 8433 - Higher Education Governance (3)
- EDLD 8435 - Higher Education Policy (3)
- EDLD 8439 - Politics of Higher Education (3)

Elective Courses (may be used for substitutions in consultation with advisor)

- COUN 7131 - Student Services in Higher Education (3)
- COUN 7132 - Contemporary College Student (3)
- COUN 7133 - Administration and Leadership in Higher Education Student Services (3)
- COUN 7134 - Ethical and Professional Issues in Student Services (3)
- EDUF 7235 - Multicultural Education (3)

**If equivalent course was taken, student may substitute with Advisor approval*

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

Transfer coursework may be applied with Advisor approval.

HIGHER EDUCATION ADMINISTRATION M.Ed., 36 HOURS

Advising: Department of Leadership, Technology, and Human Development, Dr. Brenda Marina P.O. Box 8131, Statesboro, GA 30460, (912) 478-5600, bmarina@georgiasouthern.edu, Fax: (912) 478-7104, <http://coe.georgiasouthern.edu/lthd/>

Admission Requirements

Regular

1. Complete requirements for a Bachelor's degree from a regionally accredited institution.
2. Present a cumulative 2.50 (4.0 scale) grade point average or higher on all undergraduate and graduate work combined.
3. Present official report of scores on the Miller Analogies Test (MAT) or the verbal, quantitative and analytical writing sections of the Graduate Records Examination (GRE).
4. Submit a personal statement of purpose, not to exceed 250 words, that identifies the applicant's reasons for pursuing graduate study and how admission into the program relates to the applicant's professional aspirations.
5. Submit a completed "Disclosure and Affirmation Form" that addresses misconduct disclosure, criminal background check, the Code of Ethics for Educators, and tort liability insurance.

Provisional

Applicants may be approved for provisional admission based on the quality of the admission material presented. Provisional students must earn grades of "B" or higher in their first nine (9) hours of course work after admission and meet any other stipulations outlined by the department to be converted to regular status.

Professional Education Core Requirements 9 Hours

- EDUF 7130 - Learning Theories and Applications (3)
- EDUR 7130 - Educational Research (3)
- ITEC 7430 - Instructional Design (3)

Higher Education Administration Core 18 Hours

- COUN 7132 - Contemporary College Student (3)
- EDLD 7430 - American Higher Education (3)
- EDLD 7431 - Higher Education Administration (3)
- EDLD 7432 - History of American Education (3)
- EDLD 8431 - Higher Education Law (3)
- EDLD 8735 - Higher Education Practicum (3) *

Specialized Content Courses 9 Hours

Select three of the following courses in consultation with advisor

- COUN 7131 - Student Services in Higher Education (3)
- COUN 7133 - Administration and Leadership in Higher Education Student Services (3)
- COUN 7134 - Ethical and Professional Issues in Student Services (3)
- EDLD 8432 - Higher Education Finance (3)
- EDLD 8433 - Higher Education Governance (3)
- EDLD 8435 - Higher Education Policy (3)
- EDLD 8439 - Politics of Higher Education (3)
- EDUF 7235 - Multicultural Education (3)

If an equivalent course was taken, student may substitute with Advisor approval.

OTHER PROGRAM REQUIREMENTS

- Successful completion of a professional portfolio *with practicum
- Must successfully complete assessments identified at each program transition point

INSTRUCTIONAL TECHNOLOGY

M.Ed., 36 HOURS

(Georgia ONmyLINE Franchise)

(For Students Seeking Level 5 Certification as a Media Specialist)

Advising: Department of Leadership, Technology, and Human Development, Dr. Judi Repman, P.O. Box 8131, Statesboro, GA 30460, (912) 478-5394, jrepman@georgiasouthern.edu, Fax: (912) 478-7104, <http://coe.georgiasouthern.edu/lthd/itech.html>

The courses in this program are offered online.

Admission Requirements

Regular

1. Complete requirements for a Bachelor's degree from a regionally accredited institution.
2. Possess a Professional Level Four Certificate or equivalent in a teaching field. Persons not holding Level Four Certification may be admitted; however, the program will exceed 36 hours.
3. Present a cumulative 2.50 (4.0 scale) grade point average or higher on all undergraduate and graduate work combined.
4. For students who do not possess a Level Four Certificate, present official report of scores on the Miller Analogies Test (MAT) or the verbal, quantitative and analytical writing sections of the Graduate Records Examination (GRE). Students who hold a clear, renewable T-4 certificate are not required to submit GRE or MAT scores.
5. Submit a completed "Disclosure and Affirmation Form" that addresses misconduct disclosure, criminal background check, the Code of Ethics for Educators, and tort liability insurance.

Additional Program Requirements

If the student does not possess a Professional Level Four Certificate or equivalent in a teaching field, courses in curriculum design and special education are required. These courses should be selected following consultation with an advisor.

Professional Education Core Requirements 6 Hours

FRLT 7130 - Learning Theories and Applications (3)

FRER 7130 - Educational Research (3)

Specific Requirements 24 Hours

FREC 7232 - Children's Literature (3) **OR** FRMS 7331 - Early Adolescent Literature (3)

FRIT 7132 - Administration of the School Library Media Program (3)

FRIT 7134 - Collection Development and Organization (3)

FRIT 7136 - Reference and Information Sources (3)

FRIT 7230 - Selection and Development of Instructional Technologies (3)

FRIT 7430 - Instructional Design (3)

FRIT 7737 - Practicum in School Library Media Centers (3)

FRIT 8530 - Applications of Instructional Technology (3)

Content Electives..... 6 Hours

OTHER PROGRAM REQUIREMENTS

- All candidates for a Master's Degree in Instructional Technology are required to submit an electronic professional portfolio as a requirement for graduation
- Must successfully complete assessments identified at each program transition point
- ITEC 7530 may not be used as credit toward the Instructional Technology M.Ed. Program elective

INSTRUCTIONAL TECHNOLOGY M.Ed., 36 HOURS (Georgia ONmyLINE Franchise)

(For Students Not Seeking Level 5 Certification as a Media Specialist)

Advising: Department of Leadership, Technology, and Human Development, Dr. Judi Repman, P.O. Box 8131, Statesboro, GA 30460, (912) 478-5394, jrepman@georgiasouthern.edu, Fax: (912) 478-7104, <http://coe.georgiasouthern.edu/lthd/itech.html>

The courses in this program are offered online.

Program Intent: This program does not lead to Level Five School Library Media Specialist Certification.

Admission Requirements

Regular

1. Complete requirements for a Bachelor's degree from a regionally accredited institution.
2. Present a cumulative 2.50 (4.0 scale) grade point average or higher on all undergraduate and graduate work combined.
3. Present official report of scores on the Miller Analogies Test (MAT) or the verbal, quantitative and analytical writing sections of the Graduate Records Examination (GRE). Students who hold a clear, renewable T-4 certificate are not required to submit GRE or MAT scores.
4. Submit a completed "Disclosure and Affirmation Form" that addresses misconduct disclosure, criminal background check, the Code of Ethics for Educators, and tort liability insurance.

Professional Education Core Requirements 6 Hours

FRLT 7130 - Learning Theories and Applications (3)

FRER 7130 - Educational Research (3)

Specific Requirements 21 Hours

FRIT 7230 - Selection and Development of Instructional Technologies (3)

FRIT 7335 - Web Design and Development (3)

FRIT 7430 - Instructional Design (3)

FRIT 7738 - Practicum in Instructional Technology (3)

FRIT 8132 - Administration of Technology Resources (3)

FRIT 8435 - Program Evaluation (3)

FRIT 8530 - Applications of Instructional Technology (3)

Content Electives 9 Hours

Must have Advisor approval.

OTHER PROGRAM REQUIREMENTS

- All candidates for a Master's Degree in Instructional Technology are required to submit an electronic professional portfolio as a requirement for graduation
- Must successfully complete assessments identified at each program transition point
- ITEC 7530 may not be used as credit toward the Instructional Technology M.Ed. Program elective

READING EDUCATION M.Ed., 36 HOURS

Advising: Department of Curriculum, Foundations, and Reading, Dr. Michael Moore, P. O. Box 8144, Statesboro, GA 30460, (912) 478-0211, mmoore@georgiasouthern.edu, fax: (912) 478-5382, <http://coe.georgiasouthern.edu/reading/>

Admission Requirements

Regular

1. Complete requirements for a bachelor’s degree from a regionally accredited institution.
2. Possess or be eligible for a Professional Level Four Certificate or equivalent in a teaching field. Persons with a Master’s degree in a related field may be admitted into the program if not seeking certification.
3. Present a cumulative 2.50 (4.0 scale) grade point average or higher on all undergraduate and graduate work combined.
4. Present official report of scores on the Miller Analogies Test (MAT) or the verbal, quantitative and analytical writing sections of the Graduate Records Examination (GRE).
5. Submit a personal statement of purpose, not to exceed 200 words, that identifies the applicant’s reasons for pursuing graduate study and how admission into the program relates to the applicant’s professional aspirations.
6. Submit a completed “Disclosure and Affirmation Form” that addresses misconduct disclosure, criminal background check, the Code of Ethics for Educators, and tort liability insurance.

Provisional

Applicants may be approved for provisional admission based on the quality of the admission material presented. Provisional students must earn grades of “B” or higher in their first nine (9) hours of course work after admission and meet any other stipulations outlined by the department to be converted to regular status.

Professional Education Core Requirements 9 Hours

- EDUC 7130 - Curriculum Theories and Design (3)
- EDUF 7130 - Learning Theories and Applications (3)
- EDUR 7130 - Educational Research (3)

Specific Requirements 12 Hours

- READ 7131 - Approaches to Reading Instruction (3)
- READ 7132 - Diagnosis and Correction of Reading Difficulties (3)
- READ 7230 - Issues and Trends in Reading (3)
- READ 7330 - Reading in the Content Areas (3)

Restricted Electives 9 Hours

Select 9 hours from the following:

- ECED 7230 - Advanced Language Arts Methods (3)
- ECED 7231 - Emerging Literacy (3)
- ECED 7232 - Children’s Literature (3)
- ENGL 5135G - Teaching Literature to Middle and Secondary School Students (3)
- ENGL 5534G - Literature for Adolescents (3)
- ENGL 5535G - Children’s Literature (3)
- MSED 8331 - Trends in Middle and Secondary Language Arts (3)
- MSED 7331 - Early Adolescent Literature (3)
- MSED 7333 - Writing Instruction for the Middle and Secondary Schools (3)
- SPED 7136 - Language Development (3)
- WRIT 5130G - Modern English Grammar (3)
- WRIT 5330G - History of English Language (3)
- WRIT 5530G - Sociolinguistics (3)

Free Electives 6 Hours

OTHER PROGRAM REQUIREMENTS

- Must successfully complete assessments identified at each program transition point

SCHOOL PSYCHOLOGY Ed.S., 75 HOURS

Advising: Department of Leadership, Technology and Human Development, Dr. Terry Diamanduros, P.O. Box 8131, Statesboro, GA 30460, (912) 478-1548, tdiamanduros@georgiasouthern.edu, Fax: (912) 478-7104, <http://coe.georgiasouthern.edu/lthd/schoolpsych.html>

Program Intent: This program provides training to serve children and adolescents with learning, behavioral, or emotional problems in educational settings. After successful completion of 36 hours of course work and passing a written comprehensive examination, students may be awarded an interim M.Ed. degree and continue on in the program to complete the remaining requirements of the Ed.S. degree. The 36 hours required for the interim M.Ed. include the following courses: Professional Education Core Requirements (6 hrs), Specific Requirements (27 hrs), and EDUR 7130 (3 hrs). Professional entry-level in the field of School Psychology requires Professional Level Six (S-6) Certification which is acquired after successful completion of the prescribed Ed.S. Program of Study and a passing score on the GACE examination in School Psychology.

Admission Requirements

Regular

1. Complete requirements for a bachelor's degree in the social sciences or in education from a regionally accredited institution.
2. Present a cumulative 3.00 (4.0 scale) or higher GPA on all undergraduate and graduate work (if any) combined.
3. Present official report of scores on the Miller Analogies Test (MAT) or the verbal, quantitative and analytical writing sections of the Graduate Records Examination (GRE).
4. Submit a personal statement of purpose that includes reasons for selecting school psychology as a career, self evaluation of personal qualities that would be brought into the program, and the impacts the applicant believes school psychologists should have on the lives of children.
5. Submit three letters of recommendation from persons well acquainted with the applicant's academic and/or professional performance.
6. Submit a passing score on the GACE Basic Skills Assessment exam or be exempt by acceptable SAT, ACT, or GRE 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. Students who are accepted into the program must agree to abide by the ethical principles established by the National Association of School Psychologists. Documentation of professional liability insurance must be submitted to the assigned advisor at the beginning of the first semester.

Provisional

Applicants may be approved for provisional admission based on the quality of the admission material presented. Provisional students must earn grades of "B" or higher in their first nine (9) hours of course work after admission and meet any other stipulations outlined by the department to be converted to regular status.

Prerequisite

SPED 6130 - Introduction to Special Education (3)

Professional Education Core Requirements 6
Hours

EDUC 7130 - Curriculum Theories (3) **OR** READ 7131 Approaches to Reading Instruction (3)

EDUF 7130 - Learning Theories and Applications (3)

Specific Requirements 27

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

Hours

EDUR 7130 - Educational Research (3)

EDUR 8131 - Educational Statistics I (3)

EDUR 8434 - Field-based Educational Research (3) *

ESPY 8839 - Action Research in School Psychology (3)

Specialized School Psychology Content Requirements 21

Hours

ESPY 8130 - Curriculum-based Assessment and Response-to-Intervention (3)

ESPY 8131 - Individual Intellectual Assessment (3)

ESPY 8132 - Addressing Diversity in School-based Conceptualization (3)

ESPY 8133 - Personality and Behavioral Assessment in the Schools (3)

ESPY 8135 - Crisis Intervention and Prevention (3)

ESPY 8230 - Consulting in Educational Settings (3)

ESPY 8631 - Seminar in School Psychology (3)

Applied School Psychology Content Requirements..... 9

Hours

ESPY 8737 - Practicum in School Psychology (3)

ESPY 8738 - School Psychology Internship I (3)

ESPY 8739 - School Psychology Internship II (3)

OTHER PROGRAM REQUIREMENTS

- Successful completion of 36 hours and written School Psychology Comprehensive exam are required to obtain the interim M.Ed. degree. Students may only take this exam twice and must pass it to receive the M.Ed. degree and to continue on in the program.
- Successful completion of Ed.S. Comprehensive Exit Examination; involves constituting a three-faculty advisory committee to guide field study, and requires the completion and oral presentation of a major field-based research paper.
- Must successfully complete assessments identified at each program transition point.
- Must successfully complete key assessments in the program.

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

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

TEACHING M.A.T., 33-51 HOURS

Advising: Department of Teaching and Learning, Dr. Missy Bennett, P.O. Box 8134, Statesboro, GA 30460, (912) 478-0356, mbennett@georgiasouthern.edu, Fax: (912) 478-0026.

Program Intent and Admission Requirements:

The Master of Arts in Teaching (MAT) leads to initial teaching certification and a master's degree for those persons who hold a bachelors degree from a regionally accredited institution. There are four study concentrations/tracks based on educational background and career goals:

Study Concentration 1: Secondary Education certification (6-12) for candidates who hold a bachelor's degree in English, business, mathematics, history, geography, economics, political science, chemistry, biology, geology, physics, child and family development, fashion merchandising and apparel design, hotel and restaurant management, nutrition and food science, interior design, home economics, housing and consumer economics, or related field.

Study Concentration 2: Middle Grades certification (4-8) for candidates who hold a bachelor's degree. Candidates must complete two teaching concentrations from reading, language arts, science, social studies, and mathematics.

Study Concentration 3: Special Education certification (P-12) for candidates who hold a bachelor's degree in psychology, counseling, child and family development, or a closely-related field.

Study Concentration 4: P-12 Education certification for candidates who hold a bachelor's degree in Spanish.

The total hours for the degree are dependent on previous course work completed in the area of certification. A transcript evaluation by the College of Education's Director of Advisement and Certification is required at the outset. Prerequisite content course work, based on the transcript evaluation, must be completed as a non-degree student before admission into the program.

Admission Requirements

Regular

1. Hold a bachelor's degree from a regionally accredited institution.
2. Present a transcript evaluation by the College of Education's Director of Advisement and Certification, and completion of specified prerequisite content course work.
3. Present a cumulative 2.50 (4.0 scale) grade point average or higher on all undergraduate and graduate work combined.
4. Present a total adjusted GPA of 2.75 or higher on all teaching field course work.
5. Present an official report of scores on the Miller Analogies Test (MAT) or the verbal, quantitative, and analytical writing sections of the Graduate Record Exam (GRE).
6. Submit passing scores on the GACE Basic Skills Assessment or be exempt by acceptable SAT, ACT, or GRE scores.
7. Submit a passing score on the GACE Content Assessment in the area for which one is seeking certification, except for the MAT in Special Education.
8. Submit a personal statement of purpose, not to exceed 200 words, that identifies the applicant's reasons for pursuing graduate study and how admission into the program relates to the applicant's professional aspirations.
9. Submit a completed "Disclosure and Affirmation Form" that addresses misconduct disclosure, criminal background check, the Code of Ethics for Educators, and tort liability insurance.

Provisional

Applicants may be approved for Provisional admission based on the quality of the admission material presented. Provisional students must earn grades of B or higher in their first 9 hours of course work after admission and meet any other stipulations outlined by the department to be converted to regular status.

MAT Program Sequence

Study Concentration One:

Secondary Education with Teaching Fields in Biology, Chemistry, Geology, 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) 36-39 Hours

Step One - The following courses are prerequisites to Steps Two and Three (Fall Semester Only) (6-9 Hours):

ITEC 7530 - Instructional Technology Foundations (3) OR PSC Test-Out Option

MSED 6130 - Introduction to the Middle & Secondary School (3)

SPED 6130 - Introduction to Special Education (3)

[Admission criteria to the Teacher Education Program (TEP), must be met for progression to Step Two.]

Step Two: Secondary Education Block* (Spring Semester Only) (6-9 hours to be taken concurrently):

ESED 6738 - Supervised Practicum (3) OR Candidates who are currently teaching full-time on a non-renewable teaching certificate enroll in ESED 6739 - Internship I (3)

SCED 6131 - Curriculum for the Secondary School (3)

Select one of the following Appropriate Subject-Specific Courses:

- MSED 6237 - Science Methods (3)
- MSED 6337 - Language Arts Methods (3)
- MSED 6437 - Social Science Methods (3)
- MSED 6537 - Mathematics Methods (3)
- MSED 6637 - Business Education Methods (3)
- MSED 6737 - Family and Consumer Sciences Methods (3)

Step Three: Student Teaching/Supervised Internship Semester and Colloquium (12 hours):

Candidates who are not teaching full-time enroll in SCED 5799G - Student Teaching in Secondary Education (9)
 Candidates who are currently teaching full-time on a non-renewable teaching certificate enroll in ESED 6799 - Supervised Internship (9)
 MSED 7130 - Colloquium (3)

Step Four: Additional course work required for initial certification (3 hours):

ESED 7131 - Enhancing Student Performance (3)
 [Candidates may apply for initial T-4 certification upon successful completion of Steps 1-4]

Step Five: Course work required for completion of the MAT degree (6 hours):

EDUR 7130 - Educational Research (3)
 SCED 8633 - Seminar in Secondary Education (3)
 [Candidates may apply for T-5 certification upon successful completion of all program requirements]

Study Concentration Two:

Middle Grades Education (Grades 4-8) 48-51 Hours

Step One - The following courses are prerequisites to Steps Two and Three (Fall Semester Only) (9-12 Hours):

- ITEC 7530 - Instructional Technology Foundations (3) OR PSC Test-Out Option
 - MSED 5333G - Literature and Writing for the Middle and Secondary Schools (3)
 - MSED 6130 - Introduction to the Middle & Secondary School (3)
 - SPED 6130 - Introduction to Special Education (3)
- [Admission criteria to the Teacher Education Program (TEP), must be met for progression to Step Two.]

Step Two: Middle Grades Education Block (Spring Semester Only) (9 hours to be taken concurrently):

ESED 6738 - Supervised Practicum (3) **OR** Candidates who are currently teaching full-time on a non-renewable teaching certificate enroll in ESED 6739 - Internship I (3)
 MGED 6131 - Curriculum for the Middle Grades (3)

Select one of the following Appropriate Subject-Specific Methods Courses in One's Primary Concentration Area:

- MSED 6237 - Science Methods (3)
- MSED 6337 - Language Arts Methods (3)
- MSED 6437 - Social Science Methods (3)
- MSED 6537 - Mathematics Methods (3)

Step Three: Student Teaching/Supervised Internship and Colloquium (12 hours):

Candidates who are not teaching full-time enroll in MGED 5799G - Student Teaching in Middle Grades Education (9)
 Candidates who are currently teaching full-time on a non-renewable teaching certificate enroll in ESED 6799 - Supervised Internship (9)
 MSED 7130 - Colloquium (3)

Step Four: Additional course work required for initial certification (9 hours):

ESED 7131 - Enhancing Student Performance (3)
 MGED 8132 - Effective Middle Schools (3)

Select one of the following Appropriate Subject-Specific Methods Courses in One's Second Concentration Area:

- MSED 6237 - Science Methods (3)
- MSED 6337 - Language Arts Methods (3)
- MSED 6437 - Social Science Methods (3)
- MSED 6537 - Mathematics Methods (3)

[Candidates may apply for initial T-4 certification upon successful completion of Steps 1-4]

Step Five: Additional course work required for completion of the MAT degree (9 hours):

EDUR 7130 - Educational Research (3)
 MGED 8131 - Integrated Curriculum for the Middle Grades (3)
 MGED 8633 - Seminar in Middle Grades Education (3)
 [Candidates may apply for T-5 certification upon successful completion of all program requirements]

Study Concentration Three:

Special Education (Grades P-12) 42-48 Hours

Step One - The following courses are prerequisites to Steps Two and Three (6-9 Hours):

- EDUF 7130 - Learning Theories and Applications (3)
 - ITEC 7530 - Instructional Technology Foundations (3) OR PSC Test-Out Option
 - SPED 6130 - Introduction to Special Education (3)
- [Admission criteria to the Teacher Education Program (TEP), must be met for progression to Step Two.]

Step Two: Special Education Prerequisite Content Block (9 hours):

- SPED 6230 - Assessment and Procedures in Special Education (3)
- SPED 6231 - Special Education Laws and Procedures (3)
- SPED 6330 - Classroom Management (3)

Step Three: Special Education Content For Teaching Block (12 hours):

- SPED 7630 - Seminar in Special Education (3)
- SPED 7631 - Perspectives on Characteristics of Mild Disabilities (3)
- SPED 7632 - Methods for Mild Disabilities (3)
- READ 7131 - Approaches to Reading Instruction (3)

Step Four: Student Teaching/Supervised Internship (6-9 hours):

Candidates who are not teaching full-time enroll in **SPED 5799G - Student Teaching in Special Education (9)
 Candidates who are currently teaching full-time on a non-renewable teaching certificate enroll in **SPED 7736 - Internship in Special Education (6)

***Student Teaching/Supervised Internship course includes an exit project for the MAT*

[Candidates may apply for initial T-4 certification upon successful completion of SPED 7736 or SPED 5799G]

Step Five: Additional Coursework for the MAT degree completion (9 hours):

- EDUR 7130 - Educational Research (3)
- SPED 7136 - Language Development (3)
- SPED 7133 - Collaboration Across the Life Span (3)

[Candidates may apply for T-5 certification upon successful completion of all program requirements]

Specific Program Requirements for Concentration Three:

- All new MAT candidates must schedule and meet with their assigned Special Education Advisor for a brief advisement orientation meeting prior to entering Step Two of the program in order to meet registration requirements.
- Candidates must take courses in sequenced order to meet Special Education Program Key Assessment criteria.
- Candidates must successfully complete an electronic portfolio projects in order to exit the program.

Study Concentration Four:

P-12 Education with Teaching Fields in Spanish..... 33-36 Hours

Step One - The following courses are prerequisites to Steps Two and Three (6-9 Hours):

- EDUF 7130 - Learning Theories and Applications (3)
- ITEC 7530 - Instructional Technology Foundations (3) **OR** PSC Test-Out Option
- SPED 6130 - Introduction to Special Education (3)

[Admission criteria to the Teacher Education Program (TEP), must be met for progression to Step Two.]

Step Two: Foreign Language Pedagogy and Supervised Practicum(9 hours):

- FORL 6431 - Foreign Language Methods P-5 (3)
- FORL 6432 - Foreign Language Methods 6-12 (3)
- FORL 6433 - Practicum in Foreign Language (3)

Step Three: Student Teaching/Supervised Internship (9 hours):

Candidates who are not teaching full-time enroll in ESED 5799G - Student Teaching in P-12 Education (9)
 Candidates who are currently teaching full-time on a non-renewable teaching certificate enroll in ESED 6799 - Supervised Internship (9)

[Candidates may apply for initial T-4 certification upon successful completion of ESED 6799 or ESED 5799G]

Step Four: Additional course work required for completion of the MAT degree (9 hours):

- EDUR 7130 - Educational Research (3)
- SPAN - Graduate level Spanish courses (6)

[Candidates may apply for T-5 certification upon successful completion of all program requirements]

OTHER PROGRAM REQUIREMENTS (FOR ALL CONCENTRATIONS)

- Must successfully complete assessments identified at each program transition point

TEACHING AND LEARNING M.Ed., 36 HOURS

Advising: Department of Teaching and Learning, Dr. Ronnie Sheppard, P.O. Box 8134, (912) 478-0198, sheppard@georgiasouthern.edu, Fax: (912) 478-0026, <http://coe.georgiasouthern.edu/tandl/>. The contact person for each Concentration is listed below with the program of study.

Admission Requirements

Regular

1. Complete requirements for a Bachelor's degree from a regionally accredited institution.
2. For Concentrations 1-4, possess or be eligible for a Professional Level Four Certificate or equivalent in the certification field for which one is applying. Persons may be admitted into the Special Education Concentration Three with Level Four Certification in a teaching field other than Special Education if prerequisite course work is completed. Concentration Five Instructional Improvement does not require teacher certification.
3. Present a cumulative 2.50 (4.0 scale) grade point average or higher on all undergraduate and graduate work combined.
4. Present official report of scores on the Miller Analogies Test (MAT) or the verbal, quantitative and analytical writing sections of the Graduate Records Examination (GRE).
5. Submit a personal statement of purpose, not to exceed 200 words, that identifies the applicant's reasons for pursuing graduate study and how admission into the program relates to the applicant's professional aspirations.
6. Submit a completed "Disclosure and Affirmation Form" that addresses misconduct disclosure, criminal background check, the Code of Ethics for Educators, and tort liability insurance.

Provisional

Applicants may be approved for provisional admission based on the quality of the admission material presented. Provisional students must earn grades of "B" or higher in their first nine (9) hours of course work after admission and meet any other stipulations outlined by the department to be converted to regular status.

Concentrations: There are five Concentrations based on educational background and career goals:

- **Concentration One:** Middle Grades Education (4-8) for candidates who hold a Professional Level Four Certificate or equivalent in Middle Grades Education.
- **Concentration Two:** Secondary Education (6-12) for candidates who hold a Professional Level Four Certificate or equivalent in one of the following certification areas: biology, geology, chemistry, physics, English, mathematics, business education, history, geography, political science, economics, social science, science.
- **Concentration Three:** Special Education (P-12) for candidates who hold a Professional Level Four Certificate or equivalent in Special Education or candidates with a Professional Level Four Certification in a teaching field other than Special Education if prerequisite course work is completed.
- **Concentration Four:** Early Childhood Education (P-5) for candidates who hold a Professional Level Four Certificate or equivalent in Early Childhood Education.
- **Concentration Five:** Instructional Improvement for candidates who hold a bachelor's degree from a regularly accredited institution and who are interested in an advanced degree in education that does not lead to teacher certification.

Concentration One: Middle Grades Education (Grades 4-8)..... 36 Hours

Contact: Department of Teaching and Learning, Dr. Gregory Chamblee, P.O. Box 8134, (912) 478-5701, gchamblee@georgiasouthern.edu, Fax: (912) 478-0026, <http://coe.georgiasouthern.edu/tandl/>

Professional Education Core Requirements (6 hours)
EDUF 7130 - Learning Theories and Applications (3)
EDUR 7130 - Educational Research (3)

Specific Requirements (12 hours)
MGED 8131 - Integrated Curriculum for the Middle Grades (3)
MGED 8132 - Effective Middle Schools (3)
*MGED 8633 - Seminar in Middle Grades Education (3)
ESED 7131 - Enhancing Student Performance (3)

Major Requirements (12 hours)
**A minimum of 6 hours of graduate courses approved by the advisor in two concentration areas selected from: science, social studies, language arts/reading, and mathematics. Must include a 3 semester hour advanced methods course in each of the two concentrations: MSED 7535 Teaching Middle Grades and Secondary Mathematics, MSED 7432 Teaching Social Studies in the Middle and Secondary Schools, MSED 7333 Writing Instruction for Middle and Secondary Schools, or MSED 7331 Hands-On Science for the Middle and Secondary Schools.

Electives (6 hours)

**Prerequisites: MGED 8131 and MGED 8132. The capstone course must be taken the last fall semester prior to completing the program.*

Concentration Two: Secondary Education (Grades 6-12) with emphases in Business Education, English Education, Mathematics Education, Social Science Education, and Science Education..... 36 Hours

Contact: Department of Teaching and Learning, Dr. Michelle Reidel, P.O. Box 8134, (912) 478-5806, mreidel@georgiasouthern.edu, Fax: (912) 478-0026, <http://coe.georgiasouthern.edu/tandl/>

Professional Education Core Requirements (6 hours)

EDUF 7130 - Learning Theories & Applications (3)
 EDUR 7130 - Educational Research (3)
 Specific Requirements (9 hours)
 ESED 7131 - Enhancing Student Performance (3)
 ESED 7133 - Trends, Issues, and Research in Education (3)
 SCED 8633 - Seminar in Secondary Education (3)
 Advanced Subject-Specific Methods Courses in the Emphasis Areas (6 hours)
 Teaching Field Courses in the Emphasis Area (12 hours)
 12 hours of graduate teaching field courses in the selected concentration approved by the advisor
 Elective (3 hours)

Concentration Three: Special Education (Grades P-12)..... 36 Hours
 Contact: Department of Teaching and Learning, Dr. Maggie LaMontagne, P.O. Box 8134, (912) 478-1268, lamontag@georgiasouthern.edu,
 Fax: (912) 478-0026, <http://coe.georgiasouthern.edu/tandl/>

Prerequisites

READ 4131 - The Teaching of Reading (3) **OR** READ 7131 - Approaches to Reading Instruction (3)
 SPED 6130 - Introduction to Special Education (3)
 SPED 6230 - Assessment and Procedures in Special Education (3)
 SPED 6231 - Special Education Laws and Procedures (3)
 SPED 6330 - Classroom Management (3)

Program of Study for Certification Areas

Professional Education Core Requirements (6 hours)
 EDUF 7130 - Learning Theories and Applications (3)
 EDUR 7130 - Educational Research (3)

Specialized Area of Emphasis Courses (12 hours)

Select one of the following Curriculum Areas:

Moderate-Severe Disabilities-Adaptive Curriculum
 SPED 7630 - Seminar in Special Education (3)
 SPED 7634 - Characteristics of Low Incidence Populations (3)
 SPED 7635 - Methods for Low Incidence Populations (3)
 SPED 7633 - Introduction to Augmentative Language (3) **OR** SPED 7136 - Language Development (3)

Mild Disabilities - General Curriculum
 SPED 7630 - Seminar in Special Education (3)
 SPED 7631 - Perspectives on Characteristics of Mild Disabilities (3)
 SPED 7632 - Methods for Mild Disabilities (3)
 SPED 7136 - Language Development (3)

Specialized Content for Teaching (9 hours)

ITEC 7530 - Instructional Technology Foundation (3) **OR** ITEC 8530 - Application of Instructional Technology (3)
 SPED 7133 - Collaboration Across the Life Span (3)
 SPED 7736 - Internship (3)

Reading Electives (9 hours)

READ 7132 - Diagnosis and Correction of Reading Difficulties (3)
 READ 7230 - Issues and Trends in Reading (3)
 READ 7330 - Reading in the Content Area (3)

Specific Program Requirement:

- All new master's level candidates must schedule and meet with their assigned Special Education Advisor for a brief advisement orientation meeting prior to their first semester of course work in order to meet the registration requirements of the program.
- Candidates must take courses in sequenced order to meet Special Education Program Key Assessment criteria.
- Candidates must successfully complete an electronic portfolio project in order to exit the program.

Concentration Four: Early Childhood Education (Grades P-5) 36 Hours
 Contact: Department of Teaching and Learning, Dr. Susan Franks, P.O. Box 8134, (912) 478-0073, sfranks@georgiasouthern.edu, Fax: (912) 478-0026, <http://coe.georgiasouthern.edu/tandl/>

Professional Education Core Requirements (9 hours)
 ECED 7132 - Effective Curriculum and Instruction in Elementary Schools (3)
 EDUF 7130 - Learning Theories and Applications (3)
 EDUR 7130 - Educational Research (3)

Specialized Content for Teaching (12 hours)

(Professional Education Prerequisites)
 ECED 7230 - Advanced Language Arts Methods (3)
 ECED 7330 - Advanced Math Methods (3)
 ECED 7430 - Advanced Science Methods (3)
 ECED 7530 - Advanced Social Studies Methods (3)

Culmination Course (3 hours)

(Professional Education and Specialized Content Prerequisites)
 ECED 7639 - Seminar in P-5 (3)

Open Electives (approved by advisor) (12 hours)

Concentration Five: Instructional Improvement (Online) 36 Hours
Contact: Department of Teaching and Learning, Dr. Yasar Bodur , P.O. Box 8134, (912) 478-7285, ybodur@georgiasouthern.edu, Fax: (912) 478-0026, <http://coe.georgiasouthern.edu/tandl/>

Professional Education Core Requirements (9 hours)
EDUF 7130 - Learning Theories and Applications (3)
EDUR 7130 - Educational Research (3)
ESED 7133 - Trends, Issues, and Research in Education (3)

*Specific Program Requirements (12 hours)
ESED 7132 - Framework for Teaching (3)
ESED 7131 - Enhancing Student Performance (3)
ITEC 7430 - Instructional Design (3) **OR** ITEC 7530 - Instructional Technology Foundations (3)
ESED 5234G- Cultural Issues: ESOL (3) **OR** EDUF 7235 - Multicultural Education (3)

Specialization (12 hours)

Select twelve hours of coursework in an area of specialization from the College of Education or outside the College of Education.

Elective (3 hours)

**Candidates may substitute a course approved by the advisor if already completed one of the required courses.*

PROGRAM EXIT EXPERIENCE:

- Successful completion of a professional portfolio and presentation arranged with the advisor.

OTHER PROGRAM REQUIREMENTS FOR ALL CONCENTRATIONS:

- Successfully complete assessments identified at each program transition point, as well as the M.Ed. exit assessment.

TEACHING AND LEARNING

Ed.S., 30 HOURS

Advising: Department of Teaching and Learning, Dr. Maggie LaMontagne, P.O. Box 8134, Statesboro, GA 30460, (912) 478-1268, lamontag@georgiasouthern.edu, FAX: (912) 478-0026, <http://coe.georgiasouthern.edu/tandl/>

Admission Requirements

Regular

1. Complete requirements for a Master’s degree from a regionally accredited institution.
2. Possess or be eligible for a Professional Level Five Certificate in one of the following fields: Art, Early Childhood Education, Foreign Languages, Health/PE, Music, Special Education, Middle Grades, Instructional Technology, Reading, a Secondary Education program area, or a related educational field.
3. Present a 3.25 or higher GPA on all graduate work attempted.
4. Present official report of scores on the Miller Analogies Test (MAT) or the verbal, quantitative and analytical writing sections of the Graduate Records Examination (GRE).
5. Submit a personal statement of purpose, not to exceed 200 words, that identifies the applicant’s reasons for pursuing graduate study and how admission into the program relates to the applicant’s professional aspirations.
6. Submit a completed “Disclosure and Affirmation Form” that addresses misconduct disclosure, criminal background check, the Code of Ethics for Educators, and tort liability insurance.

Provisional

Applicants may be approved for provisional admission based on the quality of the admission material presented. Provisional students must earn grades of “B” or higher in their first nine (9) hours of course work after admission and meet any other stipulations outlined by the department to be converted to regular status.

Research Sequence Requirements 9

Hours

- EDUR 8131 - Educational Statistics I (3)
- *EDUR 8434 - Field-Based Educational Research (3)
- **ESED 8839 - Seminar and Field Study (3)

Major Requirements 12

Hours

- #ESED 8130 - Research on Current Trends and Issues (3)
- +ESED 8131 - Teacher Leadership (3)
- +ESED 8132 - Curriculum and Instruction (3)
- ITEC 8231 - Transforming Learning with Technology (3)

++Emphasis Area (or) Electives 9

Hours

OTHER PROGRAM REQUIREMENTS

- Successful completion of the Ed.S. Comprehensive Exit Assessment; involves constituting a three faculty advisory committee to guide field study, and requires the completion and oral presentation of a major field-based action research paper
- Must successfully complete assessments identified at each program transition point

**Prerequisites: EDUR 8131, ESED 8130, ESED 8131, ESED 8132, ITEC 8231*

***Prerequisites: EDUR 8131, EDUR 8434, ESED 8130, ESED 8131, ESED 8132, ITEC 8231*

#Must be taken during the first 9 hours; Prerequisite: Admission into the Ed.S. in Teaching and Learning

+Prerequisite: ESED 8130 or concurrently enrolled.

++Candidates may select an emphasis from one of the following areas: Art Education, Business Education, Early Childhood Education, English Education, Foreign Language Education, Health and Physical Education, Instructional Technology, Mathematics Education, Middle Grades Education, Music Education, Reading Education, Science Education, Social Science Education, or Special Education. An emphasis area is not required.

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL) EDUCATION ENDORSEMENT

Purpose. Prepares individuals to teach English to speakers of other languages in grades P-12.

Requirements

1. Hold a bachelor's degree from a regionally accredited institution or admission to the Teacher Education Program.
2. Hold a valid Georgia Professional Level Four Teaching Certificate (T4) or admission to the Teacher Education Program.
3. Complete 9 semester hours of prescribed course work.
 - ESED 5233G - Applied Linguistics: ESOL (3)
 - ESED 5234G - Cultural Issues: ESOL (3)
 - ESED 5235G - Methods for ESOL (3)

READING ENDORSEMENT: CLASSROOM TEACHER OF READING PROGRAM

Purpose. Prepares individuals to teach reading at the grade levels of their certification.

Requirements

1. Hold a bachelor's degree from a regionally accredited institution.
2. Hold a valid professional Georgia teaching certificate (T4).
3. Complete 9 semester hours of prescribed course work.
 - READ 7131 - Approaches to Reading Instruction (3)
 - READ 7132 - Diagnosis and Correction of Reading Difficulties (3)
 - READ 7330 - Reading in Content Areas (3)

TEACHER LEADER ENDORSEMENT

Purpose. Prepares individuals to be teacher leaders.

Advising: Department of Leadership, Technology, and Human Development; Educational Leadership Faculty Contact: Dr. Barbara Mallory
bmallory@georgiasouthern.edu. Postal address: P.O. Box 8131, College of Education, Georgia Southern University, Statesboro, Georgia,
30460-8131, Telephone: (912) 478-1428, Fax: (912) 478-7104.

Requirements

EDLD 7530 - The Democracy-centered School Leader (3) *

EDLD 7531 - Legal and Ethical Issues in School Leadership (3) *

EDLD 7532 - Empowering Human Resources (3) *

* A key assessment is part of this course.

**College of Health and Human Sciences Programs
- Graduate**

COACHING CERTIFICATE PROGRAM 18 HOURS

Advising: Department of Health & Kinesiology, Georgia Southern University, P.O. Box 8076, Statesboro, GA 30460, (912) 478-0091, FAX: (912) 478-0381

Program

The program consists of 18 semester credits. Students will take five courses from the existing Master of Science - Major in Kinesiology - Coaching Emphasis degree program. These five courses, which cover the five content areas that are typical of coaching programs nationally, are: administration, sport physiology, athletic training, sport issues and sport psychology. One of these content areas (this is to be interpreted as one course) may be satisfied by documented life experiences or previous graduate course work. (Students may transfer up to two courses from a graduate program at another University.) These documented experiences will be submitted in written form and reviewed by the Program Coordinator and teaching faculty. Previous graduate course work must be supported by an institutional catalog description.

Admission Requirements

Regular

1. Admission to the Georgia Southern University College of Graduate Studies. This requires the following:
 - a. Completion of a Bachelor's degree from an accredited institution.
 - b. Official copies of all undergraduate and graduate, if appropriate, transcripts.
 - c. An updated resume that includes the following: a) Work history, b) Professional experiences, c) Membership and participation in professional organizations, d) Other experiences related to the academic program, and e) Contact information for a minimum of three references.
2. At the completion of three courses (9 semester credits) the student must sign a form declaring that he/she will complete the Certificate Program (total 18 semester credits) or will apply for admission to a degree seeking program. This is necessary because only 9 semester credits (no more than 3 courses) of non-degree course work may be accepted towards completion of a degree program (some exceptions; please see the Georgia Southern University Catalog).

NOTE: Contact the Office of Graduate Admissions for other admission related information.

Course requirements..... 18 Hours

KINS 7430 - Administrative Issues in Coaching (3)
KINS 7431 - Applied Sport Physiology (3)
KINS 7433 - Prevention, Recognition and Care of Athletic Injuries (3)
KINS 7434 - Current Issues in Coaching (3)
Guided Elective (3)

Select one of the following:

KINS 7530 - Psychology of Peak Performance (3)
KINS 7531 - Team Dynamics (3)
KINS 7534 - Current Issues in Sport Psychology (3)

DOCTOR OF NURSING PRACTICE D.N.P., 40 HOURS (Online)

Program Description: The Doctor of Nursing Practice (DNP) is a terminal degree committed to educating advanced practice nurses who possess the knowledge, skills and values necessary to contribute to and lead in the efforts to improve the health care delivery system of the nation. The DNP is a professional terminal degree with an applied nursing focus. Students are trained for advanced-science-based practice and practice-oriented research in private-and/or public sector careers to include clinical practice, health education, research application, leadership, and analysis of health care outcomes. The DNP is a versatile degree which prepares advanced practice nurses (nurse practitioners and clinical nurse specialists) to provide leadership in public and private organizations; assess health care needs, develop and implement new health care practices, care and evaluate health care outcomes; recommend health care policy; and interact with other health care providers and agencies at diverse levels. The program serves both the full-time student preparing for an advanced career in advanced practice nursing, as well as, currently employed nursing professionals seeking advanced education to augment their existing skills to assume leadership positions. The DNP program builds on a high quality MSN curriculum requiring 48 credits for the Family Nurse Practitioner and 36 credits for the Community Health Clinical Nurse Specialist with 810 and 630 clinical hours required respectively.

Model: The Post-Masters DNP requires a minimum of 40 credit hours and is offered on a full-time basis over 3 yrs. 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. DNP program is directed toward FNP and CHCNS and closely associated specialty areas (i.e. Adult NP, Adult CNS, Public Health MSN preparation), and other specialty areas reviewed on an individualized basis. All applicants' prior course work will be reviewed and individual DNP programs of study will be developed. A DNP Admission Committee will review portfolios and applications.

Admission criteria

1. Education
 - a. Post-BSN: Bachelor's degree in the proposed field of study (BSN) or its equivalent from a college accredited by the appropriate accrediting association. (Note: post-BSN, and RN/BSN, RN/MSN students must complete all MSN courses prior to beginning the DNP curriculum.)
 - b. Post-MSN: Master's degree in the proposed field of study (MSN) or its equivalent from a college accredited by the appropriate accrediting association.
2. Minimum undergraduate or graduate GPA of 3.0 (on 4.0 scale)
3. Satisfactory GRE or MAT score
 - a. DNP applicants, who hold a terminal degree (Doctoral) or who have a 3.0 GPA in doctoral program at a regionally accredited university, may be considered for admission without submission of official GRE or MAT scores.
 - b. Official scores from the GRE (General Test) or MAT (Miller Analogy Test), taken in the last five (5) years. An original copy of the test score, sent by the testing agency to the Office of Admissions, is required before any action is taken on an application. A copy of the score provided to the student and subsequently forwarded is not acceptable. The requirement for completion of a standardized test will be waived for those applicants who hold a doctoral degree from a regionally accredited college or university.
 - c. All international applicants, including resident and non-resident aliens, whose native language is not English and who do not have an undergraduate degree from a regionally accredited U.S. college or university, are required to submit official TOEFL scores taken within the year immediately preceding the requested semester of admission. A minimum total score of 83, and minimum scores of 20 for each of the skills evaluated by the TOEFL: Listening, Reading, Speaking, Writing) An original copy of the test score, sent by the testing agency to the Office of Admissions is required before any action is taken on an application. The copy of the score provided to the student and subsequently forwarded is not acceptable.
4. DNP portfolio to include evidence of:
 - a. Vitae to include
 - Personal rationale for seeking DNP
 - Future goals
 - Education
 - Research experience
 - Publications (identify refereed)
 - Professional presentations (identify refereed)
 - Community service projects
 - b. Certification in a specialty area for all NPs. For all others, appropriate certification in specialty area, if available.
 - c. Discrete graduate nursing courses in Epidemiology course or equivalent --CDC on-line Epidemiology course will meet this requirement.
 - d. A minimum of 500 documented academic clinical hours in MSN APN preparation. Evidence of post-graduation clinical experience in the advanced practice role unless continuing immediately into DNP course work as post-MSN DNP student.
 - e. Current registered nursing (RN) licensure

- For Post-MSN DNP, licensure in state of residence where clinical hours will be completed
 - For Post-BSN DNP, Georgia licensure
 - f. Current malpractice liability insurance
 - g. American Heart Association Level C (2 person-BLS) CPR certification
 - h. Three letters of recommendation from professional colleagues who can attest to academic and clinical acumen
 - i. Listing of current technological support for Internet based courses with summary of experience with on-line courses
5. Complete submission of documentation:
 - a. College of Graduate Studies application and fee
 - b. Graduate Nursing Program DNP application materials
 6. Successful interview with faculty committee

Grades: Students in DNP coursework must maintain a 3.0 average (“B” or better) in course work to proceed in the doctoral program and to be eligible to graduate. Grades in all courses applied toward the doctorate must be “B” or better. Students will become academically ineligible when any of the following occur in course work of an approved program of study: 1) a grade of “D”, “F”, or “WF” in any course; 2) a grade of “C” in any three courses; or 3) the minimum 3.0 average is not achieved within the minimum number of semester hours required for the degree.

Enrollment: The DNP requires a minimum of one academic year of continual enrollment.

Foreign Language Requirement: There is no foreign language requirement.

Transfer Credit: A maximum of 6 credits of doctoral level nursing credits and 9 credits of graduate level electives may be applied toward the DNP upon approval by the Graduate Nursing Program. Transfer credits must also satisfy the same requirements as course taught for doctoral education within the School of Nursing Graduate Program (e.g., minimum grade of “B”), be consistent with the student’s approved program of study, and have been received from a regionally accredited college or university. Thesis and dissertation credits cannot be transferred. The student must provide documentation in support of equivalence, such as a course syllabus, transcript, term paper, and/or instructor testimony. Equivalence is determined by the Faculty Advisor or Program Director. Credit reductions do not influence the residency or enrollment requirements or comprehensive examination procedures.

Course Time Limits: All requirements for the DNP must be completed within seven academic years from the date of the first enrollment for study following admission to the doctoral coursework. For transfer students, the seven year time limit commences with the semester during which the credit being transferred was earned at another institution.

Essentials Examination: The purpose of the Essentials Examination is to assess the student’s knowledge, integration and application of knowledge to problems of advanced nursing practice at the doctoral level of study.

The Essentials Examination can be taken at the completion of 20 credits but must be taken within one semester of completing all course work. The examination will be completed using Internet capability. The School of Nursing DNP Program Committee will determine the 3 questions to comprise the examination. The reading committee members will hold Graduate Faculty status. The examination responses will be awarded a pass, a conditional pass, or a failure. With a pass of all examination components the student may be approved for graduation upon successful completion of all degree requirements.

A conditional pass on any component will require a repeat of that exam component in a format suggested by the DNP Program Committee. Failure of the Essentials Examination may result in additional coursework prior to a second examination. A second failure constitutes dismissal from the program and denial of continued course work to earn the DNP.

Clinical Immersion Project: Doctoral students are required to complete a clinical project at an advanced level. A dissertation is not required. The clinical project may take diverse forms (e.g., identification of a health care problem, development of an intervention and analysis of outcomes; an investigation of a health issue with development of health policy strategies to address the health problem; or the development of a complex programmatic strategy within a health care system to address a significant issue). Upon completion of the clinical project the student must present the project to faculty and peers in an appropriate venue determined by the faculty. Submission of the project to a refereed professional organization for presentation or peer reviewed journal for publication is required. It is expected that a minimum of one peer reviewed presentation or peer reviewed publication will be achieved on DNP related content prior to completion of course work.

DNP Capstone Practicum: This capstone clinical experience course provides an opportunity to integrate the role of the DNP in a comprehensive real-world context that includes utilization of leadership, consultation, advocacy, and collaboration competencies. Individual experiences will be developed under the guidance of a faculty advisor with completion of 180 hours in an approved setting. Students will be jointly supervised by a graduate faculty member and the clinical site preceptor.

Faculty Advisor: Each student will be assigned a faculty advisor upon admission. The role of the faculty advisor is to mentor the student, provide advice and academic support as needed, monitor progress, and to be available for student assistance as appropriate. The faculty advisor will advise the student in regards to chosen electives and modifications to the program of study which must be approved by the Graduate Program Director in order to assure that desired course offerings are available in the sequence desired to assure timely completion of all course work. The faculty advisor may act as the chair or member of the Clinical Project or Essentials Examination committee.

Accreditation: The School of Nursing Graduate Program is accredited by the Commission on Collegiate Nursing Education (CCNE). CCNE will also accredit DNP programs. The accreditation criteria are under development. The current MSN Program and the proposed DNP Program were developed in accordance with the AACN Essentials for both Graduate and DNP Education. The MSN meets the NONPF National Standards for NP Programs and the DNP Program Standards for NP preparation.

Program of Study	
DNP Core	10
Hours	
NURS 9121 - DNP Role Transition (2)	
NURS 9126 - Biomedical Ethics in Practice and Leadership (2)	
NURS 9131 - Biometrics for Advanced Practice Nursing (3)	
NURS 9133 - Applied Evidence-based Practice (3)	
DNP Leadership & Practice Application Core	12
Hours	
NURS 9132 - Leadership and Management in Practice Transformation (3)	
NURS 9134 - Health Care Financing and Policy Development (3)	
NURS 9135 - Outcomes Management Strategies for Improved Health Care Outcomes (3)	
NURS 9136 - Population Focused Collaborative Initiative (3)	
DNP Clinical Project and Experience Core	9
Hours	
NURS 9730 - DNP Capstone Practicum (3)	
NURS 9921 - Clinical Immersion Project 1: Development (2)	
NURS 9922 - Clinical Immersion Project 2: Implementation (2)	
NURS 9923 - Clinical Immersion Project 3: Outcomes Analysis and Dissemination (2)	
Elective Concentration	9
Hours	
Graduate Level Courses	

KINESIOLOGY

M.S., 36 HOURS

Advising: Department of Health & Kinesiology, Georgia Southern University, P. O. Box 8076, Statesboro, GA 30460, (912) 478-0200, FAX: (912) 478-0381, <http://www.georgiasouthernhealthscience.com/find-a-major/chhs-graduate-majors.html>

Admission Requirements

Regular

1. Completion of a Bachelor's degree from an accredited institution.
2. Minimum grade point average (GPA) of 2.75 (4.0 scale).
3. Minimum score of 400 on the GRE Verbal section plus submission of scores for the:
 - a. Quantitative and Analytical sections of the GRE taken prior to October 1, 2002 OR
 - b. Quantitative and Analytical Writing sections of the GRE taken after October 1, 2002.
4. A full vita or resume that includes the following: a) Work history, b) Professional experiences, c) Membership and participation in professional organizations, d) Other experiences related to the academic program, and e) Contact information for a minimum of three references.

Provisional

1. Completion of a Bachelor's degree from an accredited institution.
2. Minimum grade point average (GPA) of 2.50 (4.0 scale).
3. Minimum score of 350 on the GRE Verbal section plus submission of scores for the:
 - a. Quantitative and Analytical sections of the GRE taken prior to October 1, 2002 OR
 - b. Quantitative and Analytical Writing sections of the GRE taken after October 1, 2002.
4. A full vita or resume that includes the following: a) Work history, b) Professional experiences, c) Membership and participation in professional organizations, d) Other experiences related to the academic program, and e) Contact information for a minimum of three references.

NOTE: Prerequisite undergraduate course work may be required. Contact the Graduate Program Director in the Department of Health and Kinesiology for complete information.

Investigative Core 6 Hours

KINS 6130 - Research Design in Kinesiology (3)

KINS 6131 - Data Analysis in Kinesiology (3)

Students select one of the following emphasis areas:..... 30 Hours

Sport Psychology Emphasis

KINS 7530 - Psychology of Peak Performance (3)

KINS 7531 - Team Dynamics (3)

KINS 7533 - Sport Psychology Interventions (3)

KINS 7534 - Current Issues in Sport Psychology (3)

KINS 7733 - Practicum in Sport Psychology (3)

KINS 7999 - Thesis (6)

Guided Major Elective (9)

Athletic Training Emphasis

KINS 7234 - Clinical Applications of Biomechanics (3)

KINS 7334 - Advanced Rehabilitation Skills in Athletic Training (3)

KINS 7336 - Current Topics in Athletic Training (3)

KINS 7537 - Evaluation and Rehabilitation of the Lumbar Spine (3)

KINS 7538 - Clinical Gait Analysis (3)

KINS 7731 - Clinical Practicum for Teaching Athletic Training Skills (3)

KINS 7732 - Clinical Practicum for Evaluating Athletic Training Skills (3)

Guided Major Elective (3)

KINS 7999 - Thesis (6)

Exercise Science Emphasis

KINS 7130 - Nervous, Endocrine, Muscle, and Metabolic Exercise Physiology (3)

KINS 7230 - Cardiovascular, Respiratory, and Environmental Exercise Physiology (3)

KINS 7231 - Laboratory Techniques in Exercise Physiology (3)

KINS 7234 - Clinical Applications of Biomechanics (3)

KINS 7238 - Human Performance and Nutrition (3)

KINS 7799 - Internship (6) **OR** KINS 7999 - Thesis (6)

Select one of the following focus areas (9 hours)

Biomechanics Focus Area

KINS 7235 Instrumentation Techniques in Biomechanics (3)

KINS 7432 Applied Sport Biomechanics (3)

KINS 7438 Motor Behavior (3)

Clinical Exercise Physiology Focus Area

KINS 7236 Cardiopulmonary Pathophysiology and ECG Interpretation (3)

KINS 7237 Exercise and Special Populations (3)

KINS 7239 Clinical Exercise Physiology (3)

Applied Exercise Physiology Focus Area

KINS 7232 Health Appraisal and Fitness Testing (3)

KINS 7237 Exercise and Special Populations (3)

KINS 7431 Applied Sport Physiology (3)

Coaching Emphasis

Note: The Coaching Emphasis is offered online.

KINS 7430 - Administrative Issues in Coaching (3)

KINS 7431 - Applied Sport Physiology (3)

KINS 7432 - Applied Sport Biomechanics (3)

KINS 7433 - Prevention, Recognition, and Care of Athletic Injuries (3)

KINS 7434 - Current Issues in Coaching (3)

*Guided Major Electives (9)

Elective (3)

Select one of the following:

KINS 7530 - Psychology of Peak Performance (3)

KINS 7531 - Team Dynamics (3)

KINS 7534 - Current Issues in Sport Psychology (3)

**Students may select KINS 7999 Thesis (6) to replace 6 hours of the Guided Major Electives*

Physical Education Emphasis

Note: The Physical Education Emphasis is offered online but does require on campus work during the summer.

HLTH 7130 - Issues and Trends in School Health Education (3)

KINS 7110 - Multicultural Issues in Physical Education (1)

KINS 7111 - Action Research in Physical Education (2)

KINS 7437 - Analysis of Teaching Physical Education (3)

KINS 7438 - Motor Behavior (3)

KINS 7535 - Fitness and Wellness Education (3)

KINS 7536 - Assessment and Technology in Physical Education (3)

KINS 8430 - Supervision of Instruction in Physical Education (3)

KINS 8431 - Curriculum Issues/Trends in Physical Education (3)

Guided Major Elective (3)

Elective (3)

Sports Nutrition Emphasis

KINS 7237 - Exercise and Special Populations (3)

KINS 7238 - Human Performance and Nutrition (3)

KINS 7337 - Macronutrient Metabolism in Sports Nutrition (3)

KINS 7338 - Micronutrient Metabolism in Sports Nutrition (3)

KINS 7339 - Energy Balance for Weight Management (3)

KINS 7431 - Applied Sport Physiology (3)

KINS 7799 - Internship (6) **OR** KINS 7999 - Thesis (6)

Guided Major Electives (6)

NURSING M.S.N., 36-48 HOURS (Hybrid)*

Programs Available: MSN Degree, Post-MSN Certificate, RN-MSN - Earn BSN and MSN
 Total Hours: 36-48 credit hours depending on major. Post-MSN Certificate options variable in length.

Advising: School of Nursing, Graduate Program, Dr. Donna Hodnicki, P. O. Box 8158, Statesboro, GA 30460-8158, (912) 478-0017, FAX (912) 478-1679; dhodnick@georgiasouthern.edu, <http://www.georgiasouthernhealthscience.com/departments/school-of-nursing/graduate/graduate-program-info.html>

* Courses are offered in hybrid format using Internet and 6 on-campus class meetings per course per semester.

Admission Requirements

1. Bachelor's degree in the proposed field of study (BSN) or its equivalent from a college accredited by the appropriate accrediting association.
2. Current Georgia RN license. Out-of-state students must obtain a Georgia RN license.
3. One year of clinical nursing experience prior to entering the nurse practitioner clinical specialty.
4. Prerequisite undergraduate statistics course or a statistically oriented methodology course.
5. Pre-admission interview by nursing faculty.
6. Submission/completion of documentation:
 - a. College of Graduate Studies application
 - b. Georgia Southern Health Services form
 - c. School of Nursing graduate application
 - d. Proof of current malpractice liability insurance
 - e. Proof of American Heart Association Level C (2 person-BLS) CPR certification
 - f. Three letters of recommendation
 - g. School of Nursing Student Health Appraisal forms

Specific Admission Policies

Must gain Regular or Provisional Degree-Seeking Status admission to the MSN program to be eligible to enroll in graduate nursing courses. Non-degree students are not permitted to enroll in graduate nursing courses with the exception of students formally admitted to the Post-MSN Certificate options.

Regular

1. Minimum undergraduate GPA of 3.0 (on 4.0 scale) plus one option below:
2. Minimum Miller Analogy Test (MAT) of 44 (for test taken prior to October 2004); 402 (for test taken after October 1, 2004).
3. Minimum Verbal 450 and minimum 450 on Quantitative or Analytical on Graduate Record Examination (GRE) taken prior to October 1, 2002.
4. Minimum Verbal and Quantitative of 450 and minimum Writing Level of 4 on GRE taken after October 1, 2002.
5. GRE/MAT scores are not needed for admission for students applying for 2nd Master's degree who have earned a minimum GPA of 3.0 from the 1st Master's degree from an accredited program.
6. GRE/MAT scores are not needed for admission for a transfer student who is currently enrolled in an accredited MSN program and has an earned GPA of 3.0 or above [on a 4 point scale] for a minimum of 9 credits in nursing graduate level courses [only courses with a B or above can be considered for transfer].

Provisional

Minimum undergraduate GPA of 2.7 (on 4.0 scale) plus one option below:

1. Minimum Miller Analogy Test (MAT) of 36 (for test taken prior to October 2004); 389 (for test taken after October 1, 2004).
2. Minimum Verbal 450 and minimum 350 on Quantitative or Analytical on Graduate Record Examination (GRE) taken prior to October 1, 2002.
3. Minimum Verbal and Quantitative of 400; Writing Level of 3 on GRE taken after October 1, 2002.

Required Credits:

Major: Nurse Practitioner (NP)

Concentration: Family Nurse Practitioner (FNP) 48
Hours

(585 didactic hours and 810 clinical hours)

Graduate Core (12)

- NURS 6131 - Professional Roles and Issues (3)
- NURS 6133 - Health Care Organizations and Policy for APN (3)
- NURS 6140 - Applied Theory and Research for APN (4)
- NURS 6811 - Research Practicum I (1)
- NURS 6812 - Research Practicum II (1)

Advanced Practice Core (16)

- NURS 5210G - Lifespan Advanced Health Assessment Clinical (1) (90 ch)
- NURS 5230G - Lifespan Advanced Health Assessment for APN (3)
- NURS 6134 - Differential Diagnosis and Pathophysiology (3)
- NURS 6135 - Pharmacotherapeutics for APN (3)

- NURS 6136 - Family Health Promotion for APN (3)
- NURS 6211 - Epidemiology and Transcultural Issues Clinical (1) (90 ch)
- NURS 6220 - Epidemiology and Transcultural Issues for APN (2)

Specialty Courses (20)

- NURS 7224 - Primary Care Clinical I: Women's Health (2) (180 ch)
- NURS 7225 - Primary Care Clinical II: Pediatrics (2) (180 ch)
- NURS 7231 - Primary Care I: Women (3)
- NURS 7233 - Primary Care II: Pediatrics (3)
- NURS 7234 - Primary Care Clinical III: Adult (3) (180 ch)
- NURS 7243 - Primary Care III: Adult (4)
- NURS 7730 - Primary Care Practicum: FNP (3) (90 ch))

Options for all MSN Majors:

- NURS 7090 - Selected Topics in Nursing (1-3)
- NURS 7890 - Independent Study Nursing (1-3)
- NURS 7999 - Thesis Nursing (1-3)

Major: Clinical Nurse Specialist (CNS)

Concentration: Community Health Clinical Nurse Specialist (CHCNS) 36 Hours

(435 didactic hours and 630 clinical hours)

Graduate Core (12)

- NURS 6131 - Professional Roles and Issues (3)
- NURS 6133 - Health Care Organizations and Policy for APN (3)
- NURS 6140 - Applied Theory and Research for APN (4)
- NURS 6811 - Research Practicum I (1)
- NURS 6812 - Research Practicum II (1)

Advanced Practice Core (13)

- NURS 5210G - Lifespan Advanced Health Assessment Clinical (1) (90 ch)
- NURS 5230G - Lifespan Advanced Health Assessment for APN (3)
- NURS 6134 - Differential Diagnosis and Pathophysiology (3)
- NURS 6135 - Pharmacotherapeutics for APN (3)
- NURS 6211 - Epidemiology and Transcultural Issues Clinical (1) (90 ch)
- NURS 6220 - Epidemiology and Transcultural Issues for APN (2)

Specialty Courses (11)

- NURS 7511 - Community Health Clinical I (1) (90 ch)
- NURS 7520 - Community Health I (2)
- NURS 7521 - Community Health Clinical II (2) (180 ch)
- NURS 7530 - Community Health II (3)
- NURS 7731 - CNS Capstone: Community Health (3) (180 ch)

Options for all MSN Majors:

- NURS 7090 - Selected Topics in Nursing (1-3)
- NURS 7890 - Independent Study Nursing (1-3)
- NURS 7999 - Thesis Nursing (1-3)

Post-MSN Certificates

Family Nurse Practitioner 33 Hours

Advanced Practice Core (13) (or show equivalency in MSN program)

- NURS 5210G - Lifespan Advanced Health Assessment Clinical (1) (90 ch)
- NURS 5230G - Lifespan Advanced Health Assessment for APN (3)
- NURS 6134 - Differential Diagnosis and Pathophysiology (3)
- NURS 6135 - Pharmacotherapeutics for APN (3)
- NURS 6136 - Family Health Promotion for APN (3)

Specialty Courses (20)

- NURS 7224 - Primary Care Clinical I: Women's Health (2) (180 ch)
- NURS 7225 - Primary Care Clinical II: Pediatrics (2) (180 ch)
- NURS 7231 - Primary Care I: Women (3)
- NURS 7233 - Primary Care II: Pediatrics (3)
- NURS 7234 - Primary Care Clinical III: Adult (3) (180 ch)
- NURS 7243 - Primary Care III: Adult (4)
- NURS 7730 - Primary Care Practicum: FNP (3) (90 ch))

Community Health Clinical Nurse Specialist..... 21 Hours

Advanced Practice Core (10) (or show equivalency in MSN program)

- NURS 5210G - Lifespan Advanced Health Assessment Clinical (1) (90 ch)
- NURS 5230G - Lifespan Advanced Health Assessment for APN (3)
- NURS 6134 - Differential Diagnosis and Pathophysiology (3)
- NURS 6135 - Pharmacotherapeutics for APN (3)

Specialty Courses (11)

- NURS 7511 - Community Health Clinical I (1) (90 ch)
- NURS 7520 - Community Health I (2)
- NURS 7521 - Community Health Clinical II (2) (180 ch)
- NURS 7530 - Community Health II (3)

NURS 7731 - CNS Capstone: Community Health (3) (180 ch)

Courses for Majors (ch=clinical hours required)

OTHER PROGRAM REQUIREMENTS

- See academic standards and regulations in the graduate section for information on Program of Study and comprehensive examination procedures.
- Students must meet the progression policies of College of Graduate Studies and the MSN Program.
- A student admitted Non-degree to the Post-MSN Certificate options must meet the same academic standards and regulations for progress and retention as a Degree-seeking student.
- Students completing the Family Nurse Practitioner MSN degree or Post-MSN Certificate option are eligible to sit for national certification examination.
- Preference is given to applicants with a desire to work in rural or underserved areas. Minority and rural students are encouraged to apply.

RECREATION ADMINISTRATION M.S., 36 HOURS

Advising: Department of Hospitality, Tourism and Family and Consumer Sciences, Dr. Henry Eisenhart, Georgia Southern University, P.O. Box 8077, Statesboro, GA 30460, (912) 478-5345, FAX: (912) 478-0386 E-Mail: henry_e@georgiasouthern.edu, <http://www.georgiasouthernhealthscience.com/departments/htfcs/graduate/recreation-administration.html>

Admission Requirements

Regular

For unqualified admission to the College of Graduate Studies to pursue work leading to the Master of Science (Major in Recreation Administration), the applicant must have:

1. Completed requirements for the Bachelor's degree in a college accredited by a proper regional accrediting association.
2. A 2.5 (4.0 scale) cumulative grade point average or higher in undergraduate work.
3. Minimum Graduate Record Examination (GRE) subtest scores of 450 Verbal, plus 450 Quantitative or Analytical, to meet a subtest score total of 1200; or minimum subtest scores of 450 Verbal, 450 Quantitative and 3 on the Analytical Writing section for persons taking the GRE after October 1, 2002. One may also score 44 on the Miller Analogies Test (MAT) or make an acceptable score on the Graduate Management Test (GMAT). GMAT scores are evaluated by the following formula: 200 x overall GPA + the GMAT score must equal no less than 1000 for regular admission.
4. An undergraduate major in Recreation or a discipline closely related to one of the recognized emphasis areas associated with undergraduate recreation education.
5. Successfully completed a three semester hour introductory recreation course and a three semester hour introductory statistics course. Those candidates who have not completed the above courses will be required to complete these or equivalent courses prior to or during graduate course work. Exceptions to this requirement must be approved by the Chair of the Department of Hospitality, Tourism and Family and Consumer Sciences.
6. Three letters of recommendation by persons familiar with the applicant's academic and/or employment experience.

Provisional

Provisional admission may be granted with a 2.5 undergraduate grade point average and minimum GRE subtest scores of 400 Verbal plus 400 Quantitative or Analytical for a subtest score total of 1100; or minimum subtest scores of 400 Verbal, 400 Quantitative and 3 on the Analytical Writing section for persons taking the GRE after October 1, 2002. Provisional admission may also be granted with a 40 MAT; or GMAT scores are evaluated by the following formula: 200 x overall GPA + the GMAT score must equal no less than 950 for provisional admission.

Program of Study

The Chair of the Department of Hospitality, Tourism and Family and Consumer Sciences shall name the major professor who, in conference with the graduate student, will develop a Program of Study to include:

Required Recreation Core Requirements 18 Hours

- RECR 6030 - Selected Topics in Recreation and Sport (3) **OR** RECR 7830 - Directed Individual Study (3) **OR** SMGT 6337 - Sport Facility and Event Management (3)
- RECR 7230 - Research Methods and Statistical Applications in Recreation and Sport Management (3)
- RECR 7236 - History and Philosophy of Leisure and Sport (3)
- RECR 7237 - Recreation Management (3)
- SMGT 6330 - Social and Ethical Issues of Sport and Leisure (3)
- SMGT 7335 - Sport Law and Risk Management (3)

Guided Electives (9 for Internship and 12 for Thesis) 9-12 Hours

Students may choose electives in any of the following areas or from advisor approved options:

- Business
- Environmental Studies
- Higher Education
- Historic Preservation
- Hospitality
- Kinesiology
- Natural and Cultural Resource Management
- Psychology
- Public Administration
- Sociology
- Sport Management
- Tourism

INTERNSHIP OPTION 9 Hours

Students choosing not to pursue the emphasis area may choose the internship which will fulfill 600 hours of full time work experience in place of the 9 credit hours of emphasis, or the thesis. Internships must be approved by the student's advisor.

THESIS OPTION 6 Hours

This option is for students who have an interest in research and is strongly recommended for those students planning to pursue doctoral study. Students, with support from their major professor and committee, will develop a thesis proposal, conduct appropriate research, analyze results, and produce a finished written product. Students must follow all policies and guidelines developed by the College of Graduate Studies. The thesis option is completed by a thesis defense.

SPORT MANAGEMENT M.S., 36 HOURS (Online)

Advising: Department of Hospitality, Tourism and Family and Consumer Sciences, Dr. Sam Todd, Georgia Southern University, P. O. Box 8077, Statesboro, GA 30460, (912) 478-5054, FAX: (912) 478-0386, Email: [syttodd@georgiasouthern.edu](mailto:sytodd@georgiasouthern.edu)

The Faculty of Sport Management will evaluate applicants on each of the following:

1. A personal statement of purpose that includes a description of career goals over the next 5 years, reasons for interest in Graduate Program at Georgia Southern University, and relevant experiences and achievements.
2. The applicant's previous exposure to coursework that relates to the curriculum in the Master's in Sport Management program. Transcripts showing a Bachelor's degree completed in a college or university accredited by the proper regional accrediting association are required. If applicant holds additional degrees from accredited institutions, those transcripts should be submitted as well.
3. The applicant's overall academic performance.
4. The quality and length of related professional experiences. Applicants should submit a current resume. Sport industry experience and/ or volunteer experience in the sport industry is preferred, but not required.
5. Official GRE or GMAT scores less than 5 years old.

The Graduate Admissions Person or Committee will judge the merit of each item and make a recommendation based on the sum total of the application.

Program of Study

Students will complete the following..... 36 Hours

- SMGT 6131 - Management of Personnel in Sport (3)
- SMGT 6132 - Current Trends in Sport Administration (3)
- SMGT 6133 - Consumer Behavior in Sport (3)
- SMGT 6134 - Sport Sponsorship (3)
- SMGT 6135 - Revenue Generation in Sport (3)
- SMGT 6330 - Social and Ethical Issues of Sport and Leisure (3)
- SMGT 6335 - Sport Administration (3)
- SMGT 6337 - Sport Facility and Event Management (3)
- SMGT 7330 - Research and Analysis in Sport (3)
- SMGT 7335 - Sport Law and Risk Management (3)
- SMGT 7337 - Sport Marketing (3)
- SMGT 7339 - Financial and Strategic Management in Sport (3)

**College of Liberal Arts and Social Sciences
Programs - Graduate**

CLINICAL PSYCHOLOGY

Psy.D., 132-143 HOURS

132 Hours beyond Bachelor's degree including dissertation; 118 semester hours of coursework

Advising: Department of Psychology, Dr. Jackson Rainer, P. O. Box 8041, Statesboro, GA, (912) 478-5343, jrainer@georgiasouthern.edu, FAX: (912) 478-0751, <http://class.georgiasouthern.edu/psychology/psyd.html>

Program Mission

The primary objective of this program is to train doctoral-level professional psychologists to practice psychotherapy and assessment skills in the underserved rural areas of Georgia. This training will be accomplished through coursework, practicum and internship experiences.

Model and Goals

The philosophy of the program is consistent with a practitioner-scholar model of education and training. Therefore, graduates of the program are awarded the Psy.D. degree and are trained to be primarily practitioners of clinical psychology. The graduate experience is designed to develop the personhood of each student on par with academic and technical competence. Keeping in mind the acute need for clinical psychologists in rural areas, students will be selected, in part, for their commitment to a pursuit of rural practice. The faculty has identified goals and objectives for students while in the program. These are based on the core competencies of clinical education and training stated by the American Psychological Association (APA) and the National Council of Schools in Professional Psychology (NCSPP).

This program is based on an inclusive theoretical orientation, taking as elements the following clinical positions: behavioral, cognitive, existential, family systems, humanistic, and psychodynamic. Having been exposed to various theories within each of these major positions, students are encouraged to develop an ego-syntonic, integrated theoretical orientation. A well and broadly trained faculty makes the implementation of this model possible. Although each faculty member has her or his particular eclectic theoretical position, all clinical faculty share overarching humanistic values. Not attempting to educate clinicians who will be all things to all people, our primary emphasis is on competency in the delivery and supervision of adult psychotherapy and assessment services.

Education and Training Goals and Objectives

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. To this end, the Psy.D. program has a clear and coherent curriculum. The training for practice is sequential, cumulative, and graded in complexity. As a practice-oriented program, students will acquire and demonstrate substantial understanding of and competence in the areas specified by the APA "Guidelines and Principles for Accreditation of Programs in Professional Psychology," 2005, and the consistent education and training model of NCSPP.
 - *Objective 1.1: Relationship competence:* Students should develop the ability to form productive relationships with clients, community members, faculty, peers, and supervisors. As an aspect of personhood, such development is supported through the requirement of personal psychotherapy, personal work with peers practicing psychotherapy skills in courses involving such, and self-exploration components in the assessment courses.
 - *Objective 1.2: Assessment competence:* Students are expected to be able to diagnose or define problems through psychological assessment and measurement and to be able to describe in a meaningful manner a well- functioning individual. In addition, students should be able to use appropriate assessment methodologies for the planning of intervention and to assess intervention outcomes.
 - *Objective 1.3: Intervention competence:* Students are required to be able to form a coherent, theoretically based, and when possible, empirically- supported treatment plan that is revisited and revised as appropriate in the course of treatment.
 - *Objective 1.4: Research and evaluation competence:* Students are required to demonstrate the ability to (1): formulate a clinically meaningful research question, operationalize the question, develop a sound method for addressing the question, and analyze and interpret the qualitative or quantitative data so generated; or (2) identify a meaningful question of theory and write a scholarly disquisition that significantly deepens or furthers the understanding of said theory; or (3) develop a scholarly and in-depth clinical case study.
 - *Objective 1.5: Consultation and education competence:* Students will be required to demonstrate the ability to identify situations in the rural community where the on-site education or supervision of lower tier professionals, paraprofessionals, or volunteer mental health workers is called for rather than direct client intervention.
 - *Objective 1.6: Management and supervision competence:* Through at least two carefully selected practicum placements, students will be given the opportunity to learn about the organization and management of agencies offering mental health services. One practicum course will be specifically devoted to the supervision of graduate students at an earlier point in the program by more advanced students.
 - *Objective 1.7: Legal and ethical competence:* Students are expected to be conversant with the APA Code of Ethics and to abide by this code in all academic and clinical settings.
 - *Objective 1.8: Cultural and diversity competence:* Students are expected to understand the impact of culture on clinical practice and to take such into consideration when working with individuals and groups of individuals.
2. The second goal is for the clinical training of students to be well grounded in the breadth of scientific psychology.
 - *Objective 2.1:* Students will demonstrate knowledge in the following broad areas of psychology: biological aspects of behavior; cognitive and affective aspects of behavior; social aspects of behavior; history and systems of psychology; psychological measurement; research methodology; and techniques of data analysis.
 - *Objective 2.2:* Students will demonstrate knowledge in the following scientific, methodological and theoretical foundations of clinical practice: individual differences in behavior; human development; psychopathology; ethics and professionalism.
3. The third goal is to promote in students an understanding of rural culture and its impact on clinical practice.

- Objective 3.1: Students are expected to develop an appreciation of the dynamics of a rural culture, as distinct from an urban culture, and how these forces impinge on individual development and community functioning.
 - Objective 3.2: Students will be aware of and will be able to recommend models of service delivery that improve client access in rural areas.
 - Objective 3.3: When at all possible, students will select rural sites for their internship placement.
4. As a fourth goal, this program seeks to instill in students a wish for life-long development of the personhood of the clinician on par with lifelong development of clinical knowledge and skills.
- Objective 4.1: Students will be required to seek out personal psychotherapy while in this program.
 - Objective 4.2: Students will be supported and encouraged to attend professional continuing education workshops that are experiential and oriented toward personal growth.
 - Objective 4.3: Students will be supported and encouraged to attend professional continuing education workshops that update and teach new clinical knowledge and skills.

Program Goals and Objectives

1. The primary goal of this program is to increase the quality and availability of mental health services in rural areas, particularly in the state of Georgia, by encouraging students who graduate from this program to practice in rural settings.
 - Objective 1.1: Based on the research that indicates that students who come from rural areas and who receive their professional training in rural settings are more likely to practice in such settings, preference will be given to applicants to this program who come from or reside in rural parts of Georgia.
 - Objective 1.2: Vigorous efforts have been made, and continue, to locate and develop working relationships with rural mental health facilities where students may be placed for practicum.
2. The second goal of this program is to further the recognition and the understanding of the impact of the culture of the rural South on human behavior and mental health.
 - Objective 2.1: Both faculty and students are encouraged to engage in research that furthers understanding of the impact of the rural culture of Georgia.
 - Objective 2.2: Both faculty and students are encouraged to present their research and knowledge of rural practice at professional conferences.

Accreditation

Because we are a new program, the program is not yet accredited by the American Psychological Association (APA). APA considers a doctoral program for accreditation only after the program has students active in all phases of training, including internship. APA accreditation will be sought as soon as is deemed feasible by the Psychology Department faculty. Evidence of our progress toward accreditation is found in the Association of State and Provincial Boards/National Register Designation Committee (ASPBB) listing our program in the National Register of Doctoral Programs Meeting Designation Criteria. Please see the ASPBB website for details associated with this designation.

Applying to the Psy. D. program

Although academic background, intellectual potential and professional experience and skills will be key selection criteria, we intend to recruit students who are committed to providing service to our region. Therefore, students should carefully consider their interest in rural and underserved populations before applying to the program. Applicants will only be considered for the Psy.D. program (i.e., students will not be admitted for a terminal masters degree in clinical psychology).

Credit for previously taken Courses: Students may be able to substitute credit received for taking graduate courses at a regionally-accredited institution during the last five years. A maximum of 18 hours of graduate level coursework is allowed. All decisions on substituted courses lie with the faculty clinical committee, and course equivalencies will be determined on a case-by-case basis and only after a student has been admitted to the program. In all cases, documentation (syllabi, tests, grades) from the previous course will be required and reviewed by the appropriate program faculty who will document action taken. Credit will not be given for any clinical courses (i.e., courses where clinical theory and/or skills are taught), with the exception of Assessment II: Intellectual Assessment (PSYC 7234). Students wishing to be exempted from this course must demonstrate proficiency as determined by the clinical committee.

Specific admissions procedures are as follows:

1. Applications will be evaluated once per year for Fall admissions. The deadline for applications is January 15.
2. Applicants will submit an application packet electronically which will consist of all material listed in the Application Checklist. This application can be found at http://cogs.georgiasouthern.edu/future_students/prospectivestudents.htm.
3. An admissions committee, consisting of 5 program faculty elected by the entire program faculty and student representatives from each of the 4 cohorts already enrolled in the program will review and rank order applications based on the criteria described below.
4. A successful completion of a bachelor's degree from a regionally accredited institution. Students' academic record will be evaluated based on official transcripts from all previous enrollments in higher education.
 - There are no minimum GPA standards; however the average GPA for students admitted in 2009 with an Undergraduate: 3.65 (out of 4.0)
 - A minimum grade of "B" in the following undergraduate courses: Introductory Psychology, Psychological Statistics, Research Design, Abnormal Psychology
 - Record of having taken at least two of the following courses: Personality, Social Psychology, Developmental Psychology, Learning and/or Cognition, Health Psychology, Tests and Measurement, Theories of Psychotherapy, Psychology of Substance Abuse.

5. Current (last 5 years) scores from the Graduate Record Exam (GRE). The average minimum scores for students admitted in 2009 for verbal and quantitative sections are 518 and 630, respectively. The GRE for the Psychology (subject) test is required only for those students who did not earn either a Bachelor's or a Master's degree in psychology.
6. Three letters of recommendation from former professors or appropriate employers/advisors.
7. A written statement of professional goals and a rationale for how the Psy.D. program will further the students' career objectives. This statement will help the committee evaluate applicants' commitment to providing professional service to the rural areas of this region, as well as their understanding of the time commitments involved in undertaking doctoral study.
8. Based upon the recommendation of the Admissions Committee, a personal interview with applicants may be scheduled as part of the admissions process.

Part-time Admission and Part-time Status

The Psy.D. program is designed to be a full-time program that can be completed in five years. However, we realize some students may desire to do a portion of the program part-time. To this end, students may be admitted to the program with part-time status. If they wish to do this, the following criteria must be met:

- Students must apply via the same admission procedures as full-time students
- Students can only begin the program in the Fall semester
- Students must be admitted with a 18 hours of course credit in non-clinical courses (i.e., they must come into the program with the maximum amount of transfer credit)

Once admitted, part-time students must

- Enroll in a minimum of 6 credit hours of coursework each semester
- Be enrolled in the program every semester, unless a Leave of Absence is granted (see below)
- Enroll in necessary co-requisite courses when they are required
- Enroll in Foundations of Psychotherapy I, II, and Group Psychotherapy (PSYC 7232, PSYC 7433, and PSYC 7235) in consecutive semesters
- Switch to full-time enrollment (minimum 9 credit hours per semester) for at least one full year to meet the residency requirement (see program manual for details)
- Complete the Psy.D. program within the 8-year time limit allowed for all students

Part-time students may switch to full-time status at any point in their training. If a student desires to return to part-time status after being full-time then they must petition the program director.

Program Requirements

The program is designed to be a five-year, full-time program for those entering with a bachelor's degree. The first four years will include coursework and graded practicum experiences. A minimum of one year (12 continuous months) of full-time coursework must be done in residency at Georgia Southern. The fifth year will consist of a full-time (2000 hour) approved internship.

- **Grades:**
Students are expected to pass all courses with a grade of A or B. Should a student earn less than a B in any course, he or she is immediately put on probation and must retake the course (and earn an A or B) the next time the course is offered. Earning a second grade below B will result in dismissal from the program.
- **Bi-Annual Evaluations:**
Twice a year (usually at the end of the Fall and Spring semesters), students will have an individual meeting with a faculty committee for an evaluation of their progress. The committee will consist of the Director of Clinical Training and at least two other professors under whom the student has studied. The evaluation will assess ongoing development of academic performance and professional skills, ethical judgment and sensitivity, as well as personal attributes or behaviors that may call into questions the student's suitability for career in professional psychology. Documented poor performance in any of these areas will be the basis of efforts by the advisor and program faculty to assist the student in forming and completing a plan for improvement; continued poor performance within specified time frames will be the basis for terminating a student's enrollment in the program.
- **Clinical Qualifying Examination, and Dissertation:**
Near the end of the third year or beginning of the fourth year of study, students must successfully complete a Clinical Qualifying Examination. This examination requires the student to prepare a written and oral case presentation through which he/she demonstrates satisfactory skills in assessing a case, developing an appropriate conceptualization and formulating a treatment plan, conducting pertinent interventions, and evaluating the progress and outcome of the intervention(s) chosen. The written report will be evaluated by a committee of 3 faculty members. Both the written and oral portions are graded pass/fail. A grade of Pass is required for the student to apply to Internship (see below). An acceptable doctoral dissertation proposal will be drafted, typically in the summer of the third year, and implemented in the fourth year of study. It is expected that by the time the student begins internship in the fifth year the dissertation will have been successfully defended. Subject to the approval of the Director of Clinical Training, the dissertation must consist of an original empirical study. The acceptability of the dissertation proposal, and ultimately the dissertation itself, will be determined by a committee consisting of a chair and at least two other members of the graduate faculty. The constituency of the committee is subject to the approval of the Chair of the Department of Psychology and the Director of Clinical Training. The committee's approval of the dissertation will be based in part on an oral defense held open to the university community.
- **Practicum:**
Students begin practicum experiences in the second year of the program following first-year instruction in Psychotherapy foundations, specific instruction in skills, and ethics. In the second and fourth years, students will participate in Vertical Supervision teams. These teams will consist of second-year students doing therapy and assessment and fourth-year students doing the supervision under the

guidance of faculty mentors. These teams will do their work in sites on campus: the Georgia Southern Community Psychology Clinic (housed within the Department of Psychology), the Georgia Southern University Center for Counseling and Career Development, and the Regents Center for Learning Disorders (focusing on assessment). In the third year, all students will do their practicum in rural clinics. Students should note that rural training sites often require a substantial time commitment. These sites may be quite a distance from campus and may, in some cases, involve overnight stays. All practicum placements will be at training sites with which the psychology department has prior written agreements concerning training and supervision criteria.

- **Personal Therapy Requirement:**

In our clinical training, we emphasize the development of the clinician as a person in parity with the acquisition of clinical skills and theoretical knowledge. To this end, we require all students to complete a minimum of 15 sessions of personal psychotherapy with a licensed therapist during their time in the program.

- **Internship:**

Many state examining boards for doctoral level psychologists require candidates for licensure to have completed a one-year, full-time (2,000 hour) pre-doctoral internship. Internship requirements for specific states and/or jurisdictions can typically be found with the licensing policies of the local state licensing boards of interest. Additional up-to-date information regarding state licensure can be obtained from the website of the Association of State and Provincial Psychology Boards (<http://www.asppb.org>). The listing of the accredited sites is published in the December issue of the American Psychologist each year. The list is also available on-line at <http://www.apa.org/ed/accreditation/intern.html>. Typically during their fourth year of study, students will meet with the Director of Clinical Training to discuss internship options. Students will then be encouraged to follow the application process outlined by the Association of Psychology Postdoctoral and Internship Centers (APPIC) <http://www.appic.org>. APA accredited internships are preferred but exceptions can be made, particularly for sites that are not accredited but are listed in the APPIC national match. Because one of the overriding goals of the Psy.D. program is to prepare students for rural practice, rural internship sites should be selected whenever possible. Supervision of doctoral students will be done on site.

Leave of Absence

Leaves of Absence are discouraged as they can lead to difficulties related to the scheduling and sequencing of courses and experiences, thus greatly extending a student's time in the program. However, leaves of absences may be granted to students after they petition to do so with the DCT and the Dean of the College of Graduate Studies. Students who have been granted a leave of absence are responsible for notifying the DCT and the Dean of the College of Graduate Studies when they are ready to resume full-time graduate study. Unless there are unusual extenuating circumstances, leaves of absence cannot extend beyond one calendar year. Students who fail to petition for extended absences and do not return after one year of absence will be withdrawn from the program.

Program of Study

Below are the courses required for the Psy.D. program. A curriculum by year can be found by visiting the Psychology Department's web site at <http://class.georgiasouthern.edu/psychology/psyd.html>

Foundational Psychotherapy	15
Hours	
PSYC 7232 - Foundations of Psychotherapy I (3)	
PSYC 7433 - Foundations of Psychotherapy II (3)	
PSYC 7237 - Psychotherapy Skills I (3)	
PSYC 7333 - Psychotherapy Skills II (3)	
PSYC 7633 - Psychotherapy Skills III: Child and Family Interventions (3)	
Foundational Assessment	9
Hours	
PSYC 7231 - Assessment I: Psychometric Theory (3)	
PSYC 7234 - Assessment II: Intellectual Assessment (3)	
PSYC 7335 - Assessment III: Personality Assessment (3)	
Biological Bases of Behavior	3
Hours	
PSYC 9331 - Psychopharmacology (3)	
Cognitive and Affective Aspects of Behavior	3
Hours	
PSYC 7133 - Advanced Cognitive Psychology (3)	
History and Systems of Behavior	3
Hours	
PSYC 9235 - History and Systems (3)	
Research Methodology and Data Analysis	6
Hours	
PSYC 7130 - Statistics for Psychology (3)	
PSYC 7131 - Research Design (3)	
Human Development and Individual Differences	3
Hours	
PSYC 7331 - Advanced Developmental Psychology (3)	
Psychopathology	3
Hours	
PSYC 7239 - Psychopathology (3)	
Professional Standards and Ethics	3
Hours	
PSYC 7233 - Ethics and Professional Issues (3)	
Social Aspects of Behavior	3
Hours	

PSYC 7332 - Advanced Social Psychology (3)	
Cultural and Individual Diversity	6
Hours	
COUN 7337 - Cross Cultural Counseling (3)	
SOCI 7435 - Seminar in the Rural South (3)	
Advanced Psychotherapy	6
Hours	
PSYC 7235 - Group Psychotherapy (3)	

PSYC 7238 - Child Psychotherapy (3)	
Consultation and Supervision	16-17 Hours
PSYC 7111 - Supervision (1) (taken a minimum of 10 times (max 11))	
PSYC 9735 - Practicum in Supervision (3) (taken two times)	
Clinical Practica	24-27 Hours
PSYC 7730 - Practicum I (3)	
PSYC 7731 - Practicum II (3)	
PSYC 7733 - Combined Group Practicum (3) (taken a minimum of four times (max 5))	
PSYC 9731 - Rural Practicum (3) (taken two times)	
Internship	No Credit
Internship in 5th year	
Dissertation	14-21 Hours
PSYC 9999 - Dissertation (14-21)	
Three of the following four courses	9 Hours
PSYC 7136 - Geropsychology (3) [Human Development and Individual Differences]	
PSYC 7334 - Couples and Family Psychotherapy (3) [Advanced Psychotherapy]	
PSYC 7336 - Child Psychopathology (3) [Psychopathology]	
PSYC 7337 - Clinical Health Psychology (3)[Foundational Psychotherapy]	
Two of the following three courses	6 Hours
PSYC 7134 - Physiological Psychology (3)[Biological Bases]	
PSYC 7135 - Health Psychology (3)[Biological Bases]	
PSYC 7236 - Neuropsychology and Neuropsychological Assessment (3) [Biological Bases]	

ENGLISH M.A., 36 HOURS

Total Hours: 30 + 6 hours Thesis

Advising: College of Liberal Arts and Social Sciences, Department of Literature and Philosophy, Dr. Douglass Thomson, Georgia Southern University, P.O. Box 8023, Statesboro, GA 30460, phone (912) 478-5779, fax (912) 478-0653, email dhthom@georgiasouthern.edu, website: <http://class.georgiasouthern.edu/litphi/>

Admission Requirements

Regular

1. Completed requirements for the Bachelor's degree in a college accredited by the appropriate regional accrediting associations.
2. A 3.0 (4.0 scale) cumulative grade point average or higher on all undergraduate work.
3. A minimum score of 550 on the Verbal section of the Graduate Record Examination (GRE) taken prior to October 1, 2002 or a minimum score of no less than 550 on the Verbal and no less than 3.5 on the Analytic Writing sections of the GRE taken after October 1, 2002.
4. An undergraduate major or the equivalent in the proposed field of study.
5. Two letters of recommendation by persons familiar with the applicant's academic experience.

Provisional

A minimum score of 450 on the Verbal section of the Graduate Record Examination (GRE) taken prior to October 1, 2002 or a minimum score of no less than 450 on the Verbal and no less than 3.5 on the Analytic Writing sections of the GRE taken after October 1, 2002; accompanied by a better than 2.75 (4.0 scale) cumulative grade point average on undergraduate college work. Students who do not meet provisional requirements may appeal to a departmental committee of graduate faculty members for admission.

Program of Study

Required Hours **21 Hours**

- ENGL 7111 - Seminar in College English (1)
- ENGL 7121 - Methods of Research (2)
- ENGL - Six seminars at the 6000 or 7000 level (18)

Electives (courses at the ENGL 5000 level or additional ENGL seminars) **9 Hours**

Up to six hours may be taken in other disciplines (no more than one course per department) upon approval of the Director.

Thesis OR Non-Thesis Option..... **6 Hours**

(See below and for more information consult the M.A. English web page at <http://class.georgiasouthern.edu/litphi/graduate.htm>)

1. Thesis Option

In cooperation with a thesis advisor and committee, the student will write an M.A. thesis (minimum of 60 pages, not counting Notes and Works Cited). 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.

2. Non-Thesis Option

After completing thirty hours of course work, students may opt to take two additional courses at the 6000-7000 level instead of writing the thesis. They will prepare one of the papers (of fifteen to twenty pages) that they write in those courses to present before a faculty forum, followed by a question and answer session. The paper and the presentation will be assessed by a panel consisting of the student's teacher for the course and two other professors.

OTHER PROGRAM REQUIREMENTS

Language Requirement

All degree programs leading to the Master of Arts degree require a reading knowledge of a foreign language. French, German, or Spanish is generally required, but another language may be specified by the major professor when the latter is appropriate to the area of research proposed by the student in the thesis prospectus. A foreign national may not use English or his or her native language to satisfy the language requirements.

Georgia Southern University offers the following two options for graduate students who need to complete a foreign language requirement:

1. The language requirement may be satisfied by a minimum grade of "C" in the fourth course of a college-level foreign language that is approved by the student's advisor.
2. A student primarily interested in reading research in his or her field should prepare to take the Foreign Language Graduate Reading Exam administered by the Department of Foreign Languages. The student must arrange with the Department of Foreign Languages to take the test in the first half of any semester.

Seminars

- ENGL 6630 - Seminar in Medieval Literature (3)
- ENGL 6631 - Seminar in Shakespeare (3)
- ENGL 6632 - Seminar in Literature of the English Renaissance (3)
- ENGL 6633 - Seminar in Eighteenth-Century and Restoration Literature (3)
- ENGL 6634 - Seminar in Major Authors (3)
- ENGL 6635 - Seminar in Women's and Gender Studies (3)
- ENGL 6637 - Seminar in Criticism and Theory (3)
- ENGL 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 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 7999 - Thesis (6)

A student may repeat a seminar once when it is taught with a different subtitle.

FINE ARTS M.F.A., 60 HOURS (Concentration in 2D Graphic Design)

Advising: College of Liberal Arts and Social Sciences, Betty Foy Sanders Department of Art, Master of Fine Arts Graduate Program Director, Georgia Southern University, P.O. Box 8032, Statesboro, GA 30460, phone (912) 478-5358, fax (912) 478-5104, email: mfagrads@georgiasouthern.edu.

Application Deadlines: March 1 for Fall Semester, October 1 for Spring Semester; application portfolios for the MFA degree program are not reviewed during summer session.

Admission Requirements

1. Completed requirements for the Bachelor's degree in a college accredited by the appropriate accrediting association.
2. Satisfactory completion of a minimum of 18 semester hours of undergraduate studio arts courses and an additional minimum of 9 semester hours of art history.
3. A 3.0 (4.0 scale) cumulative grade point average or higher on all undergraduate work.
4. In addition to application materials required by the College of Graduate Studies, prospective students are required to submit a creative portfolio for consideration by the admissions committee in the Art Department.

Hard-Copy Portfolio is mailed directly to MFA Graduate Program Director and must include:

1. Letter of Interest which includes a Statement of Intent describing purpose of entering full-time graduate studio art program and ultimate goal(s) as an artist.
2. 20 to 30 images of current artwork representing a mature, post-baccalaureate, body of work. Submit images on printed tear sheets, minimum 4x6" each; including proper identification of title, media, year, size AND on cd/dvd in 300 dpi jpeg format.
3. Artist's Statement highlighting body of work presented in portfolio.
4. Three (3) letters of reference identifying your studio practices and ability to pursue coursework of an advanced critical and theoretical nature.
5. Curriculum Vitae.

Program of Study

Students admitted into the Master of Fine Arts degree program pursue tracks in two-dimensional studio; two-dimensional graphic design; or three-dimensional studio. Students are expected to maintain full-time enrollment throughout the degree program. A grade of "A" or "B" is required in course work applied toward the degree. After earning grades of "C" or below in two courses during their degree program, students will be dismissed from the program.

Requirements..... 60 Hours

Major Studio 2D Graphic Design Concentration: student develops the conceptual and strategic characteristics of their personal design work in studio coursework that explores current trends and essential competencies in contemporary graphic design.

Required studio coursework (36 Hours; 12 courses):

- ART 7151 - Design Activism (3)
- ART 7152 - Design and Semiotics (3)
- ART 7153 - Design Explorations (3)
- ART 7154 - Design for the User (3)
- ART 7251 - Design Communication (3)
- ART 7252 - Design Systems (3)
- ART 7253 - Design Forms (3)
- ART 7254 - Design of Information (3)
- ART 7351 - Design Methods (3)
- ART 7352 - Design and Typographic Form (3)
- ART 7353 - Design Ethics (3)
- ART 7354 - Design Issues (3)

Art History/Critical Theory/Professional Practices (9 Hours; 3 courses):

- ART 7377 - Graphic Design Art History (3)
- ART 8630 - New Art Theory and Criticism (3)
- ART 8830 - Readings and Research in Art (3)

MFA Thesis: Thesis Exhibition and Support Paper (6 Hours; 2 courses):

- ART 8999 - Master of Fine Arts Thesis and Exhibition (3) *repeatable*

Select 9 hours from the following elective courses (in department or outside of major department):

- ART 7190 - 2D Graduate Studio (3)
- ART 7193 - 3D Graduate Studio (3)
- ART 7530 - Studio Pedagogy Practicum (3)
- ART 8030 - Selected Topics in Art (3)

OR graduate level art history course or course in other discipline relative to student's thesis direction.

Required Participation in Faculty Review of Creative Work Throughout Program:

- Graduate Semester Critiques: Present 2-4 works in one critique per semester during (Year 1 Fall and Spring; Year 2 Spring);
- Third Semester Review: Faculty Review of body of work during (Year 2 end of Fall)

- Graduate Research Symposia Poster Presentation (Year 1, 2, 3 Spring)
- Preparation of MFA Thesis Exhibition with Gallery Director (Year 2 Spring)
- Written Support Document reflective of thesis body of creative work
- Presentation of hardbound thesis monographs to 1) Thesis Chair and 2) Department of ART Archives
- Oral Defense of Thesis Exhibition/Written Text

Thesis Exhibition, Support Text, Oral Defense

Completed during the last two semesters of a student's program, the thesis exhibition, support paper and oral defense of exhibition and paper is the culmination of the MFA graduate degree. The student's thesis exhibition represents a sound-body of contemporary artwork, presented professionally. The written support text adheres to the College of Graduate Studies guidelines and explains the historical and theoretical foundations for the student's creative body of visual artwork. The student acknowledges and defends their accomplishments during the oral defense of exhibition and written support text.

FINE ARTS M.F.A., 60 HOURS (Concentration in 2D Studio Art)

Advising: College of Liberal Arts and Social Sciences, Betty Foy Sanders Department of Art, Master of Fine Arts Graduate Program Director, Georgia Southern University, P.O. Box 8032, Statesboro, GA 30460, phone (912) 478-5358, fax (912) 478-5104, email: mfagrad@georgiasouthern.edu.

Application Deadlines: March 1 for Fall Semester, October 1 for Spring Semester; application portfolios for the MFA degree program are not reviewed during summer session.

Admission Requirements

1. Completed requirements for the Bachelor's degree in a college accredited by the appropriate accrediting association.
2. Satisfactory completion of a minimum of 18 semester hours of undergraduate studio arts courses and an additional minimum of 9 semester hours of art history.
3. A 3.0 (4.0 scale) cumulative grade point average or higher on all undergraduate work.
4. In addition to application materials required by the College of Graduate Studies, prospective students are required to submit a creative portfolio for consideration by the admissions committee in the Art Department.

Hard-Copy Portfolio is mailed directly to MFA Graduate Program Director and must include:

1. Letter of Interest which includes a Statement of Intent describing purpose of entering full-time graduate studio art program and ultimate goal(s) as an artist.
2. 20 to 30 images of current artwork representing a mature, post-baccalaureate, body of work. Submit images on printed tear sheets, minimum 4x6" each; including proper identification of title, media, year, size AND on cd/dvd in 300 dpi jpeg format.
3. Artist's Statement highlighting body of work presented in portfolio.
4. Three (3) letters of reference identifying your studio practices and ability to pursue coursework of an advanced critical and theoretical nature.
5. Curriculum Vitae.

Program of Study

Students admitted into the Master of Fine Arts degree program pursue tracks in two-dimensional studio; two-dimensional graphic design; or three-dimensional studio. Students are expected to maintain full-time enrollment throughout the degree program. A grade of "A" or "B" is required in course work applied toward the degree. After earning grades of "C" or below in two courses during their degree program, students will be dismissed from the program.

Requirements..... 60 Hours

Major Studio 2D Concentration (36 hours, 12 courses): student develops their personal design artwork in studio coursework with opportunities to pursue experiences in drawing, painting, print/paper/bookarts.

ART 7190 - 2D Graduate Studio (3) *repeatable*

Art History/Critical Theory/Professional Practices (12 Hours; 4 courses):

ART 7237 - Contemporary Art (3)

ART 7890 - Professional Practices in Art (3)

ART 8630 - New Art Theory and Criticism (3)

ART 8830 - Readings and Research in Art (3)

MFA Thesis: Thesis Exhibition and Support Paper (6 Hours; 2 courses):

ART 8999 - Master of Fine Arts Thesis and Exhibition (3) *repeatable*

Select 6 hours from the following elective courses (in department or outside of major department):

ART 7190 - 2D Graduate Studio (3)

ART 7193 - 3D Graduate Studio (3)

ART 7530 - Studio Pedagogy Practicum (3)

ART 8030 - Selected Topics in Art (3)

OR graduate level art history course or course in other discipline relative to student's thesis direction.

Required Participation in Faculty Review of Creative Work Throughout Program:

- Graduate Semester Critiques: Present 2-4 works in one critique per semester during (Year 1 Fall and Spring; Year 2 Spring);
- Third Semester Review: Faculty Review of body of work during (Year 2 end of Fall)
- Graduate Research Symposia Poster Presentation (Year 1, 2, 3 Spring)
- Preparation of MFA Thesis Exhibition with Gallery Director (Year 2 Spring)
- Written Support Document reflective of thesis body of creative work
- Presentation of hardbound thesis monographs to 1) Thesis Chair and 2) Department of ART Archives
- Oral Defense of Thesis Exhibition/Written Text

Thesis Exhibition, Support Text, Oral Defense

Completed during the last two semesters of a student's program, the thesis exhibition, support paper and oral defense of exhibition and paper is the culmination of the MFA graduate degree. The student's thesis exhibition represents a sound-body of contemporary artwork, presented professionally. The written support text adheres to the College of Graduate Studies guidelines and explains the historical and theoretical foundations for the student's creative body of visual artwork. The student acknowledges and defends their accomplishments during the oral defense of exhibition and written support text.

FINE ARTS M.F.A., 60 HOURS (Concentration in 3D Studio Art)

Advising: College of Liberal Arts and Social Sciences, Betty Foy Sanders Department of Art, Master of Fine Arts Graduate Program Director, Georgia Southern University, P.O. Box 8032, Statesboro, GA 30460, phone (912) 478-5358, fax (912) 478-5104, email: mfagrad@georgiasouthern.edu.

Application Deadlines: March 1 for Fall Semester, October 1 for Spring Semester; application portfolios for the MFA degree program are not reviewed during summer session.

Admission Requirements

1. Completed requirements for the Bachelor's degree in a college accredited by the appropriate accrediting association.
2. Satisfactory completion of a minimum of 18 semester hours of undergraduate studio arts courses and an additional minimum of 9 semester hours of art history.
3. A 3.0 (4.0 scale) cumulative grade point average or higher on all undergraduate work.
4. In addition to application materials required by the College of Graduate Studies, prospective students are required to submit a creative portfolio for consideration by the admissions committee in the Art Department.

Hard-Copy Portfolio is mailed directly to MFA Graduate Program Director and must include:

1. Letter of Interest which includes a Statement of Intent describing purpose of entering full-time graduate studio art program and ultimate goal(s) as an artist.
2. 20 to 30 images of current artwork representing a mature, post-baccalaureate, body of work. Submit images on printed tear sheets, minimum 4x6" each; including proper identification of title, media, year, size AND on cd/dvd in 300 dpi jpeg format.
3. Artist's Statement highlighting body of work presented in portfolio.
4. Three (3) letters of reference identifying your studio practices and ability to pursue coursework of an advanced critical and theoretical nature.
5. Curriculum Vitae.

Program of Study

Students admitted into the Master of Fine Arts degree program pursue tracks in two-dimensional studio; two-dimensional graphic design; or three-dimensional studio. Students are expected to maintain full-time enrollment throughout the degree program. A grade of "A" or "B" is required in course work applied toward the degree. After earning grades of "C" or below in two courses during their degree program, students will be dismissed from the program.

Requirements..... 60 Hours

Major Studio 3D Concentration (36 hours, 12 hours): student develops their personal design artwork in studio coursework with opportunities to pursue experiences in ceramics, jewelry/metals, sculpture.

ART 7193 - 3D Graduate Studio (3) *repeatable*

Art History/Critical Theory/Professional Practices (12 Hours; 4 courses):

ART 7237 - Contemporary Art (3)

ART 7890 - Professional Practices in Art (3)

ART 8630 - New Art Theory and Criticism (3)

ART 8830 - Readings and Research in Art (3)

MFA Thesis: Studio coursework in preparation for Thesis Exhibition and Support Paper (6 Hours; 2 courses):

ART 8999 - Master of Fine Arts Thesis and Exhibition (3)

Select 6 hours from the following elective courses (in department or outside of major department):

ART 7190 - 2D Graduate Studio (3)

ART 7193 - 3D Graduate Studio (3)

ART 7530 - Studio Pedagogy Practicum (3)

ART 8030 - Selected Topics in Art (3)

OR graduate level art history course or course in other discipline relative to student's thesis direction.

Required Participation in Faculty Review of Creative Work Throughout Program:

- Graduate Semester Critiques: Present 2-4 works in one critique per semester during (Year 1 Fall and Spring; Year 2 Spring);
- Third Semester Review: Faculty Review of body of work during (Year 2 end of Fall)
- Graduate Research Symposia Poster Presentation (Year 1, 2, 3 Spring)
- Preparation of MFA Thesis Exhibition with Gallery Director (Year 2 Spring)
- Written Support Document reflective of thesis body of creative work
- Presentation of hardbound thesis monographs to 1) Thesis Chair and 2) Department of ART Archives
- Oral Defense of Thesis Exhibition/Written Text

Thesis Exhibition, Support Text, Oral Defense

Completed during the last two semesters of a student's program, the thesis exhibition, support paper and oral defense of exhibition and paper is the culmination of the MFA graduate degree. The student's thesis exhibition represents a sound-body of contemporary artwork, presented professionally. The written support text adheres to the College of Graduate Studies guidelines and explains the historical and theoretical foundations for the student's creative body of visual artwork. The student acknowledges and defends their accomplishments during the oral defense of exhibition and written support text.

HISTORY M.A., 36 HOURS

Advising: College of Liberal Arts and Social Sciences, Department of History, Director of Graduate Studies, Georgia Southern University, P.O. Box 8054, Statesboro, GA 30460, phone (912) 478-5586, fax (912) 478-0377, website: <http://class.georgiasouthern.edu/history/>

Admission Requirements

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.

Regular

Applicants seeking admission to the graduate program in history must have:

1. Completed requirements for the Bachelor's degree in a college accredited by the proper regional accrediting associations.
2. A 3.0 (4.0 scale) cumulative grade point average or higher on all undergraduate work, with a 3.0 cumulative GPA in history and no grade in history lower than a "C."
3. Minimum Graduate Record Examination (GRE) scores of 500 Verbal plus 500 Quantitative or Analytical for applicants who took the GRE prior to October 2002; or minimum scores of 500 on the Verbal section and 3.5 on the Analytical Writing section of the GRE taken after October 1, 2002. Lower test scores may be considered but the applicant will need strong evidence of the ability to perform satisfactorily in graduate level work.
4. An undergraduate major or the equivalent in history. Students with majors in other fields of study are given equal consideration for admission providing they have at least 15 semester hours (or quarter-system equivalent) of history (at least 12 hours at the upper division level) and a total of 30 hours in the social sciences and humanities.
5. Two letters of recommendation by individuals who are familiar with the applicant's potential for successful graduate study.
6. A statement of purpose (approximately 250 words) outlining the applicant's interest in graduate study in history.

Provisional

Non-traditional students and applicants not meeting the above requirements may be considered for Provisional (Probationary) admission as determined on a case-by-case basis.

Program of Study

The department offers thesis and non-thesis options.

The degree candidate for a Master of Arts in History will take 30 hours of course work (out of a total of 36), which includes the following:

General Requirements

Thesis Option..... 15 Hours

- The Historian's Craft (3)
- Reading Colloquium (in area of concentration) (3)
- Reading Colloquium (outside area of concentration) (3)
- Research Seminar (3)
- Historical Writing and Editing (3)
- Electives (15) (5000-level courses and above) (Up to six hours may be taken in other disciplines upon approval of Advisor)
- Thesis (6)

Non-Thesis Option

Same as above, except candidate will substitute three additional hours of elective and an article-length paper (approximately 10,000 words) for the thesis.

OTHER PROGRAM REQUIREMENTS

- The student must also pass a reading-knowledge examination in an appropriate foreign language, pass an oral examination on courses taken for the degree, and, for the thesis option, pass an oral thesis defense.

MUSIC M.M., 33 HOURS

Advising: College of Liberal Arts and Social Sciences, Department of Music, Dr. Gregory W. Harwood, Music Dept., GSU, P.O. Box 8052, Statesboro, GA 30460, phone (912) 478-5813, fax (912) 478-0583, email: gharwood@georgiasouthern.edu

Admission Requirements:

Regular:

1. A completed bachelor's degree in music or equivalent.
2. A minimum 2.5 (4.0 scale) cumulative grade point average in undergraduate work.
3. Three letters of recommendation.
4. Requirements pertinent to the student's intended area of concentration:
 - a. Composition: satisfactory sample scores for at least 3 different types of compositions
 - b. Music Education: L-4 certification by the State of Georgia or its equivalent
 - c. Music Technology: a statement of purpose and a portfolio of your previous work in music technology
 - d. Performance (contact the Director of Graduate Studies to set up auditions described below):

Conducting: Satisfactory live or videotaped audition with 3 pieces in contrasting styles (one of them a cappella for choral conductors) and a satisfactory agreement with the conducting faculty committee about how the practical conducting requirement will be managed. Generally, full-time students will be assigned to work with various University ensembles; other students may request permission to work with an ensemble (such as a school band or choir) with which they are currently involved.

Instrumental: Satisfactory live or taped audition with 3 contrasting pieces from different periods. The audition committee may also request to hear scales or other technical material.

Vocal: Satisfactory live or taped audition with 3 contrasting pieces from different periods demonstrating acceptable proficiency in diction in English, German, French, and/or Italian. Students are also expected to demonstrate basic undergraduate proficiency using the International Phonetic Alphabet (IPA) and fluency in basic keyboard accompanying skills.

Provisional:

Students may be admitted on a provisional basis if one or more of the requirements listed above are judged to be marginal. Specific provisions for exiting provisional status will be set in each case by the admissions committee and must be satisfied before proceeding past the first 12 semester hours of course work.

Departmental Proficiency Requirements:

Before proceeding past the first 12 semester hours of the degree, all students admitted into the program must demonstrate acceptable undergraduate-level proficiency in music theory (nomenclature, part-writing, and analysis) and music history determined through a test administered by the Department of Music. At the discretion of the M.M. Advisor, students who have not met proficiency standards in a particular area may be restricted from enrolling in certain courses related to their deficiency.

All M.M. candidates are required to pass a comprehensive oral examination, covering coursework and their recital or final project.

Concentration in Composition 33

Hours

- MUSA 7191 - Recital (3)
- MUSC 5233G - Music in the Contemporary Period (3) **OR** other music history course from the series MUSC 5230G - MUSC 5236G (3)
- MUSC 6131 - Music Reference Tools and Resources (3)
- MUSC 7331 - Advanced Analytical Techniques (3)
- MUSC 7391 - Composition (6)
- Select one of the following:
 - MUSC 5530G - Digital Audio Montage (3)
 - MUSC 5531G - Advanced MIDI Sequencing (3)
 - MUSC 7533 - Sound Design and Processing (3)
 - MUSC 7534 - Interactive Media (3)
- Free Electives Approved by Student's Advisor (12)

Concentration in Performance..... 33

Hours

All Performance Candidates

- MUSA 7191 - Recital (3)
- MUSC 5230G - MUSC 5236G (3) (Select one music history course from the series)
- MUSC 6131 - Music Reference Tools and Resources (3)
- MUSC 7331 - Advanced Analytical Techniques (3)

Instrumental or Vocal Performance

- MUSA 7xxx - Applied Music (minimum of 6 hours)
- MUSC 5030G - Selected Topics in Music Literature (3) (with specific topic related to student's area)
- Free Electives Approved by Student's Advisor (12)

Conducting Performance

- MUSC 7630 - Seminar in Advanced Conducting (3) (minimum of 6 hours)
- MUSC 7633 - Advanced Score Reading Techniques (3)
- Select 6 hours from additional courses in music literature, music history, music theory, and/or composition
- Free Electives Approved by Student's Advisor (6)

Concentration in Music Education 33

Hours

MUSC 5230G - MUSC 5236G (3) (Select one music history or literature course selected from the series)

MUSC 6131 - Music Reference Tools and Resources (3)

MUSC 7232 - Current Trends in Music Education (3)

MUSC 7331 - Advanced Analytical Techniques (3)

MUSC 7931 - Music Education Final Project (3)

Select 3 hours of performance from the following:

Any graduate-level MUSA course(s) (may be repeated for credit)

Any graduate-level MUSE course(s) (may be repeated for credit)

MUSC 7360 - Seminar in Advanced Conducting (3, may be repeated for credit, but a single time may not count for both this category and the Music Ed. electives listed above)

Select two of the following: (or other music education courses approved by advisor)

MUSC 7231 - History and Philosophy of Music Education (3)

MUSC 7233 - Methods and Materials in General Music (3)

MUSC 7234 - 20th Century Music Education Methodologies (3)

MUSC 7360 - Seminar in Advanced Conducting (3) (*may be repeated for credit*)

MUSC 7361 - Advanced Score Reading Techniques (3)

MUSC 7432 - Choral Literature (3)

MUSC 7434 - Band Literature (3)

MUSC 7632 - Interdisciplinary Music Education (3)

Free Electives (9) (Students should plan with their Advisor a combination of graduate-level elective courses from Music, Education, Instructional Technology, or other areas that will maximize the degree's usefulness for their intended career path.)

Concentration in Music Technology 33 Hours

MUSC 5233G - Music in the Contemporary Period (3) **OR** other music history course from the series MUSC 5230G - MUSC 5236G (3)

MUSC 5630G - Music, Technology, and Contemporary Culture (3)

MUSC 6131 - Music Reference Tools and Resources (3)

MUSC 7932 - Music Technology Final Project (3)

Select three of the following:

MUSC 5030G - Selected Topics in Music Literature (3) **OR** MUSC 7092 - Selected Topics in Music (Music Technology Subject) (3)

MUSC 5530G - Digital Audio Montage (3)

MUSC 5531G - Advanced MIDI Sequencing (3)

MUSC 7533 - Sound Design and Processing (3)

MUSC 7534 - Interactive Media (3)

Free Electives (12) (Students should plan with the head of the Music Technology area a combination of graduate-level elective courses from Music, Computer Science, General Technology, Graphics Communication Management, Instructional Technology, or other areas that will maximize the degree's usefulness for their intended career path.)

PSYCHOLOGY M.S., 36 HOURS

Advising: College of Liberal Arts and Social Sciences, Department of Psychology, Dr. Will McIntosh, Georgia Southern University, P.O. Box 8041, Statesboro, GA 30460, phone (912) 478-0748, fax (912) 478-0751, email wmcintosh@georgiasouthern.edu, website: <http://class.georgiasouthern.edu/psychology/>

Admission Requirements

New students are admitted to the program in Fall semester only. The program is limited to 12 new students.

Regular

The applicant must have:

1. Completed requirements for the Bachelor's degree in a college accredited by the proper regional accrediting associations.
2. Taken Introduction to Psychology, an introductory statistics course, and at least two additional courses in psychology. (Research Methods or Experimental Psychology preferred).
3. A 3.0 (4.0 scale) cumulative grade point average or higher on undergraduate work.
4. A score of no less than 450 on the Verbal section and 450 on the Quantitative section of the Graduate Record Examinations (GRE).
5. Submitted:
 - a. A personal statement that includes a description of career goals, reasons for applying for graduate study at Georgia Southern University, a list of academic achievements, non-academic achievements, relevant work experience, a self-evaluation of maturity level and character.
 - b. Recommendations from three individuals who can speak of the applicant's undergraduate academic performance, potential for graduate study, and maturity level and character.

Provisional

For applicants who meet two out of three of the following criteria for regular admission (GRE-V, GRE-Q, GPA), provisional admission may be granted by the departmental graduate faculty based on their consideration of the materials submitted by the applicant and an interview if done.

Program of Study

- Statistics and Research Design (6)
- Content courses, e.g., Developmental Psychology, Cognitive Psychology (18)
- Applied research courses, e.g., Research Experience (6)
- Thesis (6)

Total **36 Hours**

OTHER PROGRAM REQUIREMENTS

- All students in the MS program must pass a written comprehensive exam given during the spring semester of their second year. The thesis requires an oral defense.
- The program offers an option Teaching Emphasis, which prepares students to potentially serve as Teaching Assistants at University-level. In choosing this option, students will substitute PSYC 7621 - Seminar in Teaching Psychology for PSYC 7490 - Advanced Directed Study as well as meet other criteria.

**PSYCHOLOGY
M.S., 54 HOURS
(Psy.D. Track)**

Advising: College of Liberal Arts and Social Sciences, Department of Psychology, Dr. Jackson Rainer, Georgia Southern University, P.O. Box 8041, Statesboro, GA 30460, phone (912) 478-5343, fax (912)478-0751, email: jrainer@georgiasouthern.edu, website: <http://class.georgiasouthern.edu/psychology/>

Admission Requirements

As this is a degree that is part of the Doctor of Psychology (Psy.D.) program, only students enrolled in the Psy.D. program are eligible.

Total 54

Hours PROGRAM REQUIREMENTS

- All students must have completed the first two years (54 credit hours) of the Psy.D. program through the Spring semester of the second year.

PUBLIC ADMINISTRATION M.P.A., 36 HOURS

Advising: College of Liberal Arts and Social Sciences, Department of Political Science, Dr. Trenton J. Davis, MPA Program, Georgia Southern University, P.O. Box 8101, Statesboro, GA 30460, phone (912) 478-1400, fax (912) 478-5348, email: mpa@georgiasouthern.edu

Admission Requirements

Regular

A student must have the following items in his or her portfolio:

1. Completed requirements for the Bachelor’s degree in a college accredited by proper regional accrediting association.
2. A 2.75 (4.0 scale) cumulative grade point average in undergraduate work.
3. Regular admission is typically offered to applicants who score at least 400 on the Verbal and Quantitative sections of the Graduate Record Examination (GRE) and have a score of at least 900 on the combined Verbal and Quantitative sections; and score at least 3 on the Analytical Writing section of the GRE taken after October 1, 2002.
4. A current resume detailing relevant work experience.
5. Three (3) letters of recommendation from persons familiar with the applicant’s academic or employment experience.
6. Statement of career goals and objectives.

Provisional

In the following circumstances, applicants who do not meet the above criteria may be admitted:

1. Provisional admission will be considered for applicants with an individual Verbal or Quantitative GRE section score of less than 400, or less than 3 on the Analytical Writing section if strong evidence of ability to perform well in graduate work is provided through reference to work experience or other means.
2. An applicant whose undergraduate record does not include American Government and/or Statistics with a minimum grade of “C” will be required to complete such course work before being allowed to enroll for more than 15 hours of graduate course work. (International students may have the American Government requirement waived as a prerequisite for admission, but must take such a class in the first semester enrolled in the MPA program.)

Non-Degree

In cases of incomplete admission applications, an applicant must have an undergraduate GPA of 2.75 and will be restricted to a maximum of three courses without gaining provisional or regular admission status.

Prerequisites:

At least one undergraduate class in American Government and one in Statistics, each completed with a minimum grade of “C”.

Program of Study

The graduate student and the MPA Program Director shall jointly develop a Program of Study that includes 18-semester hours of core courses, 12-semester hours of concentration courses, 3-semester hours of internship (depending on whether student is pre-service or in-service), and 3-semester hours in capstone course.

Core Requirements 18

Hours

- PBAD 7130 - Ethics in Government (3)
- PBAD 7230 - Budgeting in the Public Sector (3)
- PBAD 7430 - Public Human Resource Management (3)
- PBAD 7530 - Research Methods for Public Administration (3)
- PBAD 7531 - Public Program Evaluation (3)
- PBAD 7631 - Foundations of Public Administration (3)

Concentration Requirements 12

Hours

Students complete 12-semester hours in one of the following concentrations:

- Public Management
- Nonprofit Management
- Criminal Justice Management

Internship..... 3

Hours

- PBAD 7730 - Internship in Public Administration (3)

Other Program Requirements 3

Hours

- PBAD 7638 - Capstone Seminar (3)

Students who are not professionally employed in the public or nonprofit sector while a student in the MPA program will be required to complete an internship in a public agency or nonprofit organization before completing the program. Students must have completed at least 15 semester hours and have a GPA in the MPA program of at least 3.0 before enrolling for credit in the internship.

SOCIAL SCIENCE M.A., 36 HOURS

Advising: College of Liberal Arts and Social Sciences, Department of Sociology and Anthropology, Georgia Southern University, P.O. Box 8051, Statesboro, GA 30460, (912) 478-5443, FAX: (912)478-0703

Admission Requirements

Regular

1. An undergraduate degree from an accredited, four-year institution (or a course of study that is the equivalent of such a degree).
2. A statement of purpose expressing student's aspirations.
3. A favorable review by the Social Science Graduate Admissions Committee. Consideration is given to an applicant's potential for succeeding in the program, undergraduate GPA, GRE Scores, and career aspirations.

Required Core Courses..... 12
Hours

- SOCI 6638 - Proseminar in Social Science (3)
- Theory (3) (Can be any ANTH, HIST, POLS, PSYC, or SOCI theory course)
- Methods and/or Analysis (6) (Can be any ANTH, HIST, POLS, PSYC, or SOCI methods and/or analysis)

Elective Courses 18
Hours

A student will develop a program of study in conjunction with their advisor and approved by the graduate Director. A student will select an area of concentration in Anthropology, History, Political Science, Psychology, or Sociology.

General Program Requirements

An area of concentration requires a minimum of 15 hours of coursework from within anthropology, history, political science, psychology or sociology. At least 50% of the courses applicable toward a graduate degree must come from courses at the 6000-level or above. Enrollment in courses outside anthropology, history, political science, psychology, and sociology is limited to a maximum of 6 semester hours. Courses that are taken to fulfill a prerequisite for admission may not be used to satisfy elective course hour requirements. It is suggested that students take courses from at least three disciplines.

Terminal Courses 6
Hours

Applied/Public Service Track

The applied/public service track is for students who plan to enter applied or public service venues. Students must complete 6 hours of course work that has an applied/public service 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.

Research 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.

SPANISH M.A., 30 HOURS

Advising: Department of Foreign Languages, Graduate Advisor, Georgia Southern University, P.O. Box 8081, Statesboro, GA 30460, (912) 478-5281, fax: (912) 478-0652

Admission Requirements

Regular

1. Completed requirements for the Bachelor's degree in a college accredited by the appropriate regional accrediting associations
2. A 3.0 (4.0 scale) cumulative grade point average or higher on all undergraduate work
3. A minimum score of 480 on the Verbal section of the Graduate Record Examinations (GRE) (Exceptions will be considered.)
4. An undergraduate major or the equivalent in the proposed field of study or permission of the graduate director and the chair of the department
5. Two letters of recommendation by persons familiar with the applicant's academic experience
6. Minimum oral and writing proficiency ratings of Intermediate High (ACTFL Standards) as determined by a certified ACTFL Proficiency evaluator (the department has certified evaluators).

Provisional

A minimum score of 400 on the Verbal section of the GRE accompanied by a better than 2.75 (4.0 scale) cumulative grade point average on undergraduate college work. Students who do not meet provisional requirements may appeal to a departmental committee of graduate faculty members for admission.

Program of Study

Candidates for the M.A. in Spanish must complete a total of 30 hours.

1. Non-Thesis Option: 24 hours of graduate-level SPAN course work plus an additional 6 hours in Spanish or in a related field as approved by the graduate director (note that at least 50% of all graduate courses taken must be above the 5000 level).
2. Thesis Option: 24 hours of graduate-level SPAN course work + 6 hours Thesis (note that at least 50% of all graduate courses taken must be above the 5000 level).
In cooperation with a thesis advisor and committee, the student will write an M.A. thesis (minimum of 60 pages, not counting Notes and Works Cited). In depth and scope, the thesis must demonstrate independent and critical judgment in interpreting materials. The major professor shall supervise the research, direct the writing of the thesis, and approve the thesis in its final form. Prior to final approval, the members of the thesis committee will have read the thesis. The second and third readers shall report all comments to the major professor. Prior to beginning the thesis, the student should have the supervisor complete a Thesis Prospectus Form to be approved by the department and the Graduate College. Upon completion of the thesis, the student must pass an oral examination consisting of a presentation and discussion of the thesis with the Foreign Languages graduate faculty and invited guests.

OTHER PROGRAM REQUIREMENTS

Comprehensive Written Exam

All degree candidates will take a comprehensive written examination. The exam will cover both the student's course work and a reading list that will that the candidate will develop in conjunction with a committee of Spanish graduate faculty.

Language Requirement

All degree programs leading to the Master of Arts degree require a reading knowledge of a second foreign language. Students should consider early on which language they wish to study and how they will satisfy the requirement. The language must be approved by the graduate advisor. A foreign national may not use English or his or her native language to satisfy the language requirement.

Georgia Southern University offers the following two options for graduate students who need to complete a foreign language requirement:

1. The language requirement may be satisfied by a minimum grade of "C" in the fourth course of a college-level foreign language that is approved by the student's advisor.
2. A student primarily interested in reading research in his or her field should prepare to take the Foreign Language Graduate Reading Exam administered by the Department of Foreign Languages. The student must register for the exam with the Department of Foreign Languages no later than the last week of the semester before the test is to be taken. The examination will be based on material selected in advance by the student and approved by the examiner. The exam will have a limit of two hours, during which time the student will be expected to prepare a reasonably accurate written translation of several passages selected by the examiner. The use of dictionaries during the exam will be permitted. The examining committee for foreign languages shall report "pass" or "fail" to the College of Graduate Studies.

**Jiann-Ping Hsu College of Public Health
Programs - Graduate**

Master of Public Health

The Master of Public Health (M.P.H.) educational degree program at the Giann-Ping Hsu College of Public Health at Georgia Southern University prepares professionals for broad-based practice in public health, through the integration of core competencies in the five areas of knowledge basic to public health (biostatistics, environmental health, epidemiology, health services administration, and social and behavioral sciences) with specialized knowledge and expertise in one of these areas. The program serves both the full-time student preparing for a career in public health, as well as currently employed health professionals seeking an advanced education to augment their existing skills and background.

Purpose

The purpose of the M.P.H. is to prepare graduate level public health practitioners capable of applying practice-based skills to promote the concepts of the field.

A comprehensive public health education program should provide skills enabling students to assess the magnitude and potential impact of the multiple problems facing populations, as well as recognize existing community capacities or resources. In conjunction with assessment skills, students enrolled in a public health program should understand the role of community empowerment, community mobilization, networks, and partnerships in the development of comprehensive public health policies designed to impact the priority areas identified in the assessment phase. Lastly, student skill sets in a public health program should focus on the task of assuring a presence of services and infrastructure necessary to address problems identified in the assessment phase, as well as enforce policies developed in response to the assessment. Specific skill sets related to the core functions of public health practice are as follows:

- Monitor health status to identify community health problems;
- Diagnose and investigate health problems and health hazards in the community;
- Inform, educate, and empower people about health issues;
- Mobilize community partnerships to identify and solve health problems;
- Develop policies and plans that support individual and community health efforts;
- Recognize the importance of the enforcement of laws and regulations necessary to protect health and ensure safety;
- Link people to needed personal health services and assure the provision of health care when otherwise unavailable;
- Evaluate effectiveness, accessibility, and quality of personal and population-based health services; and
- Research for new insights and innovative solutions to health problems.

The M.P.H. program is committed to producing public health practitioners that possess the knowledge, skills, and values necessary to produce an effective public health workforce.

M.P.H. Core Competencies

At the completion of the M.P.H. degree program all students will be able to:

Introductory Core Competencies:

- Define Public Health and articulate the elements in the public health approach to ensuring the health of our public;
- Explain the historical developments of the field;
- Explain the core public health functions;
- Explain how the core public health functions are operationalized at the global, national, state and local levels;
- Describe the Public Health infrastructure within the USA and beyond (global).
- Define the five core knowledge areas of public health: biostatistics, environmental health sciences, epidemiology, health policy and management, and social and behavioral sciences;
- Explain how state and local governmental public health agencies ensure availability of the ten essential services;
- Describe the history and current status of the interactions between medicine and public health;
- Explain the status of the public health workforce and efforts to expand and ensure the quality and diversity of this workforce;
- Articulate the current issues within the field.

Biostatistics Core Competencies:

- Describe the roles biostatistics serves in the discipline of public health, with particular emphasis on rural health;
- Describe basic concepts of probability, random variation and commonly used statistical probability distributions;
- Differentiate between biased and unbiased public health studies based on design and sampling specifications;
- Distinguish among the different measurement scales and the implications for selection of statistical methods to be used based on these distinctions;
- Apply descriptive and inferential methodologies according to the type of study design for answering a particular research question;
- Apply appropriate methodological alternatives to commonly used statistical methods when assumptions are not met;
- Demonstrate the use of numerical and graphical descriptive techniques commonly used to summarize public health and biomedical data;
- Apply common statistical methods such as conducting significance tests and calculating confidence intervals for inference;
- Apply basic informatics techniques with vital statistics and public health records in the description of public health characteristics and in public health research and evaluation;
- Demonstrate the use of a statistical software package to enter, clean, manage, and analyze public health and biomedical data;
- Interpret results of statistical analyses found in public health and biomedical studies, including those obtained from output using a statistical software package;
- Develop written and oral presentations that effectively communicate statistical results to both public health professionals and educated lay audiences;

- Create a collaborative environment for working on written and oral reports and developing critical thinking skills;
- Recognize appropriate situations for consulting a biostatistician for his/her assistance and expertise with the design and analysis of a study and interpretation of study results.

Environmental Health Core Competencies:

- Describe the discipline of environmental health and its relation to the other core areas of public health;
- Relate the direct and indirect effects of significant environmental and occupational agents pertaining to human and ecological effects both regional and global;
- Describe physiologic and psychosocial factors that can affect susceptibility and health outcomes as a result of exposure to environmental hazards including genetic predispositions;
- Describe the impact of federal and state regulatory statutes and guidelines along with the authorities that control environmental health issues;
- Specify approaches for assessing, preventing and controlling environmental hazards that pose risks to human health and safety;
- Articulate the general mechanisms of toxicity along with the response to exposure and the methods of assessing, managing and communicating risk;
- Define environmental justice and identify environmental justice issues within both rural and urban communities;
- Demonstrate the capacity to respond to environmental justice concerns;
- Articulate how biological, chemical and physical agents affect human health;
- Identify the ethical, social and legal issues implied by biological systems within public health;
- Demonstrate effective written and oral skills to communicate risk to practitioners, clients, policy-makers, interest groups and the media;
- Evaluate the strengths and limitations of environmental health source material in order to compile relevant and appropriate information when needed.

Epidemiology Core Competencies:

- Describe a public health problem in terms of magnitude, person, and time in rural and urban settings;
- Analyze data from epidemiologic investigations, studies, and surveillance, with special emphasis on the identification of health disparities and promotion of health equity;
- Apply principles of causation to make causal inference from epidemiologic data;
- Apply the principles and limitations of public health screening programs;
- Explain the importance of epidemiology for informing scientific, ethical, economic and political discussion of health issues;
- Apply basic ethical and legal principles pertaining to the collection, maintenance, use and dissemination of epidemiologic data;
- Explain the basic terminology and definitions of epidemiology;
- Identify the role of laboratory resources in epidemiologic activities;
- Explain how determinants of health affect public health practice;
- Communicate epidemiologic information to lay and professional audiences;
- Evaluate the strengths and limitations of epidemiologic research findings;
- Explain the different uses of basic study designs and selection of variables used in public health.

Health Policy and Management Core Competencies:

- Define the main components and issues of the organization, financing and delivery of public health systems in the US;
- Describe the legal, values and ethical dilemmas in public health that are inherent in efforts to control cost, while assuring access and quality of services for the public;
- Define the methods of ensuring community health safety and preparedness;
- Compare the policy development, assessment, and evaluation process for improving the health status of populations;
- Describe the principles of program development, management, budget preparation with justification and evaluation as related for public health initiatives;
- Define principles of strategic planning and marketing to public health;
- Define quality, cost benefit and performance improvement concepts to address organizational performance issues in public health;
- Define how “systems thinking” can contribute to solving public health organizational problems;
- Demonstrate health policy and management effectiveness using appropriate channels and technologies;
- Compare leadership skills for building partnerships in public health;
- Define trends in planning, resources allocation, and financing and their effects on consumers, providers, and payers in public health;
- Compare the economic, professional, social and legislative influences on public health systems in the US;
- Define population and individual ethical considerations in relation to benefit, cost and burden of public health programs;
- Compare the potential impacts of policy and management on the conduct of public health research and practice.

Social and Behavioral Sciences Core Competencies:

- Compare 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;
- 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;
- Demonstrate health communication and advocacy skills;
- Describe community capacities that facilitate the development of multi-level social and behavioral interventions;
- Describe theory-based social and behavioral interventions at multiple ecological levels;
- Apply evidence-based approaches to community-based practice and research.

- Compare qualitative, quantitative, and mixed methods to address community health issues through intervention, evaluation and research.
- Define Community-Based Participatory Research (CBPR) approaches when working on collaborative projects.
- Explain ethical principles critical 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 and implementing a community-based public health education intervention.

The Curriculum

The M.P.H. is an applied professional/graduate degree designed for highly motivated students who have a substantial interest in public health. Unique sequencing of courses, community-based program activities, and field/laboratory research provide students with multiple opportunities to develop the public health competencies .

The M.P.H. program requires a minimum of 45 credit hours and is offered on both a full-and part-time basis. The overall curriculum model includes:

Public Health Core, 18 credit hours
 Concentration, 21 credit hours
 Electives, 0-3 credit hours
 Practicum in Public Health, 3 credit hours
 Public Health Capstone Research Project, 3 credit hours

The M.P.H. core course requirements provide a broad overview of the disciplines of public health and the basic principles of public health practice. Specialty coursework develops the skills and knowledge upon which to build or enhance a career in public health. Selective courses are available in each of the five core areas of concentration: Epidemiology, Environmental Health Sciences, Biostatistics, Health Services Administration, and Social and Behavioral Sciences/Community Health Education.

In addition, all students are required to take an introduction to public health. An important practical experience in a public health venue is a field practicum in a community, a public health facility, a government agency, or related setting. The culminating experience is a capstone research project that requires the student to present (both orally and in written format) a data-based project that integrates their specialization with public health practice.

Admission Requirements

Admission into the graduate program is competitive and based upon academic background, performance on the Graduate Record Examination (GRE), professional experience, interest in the field, a history of service, a personal statement, and letters of recommendation.

Degree Admission Requirements

Regular*

- Completion of a Bachelor’s degree from an accredited institution
- Minimum cumulative undergraduate GPA of 2.75/4.0 scale
- Official scores on the Graduate Record Examination
- TOEFL scores are also required for international applicants
- A resume that includes the following: a) educational experiences, b) professional goals and objectives, c)work history, d) professional experiences, memberships and/or participation in professional organizations, e) experiences in public health programs
- Three letters of reference

*In lieu of the above requirements, an earned doctorate or master’s degree from a regionally-accredited institution may qualify the applicant for regular admission.

Provisional

Applicants may be admitted provisionally, based upon an evaluation of their application materials. Provisional admission is for applicants who do not satisfy requirements for regular admission, or those who require pre-requisite coursework prior to entering a particular program of study.

Advisement: M.P.H.

Graduate students are advised by the Graduate Program Coordinators within the Giann-Ping Hsu College of Public Health.

Grades. A student will be excluded from the program upon earning grades of “D” or below in one or more courses or “C” or below in three or more courses. If you earn a grade of “C” in a course, you must repeat the course and earn a “B” or better to continue in the program. The first two grades of “C” result in a warning from the Registrar. The third “C” results in academic expulsion.

Experiential Learning Opportunities

All M.P.H. students are required to complete a public health practicum and complete a capstone research project. The practicum permits the student to receive practical experience in a selected public health-related setting. The practicum requires 300 hours of service. The Capstone Research Project requires the completion of an independent research project and an oral defense of the design, methods, analysis, and interpretation of the data.

BIostatISTICS M.P.H., 45 HOURS

Advising: Jiann-Ping Hsu College of Public Health, P.O. Box 8015, Statesboro, GA 30460, Phone: (912) 478-2674, FAX:(912) 478-5811.
<http://jphcoph.georgiasouthern.edu>

Admission Requirements

*Regular

- Completion of a Bachelor's degree from an accredited institution.
- Minimum cumulative undergraduate grade point average (GPA) of 2.75 (4.0 scale).
- Official scores on the Graduate Record Examination (GRE).
- A resume that includes the following: a) educational experiences, b) professional goals and objectives, c) work history, d) professional experiences, memberships and/or participation in professional organizations, and e) experiences in public health programs.
- Three letters of reference.
- Statement of purpose (maximum 500 words) that conveys the applicant's reasons for pursuing graduate study in public health/biostatistics and how admission into the program relates to the applicant's professional aspirations.

**In lieu of the above requirements, an earned doctorate or master's degree from a regionally accredited institution may qualify the applicant for regular admission.*

Provisional

Applicants may be admitted on a provisional basis based upon the evaluation of their application materials. Provisional admission is for applicants who do not satisfy full admission requirements or applicants who require pre-requisite coursework prior to entering into a particular program study.

NOTE: Prerequisite undergraduate course work may be required. Contact the Graduate Program Director in the Jiann-Ping Hsu College of Public Health for complete information.

Course Requirements:

Public Health Core Courses 18 Hours

- PUBH 5520G - Introduction to Public Health (2)
- PUBH 6532 - Environmental Health (3)
- PUBH 6533 - Epidemiology (3)
- PUBH 6534 - Health Policy and Management (3)
- PUBH 6535 - Social and Behavioral Sciences and Public Health (3)
- PUBH 6541 - Biostatistics (4)

Biostatistics Courses..... 21 Hours

- BIOS 6135 - Topics of Inference (3)
- BIOS 6331 - Regression Analysis in Biostatistics (3)
- BIOS 6332 - Experimental Design in Biostatistics (3)
- BIOS 6531 - Categorical Data Analysis (3)
- BIOS 7231 - Clinical Trials Methodology (3)
- BIOS 7534 - Data Management for Biostatistics (3)
- Select one of the following guided electives:
 - BIOS 7090 - Selected Topics in Biostatistics (3)
 - BIOS 7131 - Survival Analysis (3)
 - BIOS 7331 - Multivariate Analysis in Biostatistics (3)
 - BIOS 7431 - Statistical Issues in Drug Development (3)
 - BIOS 7433 - Biopharmaceutical Statistics in Drug Development (3)
 - BIOS 7535 - Data Analysis with SAS (3)

Practicum and Culminating Experience 6 Hours

- PUBH 7790 - Practicum in Public Health (3)
- PUBH 7991 - Public Health Capstone Research Project (3)

M.P.H. - Biostatistics Concentration Competencies

At the completion of the M.P.H. degree program all Biostatistics students will be able to:

- Construct a public health and biomedical research question from ideas, conditions, and events that exist in a rural and urban community, region, state, and nation using critical thinking skills.
- Identify objectives of a public health and biomedical research question.
- Express objectives in the appropriate biostatistical framework such as hypothesis testing, estimation, and prediction.
- Evaluate objectives of a public health research question to ensure the appropriate type of data is collected for analysis.
- Design an experiment or survey pertaining to a public health and biomedical research question in order to collect the data needed to meet objectives of public health research.
- Apply appropriate statistical tools and software in order to analyze data.
- Demonstrate use of Statistical Analysis System (SAS) to input, manage, merge, export, and conduct analysis on public health and biomedical data.
- Analyze data using appropriate categorical analysis techniques to obtain valid and reliable results.

- Analyze quantitative data using appropriate biostatistical methods such as simple and multiple regression and clinical trial methodology.
- Develop a protocol for conducting a clinical trial.
- Describe key concepts and theory underlying biostatistical methodology used in probability and inferential, analytical, and descriptive statistics.
- Interpret results of biostatistical analyses so that valid and reliable conclusions regarding a public health and biomedical research question may be drawn from the analyses.
- Develop written and oral reports to communicate effectively to research investigators pivotal aspects of a study, including its design, objectives, data, analysis methods, results, and conclusions.
- Create a collaborative environment for working on written and oral reports and developing critical thinking skills.

COMMUNITY HEALTH M.P.H., 45 HOURS

Advising: Jiann-Ping Hsu College of Public Health, P.O. Box 8015, Statesboro, GA 30460, Phone: (912) 478-2674, FAX: (912) 478-5811.
<http://jphcoph.georgiasouthern.edu>

Admission Requirements

*Regular

- Completion of a Bachelor's degree from an accredited institution.
- Minimum cumulative undergraduate grade point average (GPA) of 2.75 (4.0 scale).
- Official scores on the Graduate Record Examination (GRE).
- A resume that includes the following: a) educational experiences, b) professional goals and objectives, c) work history, d) professional experiences, memberships and/or participation in professional organizations, and e) experiences in public health programs.
- Three letters of reference.
- Statement of purpose (maximum 500 words) that conveys the applicant's reasons for pursuing graduate study in public health/biostatistics and how admission into the program relates to the applicant's professional aspirations.

**In lieu of the above requirements, an earned doctorate or master's degree from a regionally accredited institution may qualify the applicant for regular admission.*

Provisional

Applicants may be admitted on a provisional basis based upon the evaluation of their application materials. Provisional admission is for applicants who do not satisfy full admission requirements or applicants who require pre-requisite coursework prior to entering into a particular program study.

NOTE: Prerequisite undergraduate course work may be required. Contact the Graduate Program Director in the Jiann-Ping Hsu College of Public Health for complete information.

Course Requirements:

Public Health Core Courses 18 Hours

- PUBH 5520G - Introduction to Public Health (2)
- PUBH 6532 - Environmental Health (3)
- PUBH 6533 - Epidemiology (3)
- PUBH 6534 - Health Policy and Management (3)
- PUBH 6535 - Social and Behavioral Sciences and Public Health (3)
- PUBH 6541 - Biostatistics (4)

Community Health Courses 21 Hours

- COHE 6130 - Research Methods in Health Science (3)
- COHE 7232 - Health Promotion Planning (3)
- COHE 7234 - Community Health Analysis (3)
- COHE 7233 - Ecologically Focused Program Evaluation (3)
- COHE 7237 - Rural Community Health Issues (3)
- COHE 7238 - Communication for Change (3)
- Guided Electives (3)

Practicum and Culminating Experience 6 Hours

- PUBH 7790 - Practicum in Public Health (3)
- PUBH 7991 - Public Health Capstone Research Project (3)

M.P.H. - Community Health Concentration Competencies

At the completion of the M.P.H. degree program all Community Health students will be able to:

- Synthesize theories, concepts, and models from social and behavioral science disciplines (e.g. anthropology, sociology, psychology, health education) that are used in public health research and practice.
- Assess philosophical foundations and assumptions of research applied to community health problems.
- Analyze social and behavioral determinants of health equity at all ecological levels (individual through policy) applied in rural and urban settings.
- Demonstrate the use of a variety of health communication methods and techniques including social marketing, media advocacy and GIS software for data communication.
- Demonstrate legislative advocacy skills that influence health policy.
- Demonstrate how to plan and implement a community-based public health education intervention.
- 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.
- Apply Community-Based Participatory Research (CBPR) approaches when 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.
- Analyze evidence-based social and behavioral interventions to address community health issues.
- Develop collaborative and transdisciplinary relationships to respond to public health problems.
- Describe skills needed to function successfully as a community and organizational change agent.
- Develop logic model and mission, goal and objective (outcome) driven program development and program evaluation plans.
- Promote the public health and health education professions individually and collectively.

ENVIRONMENTAL HEALTH SCIENCES

M.P.H., 45 HOURS

Advising: Jiann-Ping Hsu College of Public Health, P.O. Box 8015, Statesboro, GA 30460, Phone: (912) 478-2674, FAX:(912) 478-5811.
<http://jphcoph.georgiasouthern.edu>

Admission Requirements

*Regular

- Completion of a Bachelor's degree from an accredited institution.
- Minimum cumulative undergraduate grade point average (GPA) of 2.75 (4.0 scale).
- Official scores on the Graduate Record Examination (GRE).
- A resume that includes the following: a) educational experiences, b) professional goals and objectives, c) work history, d) professional experiences, memberships and/or participation in professional organizations, and e) experiences in public health programs.
- Three letters of reference.
- Statement of purpose (maximum 500 words) that conveys the applicant's reasons for pursuing graduate study in public health/environmental health sciences and how admission into the program relates to the applicant's professional aspirations.

**In lieu of the above requirements, an earned doctorate or master's degree from a regionally accredited institution may qualify the applicant for regular admission.*

Provisional

Applicants may be admitted on a provisional basis based upon the evaluation of their application materials. Provisional admission is for applicants who do not satisfy full admission requirements or applicants who require pre-requisite coursework prior to entering into a particular program study.

NOTE: Prerequisite undergraduate course work may be required. Contact the Graduate Program Director in the Jiann-Ping Hsu College of Public Health for complete information.

Course Requirements:

Public Health Core Courses 18 Hours

- PUBH 5520G - Introduction to Public Health (2)
- PUBH 6532 - Environmental Health (3)
- PUBH 6533 - Epidemiology (3)
- PUBH 6534 - Health Policy and Management (3)
- PUBH 6535 - Social and Behavioral Sciences and Public Health (3)
- PUBH 6541 - Biostatistics (4)

Environmental Health Sciences Courses 21 Hours

- ENVH 7231 - Air Quality (3)
- ENVH 7232 - Water Quality (3)
- ENVH 7233 - Environmental Exposure and Impact Analysis (3)
- ENVH 7234 - Environmental Toxicology (3)
- ENVH 7235 - Field Methods in Environmental Health (3)
- ENVH 7237 - Risk Assessment and Communication (3)
- ENVH 7238 - Environment, Ethics and Equity (3)

Practicum and Culminating Experience 6 Hours

- PUBH 7790 - Practicum in Public Health (3)
- PUBH 7991 - Public Health Capstone Research Project (3)

M.P.H. - Environmental Health Sciences Concentration Competencies

At the completion of the M.P.H. degree program all Environmental Health Sciences students will be able to:

- Analyze statistical environmental data using appropriate methods and present the results in a meaningful way to different types of audiences.
- Assess environmental justice issues in both rural and urban communities along with government and community organizations that are resources on environmental health issues.
- Apply principles and tools of environmental risk assessment in completing a comprehensive quantitative risk assessment of potentially hazardous environmental and workplace settings
- Apply principles and tools of environmental risk assessment in completing a comprehensive qualitative risk assessment, including onsite evaluations, of potentially hazardous environmental and workplace settings.
- Analyze the effectiveness of principles and tools of environmental prevention and control program development in addressing community concerns about environmental hazards.
- Analyze the effectiveness of principles and tools of environmental prevention and control program development in addressing environmental hazards.
- Apply principles and tools of effective risk communication in addressing environmental hazards.
- Differentiate federal, state and local regulatory programs, guidelines, and authorities that control environmental health issues and the applicability of each.

- Articulate the interrelationships between environmental health with economic, political, and social factors in the development of environmental policy.
- Analyze the susceptibility of differing populations to environmental exposures with emphasis on physiologic and psychosocial factors including genetic predispositions.
- Analyze toxicological data to determine exposure potential and health effects related to exposure to prevalent environmental toxins.
- Analyze the interactions of biological, chemical and physical agents within the environment and their impacts on human health including the impacts of biogeochemical cycles.
- Investigate environmental conditions that may affect a community's health status, and provide technical assistance and leadership to address the concerns of communities.
- Design project specific sampling plans to delineate health related environmental hazards.
- Analyze the effectiveness or performance of international, national and state procedures, interventions, treaties, programs, and regulatory guidelines pertaining to environmental issues.
- Articulate the cultural, social, economic and behavioral factors that affect health problems influenced by environmental hazard exposure.
- Describe the integration of environmental health into land use planning and design that would ensure communities have healthy environments and encourage healthy behaviors.

EPIDEMIOLOGY M.P.H., 45 HOURS

Advising: Jiann-Ping Hsu College of Public Health, P.O. Box 8015, Statesboro, GA 30460, Phone: (912) 478-2674, FAX:(912) 478-5811.
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Admission Requirements

*Regular

- Completion of a Bachelor's degree from an accredited institution.
- Minimum cumulative undergraduate grade point average (GPA) of 2.75 (4.0 scale).
- Official scores on the Graduate Record Examination (GRE).
- A resume that includes the following: a) educational experiences, b) professional goals and objectives, c) work history, d) professional experiences, memberships and/or participation in professional organizations, and e) experiences in public health programs.
- Three letters of reference.
- Statement of purpose (maximum 500 words) that conveys the applicant's reasons for pursuing graduate study in public health/biostatistics and how admission into the program relates to the applicant's professional aspirations.

**In lieu of the above requirements, an earned doctorate or master's degree from a regionally accredited institution may qualify the applicant for regular admission.*

Provisional

Applicants may be admitted on a provisional basis based upon the evaluation of their application materials. Provisional admission is for applicants who do not satisfy full admission requirements or applicants who require pre-requisite coursework prior to entering into a particular program study.

NOTE: Prerequisite undergraduate course work may be required. Contact the Graduate Program Director in the Jiann-Ping Hsu College of Public Health for complete information.

Course Requirements:

Public Health Core Courses 18 Hours

- PUBH 5520G - Introduction to Public Health (2)
- PUBH 6532 - Environmental Health (3)
- PUBH 6533 - Epidemiology (3)
- PUBH 6534 - Health Policy and Management (3)
- PUBH 6535 - Social and Behavioral Sciences and Public Health (3)
- PUBH 6541 - Biostatistics (4)

Epidemiology Courses 21 Hours

- EPID 7131 - Epidemiology of Chronic Disease (3)
- EPID 7133 - Epidemiologic Research Methods I (3)
- EPID 7134 - Epidemiologic Research Methods II (3)
- EPID 7135 - Epidemiology of Infectious Disease (3)
- EPID 7230 - Social Epidemiology and Health Equity (3)
- EPID 7233 - Principles of Public Health Surveillance (3)
- Guided Electives (3)

Practicum and Culminating Experience 6 Hours

- PUBH 7790 - Practicum in Public Health (3)
- PUBH 7991 - Public Health Capstone Research Project (3)

M.P.H. - Epidemiology Concentration Competencies

Upon completion of the M.P.H. Epidemiology Program students will be able to:

- Analyze a public health problem in terms of magnitude, person, and time in rural and urban settings.
- Describe populations by the following: race, ethnicity, culture, societal/educational/professional backgrounds, age, gender, religion, disability, and sexual orientation.
- Design surveillance for a public health issue.
- Identify surveillance data needs.
- Implement new or revise existing surveillance systems.
- Explain key findings from a surveillance system.
- Design surveillance systems to include groups subject to health disparities or other potentially underrepresented groups.
- Apply current knowledge of disease etiology for use in guiding the practice of epidemiology.
- Explain the importance of epidemiology for informing scientific, ethical, economic and political discussion of health issues.
- Apply principles of good ethical and legal practices as they relate to study design and the collection, maintenance, use and dissemination of epidemiologic data.
- Demonstrate management of data from surveillance, investigations, or other sources.
- Analyze data from epidemiologic investigations, studies, and surveillance.

- Demonstrate use of standard population categories or subcategories when performing data analysis with special emphasis on the identification of health disparities and promotion of health equity.
- Summarize results of analysis of epidemiologic data.
- Draw conclusions based on the results of analysis of epidemiologic data, including making causal inference on the basis of the principles of causation.
- Apply the basic terminology and definitions of epidemiology for the investigation of acute and chronic health conditions or other adverse outcomes in a population.
- Explain the use of laboratory resources to support epidemiologic activities.
- Explain how determinants of health affect public health practice.
- Produce written and oral reports and presentations that communicate necessary information to professional audiences, policy makers and the general public.
- Evaluate the strengths and limitations of epidemiologic research findings.
- Explain the different uses of basic study designs and selection of variables used in public health.
- Apply principles of informatics, including data collection, processing, and analysis, in support of public health practice.
- Demonstrate use of specific sociocultural factors in a population or community for the interpretation of epidemiologic findings.
- Design epidemiologic investigations using languages and approaches tailored to the targeted population or community.
- Demonstrate the basic principles of risk communication.
- Recommend evidence-based interventions and control measures in response to epidemiologic findings.
- Evaluate public health programs at the regional, state, local, or tribal level.
- Prepare proposals, in whole or in part, to obtain funding for epidemiologic activities.

HEALTH POLICY AND MANAGEMENT

M.P.H., 45 HOURS

Advising: Jiann-Ping Hsu College of Public Health, PO Box 8015, Statesboro, GA 30460 Phone: (912) 478-2674, FAX:(912) 478-5811.
<http://jphcoph.georgiasouthern.edu>

Admission Requirements

*Regular

- Completion of a Bachelor's degree from an accredited institution.
- Minimum cumulative undergraduate grade point average (GPA) of 2.75 (4.0 scale).
- Official scores on the Graduate Record Examination (GRE).
- A resume that includes the following: a) educational experiences, b) professional goals and objectives, c) work history, d) professional experiences, memberships and/or participation in professional organizations, and e) experiences in public health programs.
- Three letters of reference.
- Statement of purpose (maximum 500 words) that conveys the applicant's reasons for pursuing graduate study in public health/biostatistics and how admission into the program relates to the applicant's professional aspirations.

**In lieu of the above requirements, an earned doctorate or master's degree from a regionally accredited institution may qualify the applicant for regular admission.*

Provisional

Applicants may be admitted on a provisional basis based upon the evaluation of their application materials. Provisional admission is for applicants who do not satisfy full admission requirements or applicants who require pre-requisite coursework prior to entering into a particular program study.

NOTE: Prerequisite undergraduate course work may be required. Contact the Graduate Program Director in the Jiann-Ping Hsu College of Public Health for complete information.

Course Requirements:

Public Health Core Courses 18 Hours

- PUBH 5520G - Introduction to Public Health (2)
- PUBH 6532 - Environmental Health (3)
- PUBH 6533 - Epidemiology (3)
- PUBH 6534 - Health Policy and Management (3)
- PUBH 6535 - Social and Behavioral Sciences and Public Health (3)
- PUBH 6541 - Biostatistics (4)

Health Policy and Management Courses..... 21 Hours

- HSPM 7133 - Public Health Policy and Ethics (3)
- HSPM 7135 - Public Health Policy Development and Evaluation (3)
- HSPM 7230 - Health Leadership and Strategic Planning (3)
- HSPM 7232 - Public Health Finance (3)
- HSPM 7235 - Health Law (3)
- HSPM 7236 - Health Informatics (3)
- Guided Electives (3)

Practicum and Culminating Experience 6 Hours

- PUBH 7790 - Practicum in Public Health (3)
- PUBH 7991 - Public Health Capstone Research Project (3)

M.P.H. - Health Policy and Management Concentration Competencies

Upon completion of the M.P.H. Health Policy and Management Program students will be able to:

- Analyze the main components and issues of the organization, financing and delivery of public health systems in the US.
- Analyze the legal, values and ethical dilemmas in Public health that are inherent in efforts to control cost, while assuring access and quality of services for the public.
- Analyze the methods for ensuring community health safety and preparedness.
- Apply the policy development, assessment, and evaluation process for improving the health status of populations.
- Analyze the principles of program development and evaluation as it relates to public health initiatives.
- Analyze budget preparation with justification and evaluation as related to public health initiatives.
- Analyze the process for strategic planning and marketing for public health.
- Compare quality, cost benefit and performance improvement concepts to address organizational performance issues in public health.
- Apply "systems thinking" to solving public health organizational problems.
- Analyze health policy and management effectiveness using appropriate channels and technologies.
- Demonstrate leadership skills for building partnerships in public health.
- Compare the trends in resources allocation, and financing and evaluate their effects on consumers, providers, and payers in public health.
- Analyze the economic, social and legislative changes impact on public health systems in the US.
- Compare population and individual ethical considerations in relation to benefit, cost and burden of public health programs.

- Analyze the potential impacts of policy and management on the conduct of public health research and practice.
- Apply information from various sources to resource and program decision making.
- Apply the principles of health equity to public health Leadership.
- Analyze impacts of rural 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 (18 hours), Healthcare Administration Courses (15 hours), Health Policy and Management Courses (6 hours), and Guided Electives (3 hours). In addition, students will participate in a Public Health Practicum (3 hours) where they will apply, in practical fashion, the skills learned throughout their education. Upon completion of the M.H.A. will be trained to function effectively as administrators of healthcare services.

Admission Requirements

Admission into the graduate programs within the Jiann-Ping Hsu College of Public Health is competitive and based upon academic background, performance on the Graduate Record Examination (GRE) or the Graduate Management Admission Test (GMAT), professional experience, interest in the field, a history of service, a personal statement, and letters of recommendation.

Degree Admission Requirements

Regular *

- Completion of a Bachelor's degree from an accredited institution.
- Minimum cumulative undergraduate GPA of 2.75/4.0 scale.
- Official scores on the Graduate Record Examination or the Graduate Management Admission Test (GMAT).
- TOEFL scores are also required for international applicants.
- A resume that includes the following: a) educational experiences, b) professional goals and objectives, c) work history, d) professional experiences, memberships and/or participation in professional organizations, e) experiences in public health programs.
- Three letters of reference.

**In lieu of the above requirements, an earned doctorate or master's degree from a regionally-accredited institution may qualify the applicant for regular admission.*

Provisional

Applicants may be admitted provisionally, based upon an evaluation of their application materials. Provisional admission is for applicants who do not satisfy requirements for regular admission, or those who require pre-requisite coursework prior to entering a particular program of study.

Non-Degree Admission Requirements

An applicant may be admitted to the COGS as a non-degree student to earn credit in Public Health graduate courses without working toward the M.H.A. Interested applicants should consult the Jack N. Averitt College of Graduate Studies for the types of Non-Degree admission as well as the requirements for admission in this category.

Grades. A student will be excluded from the program upon earning grades of "D" or below in one or more courses or "C" or below in three or more courses. If you earn a grade of "C" in a course, you must repeat the course and earn a "B" or better to continue in the program. The first two grades of "C" result in a warning from the Registrar. The third "C" results in academic expulsion.

Experiential Learning Opportunities

All M.H.A. students are required to complete a public health practicum. The practicum permits the student to receive practical experience in a selected public health-related setting. The practicum requires 360 hours of service. As a requirement of the practicum, each student completes an electronic portfolio. This portfolio documents all activities of the practicum and demonstrates how the student progressed in the experience. The student orally “presents” this portfolio to the faculty as a final requirement for graduation.

HEALTHCARE ADMINISTRATION

M.H.A., 45 HOURS

Advising: Jiann-Ping Hsu College of Public Health, P.O. Box 8015, Statesboro, GA 30460, Phone: (912) 478-2674, FAX:(912) 478-5811.
<http://jphcoph.georgiasouthern.edu>

Admission Requirements

*Regular

- Completion of a Bachelor's degree from an accredited institution.
- Minimum cumulative undergraduate grade point average (GPA) of 2.75 (4.0 scale).
- Official scores on the Graduate Record Examination (GRE) or the Graduate Management Admission Test (GMAT).
- A resume that includes the following: a) educational experiences, b) professional goals and objectives, c) work history, d) professional experiences, memberships and/or participation in professional organizations, and e) experiences in public health programs.
- Three letters of reference.
- Statement of purpose (maximum 500 words) that conveys the applicants reasons for pursuing graduate study in healthcare administration and how admission into the program relates to the applicant's professional aspirations.

**In lieu of the above requirements, an earned doctorate or master's degree from a regionally accredited institution may qualify the applicant for regular admission.*

Provisional

Applicants may be admitted on a provisional basis based upon the evaluation of their application materials. Provisional admission is for applicants who do not satisfy full admission requirements or applicants who require pre-requisite coursework prior to entering into a particular program study.

NOTE: Prerequisite undergraduate course work may be required. Contact the Graduate Program Director in the Jiann-Ping Hsu College of Public Health for complete information.

Course Requirements:

Healthcare Administration Courses	15 Hours
HSPM 6030 - Healthcare Economics and Policy (3)	
HSPM 6136 - Health Services Management, Human Resources and Governance (3)	
HSPM 7030 - Healthcare Marketing and Strategic Planning (3)	
HSPM 7131 - Health Organization Theory, Behavior and Management (3)	
HSPM 7137 - Health Care Finance and Payment Systems (3)	
Health Policy and Management Courses	6 Hours
HSPM 7235 - Health Law (3)	
HSPM 7236 - Health Informatics (3)	
Public Health Core Courses	18 Hours
PUBH 5520G - Introduction to Public Health (2)	
PUBH 6532 - Environmental Health (3)	
PUBH 6533 - Epidemiology (3)	
PUBH 6534 - Health Policy and Management (3)	
PUBH 6535 - Social and Behavioral Sciences and Public Health (3)	
PUBH 6541 - Biostatistics (4)	
Guided Electives	3 Hours
Students will be guided to take one 3 credit hour elective. Courses available to meet this requirement will be all concentration courses within the College that do not require additional prerequisites.	
Practicum	3 Hours
PUBH 7790 - Practicum in Public Health (3)	

M.H.A. - Healthcare Administration Competencies

- Analyze the structuring, marketing, positions, and governing health organization in order to achieve optimum performance.
- Evaluate the financial management of health organizations and implication.
- Compare the leadership, interpersonal relations, conflict and change management, and written and oral communications skills needed by health organizations.
- Analyze managing human resources and health professionals in diverse organizational environments (e.g., hospitals, clinics, home health agencies, insurers, pharmaceutical firms).
- Analyze managing information including the collection, the statistical and non-statistical analysis, and summarizing management and health data for decision-making.
- Evaluate economic analysis to support decision-making.
- Apply legal and ethical analysis to business and clinical decision-making.
- Analyze government health policy formulation, implementation, and evaluation.
- Compare assessment and understanding of the health status of populations, determinants of health and illness, and health risks and behaviors in diverse populations.

- Evaluate the management of change in health care organizations in diverse communities drawing broadly on the social and behavioral sciences.
- Compare quality assessment of both business practices and health care delivery focusing on outcomes measurements, process/outcome relationships, and methods for process improvement.

HEALTH SERVICES ADMINISTRATION CONCENTRATION 12 HOURS

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<http://jphcoph.georgiasouthern.edu>

This concentration is designed to develop the knowledge and skills needed to assume entry level management positions in the health care industry. While this program is designed for MBA students, interested graduate students from other areas can elect to take this concentration.

Course Requirements:

- HSPM 7131 - Health Organization Theory, Behavior and Management (3)
- HSPM 7133 - Health Policy, Issues, and Ethics (3)
- HSPM 7137 - Health Care Finance and Payment Systems (3)
- PUBH 6534 - Health Policy and Management (3)

Doctor of Public Health

The Doctor of Public Health (Dr.P.H.) program at Georgia Southern University is committed to producing public health practitioners who possess the knowledge, skills, and values necessary to contribute to an effective public health workforce. The Dr.P.H. prepares professionals for broad-based practice in public health, through the integration of advanced courses in public health sciences (biostatistics, environmental health, epidemiology, health services administration, and social and behavioral sciences), a community-based practice core and advanced courses in three concentration areas: Biostatistics, Public Health Leadership, Community Health Behavior and Education. The program serves both the full-time student preparing for a career in public health, as well as currently employed public health professionals seeking an advanced education to augment their existing skills and backgrounds. Concentrations in Epidemiology and Environmental Health Sciences will be added as the Giann-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 Giann-Ping Hsu College of Public Health Master of Public Health (M.P.H.) program for all matriculating students, with increased emphasis on advanced skills in evidenced-based problem-solving. Students who have not completed one or more of the M.P.H. core public health courses must complete these courses as part of their doctoral program. In addition, those students are required to complete a minimum of 63 credit hours for the doctoral degree. Students with a master's degree other than in public health may be required to take health or health-related courses in addition to the 63 minimum credit hours.

The Dr.P.H. program offers students the opportunity to specialize their training in three program concentration areas (Specific concentration competencies for each area are provided in the following sections.):

- Biostatistics
- Community Health Behavior and Education
- Public Health Leadership

Dr.P.H. Core Competencies

At the completion of the Dr.P.H. program all students will be able to:

Biostatistics Core Competencies:

- Construct a public health and biomedical research question for which a survey or an experiment is to address;
- Demonstrate skills for translating public health practice objectives to the appropriate biostatistical framework for analysis;
- Defend reasons for selecting various biostatistical methods of analysis of survey and experimental data from readings and case studies;
- Summarize data to present effective tabular and graphical displays of data obtained from large health surveys, vital statistics, and other public health and biomedical data sources;
- Interpret effectively descriptive data from public health and biomedical studies;
- Interpret inferential methods such as confidence intervals and significance tests results for answering public health research questions;
- Explain commonly used aspects of sampling methodology including simple random, stratified, and cluster sampling as well as telephone and internet sampling;
- Define strategies for design-based and model-based analysis of sample survey data;
- Design a questionnaire for measuring objectives of a public health and biomedical research question;
- Explain commonly used methods for handling non-response and missing data found in public health and biomedical surveys;
- Illustrate sufficient substantive knowledge of advanced biostatistical methods such as multiple regression, logistic regression, survival analysis, factor analysis, and repeated measures in order to interact with a biostatistician in a meaningful way;
- Prepare written and oral presentations of individual and collaborative public health practice-based projects using biostatistical methods of analysis;

- Interrelate effectively among biostatisticians and professionals in other areas of public health in order to plan, conduct, interpret, and communicate biostatistical analyses in a meaningful way.

Epidemiology Core Competencies:

- Evaluate the existence of public health problems in rural and urban settings, both locally and internationally;
- Analyze data from epidemiologic investigations, studies, and surveillance, with special emphasis on the identification of health disparities and promotion of health equity;
- Evaluate causal inferences from epidemiologic data;
- Evaluate the validity and reliability of public health screening programs;
- Evaluate the importance of epidemiology for informing scientific, ethical, economic and political discussion of health issues;
- Synthesize principles of good ethical and legal practice pertaining to the collection, maintenance, use and dissemination of data;
- Apply current knowledge of disease etiology for use in guiding public health practice;
- Evaluate the effects of determinants of health on public health practice;
- Design investigations of acute and chronic health conditions or other adverse outcomes using languages and approaches tailored to the targeted population or community;
- Evaluate public health programs at the global, national, regional, state, local, or tribal level;
- Recommend use of laboratory resources to support epidemiologic activities;
- Apply principles of informatics, including data collection, processing, and analysis, in support of public health practice;
- Communicate epidemiologic information to lay and professional audiences;
- Evaluate the strengths and limitations of epidemiologic research findings;
- Recommend evidence-based interventions and control measures in response to epidemiologic findings.

Environmental Health Core Competencies:

- Describe the disciplines of environmental and occupational health and their relation to the other core areas of public health;
- Articulate the direct and indirect effects of significant environmental and occupational agents pertaining to human and ecological effects both regionally and globally;
- Correlate the physiologic and psychosocial factors with susceptibility and health outcomes as a result of exposure to environmental hazards including genetic predispositions;
- Discuss the historical perspectives and legislative frameworks, guidelines and authorities for federal, state and local regulations that control environmental and occupational health issues and the applicability of each;
- Apply approaches for assessing, preventing and controlling environmental hazards that pose risks to human health and safety;
- Differentiate the mechanisms of toxicity along with the response to exposure and the methods of assessing, managing and communicating risk;
- Identify the presence of environmental justice issues within both rural and urban communities;
- Outline approaches for response to environmental justice concerns;
- Compare and contrast biological, chemical and physical agents and their affects on human health;
- Communicate the ethical, social and legal issues implied by biological systems within public health;
- Demonstrate effective written and oral skills to communicate risk to practitioners, clients, policy-makers, interest groups and the media;
- Evaluate the strengths and limitations of environmental health source material in order to compile relevant and appropriate information when needed;
- Articulate the cultural, social, economic and behavioral factors that affect health problems influenced by environmental hazard exposure.

Health Policy and Management Core Competencies:

- Describe the main components and issues of the organization, financing and delivery of public health systems in the US;
- Apply the legal, values and ethical dilemmas in public health that are inherent in efforts to control cost, while assuring access and quality of services for the public;
- Apply the methods of ensuring community health safety and preparedness;
- Apply the policy development, assessment, and evaluation process for improving the health status of populations;
- Apply the principles of program development, management, budget preparation with justification and evaluation as related to public health initiatives;
- Analyze principles of strategic planning and marketing to public health;
- Compare quality, cost benefit and performance improvement concepts to address organizational performance issues in public health;
- Explain how “systems thinking” can contribute to the solving public health organizational problems;
- Demonstrate health policy and management effectiveness using appropriate channels and technologies;
- Demonstrate leadership skills for building partnerships in public health;
- Compare trends in planning, resources allocation, and financing and their effects on consumers, providers, and payers in public health.
- Analyze the economic, professional, social and legislative influences on public health systems in the US;
- Compare population and individual ethical considerations in relation to benefit, cost and burden of public health programs;
- Demonstrate the application and role of policy and management on the conduct of public health research and practice;
- Assess the ability to manage programs within budget constraints;
- Develop grants proposals or cooperative agreements for funding from external sources;
- Compare prevention effectiveness models to prevention strategies through cost-effectiveness, cost-benefit, and cost-utility analysis;
- Apply ethical decision-making and conduct in all aspects of public health practice;
- Advocate for programs and resources that advance the health of the population;

- Develop a plan to implement a policy or program, including goals, outcomes and process objectives, staffing plan, budget and implementation steps.

Social and Behavioral Sciences Core Competencies:

- Synthesize theories, concepts, and models from social and behavioral science disciplines (e.g. anthropology, sociology, psychology, health education) that are used in public health research and practice;
- Assess philosophical foundations and assumptions of research applied to community health problems;
- Analyze social and behavioral determinants of health equity at all ecological levels (individual through policy);
- Analyze social and behavioral determinants of health equity in rural and urban settings locally, nationally, and globally;
- Describe health communication techniques including social marketing, media advocacy, and GIS software for data communication;
- Explain the concept of Public Health Preparedness;
- Compare U.S. Public Health and Global Public Health priorities and concerns;
- Compare legislative advocacy skills that influence health policy;
- Assess community capacities that facilitate the development of multi-level social and behavioral interventions;
- Describe theory-based social and behavioral interventions at multiple ecological levels;
- Apply evidence-based approaches to community-based practice and research;
- Apply Community-Based Participatory Research (CBPR) approaches when working on collaborative projects;
- 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;
- Assess the application of 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 skills to support cultural competence and cultural humility when working with diverse communities;
- Analyze the process of planning and implementing a community-based public health education intervention;
- Develop transdisciplinary relationships to respond to public health problems;
- Develop logic model and mission, goal, and objective (outcome) driven program development and program evaluation plans;
- Explain the functional interrelationships of the five core areas of Public Health.

The Curriculum

The Dr.P.H. program requires a minimum of 63 credit hours and is offered on both a full-and part-time basis. The overall curriculum model includes:

- Public Health Science Core, 24 credit hours
- Advanced Courses in Concentration, 24 credit hours
- Doctoral Public Health Field Experience, 6 credit hours
- Dissertation, 9 credit hours

The Dr.P.H. Public Health Sciences Core provides advanced courses in the core disciplines of public health (Biostatistics, Environmental Health Sciences, Epidemiology, Health Policy and Management, Social Behavior Sciences). All Dr.P.H. students will take courses in community-based research and grant writing. Advanced specialty coursework develops the skills and knowledge upon which to build or enhance a career in public health. Selective courses are available in three core areas of concentration: Biostatistics, Public Health Leadership and Community Health Behavior and Education.

The Preceptorship

The Preceptorship is an important practical experience, a field practicum, in a public health related setting. Dr.P.H. students will complete a 250 hour preceptorship under the joint direction of a qualified public health professional and a public health faculty member.

The Candidacy Examination

All students are required to complete and pass a written candidacy examination. This examination will consist of two sections covering the public health core and the students' concentration area. The exam must be taken within one semester of coursework completion. Students will be advanced to candidacy upon successful completion of examination.

The Dissertation

All doctoral candidates are required to prepare, complete and successfully defend a dissertation.

Admission Requirements

Admission into the graduate program is competitive and based upon academic background, performance on the standardized tests, professional experience, interest in the field, a history of service, a personal statement, and letters of recommendation.

Degree Admission Requirements

Regular *

To complete an application to the Dr.P.H. program, applicants must submit the following:

- Completed the On-line Graduate Application for Admission form
- \$50.00 Application Fee
- Official transcript(s) from a regionally accredited college or university showing courses completed, grades earned, dates, and degree(s) awarded. Transcript(s) should show completion of at least one (1) graduate-level course in each of the following five (5) areas

- biostatistics
 - epidemiology
 - health behavior/health education
 - health management/policy
 - environmental health sciences
- Courses must have been completed in the last five (5) years, and each must have been passed with a grade of “B” or better. Applicants who have not completed these courses, but whose applications show exceptional potential for success in the Dr.P.H. program, may be admitted to the Dr.P.H. program, but will be required to complete the courses (as presented in the JPHCOPH MPH core course requirements) with grades of “B” or better before progressing to the Public Health Practice Core and Concentration Courses of the Dr.P.H. program. If the applicant has completed a Master's degree in a field other than public health, professional public health work experience in one or more of the five core areas may be substituted for the corresponding M.P.H. level courses at the discretion of the College. Requests for this waiver must be submitted in writing;
 - Three (3) letters of recommendation. Two must be from graduate faculty members and the third from a work supervisor;
 - Official scores from the GRE (General Test), GMAT, MCAT, or LSAT, taken in the last five (5) years. An original copy of the test score, sent by the testing agency to the Office of Admissions, is required before any action is taken on an application. A copy of the score provided to the student and subsequently forwarded is not acceptable. The requirement for completion of a standardized test will be waived for those applicants who hold a doctoral degree from a regionally accredited college or university;
 - All international applicants, including resident and non-resident aliens, whose native language is not English and who do not have an undergraduate degree from a regionally accredited U.S. college or university, are required to submit official TOEFL scores taken within the year immediately preceding the requested semester of admission. A minimum total score of 83, and minimum scores of 20 for each of the skills evaluated by the TOEFL: Listening, Reading, Speaking, Writing) An original copy of the test score, sent by the testing agency to the Office of Admissions is required before any action is taken on an application. The copy of the score provided to the student and subsequently forwarded is not acceptable;
 - Personal statement/letter of interest emphasizing reasons for pursuing Dr.P.H. (Limited to a maximum of 700 words);
 - Current curriculum vitae or resume;
 - Certificate of Immunization Form. This form should be completed and sent directly to the Office of Health Services; and
 - Applicants who are applying for a graduate assistantship must complete the Electronic Graduate Assistantship Application and submit it to the Jack N. Averitt College of Graduate Studies.

**Applicants may be required to take pre-requisite coursework prior to taking program concentration courses. Conditions of admission will be presented in the letter of acceptance to each student.*

Non-degree Admission Requirements

An applicant may be admitted to the COGS as non-degree students to earn credit in Public Health graduate courses without working toward a Dr.P.H. Interested applicants should consult the Jack N. Averitt College of Graduate Studies for the types of Non-Degree admission as well as the requirements for admission in this category.

Grades. Students must maintain a 3.0 average (“B” or better) in course work to proceed in the doctoral program and to be eligible to proceed with a dissertation. Grades in all courses applied toward the doctorate must be “B” or better. Students will be excluded from the program upon earning grades of “D” or below in one or more courses or “C” or below in two or more courses. If the students earn a grade of “C” in a course, they must repeat the course and earn a “B” or better to continue in the program. The first “C” results in a warning from the Registrar. The second “C” results in academic expulsion.

Enrollment. The Dr. P.H. program requires a minimum of one academic year of continual enrollment.

Foreign Language Requirement. There is no foreign language requirement.

Transfer Credits. Students may request that up to, but no more than, 6 graduate credit hours be applied toward the 63 credit required for the Dr. P.H. Transfer credit must also satisfy the same requirements as courses taught for doctoral training within the Jiann-Ping Hsu College of Public Health (e.g., minimum grade of “B”), be consonant with the student’s approved program of study, and have been received from a regionally accredited college or university. Thesis and dissertation credits cannot be transferred. The student must provide documentation in support of equivalence, such as a course syllabus, transcript, term paper, and/or instructor testimony. Equivalence is determined by the Faculty Advisor. Credit reductions do not influence the residency and enrollment requirements or comprehensive examination procedures.

Course Time Limit. All requirements for the Dr. P.H. must be completed within seven academic years from the date of the first enrollment for study following admission to the doctoral program. For transfer students, the seven-year time limit commences with the semester during which transfer credit was earned.

Faculty Advisor. Each student is assigned a faculty advisor upon admission. The role of the faculty advisor is to assist the student in developing a program of study for the degree. The faculty advisor is responsible for reviewing and discussing the requirements of the College of Public Health and the College of Graduate Studies with the student to insure that the student is fully informed of the requirements necessary for completing the Dr.P.H. degree.

BIostatISTICS

Dr.P.H., 63 HOURS

Advising: Giann-Ping Hsu College of Public Health, P.O. Box 8015, Statesboro, GA 30460, Phone: (912) 478-2674, FAX: (912) 478-5811.
<http://jphcoph.georgiasouthern.edu>

Admission Requirements

Admission into the graduate program is competitive and based upon academic background, performance on standardized tests, professional experience, interest in the field, a history of service, a personal statement, and letters of recommendation.

Degree Admission Requirements

Regular *

To complete an application to the Dr.P.H. program, applicants must submit the following:

- Completed the On-line Graduate Application for Admission form
- \$50.00 Application Fee
- Official transcript(s) from a regionally accredited college or university showing courses completed, grades earned, dates, and degree(s) awarded. Transcript(s) must show completion of at least one (1) graduate-level course in each of the following five (5) areas:
 - biostatistics
 - epidemiology
 - social and behavioral sciences in public health
 - health policy and management
 - environmental health sciences
- Courses must have been completed in the last five (5) years, and each must have been passed with a grade of “B” or better. Applicants who have not completed these courses, but whose applications show exceptional potential for success in the Dr.P.H. program, may be admitted to the Dr.P.H. program, but will be required to complete the courses (as presented in the JPHCOPH MPH core course requirements) with grades of “B” or better before enrolling in doctoral level courses;
- Three (3) letters of recommendation. Two must be from graduate faculty members and it is encouraged that the third letter be from a work supervisor;
- Official scores from the GRE (General Test), GMAT, MCAT, or LSAT, taken in the last five (5) years. An original copy of the test score, sent by the testing agency to the Office of Admissions, is required before any action is taken on an application. A copy of the score provided to the student and subsequently forwarded is not acceptable. The requirement for completion of a standardized test will be waived for those applicants who hold a doctoral degree from a regionally accredited college or university;
- All international applicants, including resident and non-resident aliens, whose native language is not English and who do not have an undergraduate degree from a regionally accredited U.S. college or university, are required to submit official TOEFL scores taken within the year immediately preceding the requested semester of admission. A minimum total score of 83 is required, with minimum scores of 20 for each of the skills evaluated by the TOEFL: Listening, Reading, Speaking, Writing) An original copy of the test score, sent by the testing agency to the Office of Admissions is required before any action is taken on an application. The copy of the score provided to the student and subsequently forwarded is not acceptable;
- Personal statement/letter of interest emphasizing reasons for pursuing Dr.P.H. (Limited to a maximum of 700 words);
- Current curriculum vitae or resume;
- Certificate of Immunization Form. This form should be completed and sent directly to the Office of Health Services; and
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Applications for admission into the Dr. P.H. program will be based on a review of the applicant’s Graduate Record Examination scores, recommendations for successful graduate study, and previous academic training. The college also considers the compatibility of the student’s interest areas with those of the faculty and curriculum emphases. Admissions is based on the totality of the applicant’s work, educational experience, recommendations, and other application data. A single application criterion will not be used to outweigh other criteria in making recommendations for admission.

Admission into the Dr. P.H. program requires a master’s degree in public health (M.P.H.) or an acceptable equivalent. Students should have master’s level grade point averages and Graduate Record Examination scores that are acceptable as determined by the faculty. Students who have not completed the public health core as part of their master’s degree must do so by taking an approved course in each of the following areas: biostatistics, environmental health sciences, epidemiology, health policy and management, and social and behavioral sciences.

Admission to the Dr.P.H. is highly selective to ensure that all accepted into the program have the potential to become effective practitioners and applied researchers.

NOTE: Prerequisite undergraduate course work may be required. Contact the Graduate Program Director in the Jiann-Ping Hsu College of Public Health for complete information.

Course Requirements:

Public Health Core Courses 24 Hours

- PUBH 8130 - Advanced Topics in Biostatistics (3)
- PUBH 8132 - Environmental and Occupational Health (3)
- PUBH 8133 - Epidemiologic Methods (3)
- PUBH 8134 - Health Economics, Policy and the Political Process (3)
- PUBH 8136 - Theoretical Perspectives of the Social and Behavioral Sciences in Public Health (3)
- PUBH 9130 - Professional Seminar in Biostatistics (3)
- PUBH 9132 - Community-Based Research in Public Health (3)
- PUBH 9135 - Public Health Funding and Grantsmanship (3)

Advanced Courses in Biostatistics 24 Hours

- BIOS 9130 - Research Seminar in Biostatistics (3)
- BIOS 9131 - Advanced Statistical Inference for Biostatistics I (3)
- BIOS 9133 - Advanced Statistical Inference for Biostatistics II (3)
- BIOS 9231 - Bayesian Statistics I (3)
- BIOS 9233 - Bayesian Statistics II (3)
- BIOS 9331 - Meta-Analysis (3)
- BIOS 9333 - Applied Longitudinal Data Analysis (3)
- BIOS - Guided Elective (3)

Doctoral Public Health Field Practicum 6 Hours

- PUBH 9790 - Doctoral Preceptorship in Public Health (6) (Note: 250 hours of field experience under the joint direction of a public health faculty member and a qualified specialist working in the area of concentration.)

Dissertation 9 Hours

- PUBH 9999 - Dissertation (9)

Biostatistics Concentration Competencies

At the completion of the Dr.P.H. degree program all Biostatistics students will be able to:

1. Demonstrate skills for translating objectives of a public health and biomedical research question into the appropriate biostatistical questions.
2. Design a public health and biomedical investigation in terms of the experimental design, data to be collected to reflect research objectives, number of subjects needed to address the objectives, and specification of appropriate methods for analysis.
3. Develop a theoretical foundation for commonly used topics in inferential statistics such as probability, sampling, discrete and continuous distributions and their moment generating functions, point and interval estimation, likelihood ratio tests, hypothesis testing, and nonparametrics found in advanced analyses of public health and biomedical studies.
4. Compare Bayesian methods to frequentist methods for analyzing data.
5. Evaluate a public health and biomedical research proposal to determine the more appropriate biostatistical analysis methodology, including Bayesian and frequentist approaches.
6. Analyze public health and biomedical data via classical and Bayesian approaches using statistical software packages such as SAS, R/Plus, and WinBUGS.
7. Develop a protocol for performing meta-analyses of data to be collected to address a question requiring collection of summary data across several sources.
8. Demonstrate use of meta-analytic methods for combining information across public health and biomedical studies.
9. Apply meta-analysis to estimate the sources and magnitude of heterogeneity across public health and biomedical studies.
10. Explain underlying theory in longitudinal data analyses of public health and biomedical studies.
11. Analyze longitudinal data in public health and biomedical studies with appropriate longitudinal data analysis methods.
12. Interpret analytic methods used throughout the literature in biostatistical and public health journals.
13. Interpret results of classical and Bayesian biostatistical analyses so that valid and reliable conclusions regarding a public health and biomedical research question may be drawn from the analyses.
14. Develop new ideas for applying existing biostatistical methods to applications in public health.
15. Develop statistical reasoning skills to work independently on ideas for research in public health and biomedicine.
16. Develop written and oral reports to communicate effectively to research investigators pivotal aspects of a study, including its design, objectives, data, analysis methods, results, and conclusions.
17. Create a collaborative environment for working on written and oral reports and developing critical thinking skills.

COMMUNITY HEALTH BEHAVIOR AND EDUCATION

Dr.P.H., 63 HOURS

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Admission Requirements

Admission into the graduate program is competitive and based upon academic background, performance on standardized tests, professional experience, interest in the field, a history of service, a personal statement, and letters of recommendation.

Degree Admission Requirements

Regular *

To complete an application to the Dr.P.H. program, applicants must submit the following:

- Completed the On-line Graduate Application for Admission form
- \$50.00 Application Fee
- Official transcript(s) from a regionally accredited college or university showing courses completed, grades earned, dates, and degree(s) awarded. Transcript(s) must show completion of at least one (1) graduate-level course in each of the following five (5) areas:
 - biostatistics
 - epidemiology
 - social and behavioral sciences in public health
 - health policy and management
 - environmental health sciences
- Courses must have been completed in the last five (5) years, and each must have been passed with a grade of “B” or better. Applicants who have not completed these courses, but whose applications show exceptional potential for success in the Dr.P.H. program, may be admitted to the Dr.P.H. program, but will be required to complete the courses (as presented in the JPHCOPH MPH core course requirements) with grades of “B” or better before enrolling in doctoral level courses;
- Three (3) letters of recommendation. Two must be from graduate faculty members and it is encouraged that the third letter be from a work supervisor;
- Official scores from the GRE (General Test), GMAT, MCAT, or LSAT, taken in the last five (5) years. An original copy of the test score, sent by the testing agency to the Office of Admissions, is required before any action is taken on an application. A copy of the score provided to the student and subsequently forwarded is not acceptable. The requirement for completion of a standardized test will be waived for those applicants who hold a doctoral degree from a regionally accredited college or university;
- All international applicants, including resident and non-resident aliens, whose native language is not English and who do not have an undergraduate degree from a regionally accredited U.S. college or university, are required to submit official TOEFL scores taken within the year immediately preceding the requested semester of admission. A minimum total score of 83 is required, with minimum scores of 20 for each of the skills evaluated by the TOEFL: Listening, Reading, Speaking, Writing) An original copy of the test score, sent by the testing agency to the Office of Admissions is required before any action is taken on an application. The copy of the score provided to the student and subsequently forwarded is not acceptable;
- Personal statement/letter of interest emphasizing reasons for pursuing Dr.P.H. (Limited to a maximum of 700 words);
- Current curriculum vitae or resume;
- Certificate of Immunization Form. This form should be completed and sent directly to the Office of Health Services; and
- Applicants who are applying for a graduate assistantship must complete the Electronic Graduate Assistantship Application and submit it to the Jack N. Averitt College of Graduate Studies.

**Applicants may be required to take pre-requisite coursework prior to taking program concentration courses. Conditions of admission will be presented in the letter of acceptance to each student.*

Non-degree Admission Requirements

An applicant may be admitted to the COGS as non-degree students to earn credit in Public Health graduate courses without working toward a Dr.P.H. Interested applicants should consult the Jack N. Averitt College of Graduate Studies for the types of Non-Degree admission as well as the requirements for admission in this category.

Applications for admission into the Dr. P.H. program will be based on a review of the applicant’s Graduate Record Examination scores, recommendations for successful graduate study, and previous academic training. The college also considers the compatibility of the student’s interest areas with those of the faculty and curriculum emphases. Admissions is based on the totality of the applicant’s work, educational experience, recommendations, and other application data. A single application criterion will not be used to outweigh other criteria in making recommendations for admission.

Admission into the Dr. P.H. program requires a master’s degree in public health (M.P.H.) or an acceptable equivalent. Students should have master’s level grade point averages and Graduate Record Examination scores that are acceptable as determined by the faculty. Students who have not completed the public health core as part of their master’s degree must do so by taking an approved course in each of the following areas: biostatistics, environmental health sciences, epidemiology, health policy and management, and social and behavioral sciences.

Admission to the Dr.P.H. is highly selective to ensure that all accepted into the program have the potential to become effective practitioners and applied researchers.

NOTE: Prerequisite undergraduate course work may be required. Contact the Graduate Program Director in the Jiann-Ping Hsu College of Public Health for complete information.

Course Requirements:

Public Health Core Courses 24 Hours

- PUBH 8130 - Advanced Topics in Biostatistics (3)
- PUBH 8132 - Environmental and Occupational Health (3)
- PUBH 8133 - Epidemiologic Methods (3)
- PUBH 8134 - Health Economics, Policy and the Political Process (3)
- PUBH 8136 - Theoretical Perspectives of the Social and Behavioral Sciences in Public Health (3)
- PUBH 9130 - Professional Seminar in Biostatistics (3)
- PUBH 9132 - Community-Based Research in Public Health (3)
- PUBH 9135 - Public Health Funding and Grantsmanship (3)

Advanced Courses in Community Health Behavior and Education 24 Hours

- CHBE 9130 - Research Methods in Community and Behavioral Health (3)
- CHBE 9132 - Ecological Determinants of Community Health (3)
- CHBE 9230 - Community-Based Public Health Program Planning and Evaluation (3)
- CHBE 9235 - Communication and Advocacy (3)
- CHBE 9331 - Health Disparities and the Rural Underserved (3)
- CHBE 9335 - Global Health and Preparedness (3)
- CHBE 9630 - Doctoral Seminar in Community Health (3)
- CHBE - Guided Elective (3)

Doctoral Public Health Field Practicum 6 Hours

- PUBH 9790 - Doctoral Preceptorship in Public Health (6) (Note: 250 hours of field experience under the joint direction of a public health faculty member and a qualified specialist working in the area of concentration.)

Dissertation 9 Hours

- PUBH 9999 - Dissertation (9)

Social and Behavioral Sciences/Community Health Concentration Competencies

At the completion of the Dr.P.H. degree program all Community Health students will be able to:

1. Evaluate theories, concepts, and models from social and behavioral science disciplines (e.g. anthropology, sociology, psychology, health education) that are used in public health research and practice.
2. Analyze philosophical foundations and assumptions of research applied to community health problems.
3. Evaluate social and behavioral determinants of health equity at all ecological levels (individual through policy) applied in rural and urban settings.
4. Analyze the use of a variety of health communication methods and techniques including social marketing, media advocacy and GIS software for data communication.
5. Analyze the concept of Public Health Preparedness.
6. Compare U.S. Public Health and Global Public Health priorities and concerns.
7. Evaluate legislative advocacy skills that influence health policy.
8. Synthesize planning and implementation methods of a community-based public health education intervention.
9. Analyze community capacities that facilitate the development of multi-level social and behavioral interventions.
10. Evaluate qualitative and quantitative methods and their use in community health intervention, evaluation, and research.
11. Assess the benefits and challenges of a mixed methods approach.
12. Utilize qualitative, quantitative, and mixed methods to address community health problems.
13. Evaluate Community-Based Participatory Research (CBPR) approaches when working with diverse communities.
14. Assess ethical principles critical to community-based research and practice.
15. Analyze the impact of power and privilege on health inequity at local, national, and global levels.
16. Demonstrate skills that support cultural competence and cultural humility when working with diverse communities.
17. Synthesize current and future community-level needs for keeping the public healthy.
18. Evaluate evidence-based social and behavioral interventions to address community health issues.
19. Analyze the collaborative and transdisciplinary relationships to respond to public health problems.
20. Demonstrate skills needed to function successfully as a community and organizational change agent.
21. Evaluate logic model and mission, goal and objective (outcome) driven program development and program evaluation plans.
22. Promote the public health and health education professions individually and collectively.
23. Assess the functional interrelationships of the five core areas of Public Health.

PUBLIC HEALTH LEADERSHIP Dr.P.H., 63 HOURS

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 - biostatistics
 - epidemiology
 - social and behavioral sciences in public health
 - health policy and management
 - environmental health sciences
- Courses must have been completed in the last five (5) years, and each must have been passed with a grade of “B” or better. Applicants who have not completed these courses, but whose applications show exceptional potential for success in the Dr.P.H. program, may be admitted to the Dr.P.H. program, but will be required to complete the courses (as presented in the JPHCOPH MPH core course requirements) with grades of “B” or better before enrolling in doctoral level courses;
- Three (3) letters of recommendation. Two must be from graduate faculty members and it is encouraged the third letter be from a work supervisor;
- Official scores from the GRE (General Test), GMAT, MCAT, or LSAT, taken in the last five (5) years. An original copy of the test score, sent by the testing agency to the Office of Admissions, is required before any action is taken on an application. A copy of the score provided to the student and subsequently forwarded is not acceptable. The requirement for completion of a standardized test will be waived for those applicants who hold a doctoral degree from a regionally accredited college or university;
- All international applicants, including resident and non-resident aliens, whose native language is not English and who do not have an undergraduate degree from a regionally accredited U.S. college or university, are required to submit official TOEFL scores taken within the year immediately preceding the requested semester of admission. A minimum total score of 83 is required, with minimum scores of 20 for each of the skills evaluated by the TOEFL: Listening, Reading, Speaking, Writing) An original copy of the test score, sent by the testing agency to the Office of Admissions is required before any action is taken on an application. The copy of the score provided to the student and subsequently forwarded is not acceptable;
- Personal statement/letter of interest emphasizing reasons for pursuing Dr.P.H. (Limited to a maximum of 700 words);
- Current curriculum vitae or resume;
- Certificate of Immunization Form. This form should be completed and sent directly to the Office of Health Services; and
- Applicants who are applying for a graduate assistantship must complete the Electronic Graduate Assistantship Application and submit it to the Jack N. Averitt College of Graduate Studies.

**Applicants may be required to take pre-requisite coursework prior to taking program concentration courses. Conditions of admission will be presented in the letter of acceptance to each student.*

Non-degree Admission Requirements

An applicant may be admitted to the COGS as non-degree students to earn credit in Public Health graduate courses without working toward a Dr.P.H. Interested applicants should consult the Jack N. Averitt College of Graduate Studies for the types of Non-Degree admission as well as the requirements for admission in this category.

Applications for admission into the Dr. P.H. program will be based on a review of the applicant’s Graduate Record Examination scores, recommendations for successful graduate study, and previous academic training. The college also considers the compatibility of the student’s interest areas with those of the faculty and curriculum emphases. Admissions is based on the totality of the applicant’s work, educational experience, recommendations, and other application data. A single application criterion will not be used to outweigh other criteria in making recommendations for admission.

Admission into the Dr. P.H. program requires a master’s degree in public health (M.P.H.) or an acceptable equivalent. Students should have master’s level grade point averages and Graduate Record Examination scores that are acceptable as determined by the faculty. Students who have not completed the public health core as part of their master’s degree must do so by taking an approved course in each of the following areas: biostatistics, environmental health sciences, epidemiology, health policy and management, and social and behavioral sciences.

Admission to the Dr.P.H. is highly selective to ensure that all accepted into the program have the potential to become effective practitioners and applied researchers.

NOTE: Prerequisite undergraduate course work may be required. Contact the Graduate Program Director in the Jiann-Ping Hsu College of Public Health for complete information.

Course Requirements:

Public Health Core Courses 24 Hours

- PUBH 8130 - Advanced Topics in Biostatistics (3)
- PUBH 8132 - Environmental and Occupational Health (3)
- PUBH 8133 - Epidemiologic Methods (3)
- PUBH 8134 - Health Economics, Policy and the Political Process (3)
- PUBH 8136 - Theoretical Perspectives of the Social and Behavioral Sciences in Public Health (3)
- PUBH 9130 - Professional Seminar in Biostatistics (3)
- PUBH 9132 - Community-Based Research in Public Health (3)
- PUBH 9135 - Public Health Funding and Grantsmanship (3)

Advanced Courses in Public Health Leadership 24 Hours

- PHLD 9130 - Public Health Research Methods (3)
- PHLD 9131 - Foundations and Strategies for Health Organization Leadership (3)
- PHLD 9133 - Health Organization Communication (3)
- PHLD 9231 - Health Informatics and Decision Making (3)
- PHLD 9331 - Health Policy, Regulation and Ethics (3)
- PHLD 9333 - Strategic and Contingency Planning (3)
- PHLD 9334 - Financial Management of Public Health Organizations and Programs (3)
- PHLD - Guided Elective (3)

Doctoral Public Health Field Practicum 6 Hours

- PUBH 9790 - Doctoral Preceptorship in Public Health (6) (Note: 250 hours of field experience under the joint direction of a public health faculty member and a qualified specialist working in the area of concentration.)

Dissertation 9 Hours

- PUBH 9999 - Dissertation (9)

Public Health Leadership Concentration Competencies

At the completion of the Dr.P.H. degree program all Public Health Leadership students will be able to:

1. Evaluate the main components and issues of the organization, financing and delivery of public health systems in the United States.
2. Evaluate the legal, values and ethical dilemmas in Public health that are inherent in efforts to control cost, while assuring access and quality of services for the public.
3. Evaluate the methods for ensuring community health safety and preparedness.
4. Analyze the policy development, assessment, and evaluation process for improving the health status of populations.
5. Evaluate the principles of program development and evaluation as it relates to public health initiatives.
6. Analyze budget preparation with justification and evaluation as related to public health initiatives.
7. Evaluate the process for strategic planning and marketing for public health.
8. Analyze quality, cost benefit and performance improvement concepts to address organizational performance issues in public health.
9. Evaluate how “systems thinking” contributes to solving public health organizational problems.
10. Analyze health policy and management effectiveness using appropriate channels and technologies.
11. Analyze leadership skills for building partnerships in public health.
12. Analyze the trends in resources allocation, and financing and evaluate their effects on consumers, providers, and payers in public health.
13. Evaluate the economic, social and legislative changes impact on public health systems in the US.
14. Apply population and individual ethical considerations in relation to benefit, cost and burden of public health programs.
15. Evaluate the application and role of policy and management on the conduct of public health research and practice.
16. Analyze information from various sources to resource and program decision making.
17. Analyze the principles of health equity for public health leadership.
18. Compare the impacts of rural verses urban on the health of communities.
19. Evaluate qualitative and quantitative research methods for public health problem solving.
20. Demonstrate the ability to manage programs within budget constraints.
21. Evaluate grants proposals or cooperative agreements for funding from external sources.
22. Apply prevention effectiveness models to prevention strategies through cost-effectiveness, cost-benefit, and cost-utility analysis.
23. Apply ethical decision-making and conduct in all aspects of public health practice.
24. Advocate for programs and resources that advance the health of the population.
25. Develop a plan to implement a policy or program, including goals, outcomes and process objectives, staffing plan, budget and implementation steps.
26. Evaluate and demonstrate various research methods in order to produce a public health leadership research paper.

Allen E. Paulson College of Science and Technology Programs - Graduate

BIOLOGY

M.S., THESIS OPTION: 30 HOURS

NON-THESIS OPTION: 36 HOURS

Advising: Allen E. Paulson College of Science and Technology, Department of Biology, Dr. Lance McBrayer, P.O. 8042, Statesboro, GA 30460-8042, (912) 478-0545, FAX: (912) 478-1531, E-mail lancemcbrayer@georgiasouthern.edu, Departmental Web Page: <http://www.bio.georgiasouthern.edu>

Admission

Students are selected for the Master of Science in Biology degree program on a competitive basis. Meeting minimum requirements does not guarantee admission. Applications are usually evaluated during the eighth week of the semester prior to the semester of admission. Applications for graduate assistantships must be received by March 15 to receive full consideration for fall. Assistantships are awarded for a maximum of five semesters and are reviewed each semester.

Admission Requirements: For unqualified admission to the College of Graduate Studies to pursue graduate work leading to the Master of Science degree in Biology, the applicant must have:

Regular

1. Completed requirements for the bachelors degree in a college accredited by the proper regional accrediting associations.
2. A 2.80 (4.0 scale) cumulative grade point average or higher on all undergraduate work.
3. Scores of at least 450 on the verbal and 500 on the quantitative portions of the Graduate Record Examination (GRE) are typical for applicants to the Master's Program in Biology. Lower scores will sometimes be considered, but the applicant will need strong evidence of ability to perform satisfactory graduate work.
4. An undergraduate major or the equivalent appropriate to the proposed field of study. Adequately prepared applicants will typically have completed 24 hours of biology, 9 hours of mathematics, 16 hours of chemistry (including organic chemistry), and 8 hours of physics (or geological science).
5. Two letters of recommendation from individuals familiar with the applicant's potential to complete successful graduate work.
6. A statement of career goals.
7. GRE subject test in Biology.

Provisional

Students who fail to meet one of the requirements 2-4 above (GPA less than 2.80, GRE scores below 450 Verbal and 500 Quantitative, bachelors degree with inadequate background in biology, math, or chemistry) may be admitted provisionally. To be converted to regular status, provisional students must earn a "B" or higher in their first 6 hours of Biology graduate courses, approved by the Biology Program Director, with at least 3 hours at the 7000-level. BIOL 7890 (Directed Individual Study) or BIOL 7893 (Biological Problems) cannot be taken for these 6 hours.

Non-degree

Non-degree students are accepted on an individual basis as space is available.

Thesis and Non-Thesis options are possible for the M.S. degree in Biology. The program of study and program requirements for each of the two options are outlined below.

Program of Study (Thesis Option)

The graduate student and their graduate committee shall jointly develop a Program of Study that includes 24 semester credit hours in graduate course work including the required courses listed below, plus 3 credit hours of research and 3 credit hours of thesis.

Thesis Option..... 30 Hours

Core Requirements

- BIOL 7531 - Research Methods (3)
- BIOL 7530 - Biometry (3)

Specialty Requirements

Select one of the following:

- BIOL 7133 - Molecular Biology (3)
- BIOL 7233 - Applied Biology (3)
- BIOL 7333 - Evolutionary Ecology (3)

Other Requirements

- BIOL 7610 - Graduate Seminar (2)
- BIOL 7895 - Research (3)
- BIOL 7999 - Thesis (3)

Electives courses at 5000G level or above (13)

Note that a limit of 6 hours of any combination of BIOL 7890 (Directed Individual Study) and BIOL 7893 (Biological Problems), *and a limit of 4 hours of BIOL 7610 (Graduate Seminar)* can be used toward the 30 hour degree requirement.

OTHER PROGRAM REQUIREMENTS (Thesis Option)

1. Each candidate for the Master of Science Thesis option in Biology must have accomplished the following by the end of their second term to maintain their eligibility for a graduate assistantship:
 - a. Identified a mentor within the Biology Department
 - b. Formed a Steering Committee of the mentor and two other Biology Department Faculty
 - c. Written a thesis proposal and submitted any necessary IACUC / IBC / IRB applications
 - d. Met with the Steering Committee formally, submitted and received approval for their thesis proposal and Program of Study with appropriate signatures.
2. Each candidate must receive approval from his/her Steering Committee and the Director of the Biology Graduate Program to take courses that do not apply to the MS Thesis Degree in Biology.
3. Each candidate for the Master of Science degree in Biology must complete a thesis on a subject approved by his/her committee.
 - a. This thesis must be presented at a public exit seminar and, within 2 weeks following the seminar, defended before the thesis committee.
 - b. The thesis defense is a comprehensive examination that may include questions on the thesis, and subject matter related to the thesis, and course work.
 - c. In addition to the thesis, the student must provide the mentor with all forms of the data that were collected, including electronic files, and a written document detailing the contents of the data files (or other forms).
 - d. The degree is conferred at the end of the semester, after the student has passed the thesis defense and the final written version of the thesis has been approved by the committee.
4. Students entering the Master of Science Thesis option in Biology can switch to the Non-Thesis option within their first two academic semesters by completing the appropriate change of degree paperwork assuming that they are in good standing. After their second academic semester, the switch to the Non-Thesis degree can occur by fulfilling the following:
 - a. Filing a change of degree request with the Biology Graduate Committee with an explanation for the request and receiving approval for the change from the Biology Graduate Committee.
 - b. Completing the appropriate change of degree paperwork.
 - c. If any thesis-related and/or grant-related research has been undertaken, providing the faculty mentor with the following (all in hard copy and electronic format whenever possible and relevant):
 - A written one page document detailing the objectives of the initiated research
 - A complete description of the methods used to collect data
 - All forms of data that were collected
 - A written document detailing the contents of all the data files (or other forms)
 - d. If data were gathered to meet the obligation of a grant (completely or in part), then the student must waive all rights and ownership over the data and any publications forthcoming from the use of the data.
 - e. File a new Program of Study form.

Program of Study (Non-Thesis Option)

The graduate student and the graduate committee shall jointly develop a Program of Study that includes 36 semester credit hours in graduate course work including the required courses listed below.

Non-Thesis Option **36 Hours**

Core Requirements

- BIOL 5000G-level (4)
- BIOL 5000G-level and fulfills scientific process category (4)

Specialty Requirements

Select two of the following:

- BIOL 7133 - Molecular Biology (3)
- BIOL 7233 - Applied Biology (3)
- BIOL 7333 - Evolutionary Ecology (3)

Other Requirements

- BIOL 7610 - Graduate Seminar (1)
- BIOL 7610 - Graduate Seminar (1)
- BIOL 7890 - Directed Individual Study (3) **OR** BIOL 7893 - Biological Problems (3)

Electives courses at 5000G level or above (17)

Note that a limit of 6 hours of any combination of BIOL 7890 (Directed Individual Study) and BIOL 7893 (Biological Problems), and a limit of 4 hours of *BIOL 7610* (Graduate Seminar) can be used toward the 36 hour degree requirement. BIOL 7895 (Research) and BIOL 7999 (Thesis) cannot be used toward the Non-Thesis option.

OTHER PROGRAM REQUIREMENTS (Non-Thesis Option)

1. To continue with the second year, each candidate for the Master of Science Non-Thesis degree in Biology in conjunction with the Graduate Committee must complete a Program of Study and identify an advisor who will oversee the BIOL 7890 (Directed Individual Study) and/or BIOL 7893 (Biological Problems), with an extensive scientific writing component requirement.
2. Each candidate must receive Graduate Committee and Director of the Biology Graduate Program approval to take courses that do not apply to the MS Degree.

3. Students entering the Master of Science Non-Thesis option in Biology can switch to the Thesis option within their first two academic semesters assuming that they are in good standing. They can accomplish this by completing the appropriate change of option paperwork and completing steps 1-3 under the "Other Program Requirements" of the Thesis option by the end of the second semester. After the second academic semester, students may switch to the Thesis option by completing the required change of option paperwork and completing steps 1-3 under the "Other Program Requirements" of the Thesis option in the term the change of option is requested. Once the change of option is made, the guidelines for the Thesis option apply.

MATHEMATICS M.S., 36 HOURS

Advising: College of Science and Technology, Department of Mathematical Sciences, Dr. Yan Wu, Georgia Southern University, P.O. 8093, Statesboro, GA 30460, (912) 478-5390, E-mail: yan@georgiasouthern.edu

Admission Requirements

Regular

For regular admission to the College of Graduate Studies to pursue work leading to this degree, the applicant must have:

1. Completed requirements for the Bachelor’s degree in a science, engineering, or mathematical discipline at a regionally accredited college or university.
2. Submitted scores from the Graduate Record Examinations to the College of Graduate Studies.
3. Successfully completed courses in calculus, probability, and linear algebra.
4. Successfully completed additional prerequisite courses as applicable for particular concentrations. See the department website <http://cost.georgiasouthern.edu/math/>.

Provisional

Applicants who do not meet admission requirements may be admitted provisionally but must take appropriate undergraduate courses before receiving regular admission. Admission of an applicant who is deemed marginal may require that an interview be conducted by a committee of graduate faculty members from the department.

Non-Degree

Non-degree students are accepted on an individual basis as space is available. Upon the advisor’s recommendation, up to a maximum of 9 credit hours earned as a non-degree student may be included in the program of study if a non-degree student is granted regular admission.

Program of Study

The graduate student and the graduate advisor shall develop a Program of Study that consists of 30 hours of graduate course work, including 12 hours of core courses, and 18 hours of elective courses. In addition, the Program of Study will include a 6-semester hour research project in the area of concentration. Of the 36 required credit hours, at least 18 must be at the 7000 level.

General Requirements

Core Requirements **12 Hours**

- MATH 5332G - Analysis II (3)
- MATH 5335G - Intermediate Linear Algebra (3)
- MATH 7231 - Advanced Numerical Analysis I (3)
- STAT 5531G - Statistical Methods I (3)

Electives in Concentration Area **18 Hours**

- Selected Courses in MATH, STAT, or CSCI.
- 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.

Research in Concentration Area..... **3 Hours**

- MATH 7895 - Research (3)

Thesis in Concentration Area..... **3 Hours**

- MATH 7999 - Thesis (3)
- Each candidate for the Master of Science in Mathematics must complete a thesis on a subject approved by the student’s advisor. The thesis must be defended before a student advisory committee. The presentation part of the defense is open to the public.

APPLIED ENGINEERING M.S., 30 HOURS THESIS TRACK 30 HOURS NON-THESIS TRACK

Total Hours: Thesis Track 24 + 6 hours thesis

Non-Thesis Track 30 hours

Advising: Department of Mechanical and Electrical Engineering Technology, Dr. Frank Goforth, Georgia Southern University, P.O. Box 8046, Statesboro, GA 30460, (912) 478-7583, FAX: (912) 478-1455, E-mail: fgoforth@gorgiasouthern.edu

Admission Requirements

Regular

1. Completed requirements for the Bachelor's degree at a college or university accredited by the proper regional accrediting association.
2. A 2.5 (4.0 scale) cumulative grade point average or higher on courses in undergraduate work.
3. A score of no less than 450 on the Verbal Section and 450 on the Quantitative section of the Graduate Record Examinations. (Scores from the Analytical section of the Graduate Record Examinations will be reviewed and may be considered in determining admission status recommendations to the College of Graduate Studies.)
4. An undergraduate major or the equivalent in the proposed field of study.

The Master of Science in Applied Engineering program with an Information Technology or Engineering Management Concentration also accepts admissions requirements for the MBA degree. Those admission requirements are: A standard formula score of 1000 or higher. The standard formula score is calculated by multiplying undergraduate GPA times 200 plus the GMAT score. $[(UGPA \times 200) + GMAT = 1000]$.

Provisional

A student may be granted provisional admission with a minimum of 400 on the Verbal Section and 400 on the Quantitative section of the Graduate Record Examinations accompanied by a 2.5 or better (4.0 scale) cumulative grade point average on undergraduate college work. A recommendation by the Master of Science in Applied Engineering Graduate Coordinator is also necessary. (Scores from the Analytical section of the Graduate Record Examinations will be reviewed and may be considered in determining admission status recommendations to the College of Graduate Studies.)

Non-Degree:

Non-degree students are accepted on an individual basis as space is available.

Program Concentrations

The Master of Science in Applied Engineering degree program provides concentrations in Mechatronics, Engineering Management, and Information Technology.

A minimum of 50% of courses for the Master of Science in Applied Engineering degree must be taken at or above the 6000 level.

Mechatronics Concentration

Thesis Track 30 Hours

Core Requirements

- TMAE 7136 - Mechatronics I (3)
- TMAE 7137 - Mechatronics II (3)
- TMAE 7530 - Research in Applied Engineering (3)

Restricted Elective courses at or above the 5000 level (15) as contracted with the faculty advisor and degree coordinator

- TMAE 7999 - Thesis (6)

Other Thesis Track Requirements: Comprehensive Exam

Non-Thesis Track 30 Hours

Core Requirements

- TMAE 7136 - Mechatronics I (3)
- TMAE 7137 - Mechatronics II (3)

TMAE 7530 - Research in Applied Engineering (3) **OR** STAT 6130 - Statistical Methods for Researchers (3) Restricted Elective courses at or above the 5000 level (18) as contracted with the faculty advisor and degree coordinator

- TMAE 7891 - Independent Study (3)

Other Requirements for Non-Thesis Track: Comprehensive Examination

Engineering Management Concentration

Thesis Track 30 Hours

Core Requirements

- TMAE 7530 - Research in Applied Engineering (3)
- TMAE 7432 - Advanced Engineering Economy (3) **OR** TMAE 5330 - Cost Engineering (3) **OR** FINC 7231 - Financial Problems (3)
- OR** ACCT 7230 - Accounting for Executives (3) **OR** ACCT 7134 - Analysis and Reporting (3)

Restricted Elective courses at or above the 5000 level (18) as contracted with the faculty advisor and degree coordinator

- TMAE 7999 - Thesis (6)

Other Thesis Track Requirements: Comprehensive Exam

Non-Thesis Track 30 Hours

Core Requirements

- TMAE 7530 - Research in Applied Engineering (3) **OR** STAT 6130 - Statistical Methods for Researchers (3)

TMAE 7432 - Advanced Engineering Economy (3) **OR** TMAE 5330 - Cost Engineering (3) **OR** FINC 7231 - Financial Problems (3)
OR ACCT 7230 - Accounting for Executives (3) **OR** ACCT 7134 - Analysis and Reporting (3)
 Restricted Elective courses at or above the 5000 level (21) as contracted with the faculty advisor and degree coordinator
 TMAE 7891 - Independent Study (3)
 Other Non-Thesis Track Requirements: Comprehensive Exam

Information Technology Concentration

Thesis Track 30
Hours

Core Requirements

- CISM 7330 - Information Technology Management (3)
- TMAE 7530 - Research in Applied Engineering (3)
- TCGT 7532 - Global Technology (3)

Restricted Elective courses at or above the 5000 level (15) as contracted with the faculty advisor and degree coordinator
 TMAE 7999 - Thesis (6)

Non-Thesis Track 30
Hours

Core Requirements

- CISM 7330 - Information Technology Management (3)
- TCGT 7532 - Global Technology (3)
- TMAE 7530 - Research in Applied Engineering (3)

Restricted Elective courses at or above the 5000 level (18) as contracted with the faculty advisor and degree coordinator
 TMAE 7891 - Independent Study (3)

Other Requirements for Non-Thesis Track: Comprehensive Examination

Thesis

Each candidate for the Master of Science in Applied Engineering Thesis Track degree must complete a thesis on a subject approved by the graduate thesis committee. The major professor supervises the research, directs the writing of the thesis, and approves the thesis in its final form. Prior to the final approval, the thesis is read by the thesis committee. One member, termed the second reader, has responsibility for an intensive and rigorous criticism of the thesis and a third member of the thesis committee has the responsibility of an “editorial reader.” Both second and third readers must report all comments to the major professor. The thesis must be defended in an oral examination before the graduate committee prior to final approval and sign-off.

The style and format for the completed thesis shall follow that prescribed by the Director for the Master of Science in Applied Engineering degree. Procedural steps in the preparation of the thesis are as follows:

- The prospectus for the thesis shall be submitted to the major professor and thesis committee for approval.
- An original of the completed thesis shall be submitted to the College of Graduate Studies by the submission deadline stated in the University Calendar. After approval, the student submits the number of copies as required in the Graduate Student Manual.
- The copies of the thesis must contain the written approval of the major professor, the members of the thesis committee, and the Dean of the College of Graduate Studies.

See the Thesis and Dissertation Student Guide to Preparation and Processing for additional Thesis information.

ENGINEERING AND MANUFACTURING MANAGEMENT CERTIFICATE 12 HOURS

Advising

Department of Mechanical and Electrical Engineering Technology, Dr. Frank Goforth, Georgia Southern University, P.O. Box 8046, Statesboro, GA 30460, (912) 478-7583, FAX: (912) 478-1455, E-mail: fgoforth@georgiasouthern.edu

Program

A certificate at the graduate level is a coherent set of courses related to work in a particular field. The Graduate Certificate program offers two certificate options each of which consists of 12 semester credits. Either option consists of two required courses and two courses chosen from a list of restricted electives. The two options are Engineering and Manufacturing Management and Occupational Safety and Environmental Compliance. In the case of the Engineering and Manufacturing Management graduate certificate, Industrial Production Manager, Engineering Manager, and Industrial Engineer are position titles that traditionally include responsibility for managing engineering and manufacturing operations in the public and private sectors. A related degree or post-secondary and/or graduate academic preparation is highly desirable or required. The intent of the Graduate Certificate in Occupational Safety and Environmental Compliance is to enhance the academic training of technical managers and engineers specifically in the field of safety and environmental compliance. Health and Safety Engineer, Environmental Engineer, and Industrial Safety Manager are position titles that traditionally include responsibility for occupational safety and environmental compliance. Although a degree in safety or environmental compliance is not typically required in such positions, post-secondary and/or graduate academic preparation in these areas is highly desirable or required.

Admission Requirements

Students seeking a Graduate Certificate would be admitted by COGS under a Non-Degree Certificate admission status. Students pursuing the Graduate Certificate in Engineering and Manufacturing Management would be required to hold an undergraduate or graduate degree from an accredited institution. They would be required to have an undergraduate GPA of 2.5 or higher and/or a graduate GPA of 3.0 or higher. Standardized test scores such as the GMAT or GRE would not be required for the Graduate Certificate. Admission as Non-Degree Certificate does not guarantee subsequent admission to a graduate degree program. That is a separate process and different criteria must be met.

- Upon recommendation of the Graduate Program Director and approval from the Dean of the College of Graduate Studies, credit earned in a certificate program may be applied to a graduate degree program.
- Upon recommendation of the Graduate Program Director and approval from the Dean of the College of Graduate Studies, a maximum of six (6) credits earned before the student entered the certificate program may be applied to that program.
- The minimum grade requirements for the graduate certificate are the same as those for graduate degrees. For graduate credit, the grade in a course must be C or higher. To remain in good standing, a student must maintain a cumulative GPA of 3.0 or higher.
- To be awarded a graduate certificate, the student (a) must not be on probation, (b) must have a cumulative GPA of 3.0 or higher on graduate coursework and on coursework applied to the certificate, (c) must meet all the requirements of the College of Graduate Studies and the student's certificate program, and (d) must be enrolled during the semester in which the certificate requirements are completed.
- The College of Graduate Studies residence requirements and the requirements for a comprehensive final examination do not automatically apply to the graduate certificate program

Program of Study

The Graduate Certificate in Engineering and Manufacturing Management would require a total of 12 semester hours of credit. This would include 6 semester hours of required courses and 6 semester hours of restricted electives. The proposed courses are as follows:

Required Courses 6
Hours

- TMAE 5134G - World Class Manufacturing (3)
- TMFG 5234G - Introduction to Technical Management & Leadership (3)

Restricted Electives 6
Hours

Select two of the following:

- BUSA 7030 - Project Management (3)
- MGNT 7330 - Leadership and Motivation (3)
- MGNT 7334 - Global Management (3)
- MGNT 7430 - Management of Operations for Competitive Advantage (3)
- TMAE 5133G - Production Planning and Facilities Design (3)
- TMFG 5230G - International Manufacturing (3)

OCCUPATIONAL SAFETY AND ENVIRONMENTAL COMPLIANCE CERTIFICATE 12 HOURS

Advising

Department of Mechanical and Electrical Engineering Technology, Dr. Frank Goforth, Georgia Southern University, P.O. Box 8046, Statesboro, GA 30460, (912) 478-7583, FAX: (912) 478-1455, E-mail: fgoforth@georgiasouthern.edu

Program

A certificate at the graduate level is a coherent set of courses related to work in a particular field. The Graduate Certificate program offers two certificate options each of which consists of 12 semester credits. Either option consists of two required courses and two courses chosen from a list of restricted electives. The two options are Engineering and Manufacturing Management and Occupational Safety and Environmental Compliance. In the case of the Engineering and Manufacturing Management graduate certificate, Industrial Production Manager, Engineering Manager, and Industrial Engineer are position titles that traditionally include responsibility for managing engineering and manufacturing operations in the public and private sectors. A related degree or post-secondary and/or graduate academic preparation is highly desirable or required. The intent of the Graduate Certificate in Occupational Safety and Environmental Compliance is to enhance the academic training of technical managers and engineers specifically in the field of safety and environmental compliance. Health and Safety Engineer, Environmental Engineer, and Industrial Safety Manager are position titles that traditionally include responsibility for occupational safety and environmental compliance. Although a degree in safety or environmental compliance is not typically required in such positions, post-secondary and/or graduate academic preparation in these areas is highly desirable or required.

Admission Requirements

Students seeking a Graduate Certificate would be admitted by COGS under a Non-Degree Certificate admission status. Students pursuing the Graduate Certificate in Occupational Safety and Environmental Compliance would be required to hold an undergraduate or graduate degree from an accredited institution. They would be required to have an undergraduate GPA of 2.5 or higher and/or a graduate GPA of 3.0 or higher. Standardized test scores such as the GMAT or GRE would not be required for the Graduate Certificate. Admission as Non-Degree Certificate does not guarantee subsequent admission to a graduate degree program. That is a separate process and different criteria must be met.

- Upon recommendation of the Graduate Program Director and approval from the Dean of the College of Graduate Studies, credit earned in a certificate program may be applied to a graduate degree program.
- Upon recommendation of the Graduate Program Director and approval from the Dean of the College of Graduate Studies, a maximum of six (6) credits earned before the student entered the certificate program may be applied to that program.
- The minimum grade requirements for the graduate certificate are the same as those for graduate degrees. For graduate credit, the grade in a course must be C or higher. To remain in good standing, a student must maintain a cumulative GPA of 3.0 or higher.
- To be awarded a graduate certificate, the student (a) must not be on probation, (b) must have a cumulative GPA of 3.0 or higher on graduate coursework and on coursework applied to the certificate, (c) must meet all the requirements of the College of Graduate Studies and the student's certificate program, and (d) must be enrolled during the semester in which the certificate requirements are completed.
- The College of Graduate Studies residence requirements and the requirements for a comprehensive final examination do not automatically apply to the graduate certificate program

A complete disclosure of policies regarding admission is provided in the university catalog. Students who subsequently are awarded admission into a degree program may transfer certificate courses into the degree program if recommended by the Graduate Program Director.

Program of Study

The Graduate Certificate in Occupational Safety and Environmental Compliance would require a total of 12 semester hours of credit. This would include 6 semester hours of required courses and 6 semester hours of restricted electives. The proposed courses are as follows:

Required Courses 6
Hours

- TSEC 5331G - Occupational Safety (3)
- TSEC 5336G - Environmental Law (3)

Restricted Electives 6
Hours

Select two of the following:

- TSEC 5333G - Industrial Hygiene & Ergonomics (3)
- TSEC 5334G - Hazardous Waste Management (3)
- TSEC 5335G - Systems Safety (3)

Course Descriptions

Introduction

This section of the catalog offers an alphabetical listing of undergraduate and graduate courses offered at Georgia Southern University, along with the college in which that course is taught. Prerequisites are noted at the end of each description. Graduate courses, in general, begin with a 6, 7, 8, or 9. Courses numbered "5000" followed by a "G" are also graduate courses. (See "Course Numbering" below).

Core Curriculum

Course titles preceded by a bullet are part of the Core Curriculum -- Areas A - E -- of the University System of Georgia. They are transferable within the University System and to most private institutions. Course titles not preceded by a bullet are designed for students who seek a major, minor, or emphasis in a specific program, and may or may not transfer to other institutions. Students should work closely with their advisors in selecting courses each term, especially if a student is considering transferring or changing majors.

Course Numbering System

In general, the first digit of the course corresponds to the level of the class. (1 - Freshman, 2 - Sophomore, 3 - Junior, 4 - Senior, 5 - dual Undergraduate/Graduate, 6 - Lower Division Graduate, 7 - Upper Division Graduate, 8 - Upper Division Graduate, 9 - Doctoral Level Graduate.)

The second digit in the course number indicates the course type. (1-5 - Traditional course format/Example: Lecture and Lab, 6 - Seminar, 7 - Internships and Practica, 8 - Independent Study, 9 - Research, 0 - Topics courses)

The third digit indicates the credit hours. (0-4 - Actual number of hours, 5-8 - Other 3 hour courses, 9 - variable)

The fourth digit indicates the sequence of the course.

A course number followed by a "G" indicates a Graduate course.

A course number followed by an "H" indicates an Honors course.

A course number followed by an "S" indicates a Studies Abroad course.

Credit Course Description

Beside each course title, there are three numbers, such as 3-0-3. The first number listed is the number of hours of lecture; the second number indicates the number of hours of laboratory; and the third number indicates the number of credit hours awarded for successful completion of the course.

College Abbreviations

CHHS - College of Health and Human Sciences
 CIT - College of Information Technology
 CLASS - College of Liberal Arts and Social Sciences
 COBA - College of Business Administration
 COE - College of Education

COPH - Jiann-Ping Hsu College of Public Health

COST - Allen E. Paulson College of Science and Technology

VPAA - Office of Vice President for Academic Affairs

Interdisciplinary - Courses offered by more than one department and/or college

Course Prefixes

AAST	Africana Studies
ACCT	Accounting
AMST	American Studies
ANTH	Anthropology
ARAB	Arabic
ART	Art
ASTR	Astronomy
BEED	Business Education
BHON	Bell Honors
BIOL	Biology
BIOS	Biostatistics
BUSA	Business Administration
CHBE	Community Health: Behavior and Education
CHEM	Chemistry
CHFD	Child and Family Development
CHIN	Chinese
CISM	Computer Information Systems
CLAS	College of Liberal Arts and Social Sciences
COED	College of Education
COHE	Community Health Education
COML	Comparative Literature
COMM	Communication Arts
COMS	Communication Studies
COOP	Cooperative Education
COUN	Counseling Education
CRJU	Criminal Justice
CSCI	Computer Science
DSCI	Decision Sciences
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
ENGL	English
ENGR	Engineering
ENPR	Enrichment Program
ENVH	Environmental Health Sciences
EPID	Epidemiology
ESED	Early Childhood-Secondary Education
ESL	English Second Language
ESPY	School Psychology
EURO	European Union
FACS	Family and Consumer Science
FILM	Film
FINC	Finance
FMAD	Fashion Merchandising/Apparel Design
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
FYE	First Year Experience
GCM	Graphic Communications Management
GEOG	Geography
GEOL	Geology
GRMN	German
GSU	Georgia Southern University
HIST	History
HLTH	Health
HNRM	Hotel and Restaurant Management
HSPM	Health Services Policy Management
HUMN	Humanities
IDS	Interdisciplinary Studies
INDS	Interior Design
INTS	International Studies
IRSH	Irish Studies
ISCI	Science, Teaching and Learning
IT	Information Technology
ITEC	Instructional Technology Education
JAPN	Japanese
JOUR	Journalism
KINS	Kinesiology
LAST	Latin American Studies
LATN	Latin
LEAD	Leadership
LING	Linguistics
LOGT	Logistics/Intermodal Transportation
LSTD	Legal Studies
MATH	Mathematics
MGED	Middle Grades Education
MGNT	Management
MKTG	Marketing
MSCI	Military Science
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
PRCA	Public Relations
PSYC	Psychology
PUBH	Public Health
READ	Reading
RECR	Recreation
REDV	Regional Economic Development
RELS	Religious Studies RGTE
	Regents Review Essay
RGTR	Regents Review Reading
SCED	Secondary Education
SMGT	Sport Management
SOCI	Sociology
SPAN	Spanish
SPED	Special Education
STAT	Statistics

TCED	Technology Education
TCET	Civil Engineering Technology
TCGT	General Technology
TCM	Construction Management
TEET	Electrical Engineering Technology
TENS	Engineering Science
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
UHON	University Honors
WBIT	Web Information Technology
WGST	Women's and Gender Studies
WMBA	WebMBA
WRIT	Writing
YORU	Yoruba

Course Descriptions

Africana Studies (CLASS)

AAST 3030/3030S

Selected Topics in Africana Studies: (1-3)-0-(1-3)

Designed to promote interdisciplinary engagement and, or, individualized specialization so that the student can deepen his or her knowledge of Africa and the African Diaspora.

AAST/HIST/AMST 3130

African American History to 1877: 3-0-3

African American history from African beginnings to Reconstruction. This is a study of the thought and actions of people of African ancestry from their origins in precolonial Africa to the conclusion of the Civil War and its aftermath.

AAST/HIST/AMST 3131

African American History Since 1877: 3-0-3

African American history from Reconstruction to the present.

AAST 3230

Introduction to Africa and Its Diaspora: 3-0-3

A general examination of the history, cultures, and societies of peoples of African descent throughout the world, with emphasis on those who live in Africa, the United States, the Caribbean, and Latin America.

AAST/ENGL/AMST 3231

Survey of African-American Literature: 3-0-3

A survey of African-American literature from its beginnings to the present, focusing on important movements, genres, and themes. Prerequisites: A minimum grade of "C" in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or ENGL 2232 (not taken as a prerequisite).

AAST/POLS/AMST 3237

African American Politics: 3-0-3

A basic appreciation of the nature, processes, structures, and functions of African American politics in the domestic and international arena and how they differ from dominant assumptions, theories, approaches, and models of American politics. Focus is on how to seek and maintain empowerment.

AAST/YORU 3330

Yoruba Culture and Civilization: 3-0-3

Introduction to Yoruba culture in Nigeria and other west African societies as well as the Diaspora.

AAST/THEA/AMST 3332

African American Theatre: 3-0-3

Investigates the contributions of black playwrights, actors, and directors to American theatre.

AAST/FREN 3336

Francophone Cultures of Africa and the Caribbean: 3-0-3

Continued development of all five language competencies (listening, speaking, reading, writing, and culture) with a focus on an introduction to Africa and the Caribbean. Texts include fables, poems, newspaper articles, and film. Course work includes oral, reading, writing, and grammar activities. Conducted in French. Prerequisite: FREN 2002 or equivalent.

AAST/LING/ANTH/POLS 3337

Language, Power, Politics: 3-0-3

An in-depth investigation of the role of language in national and international power structures. Comparative evaluation of language in social organization of politics, economic policy and law as aggregated by race, culture, ethnicity, class, group ideology, and gender. Emphasis on social policy management and minority/linguistic rights. Prerequisite: ENGL 1102 or a minimum grade of "C" in ENGL 1160.

AAST/POLS 3431/3431S

African Politics: 3-0-3

An in-depth investigation of the role of language in national and international power structures. Comparative evaluation of language in social organization of politics, economic policy and law as aggregated by race, culture, ethnicity, class, group ideology, and gender. Emphasis on social policy management and minority/linguistic rights. Prerequisite: ENGL 1102.

AAST/ART 3435

African Art History: 3-0-3

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. Prerequisites: A minimum grade of "C" in ART 2531 and ART 2532.

AAST/ART 3436

African American Art History: 3-0-3

The study of African American art and design from the period of pre-colonial Africa to the contemporary United States. The course investigates the creativity and cultural identity of African Americans and their contributions to the visual culture in America. Prerequisites: A minimum grade of "C" in ART 2531 and ART 2532.

AAST/INTS/HIST 3530

History of Africa to 1800: 3-0-3

Traces the development of significant social, economic and political institutions within precolonial Africa.

AAST/INTS/HIST 3531

History of Africa since 1800: 3-0-3

Traces significant developments in precolonial, colonial and post colonial African history. These include trade and the origins of the colonial state as well as African encounters with colonialism.

AAST/AMST/ANTH/LING 4133

Gullah and Geechee Language and Culture: 3-0-3

This course introduces students to the culture, language, folklore, traditional stories, and creative output of the Gullah and Geechee people in Georgia and South Carolina through readings, lectures, films, and hands-on experiences. Prerequisite: A minimum grade of "C" ENGL 1102 or ENGL 1160.

AAST/HIST 4134

The Civil Rights Movement: 3-0-3

The course explores the origins, ideologies, strategies and legacy of the modern civil rights movement in the North and the South with special focus on the impact of race, class, and gender on civil rights from 1946-1968.

AAST/GEOG 4330

Geography of Africa South of the Sahara: 3-0-3

A survey of the physical, cultural, political and economic geography of Africa south of the Sahara Desert. Selected problems or situations of contemporary interest will be incorporated.

AAST/AMST/SOCI 5333/5333G

Race and Ethnicity: 3-0-3

A survey of the major concepts and theories in the study of racial and ethnic relations in the United States. The situations and experiences of various racial and ethnic groups are considered. Prerequisite: SOCI 1101.

AAST/COMS/AMST 4337

Rhetoric of Social Movements: 3-0-3

Introduces students to the rhetorical significance of selected social movements including labor reform, civil rights, and environment protection, emphasizing the analysis of persuasive social movement discourse.

AAST/SOCI 4431

Inequality: 3-0-3

Examines the sociological approaches and theories of stratification and structured inequality, and analyzes the causes and consequences of economic, political, and social inequality. Prerequisite: SOCI 1101.

AAST/HIST/WGST 4530

Revelation and Revolution: 3-0-3

Explores issues of gender, spirituality, and power within the context of African history.

AAST/HIST 4532

Destruction of Slavery: 3-0-3

Focuses on the end of plantation slavery in the nineteenth century Atlantic World. The geographic concentration and topics covered will vary according to the focus of the instructor.

AAST 4630/4630S

Seminar in Africana Studies: 3-0-3

The Seminar in Africana Studies must be taken within the 15-hours block required for the minor in Africana Studies. It is a capstone course in which students apply knowledge gained in the classes they have taken in the Africana Studies program through discussion of selected texts, a major research paper, and an oral presentation required of all Africana Studies minors. Prerequisite: AAST 3030.

AAST/YORU 4890

Directed Individual Study in Yoruba: (1-15)-0-(1-15)

Concentrated study of a topic in Yoruba literature, culture, society, thought, or language. May be repeated for credit provided a new topic is studied. Prerequisite: Two Yoruba courses at the 3000 level.

AAST/HIST 5233/5233G

The American City: 3-0-3

An examination of American urban development from the colonial period to the present with particular attention paid to migration, architecture, technology, politics, transportation, and urban culture in the late nineteenth and twentieth centuries. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

AAST/AMST/MUSC 5236/5236G

Jazz History: 3-0-3

A jazz survey course which emphasizes the historical, musical, and chronological development of jazz music. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

AAST/ANTH 5437/5437G/5437S**Cultures of Africa: 3-0-3**

A comparative study of the lifeways of African peoples south of the Sahara. Traditional cultures, contemporary development, and the course of culture change in various regions are examined. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite: ANTH 1102 or permission of instructor.

AAST/ENGL/WGST 5539/5539G**Literature by Women: 3-0-3**

A study of classic, contemporary, and experimental writing by women in all genres, with special emphasis on the polemical and theoretical bases of and critical approaches to such texts. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: A minimum grade of "C" in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or ENGL 2232 (not taken as a prerequisite).

Accounting (COBA)**ACCT 2030/2030S****Survey of Accounting: 3-0-3**

A study of the theory and application of accounting concepts used to gather and report economic information to users within and outside of the organization. The course stresses the use of accounting information for decision making within the framework of a free economy. Open to non BBA students. ACCT 2030 is a substitute for ACCT 2101 and 2102 for non-business majors. Credit for graduation can only be granted for either ACCT 2030 or ACCT 2101 and ACCT 2102.

ACCT 2101/2101H**Financial Accounting: 3-0-3**

The theory and application of accounting concepts for reporting financial information to outside users. The course stresses the relationship between the rules by which financial statements are prepared and the use of financial statement information for decision making. Prerequisites: A minimum grade of "C" in BUSA 1105, MATH 1232 or MATH 1441, CISM 2530, and ENGL 1101 and ENGL 1102 or ENGL 1160. ACCT 2030 is a substitute for ACCT 2101 and ACCT 2102 for non-business majors. Credit for graduation can only be granted for either ACCT 2030 or ACCT 2101 and ACCT 2102.

ACCT 2102/2102H**Managerial Accounting: 3-0-3**

The theory and application of managerial accounting concepts. The course stresses the use of accounting information for decision making and the role of managerial accounting in a business environment. Prerequisite: A minimum grade of "C" in ACCT 2101 or ACCT 2101H, MATH 1232, CISM 2530, and ENGL 1101 and ENGL 1102 or ENGL 1160. ACCT 2030 is a substitute for ACCT 2101 and ACCT 2102 for non-business majors. Credit for graduation can only be granted for either ACCT 2030 or ACCT 2101 and ACCT 2102.

ACCT 3131**Intermediate Accounting I: 3-0-3**

The conceptual framework behind financial accounting, reporting and current practice in the preparation of financial statements including the income statement and balance sheet is the focus of this course. This includes accounting for changes and errors in financial reporting, income recognition, financial accounting disclosure, and analysis of financial statements through percentage and ratio analysis. Recent developments at the FASB, SEC and IASB are reviewed as an essential part of this course and students should be prepared to critically examine prospective financial accounting standards. The course stresses problem solving, critical thinking and research skills. Prerequisite: A minimum grade of "C" in ACCT 2101 or ACCT 2101H, ACCT 2102 or ACCT 2102H, CISM 2530, MATH 1232, and ENGL 1101 and ENGL 1102 or ENGL 1160.

ACCT 3132**Intermediate Accounting II: 3-0-3**

This course is a continuation of ACCT 3131. This course focuses on the accounting treatment for assets and liabilities including cash; current receivables; inventories; property, plant and equipment; intangible assets; current liabilities and contingencies; and long-term liabilities and receivables. The financial statements of several public companies are reviewed and a detailed analysis of these statements is an essential part of this course. Prerequisite: A minimum grade of "C" in ACCT 3131.

ACCT 3231**Managerial Accounting II: 3-0-3**

Preparation and analysis of information to assist management in decision making, learning, planning, and controlling business activities. The use of management accounting information for costing products and services, budgeting, pricing and product mix decisions, and evaluating operating performance are emphasized. Prerequisites: A minimum grade of "C" in ACCT 2102 or ACCT 2102H, CISM 2530, MATH 1232, and ENGL 1101 and ENGL 1102 or ENGL 1160.

ACCT 3330**Income Tax: 3-0-3**

Introduction to the basic concepts of federal income tax with a focus on taxation of individuals. Prerequisite: A minimum grade of "C" in ACCT 3131.

ACCT 3530**Tax Aspects of Business Decisions: 3-0-3**

An introduction to basic tax, business, and legal concepts instrumental in decreasing federal taxes. The course stresses problem solving, critical thinking, and application of skills necessary to reduce taxes. Open to either non-accounting BBA or Non-BBA students. Will not substitute for ACCT 3330. Prerequisites: For BBA students a minimum grade of "C" in both ACCT 2101 and ACCT 2102; for Non-BBA students, a minimum grade of "C" in ACCT 2030.

ACCT 4030/4030S**Special Topics in Accounting: 3-0-3**

A customized course that allows students to pursue further study in a specific accounting topic at the frontier of an area of research or a contemporary topic related to current real-world events. Prerequisite: Permission of director.

ACCT 4130**Accounting Information Systems: 3-0-3**

An introduction to how accounting activities are implemented and integrated in manual and computer-based accounting information systems. Topics include AIS components, transaction cycles, system development, internal control, the relationship between AIS design and the audit process, and the effects of technology. The course stresses problem solving, critical thinking, and computer application skills. Prerequisite: A minimum grade of "C" in ACCT 3131.

ACCT 4131**International Accounting: 3-0-3**

Examination of accounting issues and business operations in a global environment. Topics include foreign market currency systems, inflation and currency translation methodology, and international auditing and taxation issues impacting multifunctional corporations and individuals involved in exports, services, or capital transactions at an international level. Prerequisite: A minimum grade of "C" in ACCT 3132.

ACCT 4133**Intermediate Accounting III: 3-0-3**

The capstone of the intermediate accounting sequence, this course is a continuation of ACCT 3132. Advanced accounting topics including investments, stockholders' equity, accounting for income taxes, accounting for pensions and other post-retirement benefits, accounting for leases, and the statement of cash flows are the basis for this course. Prerequisites: A minimum grade of "C" in ACCT 3132.

ACCT 4430

Auditing: 3-0-3

Develops the background to understand the auditing process and judgments made by auditors. Topics include external, internal and governmental auditing. Prerequisite: A minimum grade of "C" in ACCT 3132 AND a minimum grade of "C" in ACCT 4130 or concurrent enrollment in ACCT 4130.

ACCT 4631

Macro Fraud Examination: 3-0-3

This course takes a macro look at fraud by examining the pervasiveness of and the causes of fraud and white-collar crime in our society. Other topics to be explored include financial crime statutes, evidence gathering and admissibility, types and elements of fraud, general investigative methods, and report writing. Prerequisites: A minimum grade of "C" in ACCT 2102 or ACCT 2030.

ACCT 4632

Micro Fraud Examination: 3-0-3

This course takes a micro look at fraud by examining about 40 of the most common fraud schemes including how they work and how they can be effectively detected, investigated, and prevented. Prerequisite: A minimum grade of "C" in ACCT 4631.

ACCT 4790

Internship in Accounting: (3-6)-0-(3-6)

A supervised work-study program in selected business and accounting firms throughout the southeast. Any student enrolled in the internship program will be required to work for one full semester. Prerequisites: Total Institution GPA of 2.5 or better, permission of advisor and director.

ACCT 4830/4830S

Special Problems in Accounting: 3-0-3

A customized course that is under the direction of a faculty sponsor. The course is designed to offer students an opportunity to pursue studies at a level or on topics not covered in scheduled courses. The scope and nature of the material covered is determined in consultation with faculty sponsor. Prerequisite: Permission of director.

ACCT 4890/4890S

Directed Study in Accounting: 0-0-(1-3)

Designed for independent study and research in selected areas of accounting under faculty supervision. Prerequisite: Permission of department chair or director.

ACCT 5232/5232G

Managerial Accounting III: 3-0-3

Continues the study of management accounting by focusing on current topics in the areas of 1) controllership, 2) applications and implications of modern costing and management accounting techniques, including advanced costing techniques, performance measurement, and process analysis, and 3) the legal, corporate and professional responsibilities of accounting departments. Specific topics may vary from year to year. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite: A minimum grade of "C" in ACCT 3231.

ACCT 5330

Taxation of Corporations and Partnerships: 3-0-3

A study of the laws involving the formation, operation, and liquidation of corporations, S corporations, and partnerships. Prerequisite: A minimum grade of "C" in ACCT 3330.

ACCT 5530/5530G

Governmental and Institutional Accounting: 3-0-3

An introduction to accounting and financial reporting for state and local governments and not-for-profit entities. Financial management and accountability considerations particular to government and not-for-profit organizations are emphasized. Graduate students will be given an extra

assignment determined by the instructor that undergraduates will not be required to do. Prerequisite: A minimum grade of "C" in ACCT 3131.

ACCT 5633/5633G

Forensic Interviews and Interrogations: 3-0-3

This course examines the distinctions between interviews and interrogations and how each can be used in resolving criminal or civil allegations. Other topics to be explored include the verbal and nonverbal cues indicating truth or deception, preparation of interview memoranda, and obtaining and preparing legally-admissible admission statements. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite: Completion of a minimum of 55 semester hours.

ACCT 6130

Accounting and Control: 3-0-3

Provides an overview of financial and management accounting. It illustrates how financial accounting information is generated, analyzed, and used for external reporting purposes and how management accounting information is used in management decision making. Differences in accounting practices between and among nations are also explored. Prerequisite: Graduate standing.

ACCT 7130

Seminar in Financial Accounting: 3-0-3

A study of business combinations, consolidation of financial statements of affiliated companies, multinational operations, foreign currency transactions, translation of foreign currency financial statements, reporting disaggregated information, and interim financial statements. Prerequisite: A minimum grade of "C" in ACCT 4133 and admission to the MAcc program or permission of the director of the School of Accountancy.

ACCT 7131

Selected Topics in Accounting: 3-0-3

This course is designed to offer students an opportunity to pursue studies at a level or on topics not covered in existing graduate courses. The scope and nature of the material is determined in consultation with the faculty sponsor. Prerequisite: Graduate standing and permission of director.

ACCT 7132

Theory of Accounting: 3-0-3

A study of historical and contemporary developments of accounting theory, policy, and reporting procedures. The objectives of financial reporting are reviewed within the conceptual framework of accounting and the accounting standard setting process. Particular emphasis is placed on financial accounting theory formulation and the application of accounting theory to selected contemporary issues. Prerequisite: Graduate standing.

ACCT 7134

Financial Reporting and Analysis: 3-0-3

This course focuses on the interpretation of financial statement information for decision making. Topics include understanding the importance of industry context and the firm's own strategic choices in evaluating the financial statement; assessing the quality of financial statement information and recognizing situations where more stringent forensic accounting measures might be appropriate; evaluating profitability and risk; associating subsets of the available analytical tools with the kinds of decisions for which they are most appropriate; and recognizing the effects of GAAP on the input variables of various firm valuation models. Includes coverage of recent relevant legislation and pronouncements of the FASB, SEC, and IASB. Prerequisite: Admission to the MAcc program or permission of the director of the School of Accountancy.

ACCT 7230

Accounting for Executives: 3-0-3

A study of management accounting and control information. This course shows how to make pricing and product mix decisions, how to improve existing activities and processes, how to measure performance in decentralized operating units, and how to align organizational activities with long-term strategic objectives, both in a domestic and international setting. Prerequisites: Graduate standing and the completion of the MBA

prerequisites, or permission of the COBA Director of Graduate Studies for non-MBA students.

ACCT 7330

Taxation of Corporations and Partnerships: 3-0-3

A study of the laws involving the formation, operation, and liquidation of corporations, S corporations, and partnerships. Prerequisite: A minimum grade of "C" in ACCT 3330 and admission to the MAcc program or permission of the director of the School of Accountancy.

ACCT 7331

Taxation of Estates, Gifts, and Trusts: 3-0-3

Covers transfers pursuant to estates and gifts as well as the taxation of both simple and complex trusts and estates. Prerequisite: A minimum grade of "C" in ACCT 3330 and admission to the MAcc program or permission of the director of the School of Accountancy.

ACCT 7332

Advanced Tax Planning and Research: 3-0-3

Advanced tax topics such as tax-free exchanges, including like-kind exchanges, involuntary conversions, exchanges pursuant to corporate reorganizations, mergers and acquisitions, as well as deferred compensation. Prerequisite: ACCT 7330.

ACCT 7430

Seminar in Auditing: 3-0-3

Advanced topics in independent, internal, and governmental auditing. Prerequisite: A minimum grade of "C" in ACCT 4430 and admission to the MAcc program or permission of the director of the School of Accountancy.

ACCT 7431

Auditing Practice: 3-0-3

Practical and theoretical components are considered related to auditing topics including auditing in the computer environment, conducting auditing research, and report writing. Prerequisite: ACCT 7430.

ACCT 7530

Seminar in Accounting Information Systems: 3-0-3

Develops an understanding and appreciation for the design, analysis, development and implementation of computer-based accounting information systems with an emphasis on control and management issues of this accounting function. Practical application will be examined through computer projects and systems' cases. Prerequisite: A minimum grade of "C" in ACCT 4130 and admission to the MAcc program or permission of the director of the School of Accountancy.

ACCT 7634

Fraudulent Financial Reporting: 3-0-3

While asset theft fraud is well covered in the two fraud examination courses, additional training in financial statement fraud is needed due to the technical nature of accounting and reporting standards. This course demonstrates how financial statement analysis can be used to uncover fraudulent financial reporting. In addition, the most common methods for "cooking the books" will be examined along with strategies for detecting and investigating such schemes. Prerequisite: A minimum grade of "C" in ACCT 4133 and admission to the MAcc program or permission of the director of the School of Accountancy.

ACCT 7635

Fraud and Society: 3-0-3

This course examines the numerous legislative, administrative, and other societal remedies that have emerged in response to white-collar crime. Such remedies encompass securities fraud, pension fraud, environmental crimes, anti-trust violations, bribery, money laundering, and corporate governance (e.g. Sarbanes-Oxley Act of 2002). Prerequisite: Admission to the MAcc program or permission of the director of the School of Accountancy.

ACCT 7636

Expert Witnessing: 3-0-3

This course examines the role of accountants as either testifying or consulting experts in legal disputes involving professional negligence cases securities fraud, business/partnership disputes, business interruption losses, business valuations, and marital disputes. Topics include how to communicate opinions effectively at deposition, at trial, and in a written report; the law and procedure dealing with experts; ethics; and how to deal with attorneys. Prerequisite: Admission to the MAcc program or permission of the director of the School of Accountancy.

ACCT 7637

Forensic Accounting Capstone: 3-0-3

This is an integrative capstone course with potentially many modes of delivery including instruction from multiple professors, use of comprehensive cases, mock trials, and panel and round robin discussions of current issues. Guest speakers may present, or students may report on various projects that they have been conducting either independently or in groups. Students may be assigned projects designed to assist in their preparation to sit for the Certified Fraud Examiner (CFE) exam. To successfully complete this course, student must demonstrate a growing mastery of the skills required of the forensic accountant. Prerequisites: A minimum grade of "C" in ACCT 7634, ACCT 7635, ACCT 7636, and graduate standing.

ACCT 7680

Professional Problems: 3-0-3

The course is a comprehensive update of accounting regulations, laws, and standards. prerequisite: Graduate standing.

ACCT 7730

Internship in Accounting: 0-0-3

A supervised work-study program of specified length in selected business and accounting firms. Prerequisite: Admission to the MAcc program or permission of the director of the School of Accountancy.

ACCT 7899/7899S

Directed Study in Accounting: (1-3)-0-(1-3)

Designed for independent study and research in selected areas of accounting under faculty supervision. Prerequisite: Graduate standing and permission of instructor, director, and program advisor.

American Studies (Interdisciplinary)

AMST/ENGL 2332/2332S

American Literature II: 3-0-3

A survey of American literature from 1865 to the present, focusing on major movements, authors, and themes. Prerequisite: A minimum grade of "C" in ENGL 1102 or ENGL 1160.

AMST 3033

Introduction to American Studies: 3-0-3

The first course in the American Studies minor program, introducing students to the interdisciplinary nature of American Studies. Prerequisite: ENGL 1101 or a minimum grade of "C" in ENGL 1160.

AMST/HIST/AAST 3130

African-American History to 1877: 3-0-3

African American history from African beginnings to Reconstruction. This is a study of the thought and actions of people of African ancestry from their origins in precolonial Africa to the conclusion of the Civil War and its aftermath.

AMST/HIST/AAST 3131

African-American History since 1877: 3-0-3

African American history from Reconstruction to the present.

AMST/HIST 3133

United States Constitutional History: 3-0-3

A survey of United States Constitutional history from its origins to the present including an exploration of the adaptation of the federal system to changing social, economic, and political demands.

AMST/HIST 3134

American Economic History: 3-0-3

The changing character of American economic life from colonial times to the modern consumer culture including religious beliefs, economic thought, industrialization, business organization, government-business relations, and social transformation.

AMST/HIST/WGST 3137

Topics in U.S. Women's History: 3-0-3

Examines the experiences of women in the United States from colonial times to the present within the overall framework of American history. Explores the impact of major historical events on women; the contributions of women to the social, political, cultural and economic development of the US; and the changing roles of women within the family and the workplace. Topic varies. May be repeated for credit.

AMST/HIST 3230

American Military History: 3-0-3

Studies military strategy, tactics, technology, and main features of American conflicts from colonial times to this century.

AMST/ENGL/AAST 3231

Survey of African-American Literature: 3-0-3

A survey of African-American literature from its beginnings to the present, focusing on important movements, genres, and themes. Prerequisites: A minimum grade of "C" in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or ENGL 2232 (not taken as a prerequisite).

AMST/POLS/AAST 3237

African American Politics: 3-0-3

A basic appreciation of the nature, processes, structures, and functions of African American politics in the domestic and international arena and how they differ from dominant assumptions, theories, approaches, and models of American politics. Focus is on how to seek and maintain empowerment.

AMST/FILM 3331

History of American Film: 3-0-3

Surveys the history of American film recognizing the influence of international cinema upon American film. Selected films of historical significance will be screened and analyzed.

AMST/THEA/AAST 3332

African American Theatre: 3-0-3

Investigates the contributions of black playwrights, actors, and directors to American theatre.

AMST/POLS 3333

Southern Politics: 3-0-3

Examines the changing political conditions and trends within the eleven states of the American south since WWII. Students will examine the events which led to the unique political environment one encounters in the south. The primary focus will be on the political environment, but also on social, cultural, and economic variables as they relate to the political system.

AMST/SOCI 3336

Social Problems: 3-0-3

A general introduction to the study of social problems in areas such as deviance, social inequality, social change and American institutions. Prerequisite: SOCI 1101.

AMST/WRIT/COMM 3433

Comic Book Writing in American Culture: 3-0-3

Investigates multiple dimensions of and models for comic book writing as it traces the medium's history, development of new genres, and narrative conventions since its origins in the 1930s. Teaches the comic book's use of iconography, cultural tropes, and cognitive closure in the construction of sequential narratives. Prerequisites: A minimum grade of "C" in ENGL 1101 and ENGL 1102 or ENGL 1160.

AMST/ART 3437

American Art History: 3-0-3

This course examines the history of American Art from the Colonial Period through the present. Works of art and other forms of material culture will be explored and discussed within the context of philosophical, historical, social, and cultural developments. Attention will be given to the writings of artists and critics, as well as texts by contemporary art historians, historians, and other scholars which illustrate the variety of methodologies and interpretations that are currently being brought to bear on American art, architecture, and material culture. The format for this course is lecture with discussion. Prerequisites: A minimum grade of "C" in ART 2531 and ART 2532.

AMST 4030

Selected Topics in American Studies: 3-0-3

Offers varied topics in specialized areas in the field of American Studies.

AMST 4033

Seminar in American Studies: 3-0-3

Encourages students to pursue specific problems in the interdisciplinary exploration of American Studies related to their major and minor curricula. Prerequisites: 9 hours of American Studies courses or permission of instructor.

AMST/POLS 4130

American Political Thought: 3-0-3

Examines political themes and thinkers from the Colonial to the Contemporary period.

AMST/HIST 4132

Recent America: U.S. Since 1945: 3-0-3

Surveys the history of the United States from World War II to the present, including social, political, and economic developments.

AMST/AAST/ANTH/LING 4133

Gullah and Geechee Language and Culture: 3-0-3

This course introduces students to the culture, language, folklore, traditional stories, and creative output of the Gullah and Geechee people in Georgia and South Carolina through readings, lectures, films, and hands-on experiences. Prerequisite: A minimum grade of "C" ENGL 1102 or ENGL 1160.

AMST/HIST 4135

The United States in the 1960's: 3-0-3

An examination of the cultural, social and political changes in the United States during the 1960s. Topics include the Civil Rights movement, the Vietnam War, the rise of feminism, the counterculture, and the conservative backlash.

AMST 4139/ANTH 4131

North American Archeology: 3-0-3

An introductory course on the archeology of North America. Concentrates on the prehistory and protohistory of Native Americans as well as introducing students to the history of North American archeology.

AMST/ENGL 4237

The American Novel: 3-0-3

A survey of the development of the novel in America, eighteenth through twentieth centuries, with special study of a list of works selected to illustrate the major movements in American fiction. Prerequisites: A minimum grade of "C" in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or

ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or ENGL 2232 (not taken as a prerequisite).

AMST/JOUR 4331

History of Mass Communication: 3-0-3

Surveys the history of newspapers, magazines, radio and television, with emphasis upon their correlations with political, social and economic trends in America. Prerequisite: A minimum grade of "C" in COMM 2332.

AMST/COMS/AAST 4337

Rhetoric of Social Movements: 3-0-3

Introduces students to the rhetorical significance of selected social movements including labor reform, civil rights, and environment protection, emphasizing the analysis of persuasive social movement discourse.

AMST/HIST 4431

Contact, Encounter and Colonization: Early America to 1670: 3-0-3

The Atlantic World context for the settlement of North America, initial contacts between Old World and New, and the processes of colonization and intercultural encounter are the primary subjects of this course.

AMST/HIST 4432

Diversity and Division: Early America 1670-1763: 3-0-3

This course focuses on the growing prosperity of the colonial American colonies, the increasing diversity of their populations, and the tensions and crises that resulted from both of these developments. Topics will include the rise of slavery, the birth of a consumer society, and the contest among European nations and their Indian allies over the future of North America.

AMST/GEOG 5130/5130G

Geography of North America: 3-0-3

Systematic regional treatment of Canada and the United States including the physical, cultural, and economic aspects of various subregions. Special attention will be paid to comparative themes such as resource development, trade, and migration. Graduate students will complete an individual term project or special report.

AMST/ANTH 5131/5131G

Historical Archeology: 3-0-3

An introduction to the field designed to provide a background in basic research methods in historical archeology and ethnohistory. Emphasis will be placed on regional studies of the southeastern United States. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite: ANTH 1102 or permission of instructor.

AMST/HIST 5133/5133G

Revolutionary America: 3-0-3

An intensive study of themes in Revolutionary American history (from 1763 to approximately 1790), including the growing rift between Britain and its colonies, the roles of women and African-Americans, and the origins of American identity. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

AMST/HIST 5134/5134G

Civil War and Reconstruction: 3-0-3

An examination of the sectional polarization of the 1850's, the impact of war on the southern and northern home fronts, and the trauma of reconstructing the Union. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

AMST/HIST 5137/5137G

The Antebellum South: 3-0-3

The social, intellectual, cultural, economic, and political history of the American South to 1861 with an emphasis on Georgia's role. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

AMST/HIST 5138/5138G

The New South: 3-0-3

The social, intellectual, cultural, economic, and political history of the post-Civil War South with an emphasis on Georgia's role. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

AMST/ENGL 5230/5230G

Colonial American Literature: 3-0-3

A detailed study of the poetry and prose from 1492-1800 by writers, both in America and Europe, who describe and define a distinct American identity by means of an emerging literature and diverse cultural experience. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: A minimum grade of "C" in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or ENGL 2232 (not taken as a prerequisite).

AMST/ENGL 5231

American Romanticism: 3-0-3

A study of representative authors of the Romantic Period in American literature (1820-1865). This course focuses on the complex social, cultural, and political forces at work in these writings and in the Romantic Movement in general, and especially the influences of the earlier Romantic Period in English literature (1798-1832). This course traces the development of the major literary styles and patterns in American Romanticism, such as the archetype of the American Adam and the myth of the American Dream; the importance of American innovation in literary language and form, especially in the use of frontier dialect; and the contributions to world literature of American literary theorists, such as Poe. Graduate students will be required to do additional work as determined by the instructor. Prerequisite: ENGL 2111 or ENGL 2112.

AMST/ENGL 5233/5233G

American Realism: 3-0-3

A study of prose works of the American Realist period from 1850-1910, including writers such as Twain, Jewett, Chesnut, Gilman, Dreiser, Wharton, James, Crane, and Norris. Attention will be paid to canonical and non-canonical writers of the period, as well as regional and sentimental fiction. Graduate students will be required to do extra work as determined by the instructor. Prerequisite: ENGL 2111 or ENGL 2112.

AMST/ENGL 5234/5234G

Southern Literature: 3-0-3

A survey of the literary achievements of the South from the Colonial period to the present. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: A minimum grade of "C" in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or ENGL 2232 (not taken as a prerequisite).

AMST/MUSC 5235/5235G

Music in the United States: 3-0-3

A survey of major historical trends, aesthetic and stylistic developments, significant figures, and selected repertory in American music. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

AMST/MUSC/AAST 5236/5236G

Jazz History: 3-0-3

A jazz survey course which emphasizes the historical, musical, and chronological development of jazz music. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

AMST/AAST/SOCI 5333/5333G

Race and Ethnicity: 3-0-3

A survey of the major concepts and theories in the study of racial and ethnic relations in the United States. The situations and experiences of various racial and ethnic groups are considered. Prerequisite: SOCI 1101.

AMST/ANTH 5431/5431G

North American Indians: 3-0-3

A study of the lifeways of the Native North Americans from the time of European contact through the present. It focuses on understanding the nature and variety of traditional Native American cultures, and on the changes they have undergone. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite: ANTH 1102 or permission of instructor.

AMST/ANTH 5432/5432G

Southeastern Indians: 3-0-3

A study of the lifeways of the native peoples of the Southeastern United States from the late prehistoric period to the present. Their patterns of family life, economy, politics, religion, and ceremony are examined to understand their cultures, appreciate their accomplishments, and obtain insights into the nature of human cultural behavior. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite: ANTH 1102 or permission of instructor.

AMST/ANTH 6131

North American Archeology: 3-0-3

An introductory course on the archeology of North America. Concentrates on the prehistory and protohistory of Native Americans as well as introducing students to the history of North American archeology. Prerequisite: ANTH 1102 or permission of instructor.

AMST/ANTH 6132

Southeastern Archeology: 3-0-3

A study of the prehistoric cultures of the Southeastern U.S. including their patterns of subsistence, economy, social and political organization, art, and architecture. The relationship between culture and environment in producing culture change is emphasized. Prerequisite: ANTH 1102 or permission of instructor.

Anthropology (CLASS)

ANTH 1102/1102H/1102S

Introduction to Anthropology: 3-0-3

The comparative study of humankind draws materials from the widest possible range of peoples, cultures, and time periods to determine and explain similarities and differences among peoples of the world. This course brings the perspectives of all of the sub-fields of anthropology to the study of humanity: cultural anthropology, archeology, linguistics, and biological anthropology.

ANTH 2131

Biological Anthropology: 3-0-3

Examines social life and physical diversity in the context of hominid evolution. Key areas of study include the fossil record, basic genetics, primatology, human variation, and the evolution of communication. Prerequisite: A minimum grade of "C" in ANTH 1102 or permission of instructor.

ANTH 3091/3091S

Selected Topics Anthropology: (1-3)-0-(1-3)

Various topics. May be dual numbered. Prerequisite: ANTH 1102 or permission of instructor.

ANTH 3131

World Archeology: 3-0-3

An introduction to the archeology of the Old and New Worlds. This course will examine significant cultural developments from an archeological perspective. A particular focus will be on the development of farming and complex societies. Prerequisite: ANTH 1102 or permission of instructor.

ANTH 3331

Cultural Anthropology: 3-0-3

An exploration of the nature, structure, and dynamics of human culture systems through the examination of a variety of cultures, including our own, from around the world. It will provide the student with a better understanding and tolerance of cultural differences and of how and why people, including ourselves, live and act as they do. Prerequisite: ANTH 1102 or permission of instructor.

ANTH/LING/POLS/AAST 3337

Language, Power, Politics: 3-0-3

An in-depth investigation of the role of language in national and international power structures. Comparative evaluation of language in social organization of politics, economic policy and law as aggregated by race, culture, ethnicity, class, group ideology, and gender. Emphasis on social policy management and minority/linguistic rights. Prerequisite: ENGL 1102 or a minimum grade of "C" in ENGL 1160.

ANTH/FORL/LING 3533

Introduction to Language: 3-0-3

A general introduction to the nature and structure of language and its role in society.

ANTH 4131/AMST 4139

North American Archeology: 3-0-3

An introductory course on the archeology of North America. Concentrates on the prehistory and protohistory of Native Americans as well as introducing students to the history of North American archeology.

ANTH 4132

Southeastern Archeology: 3-0-3

The prehistoric cultures of the Southeastern U.S., including their patterns of subsistence, economy, social and political organization, art, and architecture. The relationship between culture and environment in producing culture change is emphasized. Prerequisite: ANTH 1102 or permission of instructor.

ANTH/AAST/AMST/LING 4133

Gullah and Geechee Language and Culture: 3-0-3

This course introduces students to the culture, language, folklore, traditional stories, and creative output of the Gullah and Geechee people in Georgia and South Carolina through readings, lectures, films, and hands-on experiences. Prerequisite: A minimum grade of "C" ENGL 1102 or ENGL 1160.

ANTH/LAST 4135/4135S

Mesoamerican Archeology: 3-0-3

An examination of the prehistoric cultures of Central America beginning with the Paleoindians and culminating with the Aztec and Maya. Materials covered include the art, iconography, architecture, religion, economy, social and political organization of the Olmec, Mixtec, Aztec, Toltec, Totanec, Maya, and Huastec Civilizations. Prerequisite: ANTH 1102 or permission of instructor.

ANTH 4231/4231S

Methods and Theory in Archeology: 3-0-3

Examination and application of current topics in archeology relating to excavation strategy and interpretation. Analysis of various theoretical approaches as well as field techniques. Prerequisite: ANTH 1102 or permission of instructor.

ANTH 4232/4232S

Archeology Field Session: 0-6-3

On-site participation in the excavation of an archeological site including training in the field and laboratory techniques involved in excavation. Experience in excavation, analysis, recording, and interpretation of archeological materials is provided. Prerequisite: ANTH 1102 or permission of the instructor.

ANTH 4233**Zooarcheology: 3-0-3**

An introduction to the analysis of animal remains from archeological sites. Emphasis will be placed on the identification of specimens and the methodologies of interpretation. Prerequisite: ANTH 1102 or permission of instructor.

ANTH 4235**Advanced Archeological Analysis: 3-0-3**

An advanced course in the analysis of archeological sites and materials. In-depth examination of certain types of archeological materials. Students also learn about the conservation of archeological materials. Prerequisites: ANTH 1102 plus an upper level archeology course or permission of instructor.

ANTH 4262**Archeology Field Session: 0-12-6**

On-site participation in the excavation of an archeological site including training in the field and laboratory techniques involved in excavation. Experience in excavation, analysis, recording, and interpretation of archeological materials is provided. No more than 9 total hours are allowed in any combination of ANTH 4232, ANTH 4262, ANTH 4292. Prerequisite: ANTH 1102 or permission of the instructor.

ANTH 4292**Archeology Field Session: 0-18-9**

On-site participation in the excavation of an archeological site including training in the field and laboratory techniques involved in excavation. Experience in excavation, analysis, recording, and interpretation of archeological materials is provided. No more than 9 total hours are allowed in any combination of ANTH 4232, ANTH 4262, ANTH 4292. Prerequisite: ANTH 1102 or permission of the instructor.

ANTH 4331**Anthropology and Human Problems: 3-0-3**

A study of the applications of anthropology in coping with a variety of problems among diverse peoples of the world. Issues include intercultural health care, rural to urban migration, and international development. The history, methods, and ethics of practical or applied anthropology are examined, as well as career opportunities. Prerequisite: ANTH 1102 or permission of instructor.

ANTH/RELS 4337**Folklife and Religion: 3-0-3**

A survey of ritual, sacred narrative, storytelling, art, music, and other expressive forms found in folk communities. Examines the creation and persistence of religious tradition in informally constituted settings, both in the United States and internationally.

ANTH 4431**European Cultures: 3-0-3**

An examination of the differences and similarities among European peoples and the effects of social, political, and economic changes on their cultures from an anthropological perspective. It also examines the principal anthropological methods and theories used in the study of European culture systems. Prerequisite: ANTH 1102 or permission of instructor.

ANTH 4435**Middle Eastern Cultures: 3-0-3**

An ethnological examination of the lifeways of the diverse peoples of the Middle East. The focus of the course will be on who the peoples of the Middle East are, how they live, and why they live as they do. Prerequisite: ANTH 1102 or permission of instructor.

ANTH 4630**Capstone Seminar in Anthropology: 3-0-3**

This course will review and synthesize the concepts, theories, methods and ethics of archeology, linguistic anthropology, cultural anthropology, and biological anthropology. Applications of anthropological knowledge and skills, and career options, will be examined. Prerequisites: A minimum

grade of "C" in ANTH 1102 and prior or concurrent enrollment with a minimum grade of "C" in ANTH 2131, ANTH 3131, ANTH 3331, an ANTH 3533.

ANTH 4890/4890S**Directed Individual Study: (1-3)-0-(1-3)**

Independent study under faculty supervision. Prerequisite: Permission of instructor.

ANTH 5091/5091G/5091S**Selected Topics in Anthropology: (1-3)-0-(1-3)**

Various topics. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite: ANTH 1102 or permission of instructor.

ANTH/AMST 5131/5131G**Historical Archeology: 3-0-3**

An introduction to the field designed to provide a background in basic research methods in historical archeology and ethnohistory. Emphasis will be placed on regional studies of the southeastern United States. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite: ANTH 1102 or permission of instructor.

ANTH 5133/5133G**Georgia Archeology: 3-0-3**

A basic background in archeology specifically centered on the state of Georgia. It examines the archeological record from earliest times through the antebellum period in an attempt to place Georgia in the larger archeological setting of the southeastern United States. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite: ANTH 1102 or permission of instructor.

ANTH/WGST 5331/5331G**Gender and Anthropology: 3-0-3**

An examination of the biocultural and multi-cultural perspectives of gender provided by anthropology. Theories and case examples of gender studies from selected cultures will be examined using insights from physical anthropology, archeology, cultural anthropology, and linguistics. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite: ANTH 1102 or permission of instructor.

ANTH 5337/5337G**Ethnographic Methods: 3-0-3**

A study of the research methods used by cultural anthropologists to gather and analyze data in order to describe and explain how people live and why they live that way. Emphasizes qualitative techniques such as interviewing and participant observation. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite: ANTH 1102 or permission of instructor.

ANTH/AMST 5431/5431G**North American Indians: 3-0-3**

A study of the lifeways of the Native North Americans from the time of European contact through the present. It focuses on understanding the nature and variety of traditional Native American cultures, and on the changes they have undergone. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite: ANTH 1102 or permission of instructor.

ANTH/AMST 5432/5432G**Southeastern Indians: 3-0-3**

A study of the lifeways of the native peoples of the Southeastern United States from the late prehistoric period to the present. Their patterns of family life, economy, politics, religion, and ceremony are examined to understand their cultures, appreciate their accomplishments, and obtain insights into the nature of human cultural behavior. Graduate students will be given an extra

assignment determined by the instructor that undergraduates will not be required to do. Prerequisite: ANTH 1102 or permission of instructor.

ANTH/SOCI/AAST/AMST 5435

The Rural South: 3-0-3

A study of the lifeways and social organization of rural society with emphasis on the South. Examines social institutions, community dynamics, social change, and the cultural distinctions of the region. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite: ANTH 1102 or SOCI 1101 or permission of instructor.

ANTH/AAST 5437/5437G/5437S

Cultures of Africa: 3-0-3

A comparative study of the lifeways of African peoples south of the Sahara. Traditional cultures, contemporary development, and the course of culture change in various regions are examined. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite: ANTH 1102 or permission of instructor.

ANTH/INTS/SOCI 5438/5438G

Social Issues of International Development and Change: 3-0-3

The study of social issues of international development and change, particularly in developing countries. Through the use of lectures, discussion, and readings, students will learn about the factors affecting development and underdevelopment around the world, including globalization, health, the environment, food security, non-governmental organizations, conflict and instability, gender issues, human rights, international trade, transnational corporations, debt, demography, urbanization, informal economies, labor issues, democratization, civil society participation, and technology. Prerequisites: ANTH 1102 or INTS 2130 or SOCI 1101.

ANTH/LING/WRIT 5530/5530G

Sociolinguistics: 3-0-3

The principles and methods used to study language as a sociocultural phenomenon. These are examined both from the linguistic viewpoint and the social scientific viewpoint. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite: ANTH 1102 or SOCI 1101.

ANTH 5631

Anthropology of Language and Gender: 3-0-3

This course will examine the cross-cultural use of language as a central aspect in the construction, negotiation and performance of gender, and will provide students with an understanding of the complexities of language and gender from an anthropological perspective. Prerequisites: A minimum grade of "C" in ANTH 1102 and prior or concurrent enrollment with a minimum grade of "C" in ANTH 3331 and ANTH 3533.

ANTH 6091

Selected Topics in Anthropology: (1-3)-0-(1-3)

Various topics. Prerequisite: ANTH 1102 or permission of instructor.

ANTH/AMST 6131

North American Archeology: 3-0-3

An introductory course on the archeology of North America. Concentrates on the prehistory and protohistory of Native Americans as well as introducing students to the history of North American archeology. Prerequisite: ANTH 1102 or permission of instructor.

ANTH 6431

European Cultures: 3-0-3

An examination of the differences and similarities among European peoples and the effects of social, political, and economic changes on their cultures from an anthropological perspective. It also examines the principal anthropological methods and theories used in the study of European culture systems. Prerequisite: ANTH 1102 or permission of instructor.

ANTH/AMST 6132

Southeastern Archeology: 3-0-3

A study of the prehistoric cultures of the Southeastern U.S. including their patterns of subsistence, economy, social and political organization, art, and architecture. The relationship between culture and environment in producing culture change is emphasized. Prerequisite: ANTH 1102 or permission of instructor.

ANTH 6135

Mesoamerican Archeology: 3-0-3

An examination of the prehistoric cultures of Central America beginning with the Paleoindians and culminating with the Aztec and Maya. Materials covered include the art, iconography, architecture, religion, economy, social, and political organization of the Olmec, Mixtec, Aztec, Toltec, Totanec, Maya and Huastec civilizations. Prerequisite: ANTH 1102 or permission of instructor.

ANTH 6231

Methods and Theory in Archeology: 3-0-3

Examination and application of current topics in archeology relating to excavation strategy and interpretation. Analyzes various theoretical approaches as well as field techniques. Prerequisite: ANTH 1102 or permission of instructor.

ANTH 6233

Zooarcheology: 3-0-3

An introduction to the analysis of animal remains from archeological sites. Emphasis will be placed on the identification of specimens and the methodologies of interpretation. Prerequisite: ANTH 1102 or permission of instructor.

ANTH 6235

Advanced Archeological Analysis: 3-0-3

An advanced course in the analysis of archeological sites and materials. In-depth examination of certain types of archeological materials. Students also learn about the conservation of archeological materials. Prerequisites: ANTH 1102 plus a 4000 level archeology course or permission of instructor.

ANTH 6262

Field Session in Archeology: 0-6-6

On-site participation in the excavation of an archeological site including training in the physical and observational techniques of the extractive processes of archeological excavation. Experience in excavation, analysis, recording, and interpretation of archeological materials is provided. Prerequisite: ANTH 1102 or permission of instructor. Group size limited.

ANTH 6330

Cultural Anthropology: 3-0-3

Focuses on the nature of human culture and its role in shaping human behavior through the examination of particular culture systems selected from around the world. It examines the components of culture systems and how they develop, function, and change. Prerequisite: ANTH 1102 or permission of instructor.

ANTH 6331

Anthropology and Human Problems: 3-0-3

A study of the applications of anthropology in coping with a variety of problems among diverse peoples of the world. Issues include intercultural health care, rural to urban migration, and international development. The history, methods, and ethics of practical or applied anthropology are examined, as well as career opportunities. Prerequisite: ANTH 1102 or permission of instructor.

ANTH 6337

Folklife: 3-0-3

A survey of the creation and persistence of tradition in societies and of the process of change as demonstrated in such aspects as narrative, music, song celebration, festival, belief, and material culture. Emphasis will be given to understanding the multi-ethnic nature of the traditions in the U.S.A. Prerequisite: ANTH 1102 or permission of instructor.

ANTH 6435**Middle Eastern Cultures: 3-0-3**

An ethnological examination of the lifeways of the diverse peoples of the Middle East. The focus of the course will be on who the peoples of the Middle East are, how they live, and why they live as they do. Prerequisite: ANTH 1102 or permission of instructor.

ANTH 6631**Seminar in Anthropology: 3-0-3**

Exploration of selected topics of contemporary relevance in anthropology. Topics will vary with professional interest of students as to their specialization in the graduate curricula of the University. Prerequisite: ANTH 1102 or permission of instructor.

ANTH 6632**Seminar in Archeology: 3-0-3**

Exploration of selected topics in archeology of interest to individual or small groups of students which are relevant to their course of specialization in the graduate curricula of the University. Prerequisite: ANTH 1102 or permission of instructor.

ANTH 6690**Archeology Field Supervision: 0-(3-9)-(3-9)**

This course is designed to give students who have already completed an archeological field experience a supervisory role in field investigations. They will be expected to participate in supervising pre-field preparations, fieldwork and post-field wrap-up.

ANTH/POLS/SOCI 7434**Research Design and Methodology: 3-0-3**

Study of the role of theory, research design, sampling, measurement and instrumentation, data collection, and ethical issues related to social scientific research.

ANTH/POLS/SOCI 7436**Qualitative Research Methods: 3-0-3**

Analysis and practice of qualitative methodology in social science. Topics may include participant observation, ethnographic methods, interviews, case studies, content analysis, archival research and other innovative techniques.

ANTH/POLS/SOCI 7638**Social Theory: 3-0-3**

This course examines the role of theory in the scientific endeavor and explores a number of theoretical perspectives, including structural-functionalism, conflict, feminist, exchange, rational choice, symbolic interaction, and the current debates over modernity and postmodernity.

ANTH 7891**Independent Study in Anthropology: 0-(1-3)-(1-3)**

Independent examination of graduate course topics offered in the anthropology curriculum of the Department of Sociology and Anthropology following guidelines of the College of Graduate Studies. Prerequisite: Permission of instructor.

ANTH 7999**Thesis: 0-(1-3)-(1-3)**

Planned research and writing directed by the student's thesis advisor.

Arabic (CLASS)**ARAB 1001****Elementary Arabic I: 3-0-3**

For students who have never studied Arabic. Focus on basic communication skills (understanding, speaking, reading, and writing Arabic) and cultural understanding. Includes laboratory program.

ARAB 1002**Elementary Arabic II: 3-0-3**

Continued focus on basic communication skills (understanding, speaking, reading, writing Arabic) and cultural understanding, with increased emphasis on active use of the language. Includes laboratory program.

Art (CLASS)**ART 1000/1000S****Art in Life: 3-0-3**

A general introduction to art and aesthetics and their role in human life and culture. Includes discussion and analysis of architecture, sculpture, painting, ceramics, drawing, printmaking, photography, design, and other art forms from various historical periods and world cultures.

ART 1010/1010S**Drawing I: 3-3-3**

An introduction to the basic materials and methods of drawing. Students will develop skills in direct observations, composition, and techniques using still-life and natural forms.

ART 1011/1011S**Drawing II: 3-3-3**

Through direct observation and experimentation the student is led to develop a personal approach to expression. The figure, landscape and still-life are examined in a variety of materials. Prerequisite: ART 1010.

ART 1020**Two Dimensional Design: 3-3-3**

Emphasizes two-dimensional design through analysis of line, texture, color, size, shape, and mass. Individual experiences with a variety of media.

ART 1030**Three Dimensional Design: 3-3-3**

Uses lectures, demonstrations, discussions, and hands on experiences to introduce students to a variety of basic materials, techniques, and general concepts related to design within the contexts of 3-D form and space.

ART 1135/1135S**Painting I: 3-0-3**

An introduction to painting through a variety of studio experiences. This course is designed to familiarize students with skills necessary for creating a painting. Emphasis is placed on technical competence using paint media, mixing color, mixing color values, and composition. Also stressed are concepts such as symbolic use of color, marks and form to increase expressionistic content within a work of art. Direct observation is utilized. Prerequisites: A minimum grade of "C" in ART 1010, ART 1011, ART 1020, ART 1030, ART 2531, and ART 2532.

ART 1230**Ceramics I: 3-0-3**

An introduction to clay and the various techniques, including pinching, coil construction, slab building, architectural relief, wheel throwing, and firing. Prerequisites: A minimum grade of "C" in ART 1010, ART 1011, ART 1020, ART 1030, ART 2531, and ART 2532.

ART 1235**Sculpture I: 3-0-3**

A study of the processes and concepts of sculpture. Primitive and historical technologies will be employed in the production of sculpture. Students will gain experience working with a variety of media and materials. Prerequisites: A minimum grade of "C" in ART 1010, ART 1011, ART 1020, ART 1030, ART 2531, and ART 2532.

ART 1236**Jewelry & Metalsmithing I: 3-0-3**

An introduction to the tools, materials and techniques of jewelry/metal design. Students will explore fabrication, surface embellishment, stone-setting and finishing techniques while demonstrating creativity and

understanding of the media. Prerequisites: A minimum grade of "C" in ART 1010, ART 1011, ART 1020, ART 1030, ART 2531, and ART 2532.

ART 1335/1335S

Photography I: 3-0-3

This is a studio course that explores fundamentals in techniques and applications of the photographic medium within the context of art. Students learn the use of the 35mm camera, exposure, meter, black and white film processing, printing, and the use of the camera as a means of personal creative self-expression. Prerequisites: A minimum grade of "C" in ART 1010, ART 1011, ART 1020, ART 1030, ART 2531, and ART 2532.

ART 1430

Print, Paper, Book Arts I: 3-0-3

Overview of all printing processes including relief, intaglio, serigraphy, and lithography, as well as, an introduction to eastern and western papermaking and bookbinding structures. Conceptual emphasis encourages growth of student's personal content and development as an artist within parameters of assigned concept. Prerequisites: A minimum grade of "C" in ART 1010, ART 1011, ART 1020, ART 1030, ART 2531, and ART 2532.

ART 2000

Advanced Placement Studio: 2-3-3

This course is designed to award Advance Placement credits to High School students' portfolio scoring 4 and above in drawing 2D-Design and 3D Design. Credits will be given upon the completion of a portfolio review. Prerequisite: Permission of instructor.

ART 2135/2135S

Painting II: 3-0-3

An advanced exploration of paint as an expressive medium. Emphasis is on the cultivation of personal imagery and creative exploration as informed by a knowledge of traditional and contemporary art. Technical competence handling traditional formal elements such as composition, color mixing, and paint surface are stressed. Students are urged to develop a personal iconography and to deepen the expressionistic content of their work. Prerequisite: ART 1135.

ART 2230

Ceramics II: 3-0-3

Intermediate exploration in selected technical areas of ceramics and firing. Students will explore glaze problems, firing techniques and aesthetics. Emphasis will be on historical and aesthetic concern dealing with the form. Prerequisite: ART 1230

ART 2233

Computer Graphics: 0-6-3

This is an introductory overview of computer-based imaging. Students will create and manipulate digital images. Prerequisites: A minimum grade of "C" in ART 1010 and ART 1020.

ART 2235

Sculpture II: 3-0-3

Advanced studio work in the concepts and processes of sculpture. A major emphasis will be placed on using casting techniques to produce original works of art. Prerequisite: ART 1235.

ART 2236

Jewelry & Metalsmithing II: 3-0-3

An exploration of intermediate level techniques of jewelry/metal design. Students will investigate casting and wax-working techniques while developing a personal direction in the discipline. Prerequisite: A minimum grade of "C" in ART 1236 or permission of instructor.

ART 2330

Typography I: 3-2-3

Introduction to the basic foundations of typographic design. Creative solutions to typographical design problems will be explored, through the application of the practical and technical aspects of typography.

Prerequisites: A minimum grade of "C" in ART 1010, ART 1011, ART 1020, ART 1030, ART 2531, ART 2532, GCM 1321, and GCM 1411.

ART 2331

Visual Thinking in Graphic Design: 3-2-3

A general introduction to graphic design. The focus of this course will be on students' development of their creativity and skills at effective visual communications, while also learning about general concepts and issues that apply to the field of graphic design. Prerequisites: A minimum grade of "C" in ART 1010, ART 1011, ART 1020, ART 1030, ART 2531, ART 2532, GCM 1321, and GCM 1411.

ART 2335

Photography II: 3-0-3

This is a studio course that explores the use of the 35mm camera and black and white processing to creatively express ideas and emotions. Emphasis is on the continued development of technique and personal aesthetic. Prerequisite: ART 1335.

ART 2430

Print, Paper, Book Arts II: 3-0-3

Multiple color, reduction, digital integration, and mixed-media technical applications for all printing processes will expand students ability to further their personal conceptual direction, as will resolving problems of delivery intention, to include both the fine art print and printed public commodity. Students will examine the presence of their print imagery and delivery, within the historical and critical context of printmaking and the powerful democratic ability of the printed image. Bookbinding and Papermaking techniques will employ advanced historical/global forms/skills, that will foster the intimate experience and powerful self-reflection when viewing imagery and content via the artist's book. Prerequisite: ART 1430.

ART 2531/2531S

Art History I: 3-0-3

This course surveys the arts of the western and non-western world from the prehistoric eras through the 14th century. The emphasis is twofold: 1) recognizing the visual characteristics of period and individual styles through a study of major monuments and, 2) utilizing works of art to better understand the social, cultural and economic realities of the historical eras. The format for the course is lecture with discussion.

ART 2532/2532S

Art History II: 3-0-3

This course surveys the arts of the western and non-western world from the 15th century to the present. The emphasis is twofold: 1) recognizing the visual characteristics of period and individual styles through a study of major monuments and, 2) utilizing works of art to better understand the social, cultural and economic realities of the historical eras. The format for the course is lecture with discussion. Prerequisite: A minimum grade of "C" in ART 2531.

ART 3131/3131S

Drawing III: 0-6-3

Involves students in drawings of an advanced technical and conceptual nature. Students are encouraged to experiment with traditional and contemporary approaches to personal image making in a variety of drawing materials. Prerequisites: All area F Art courses.

ART 3132

Figure Drawing: 0-6-3

The historical, structural, anatomical, and compositional study of the human figure as an expressive subject. Prerequisites: All area F Art courses.

ART 3230

Ceramics III: 0-6-3

Advanced exploration into clay forms including surfaces and various firing techniques. Students develop a vocabulary of visual work supported by research in the history of ceramics. Prerequisite: ART 2230.

ART 3231**Modern Art History: 3-0-3**

This course examines the radical changes that occurred in Western painting, sculpture, photography, architecture and design from the beginning of Modernism in the 19th century through the early and late twentieth century. The approach will be lively and broad, utilizing ideas from diverse disciplines including theology, philosophy, literature, music, fashion design, politics, economics, sociology, psychology, the history of technology, and physics. Some of the most culturally significant artists, movements, and masterpieces of modern art will be addressed in readings, lectures, videos, and discussion. Prerequisites: A minimum grade of "C" in ART 2531 and ART 2532 or permission of instructor.

ART 3235**Sculpture III: 3-0-3**

Advanced studio work in the concepts and processes of sculpture. Major emphasis will be placed on using casting techniques to produce original works of art. Prerequisite: ART 2235.

ART 3236**Jewelry & Metalsmithing III: 3-0-3**

Advanced students will explore metal-forming techniques such as forging, raising and fold-forming in the creation of small sculptural objects and jewelry. Students will demonstrate proficiency in the media while developing a unique personal style. Prerequisite: ART 2236 or permission of instructor.

ART 3251**Dada and Surrealism Art History: 3-0-3**

This course will examine the profound and lasting contributions made by Dada and Surrealist artists as well as other revolutionary modernists of the early 20th century who sought to escape the traditional and rational in art and thought. An analysis of topics (dada and performance; neo-dada; dada and surrealist women; surrealism and photography; dada, surrealism and ethnography; collage; and the impact of surrealism in the United States) will be analyzed to define progressive ideas, which led to the dismantling of previous standards and the rise of an anti-art spirit, which continues today in various guises. Primary documents will be consulted regularly in order to provide a wider appreciation of the variety of Dada and Surrealist media (e.g. literature, film, theater, typography). The format for this course is lecture with discussion. Prerequisites: A minimum grade of "C" in ART 2531 and ART 2532 or permission of instructor.

ART 3261**Italian Mannerism Art History: 3-0-3**

This course will address the visual arts of Italy created during the late Renaissance, typically known as the Mannerist period. 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 High Renaissance era to examine Mannerist innovations and shifts in style and aesthetics as well as the maintenance, in some instances, of High Renaissance ideals. The class will be held in a lecture format with images projected during lecture for a combination of visual and verbal information. Prerequisites: A minimum grade of "C" in ART 2531 and ART 2532 or permission of instructor.

ART 3272**Northern Renaissance Art History: 3-0-3**

This course will address the visual arts of northern Europe during the Renaissance, the 14th through the 16th century. The class will primarily cover the painting, printmaking, and sculpture of Germany, Flanders, France, and the Netherlands. The class will begin by establishing the artistic traditions of the medieval era and exhibit how the early Northern Renaissance artists both operated within these traditions and made marked innovations to the visual vocabulary, and will conclude with the 16th-century North's responses to the Protestant Reformation and to the influence of works of the Italian Renaissance. The class will be held in a lecture format with images projected during lecture for a combination of visual and verbal information. Prerequisites: A minimum grade of "C" in ART 2531 and ART 2532 or permission of instructor.

ART 3282**Pre-Columbian Art History: 3-0-3**

This survey introduces students to the art produced by the cultures of Mesoamerica up to the time of contact with European cultures; from the earliest traditions of Olmec ceramic sculpture to the spectacular Mayan architecture and awe-inspiring stone carvings of the Aztecs. Sacred architecture, precious stone and metal sculpture, basalt carving traditions, mural paintings and works of art on paper are examined with a consideration to both form and context. The format for this course is lecture with discussion. Prerequisites: A minimum grade of "C" in ART 2531 and ART 2532.

ART 3330**New Media Design: 3-2-3**

A study of the various aspects of new media design, specifically how formal aesthetic and concept is integrated with motion, sequence, duration, time and sound. Visual solutions will take shape in a non-print format that investigates how a user experiences new media differently than traditional media. Prerequisites: A minimum grade of "C" in ART 2330 and ART 2331.

ART 3331**Graphic Design Methods: 3-2-3**

An intermediate level course which teaches page design and layout of various types, focusing on books, magazines, catalogs, and newspapers. Special emphasis will be on developing students' abilities to find creative yet functional solutions to a diverse range of paper design problems. Prerequisites: A minimum grade of "C" in ART 2330 and ART 2331.

ART 3333**Design Systems: 3-2-3**

A study of how to design a visual identity system which includes logos, trademarks, letterheads, business cards, signage, brochures, catalogs, electronic web designs, and other forms of communication appropriate to the business. Prerequisites: A minimum grade of "C" in ART 3330 and ART 3331.

ART 3334**Professional Practices: 3-0-3**

This advanced level course will cover the practical issues that confront professional graphic designers today. Topics include job searching, freelancing, contract negotiation, ownership of intellectual property, client dynamics, presenting design solutions and other relevant issues. Students will learn to prepare files for printing and apply professional standards within the graphic design industry. Prerequisite: ART 3331.

ART 3338**Typography II: 3-2-3**

This course provides an advanced study of typographic systems, principles, and usage with emphasis on refining student's understanding of type aesthetics, and its informative, expressive, and experimental potential in solving complex communications problems. Students will use type as a visual form and visible language. Prerequisite: ART 2330.

ART 3377**Graphic Design Art History: 3-0-3**

This course is a survey of the history of graphic design 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. Prerequisites: A minimum grade of "C" in ART 2531 and ART 2532 or permission of instructor.

ART 3430/3430S**Print, Paper, Book Arts III: 0-6-3**

Continued exploration of print/paper/book arts processes, student artists will develop a body of work advancing their portfolio, including futhering individual style, concept development, and print, paper, book arts skills. Prerequisite: A minimum grade of "C" in ART 2430.

ART 3431

Digital Photography I: 3-2-3

Students will create photographic images using the fundamentals of technology including digital cameras and computer print technology. Prerequisite: ART 1335.

ART/AAST 3435

African Art History: 3-0-3

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. Prerequisites: A minimum grade of "C" in ART 2531 and ART 2532.

ART/AAST 3436

African American Art History: 3-0-3

The study of African American art and design from the period of pre-colonial Africa to the contemporary United States. The course investigates the creativity and cultural identity of African Americans and their contributions to the visual culture in America. Prerequisites: A minimum grade of "C" in ART 2531 and ART 2532.

ART/AMST 3437

American Art History: 3-0-3

This course examines the history of American Art from the Colonial Period through the present. Works of art and other forms of material culture will be explored and discussed within the context of philosophical, historical, social, and cultural developments. Attention will be given to the writings of artists and critics, as well as texts by contemporary art historians, historians, and other scholars which illustrate the variety of methodologies and interpretations that are currently being brought to bear on American art, architecture, and material culture. The format for this course is lecture with discussion. Prerequisites: A minimum grade of "C" in ART 2531 and ART 2532.

ART 3530/3530S

Art and Architecture of the Ancient World: 3-0-3

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. Prerequisites: A minimum grade of "C" in ART 2531 and ART 2532.

ART 3531/3531S

Medieval Art History: 3-0-3

This course will encompass a study of the visual arts in Europe, primarily sculpture, painting, and architecture from the fall of the Roman Empire to the thirteenth century. While some secular works will be covered, primarily the course will address Christian art because of the Church's strong sway in the Medieval world. The class will be held in a lecture format with images projected during lecture for a combination of visual and verbal information. Prerequisites: A minimum grade of "C" in ART 2531 and ART 2532.

ART 3532

Italian Renaissance Art History: 3-0-3

This course will encompass a study of the visual arts, primarily sculpture, painting, and architecture, both secular and religious, from the Italian Renaissance. The course will begin by establishing the artistic traditions of the Medieval era and exhibit how the early Renaissance artists both operated within these traditions and made marked innovations to the visual vocabulary, moves which eventually led to the new individualism of the artist and the renowned works of the High Renaissance, with which we will conclude the semester. The class will address differences in style between many of the Italian cities: Florence, Rome, Siena, Mantua, among others.

The class will be held in a lecture format with images projected during lecture for a combination of visual and verbal information. Prerequisites: A minimum grade of "C" in ART 2531 and ART 2532.

ART 3533

Baroque and Rococo Art History: 3-0-3

This course will address the visual arts of the Baroque and Rococo periods in both Northern and Southern Europe. The class will primarily cover painting, and sculpture, with the inclusion of some architectural works. The course will begin by establishing the artistic traditions of the Late Renaissance era to lay the groundwork for the revised aesthetic and innovations of the Baroque, and go on to examine further shifts in style as we move into the Rococo. The class will be held in a lecture format with images projected during lecture for a combination of visual and verbal information. Prerequisites: A minimum grade of "C" in ART 2531 and ART 2532.

ART 3534/3534S

19th Century Art History: 3-0-3

This course examines the art, artists and issues in 19th century art through lectures and discussion. Topics for discussion include: Classicism & Romanticism, Representations of other cultures, Issues of gender, Realism, Impressionism & Post-Impressionism, Modernism, Abstraction, Symbolism. The format of the course is lecture with discussion. Prerequisites: A minimum grade of "C" in ART 2531 and ART 2532.

ART 3731

Graphic Design Internship: 0-5-3

Students will apply their skills and learn practices of the profession through a professional experience in graphic design. Prerequisite: ART 3331.

ART 4190/4190S

Problems in Drawing: 0-(2-6)-(1-3)

An intensive exploration of drawing media with special focus on advanced levels of personal expression. Thematic content, style, and expressive interpretation are to be determined by the student in consultation with the instructor. Prerequisite: Permission of the instructor.

ART 4276

Art Theory and Criticism: 3-0-3

This course will explore selected themes and issues in contemporary theory and criticism as they impact the ways in which art is produced, viewed, and written about today. This course will provide students with the practical knowledge and skills to comprehend and critically evaluate the vast body of theory and criticisms currently being written on the arts and to critically examine their own experience and perspectives on art education and the practice of art. Topics include formalism, gender and identity, otherness, realism and ideology, semiotics, representation, the gaze, surveillance, and power. The format of the course is lecture with discussion. Prerequisites: A minimum grade of "C" in ART 2531 and ART 2532.

ART 4333

Publication Design: 3-2-3

This class investigates publication design as a vehicle for consolidating all graphic design skills. Informed by tradition, as well as trend and its commercial viability in publications, students develop visual expressions as they pertain to journalistic philosophies, typography, photography, illustration, technology, time and sequencing. Integrated style or identity will be examined and related to various publications and view audiences, such as corporate reports and books, museum exhibit catalogs and magazines. Prerequisites: ART 3331 and ART 3338.

ART 4335

Web Page Design: 3-2-3

The student will develop effective graphic design interfaces for website construction. Course content will address software and technical information with an emphasis on items such as site construction and site management, as well as current and future developments in online services, search engines, and how they affect the online community. Students will incorporate workflow and organizational skills into an active online website for a variety of topics. Prerequisites: ART 3331 and ART 3338.

ART 4381**Graphic Design Theories: 3-2-3**

An advanced level course that investigates in-depth theoretical and practical issues concerning the design profession, meaningful communication, ethics, and user-experience through the synthesis of visual and verbal solutions. Prerequisites: A minimum grade of "C" in ART 3330 and ART 3331.

ART 4435/4435S**Art History Travel Research: 3-0-3**

A study of important art works on location at museums, galleries, monuments and other sites. Specific topics and locations to be announced. Prerequisites: A minimum grade of "C" in ART 2531 and ART 2532.

ART 4530**20th Century Art History: 3-0-3**

This course surveys European and American art, artists and issues/movements in the 20th century. The purpose of this course is to provide an understanding of not only stylistic principles of the century, but also those human values and cultural events which served as inspiration. Lectures, readings, discussions, and assignments focus on the intentions, creative biographies, and historical circumstances of 20th century artists. The format for this course is lecture with discussion. Prerequisites: A minimum grade of "C" in ART 2531 and ART 2532.

ART 4531**Contemporary Art History: 3-0-3**

Through lectures and class discussion, this course explores the development of contemporary art from the 1970s to the present day. We will investigate issues pertaining to contemporary art such as place, memory, consumption, spirituality, identity, power, stories, loss and desire, time, humor, ecology and protest. Course content also considers the nature of "mega-exhibitions" and the changing role of art, artists, and curators as cultural activists; art as the product of economic relations between parties with different vested interests in the material object; visual strategies used in the media and advertising; and the impact of technology on contemporary culture in general and art in particular. Prerequisites: A minimum grade of "C" in ART 2531 and ART 2532.

ART 4590/4590S**Selected Topics in Art: 0-(2-6)-(1-3)**

Studio experiences to further students' artistic development in varied, unique processes and approaches. Prerequisites: A minimum grade of "C" in ART 1010, ART 1011, ART 1020, ART 1030, ART 2531, and ART 2532.

ART 4631/4631S**Art History Seminar: 3-0-3**

A seminar-format course on selected topics in art history with emphasis on directed readings and classroom discussion. Prerequisites: A minimum grade of "C" in ART 2531 and ART 2532.

ART 4830**Art History Research: 3-0-3**

Independent research and study on selected topics in art history. Prerequisite: Permission of instructor.

ART 4831**Senior Art History Thesis: 3-0-3**

Independent research and writing on a specific topic under the supervision of an art history faculty member. The thesis is a substantial research paper which demonstrates advanced understanding or interpretation on a specific Art History topic. Prerequisites: A minimum grade of "C" in ART 2531 and ART 2532, 18 hours of Art History, and approval of advisor.

ART 4889**Graphic Design Portfolio: 3-2-3**

The student will compile a professional portfolio and exhibit creative work to the public. Prerequisites: A minimum grade of "C" in ART 3334 and ART 4381.

ART 4999**BFA Portfolio and Exhibition: 2-3-3**

Portfolio development and exhibition experience for senior BFA studio students. Prerequisite: Last semester in degree program.

ART 7151**Design Activism: 3-2-3**

Students work together as one unit to investigate current social issues and how to bring about social change through design.

ART 7152**Design & Semiotics: 3-2-3**

Theoretical and Philosophical principles of signs, signifiers and what is represented is applied to the study of how meaning is created in graphic design. Investigated through studio projects, students will create work that anchors or relays meaning in visual communication.

ART 7153**Design Explorations: 3-2-3**

Theoretical and practical application of design problems.

ART 7154**Design for the User: 3-2-3**

Focus is placed on the relationship between the user and the principles of tangible design. Coursework includes research of existing problems in design, what are the needs of the user, and how design can be restructured to fill those needs to improve user experience.

ART 7190**2D Graduate Studio: 0-(1-18)-(1-9)**

Graduate studio research in the areas of drawing, painting, printmaking, paper and book arts.

ART 7193**3D Graduate Studio: 0-6-(1-9)**

Graduate studio research in the areas of ceramics, jewelry/metals and sculpture.

ART 7231**Art and Architecture of the Ancient World: 3-0-3**

This course will encompass a study of the visual arts, primarily sculpture, painting, metalwork, and architecture, both secular and religious, of the ancient world from Prehistoric times through circa 350 CE, with an emphasis on the art of Greece and Rome. A historical and cultural background will be provided to lay a contextual groundwork for the more specific information of the works of art and architecture. The material will begin with the examination of the earliest artistic creations by humankind in the Paleolithic era, proceed with the works of the ancient Egyptian, Greek, Etruscan, ancient Roman cultures, and conclude with the conversion of the Roman Empire to Christianity and to the era known as Early Christian. The class will be held in a lecture format with images projected during lecture for a combination of visual and verbal information.

ART 7232**Medieval Art History: 3-0-3**

This course will encompass a study of the visual arts in Europe, primarily sculpture, painting, and architecture from the fall of the Roman Empire to the thirteenth century. While some secular works will be covered, primarily the course will address Christian art because of the Church's strong sway in the Medieval world. The class will be held in a lecture format with images projected during lecture for a combination of visual and verbal information.

ART 7233**Italian Renaissance Art History: 3-0-3**

This course will encompass a study of the visual arts, primarily sculpture, painting, and architecture, both secular and religious, from the Italian Renaissance. The course will begin by establishing the artistic traditions of the Medieval era and exhibit how the early Renaissance artists both operated within these traditions and made marked innovations to the visual vocabulary, moves which eventually led to the new individualism of the

artist and the renowned works of the High Renaissance, with which we will conclude the semester. The class will address differences in style between many of the Italian cities: Florence, Rome, Siena, Mantua, among others. The class will be held in a lecture format with images projected during lecture for a combination of visual and verbal information.

ART 7234

Baroque and Rococo Art History: 3-0-3

This course will address the visual arts of the Baroque and Rococo periods in both Northern and Southern Europe. The class will primarily cover painting, and sculpture, with the inclusion of some architectural works. The course will begin by establishing the artistic traditions of the Late Renaissance era to lay the groundwork for the revised aesthetic and innovations of the Baroque, and go on to examine further shifts in style as we move into the Rococo. The class will be held in a lecture format with images projected during lecture for a combination of visual and verbal information.

ART 7235

19th Century Art History: 3-0-3

This course examines the art, artists and issues in 19th century art through lectures and discussion. Topics for discussion include: Classicism & Romanticism, Representations of other cultures, Issues of gender, Realism, Impressionism & Post-Impressionism, Modernism, Abstraction, and Symbolism. The format of the course is lecture with discussion.

ART 7236

20th Century Art History: 3-0-3

This course surveys European and American art, artists and issues/movements in the 20th century. The purpose of this course is to provide an understanding of not only stylistic principles of the century, but also those human values and cultural events which served as inspiration. Lectures, readings, discussions, and assignments focus on the intentions, creative biographies, and historical circumstances of 20th century artists. The format for this course is lecture with discussion.

ART 7237

Contemporary Art History: 3-0-3

Through lectures and class discussion, this course explores the development of contemporary art from the 1970s to the present day. We will investigate issues pertaining to contemporary art such as place, memory, consumption, spirituality, identity, power, stories, loss and desire, time, humor, ecology and protest. Course content also considers the nature of "mega-exhibitions" and the changing role of art, artists, and curators as cultural activists; art as the product of economic relations between parties with different vested interests in the material object; visual strategies used in the media and advertising; and the impact of technology on contemporary culture in general and art in particular.

ART 7238

African Art History: 3-0-3

This course surveys the major themes, cultural groups, and art traditions of Africa. Focuses on materials, functions, meaning and the distinctive aesthetic values of cultural objects and their ritual significance in African societies.

ART 7239

African American Art History: 3-0-3

The study of African American art and design from the period of pre-colonial Africa to the contemporary United States. Investigates the creativity and cultural identity of African Americans and their contributions to the visual culture in America. Format is lecture and discussion.

ART 7251

Design Communication: 3-2-3

This course explores the problem-solving methods when fusing verbal and visual language into one cohesive body of work. Coursework will emphasize critical readings and analysis of design theories.

ART 7252

Design Systems: 3-2-3

Advanced explorations in branding and brand elements. Students will research critical issues in branding while developing a pliable brand that spans into a variety of collateral.

ART 7253

Design Forms: 3-2-3

Advanced experimentation of visual forms and aesthetics in design and how it impacts user interpretation and meaning.

ART 7254

Design of Information: 3-2-3

Advanced exploration into the theory and practice of information design. Students will research types of information, different information structures and how information can impact meaning and effectiveness.

ART 7330

American Art History: 3-0-3

This course examines the history of American Art from the Colonial Period through the present. Works of art and other forms of material culture will be explored and discussed within the context of philosophical, historical, social, and cultural developments. Attention will be given to the writings of artists and critics, as well as texts by contemporary art historians, historians, and other scholars which illustrate the variety of methodologies and interpretations that are currently being brought to bear on American art, architecture, and material culture. The format for this course is lecture with discussion.

ART 7351

Design Methods: 3-2-3

Advanced exploration of a variety of methods used to solve visual problems. This can include, but are not limited to, metaphor, rhetoric, deconstructive theory, and narrative.

ART 7352

Design and Typographic Form: 3-2-3

This course will integrate typographic theory in graphic design practice. Using typographic skills students will effectively apply type within various contexts, such as print, web, informational, poetic. This course will emphasize the importance of content, audience and purpose.

ART 7353

Design Ethics: 3-2-3

This course explores ethical issues relating to the current design community, from the graphic designer's relationship to other designers, to the clients of design, and the general public.

ART 7354

Design Issues: 3-2-3

This course explores critical issues within the design profession, and their impact on design and society. Students will become more aware of their priorities and goals as working designers, and develop broader awareness of their place as designers; and design's place in the culture. Issues reviewed in coursework will further graduate students' positions as responsible leaders within the professional community.

ART 7377

Graphic Design Art History: 3-0-3

This course is a survey of the history of graphic communications from prehistory to the present and will evaluate the impact of culture and technology on the development of graphic design in different historical contexts. Content includes the relation of art and graphic design, techniques of graphic representation, current trends, and the importance of graphic communication in contemporary society.

ART 7435

Aesthetics and Criticism in Art Education: 3-0-3

An introduction to basic issues related to the teaching aesthetics, art criticism, and art history to P-12 students. Students will design, implement,

and evaluate developmentally appropriate instruction for teaching these issues.

ART 7437

Arts Administration and Supervision: 3-0-3

An introduction to a variety of organizational structures and managerial strategies in the arts field. Emphasizes the history and philosophy of arts administrators, the status and role of arts administrators, and implementation and assessment strategies in art institutions. Prerequisite: Ed. S. in Art Candidacy.

ART 7530

Problems in Studio Pedagogy: 3-0-3

The development of qualitative curricula as it relates to the pedagogy of a studio media for grades P-College. The student will develop a curriculum in a specific 2D or 3D media. Investigation includes planning, implementation, and evaluation of learning in relation to the studio skills, vocabulary, history, aesthetics, and criticism. Prerequisites: Graduate course work in at least two courses of one medium to be target of research.

ART 7630

Art History Seminar: 3-0-3

A seminar-format course on selected topics in art history with emphasis on directed readings and classroom discussion. Prerequisites: Permission of instructor.

ART 7890

Professional Practices in Art: 3-0-(1-9)

Strategies emerging artists need to know for career success including studio practices, finances, writing and securing grants, pursuing exhibitions and venues to sell artworks, copyright and legal issues for the artist, commission projects, marketing strategies, portfolio design collateral and web presence. Prerequisite: Permission of instructor.

ART 7899

Art History Travel Research: 3-0-3

A study of important art works on location at museums, galleries and other sites. Specific topics and locations to be announced. Prerequisite: Permission of instructor.

ART 8030

Selected Topics in Art: 3-0-3

Specific themes in the visual arts. Topics vary. Prerequisite: Permission of instructor.

ART 8330

Museum Art Education: 3-0-3

Gives a broad overview of museum art education. The history, theory, and practice of museum art education in North America will be investigated. A variety of learning experiences will be provided in order for students to plan, implement, and evaluate instructional art programs in museum settings.

ART 8630

Art Theory and Criticism: 3-0-3

This course will explore selected themes and issues in contemporary theory and criticism as they impact the ways in which art is produced, viewed, and written about today. This course will provide students with the practical knowledge and skills to comprehend and critically evaluate the vast body of theory and criticisms currently being written on the arts and to critically examine their own experience and perspectives on art education and the practice of art. Topics include formalism, gender and identity, otherness, realism and ideology, semiotics, representation, the gaze, surveillance, and power. The format of the course is lecture with discussion.

ART 8830

Readings and Research in Art: 3-0-3

Classic and contemporary readings in the field and practice in research and writing standards for theses support paper. Prerequisite: Permission of instructor.

ART 8831

Art History Research: 3-0-3

Independent research and study on select topics in art history. Prerequisite: Permission of instructor.

ART 8999

Master of Fine Arts Thesis: 0-6-(1-6)

Provides the Master of Fine Arts degree candidate the opportunity of presenting a visual thesis. The candidate will present an exhibition which will be supported by a written defense. A major professor will supervise the creation of the thesis work and the written documentation. Prerequisite: Permission of major professor.

Astronomy (COST)

ASTR 1000

Introduction to the Universe: 3-0-3

A study of the motions and constitution of the solar system, stars and other celestial bodies. Theories of evolution of celestial bodies and the universe are considered in addition to the instrumentation used by astronomers.

ASTR 1010

Astronomy of the Solar System: 3-0-3

A study of the motions and physical properties of the planets, asteroids, and comets.

ASTR 1020

Stellar and Galactic Astronomy: 3-0-3

A study of the physical properties of stars and galaxies and of the origins of the universe.

ASTR 1211/1211S

Astronomy Lab: 0-2-1

A series of laboratories designed to measure the physical properties of planets, stars, and galaxies. Corequisites: Must be taken concurrently with either ASTR 1010 or ASTR 1020.

ASTR/PHYS 3131

Optics: 3-0-3

Geometric, physical, and quantum optics in which the general principles of wave optics and several optical devices are studied. Prerequisites: PHYS 2211 or PHYS 1111; and PHYS 2212 or PHYS 1112.

ASTR 3137

The Search for Life in the Universe: 3-0-3

The course will describe the current quest to find intelligent life in the universe. It will begin with a discussion of the nature and origin of life on Earth. After considering the search for life in our solar system, techniques used to search for extrasolar planets and extraterrestrial life will be explored. The course will also include a discussion of the physical limitations to interstellar spaceflight and alternative methods of communication. Prerequisites: ASTR 1000, ASTR 1010, or ASTR 1020, or permission of instructor.

ASTR 3538

Physical Astronomy: 3-0-3

The physical nature of the solar system, stars and galaxies will be studied in detail. Principles of physics will be used and illustrated, especially in the areas of mechanics, thermodynamics, physical optics, and spectral analysis. Prerequisites: PHYS 2211 or PHYS 1111 and PHYS 2212 or PHYS 1112.

ASTR/PHYS 3558

Introduction to General Relativity: 3-0-3

An introduction to the metric description of different spacetimes that describe flat and various curved geometries so as to derive the laws of mechanics for planets, stars, blackholes, etc. The course also introduces a very simple model of the expanding universe and briefly introduces cosmology. Prerequisite: PHYS 3537 or permission of instructor.

ASTR 4030

Selected Topics in Astronomy: 3-0-3

This course will cover selected topics in Astronomy. Students may be allowed to do special projects in astronomy under the recommendation of the instructor. Prerequisite: PHYS 1112 or PHYS 2212 or permission of instructor.

ASTR 4130

Astrophysics: 3-0-3

This course will cover advanced topics in Astrophysics. Students will become familiar with the fundamental physics of stars. This includes stellar atmospheres, interiors, and evolution. Students will study the atomic properties of matter and its interaction with light. Students will also study techniques for observing stars using telescopes and interferometers. Prerequisite: PHYS 1112 or PHYS 2212.

ASTR 4138

Galactic Astronomy: 3-0-3

Galactic Astronomy will cover advanced topics in galactic structure and evolution. This includes galaxy morphology, stellar and gaseous content, stellar orbits, disk dynamics, central massive blackholes, large scale structure, interactions and evolution in a cosmological setting. Students will also be introduced to the historic development of our modern view of the universe. Prerequisites: PHYS 1112 or PHYS 2212, or permission of instructor.

ASTR 4330

Observational Techniques in Astronomy: 3-0-3

This course will cover advanced topics in astronomical observing techniques. This includes the basic physical principles and methods needed to plan, obtain, and reduce photometric data of celestial objects. Students will be introduced to the principles of spherical astronomy, photoelectric detectors, atmospheric extinction and standard system transformations, and the Image Reduction and Analysis (IRAF) software package. Prerequisite: PHYS 1112 or PHYS 2212.

Business Education (COE)

BEED 3236

Methods of Teaching Business Subjects in the Secondary School: 3-0-3

An introduction to various methods and materials for teaching business subjects in the secondary school. A field based component will be arranged. Focuses on instructional methods in the teaching of skill development courses, including classroom interaction patterns, instruction modification and evaluation techniques. A field based component is included. Prerequisites: Completion of 24 hours in the business teaching field and admission to Teacher Education Program. Corequisites: SCED 4138 and EDUF 3234.

BEED 4090

Business Education Special Topics: (1-3)-0-(1-3)

Designed to promote specialized training appropriate to the needs of pre-service teachers. Attention will be given to a range of specific problems as they relate to the secondary school classroom. Prerequisites: Approval of the advisor, instructor and department chair.

BEED 5130/5130G

Cooperative Vocational Education: 3-0-3

Considers all cooperative curriculum programs in the high school, as well as the philosophy and background for the program. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite: Admission to Teacher Education Program or possess a Bachelor of Science in Education (BSED).

BEED 7090

Selected Topics in Business Education: 3-0-(1-3)

Designed to promote specialized training appropriate to the needs of in service teachers. Attention will be given to a range of specific problems as

they relate to the secondary school classroom. Prerequisites: Approval of the advisor, instructor, and department chair.

Honors (Bell Honors Program)

BHON 1101

Seeing and Writing I: 3-0-3

Provides in-depth study in the techniques of good writing and of critical thinking with exposure to various ways of seeing the world and one's relation to it through intensive readings in the humanities. Students will write essays, read novels, stories, poetry and non-fiction prose, and see and analyze within established course contexts serious motion pictures. Interdisciplinary and team-taught.

BHON 1102

Seeing and Writing II: 3-0-3

Emphasizes refining the skills in writing, critical thinking, and reading acquired in BHON 1101. In addition to writing essays, students will write a longer course paper, synthesizing materials of both courses, in which they will apply, interactively, important personal concerns and interests and nurture basic research skills. Interdisciplinary and team-taught.

BHON 1110

Freshman Seminar I: 1-0-1

The freshman BHP Seminars are special additional enrichments of the general educations of Bell Honors Program Scholars. Content is determined when selections are made by the Honors Council from annually submitted proposals from faculty.

BHON 1111

Freshman Seminar II: 1-0-1

The freshman BHP seminars are special additional enrichments of the general educations of Bell Honors Program Scholars. Content is determined when selections are made by the Honors Council from annually submitted proposals from faculty.

BHON 1131

Social Science Perspectives: The Human Dawn: 3-0-3

The development of world cultures from human origins throughout the era of Tamerlane, Dante, and the cresting of Ottoman power in the Middle East. The role of economics in the development of social and political institutions is a central emphasis. Interdisciplinary and team-taught.

BHON 1132

Genesis Modern Societies: 3-0-3

The evolution of world cultures, from the high Renaissance in the west, the Ming period in China, and the cresting of the Incan Empire, via the Protestant Reformation and the age of explorations, the Mughal Empire of India, the scientific revolution and the Enlightenment, through the American and French revolutions to the era of Napoleon, the Tokugawa Shogunate in Japan and the independence movements in South America. The role of economics in the development of social and political institutions is a central emphasis. The development of U.S. government and the Constitution, and the history of Georgia are also focal themes. Interdisciplinary and team-taught.

BHON 1441

Essential Skills in Math: 3-1-4

Imparts the content of the first calculus course, with additional content determined by the instructor, but to include probability and matrices, systems of equations and number theory. BHP Scholars entering with exceptionally strong backgrounds in calculus, demonstrated by AP scores and/or Post-Secondary Option college work, would, when appropriate, be permitted to take MATH 2242 or a higher level course in lieu of this course; this would not normally be advised.

BHON 2111

Sophomore Seminar I: 1-0-1

The sophomore BHP Seminars are special additional enrichments of the general educations of Bell Honors Program Scholars. Content is determined

when selections are made by the Honors Council from annually submitted proposals from faculty.

BHON 2133

Social Science Perspectives: The Foundations of the Contemporary World: 3-0-3

A study of world cultures of the nineteenth and twentieth centuries, down to the present. Central attention is given to the role of economics and its influence on the development of social and political institutions. The institutions of American government, the U.S. Constitution and the history and Constitution of Georgia are also focal themes. Interdisciplinary and team-taught, with a political scientist as one member of the team.

BHON 2134

The Shape of Things to Come: 3-0-3

A capstone and conclusion to BHP courses in all areas. An interdisciplinary and team-taught exploration of the best thinking on projected future developments of world issues and world cultures. The central theme is the role of economics, applying micro- and macro-economic methods, and its influence on shaping the future. A broad spectrum of other topics, art, music, and contemporary thought through world political issues to business and law are considered in their relation to economic forces and institutions. Employs extensive use of guest professors to provide a wide variety of perspectives on the future. Includes an economist as one member of the core teaching team.

BHON 2210

Turning Points and Connections: 1-0-1

A special BHP section focusing on the connections between major turning points in history and their effects on life, as seen in art, music, philosophy, literature, politics, science, economics and cultural outlook. Serves as BHP seminar in spring semester of the sophomore year.

BHON 2230

Ideas and the Arts: 3-0-3

An interdisciplinary and team-taught introduction to philosophy and the fine arts and their interrelationships.

BHON 2241

Science and Contemporary World Issues: 3-2-4

Explores contemporary issues and controversies in the sciences and the role of science and scientists in issues facing the world of today. A study of environmental issues is central. Continuing attention is paid to applications of mathematics. Includes a laboratory component, with laboratory content appropriate to the disciplines of faculty teaching the course. Interdisciplinary and team-taught.

BHON 3110

Junior Colloquium I: 1-0-1

The junior BHP Colloquia are special additional enrichments of the general educations of Bell Honors Program scholars. Content is determined when selections are made by the Honors Council from annually submitted proposals from faculty.

BHON 3111

Junior Colloquium II: 1-0-1

The Junior BHP Colloquia are special additional enrichments of the general educations of Bell Honors Program Scholars. Content is determined when selections are made by the Honors Council from annually submitted proposals from faculty.

BHON 4110

Senior Colloquium I: 1-0-1

The Senior BHP Colloquia are special additional enrichments of the general educations of Bell Honors Program Scholars. Content is determined when selections are made by the Honors Council from annually submitted proposals from faculty.

BHON 4111

Senior Colloquium II: 1-0-1

The Senior BHP Colloquia are special additional enrichments of the general educations of Bell Honors Program Scholars. Content is determined when selections are made by the Honors Council from annually submitted proposals from faculty.

Biology (COST)

BIOL 1110/1110H/1110S

General Biology Laboratory: 0-2-1

A series of laboratory components that involve hands-on experimentation with the biological concepts of genetics, growth, ecology, reproduction, development and physiological processes.

BIOL 1130/1130S

General Biology: 3-0-3

An introductory course covering the concepts and applications of biological diversity. In this course, cell organization, genetics, diversity, plant and animal structure and function, ecology, evolution, and our impact on the environment will be discussed in class.

BIOL 1210/1210H

Environmental Biology Laboratory: 0-2-1

A series of laboratory components that are directed towards ecological and environmental science and stress experimental design and data analysis.

BIOL 1230

Environmental Biology: 3-0-3

A consideration of environmental issues and ecological processes including interspecific interactions, community dynamics, biodiversity, and the major biomes of the world. Human impact on earth, population growth, conservation, energy production, food production, and pollution will be related to those basic ecological processes.

BIOL 1331

Insects and People: 3-0-3

An introduction to the role insects and other arthropods serve in relation to humans. Insect human interactions in the home, yard, garden, workplace, recreational areas, and human body are included. Consideration of the natural history, life cycles and optional human actions regarding pests, beneficial insects, insects and disease, insects and food, and aesthetics is included.

BIOL 1333

From Neuron to Brain: 3-0-3

A consideration of the workings of the brain from a biological perspective. The mechanisms of neural function from cell to network to brain will be studied. Topics will include neurons, neurotransmitters, nerve nets, the biological basis of learning, vision, language, brain sex differences, major disorders of mind and brain, and aging of the brain.

BIOL 1335/1335H

Plants and Civilization: 3-0-3

An introduction to major groups of economic plants and their role in the origin and maintenance of civilization. The course also deals with plant biodiversity and the potential impact of biological losses.

BIOL 2107/2107H

Principles of Biology I: 3-0-3

A general course covering the concepts and applications of cellular and molecular biology. Includes scientific method, cell organization, gene regulation, molecular genetics, cell diversity, cell structure and function, and evolution. Prerequisite: Prior or concurrent enrollment in CHEM 1145. Corequisite: BIOL 2107L.

BIOL 2107L**Principles of Biology I Laboratory: 0-3-1**

Laboratory course emphasizing hands-on experience in the applications of cellular and molecular biology through emphasis on experimental design and data analysis. Prerequisite: Prior or concurrent enrollment in CHEM 1145. Corequisite: BIOL 2107.

BIOL 2108/2108H**Principles of Biology II: 3-0-3**

Overview of major organismal, evolutionary and ecological topics in biology including evolution, diversity of life on earth, plant and animal form and function, and ecology. The course also discusses how life evolved to meet changing conditions on the planet. Prerequisites: BIOL 2107 or BIOL 2107H and BIOL 2107L. Corequisite: BIOL 2108L.

BIOL 2108L**Principles of Biology II Laboratory: 0-3-1**

Laboratory survey of the diversity and basic biology of viruses, bacteria, protista, fungi, plants, and animals. Emphasis will be placed on recognition of the major groups of organisms and understanding of the relationship between structure, function and organismal success. Prerequisite: Prior or concurrent enrollment in CHEM 1145. Corequisite: BIOL 2108.

BIOL 2240/2240S**Microbiology: 3-2-4**

Emphasizes fundamental principles of microbiology. Topics include structure, physiology, and economic importance of microorganisms. Prerequisites: 4 credit hour laboratory course in Biology or Chemistry and sophomore standing.

BIOL 2320H**Honors Research Methods in Biology: 2-0-2**

Provides Departmental Honors in Biology students an overview of basic research methods, experimental design, visual presentation and analysis of biological information in a diversity of biology sub-disciplines. This course provides the foundation for understanding the analyses typically presented in biological publications as well as the precepts necessary to plan a research project effectively. Prerequisites: BIOL 2107 or BIOL 2107H and BIOL 2108 or BIOL 2108H. Any introductory Biology sequence can substitute for BIOL 2107/2108. Acceptance into the Departmental Honors in Biology Program is required.

BIOL 3099/3099S**Selected Topics/Biology: 3-3-4**

Course taught on a selected topic in biology on a one-time basis. Prerequisites: BIOL 2107, BIOL 2107L, BIOL 2108, and BIOL 2108L.

BIOL 3113**Evolution and Ecology Laboratory: 0-3-1**

Emphasizes quantitative and graphical analyses in transmission genetics, evolutionary biology including systematics, and ecology. Students will conduct controlled experiments followed by analysis and formal written presentation of the methods and results. Exercises will utilize manipulation of live organisms, computer simulations, and preserved/prepared specimens. Prerequisites: BIOL 2107, BIOL 2107L, BIOL 2108, and BIOL 2108L.

BIOL 3130**Principles of Genetics: 3-0-3**

This course includes the study of gene structure and function, the role of genes in determining the traits of living organisms, and the role of genes in evolution. Topics include the physical basis of Mendelian inheritance, interaction of genes, linkage and mapping, sex linkage, DNA replication, mutation, RNA transcription, protein translation, regulation of gene expression, and the fundamental principles of population, quantitative, and evolutionary genetics. Prerequisites: BIOL 2107, BIOL 2107L, BIOL 2108, and BIOL 2108L.

BIOL 3133**Evolution and Ecology: 3-0-3**

An introduction to major principles of genetics, evolution, and ecology. This course covers the origin and maintenance of genetic variation (Mendelian and population genetics), genetic change in populations over time (microevolutionary processes of selection, drift, and gene flow), and taxonomic diversification (macroevolutionary process of speciation). Students will see how this evolution and diversification are shaped by ecological interactions between organisms and their abiotic and biotic environment. These ecological interactions will be studied at the population, community, and ecosystem levels. Prerequisites: BIOL 2107, BIOL 2107L, BIOL 2108, and BIOL 2108L.

BIOL 3230**Introduction to Immunology: 3-0-3**

Introduction to the biology of lymphocytes and adaptive immune responses including the study of immunoglobulins and cytokines. The roles of the immune system in health and disease are also examined. Prerequisites: BIOL 2107, BIOL 2107L, BIOL 2108, BIOL 2108L, and three or four courses in chemistry.

BIOL 3240**Biology of Microorganisms: 3-3-4**

Covers the principles and techniques of general microbiology, including physiology, genetics, and host-parasite interactions involving bacteria, eukaryotic microorganisms and viruses. Prerequisites: BIOL 2107, BIOL 2107L, BIOL 2108, and BIOL 2108L.

BIOL 3341**Nonvascular Plants: 3-3-4**

A general survey of bacteria, algae, fungi, lichens, and bryophytes, stressing identification, morphology, life cycles, economic importance, and roles in ecosystems. Prerequisites: BIOL 2107, BIOL 2107L, BIOL 2108, and BIOL 2108L.

BIOL 3343**Woody Plants of the Southeast: 2-6-4**

A general survey of vascular plants including life histories, morphology, ecology, and identification. The woody plants of Bulloch County and vicinity are emphasized. Prerequisites: BIOL 2107, BIOL 2107L, BIOL 2108, and BIOL 2108L.

BIOL 3440**Field Biology: 3-2-4**

A field introduction to the natural history of plants and animals of the Georgia coastal plain. Field collections and observations are integrated with laboratory identification and lectures. Prerequisites: BIOL 2107, BIOL 2107L, BIOL 2108, and BIOL 2108L.

BIOL 3541**Invertebrate Zoology: 3-3-4**

A survey of the diversity and basic biology of the invertebrates. Emphasis is placed on adaptations responsible for the diversity and life history strategies of invertebrates, and identification of locally important invertebrate groups. Field trips and research project required. Prerequisites: BIOL 2107, BIOL 2107L, BIOL 2108, and BIOL 2108L.

BIOL 3545**Vertebrate Zoology: 3-3-4**

Study of the vertebrates with emphasis on the form, function, identification, evolution, distribution, and life histories of local vertebrate fauna. Field trips required. Prerequisites: BIOL 2107, BIOL 2107L, BIOL 2108, and BIOL 2108L.

BIOL 3630H**Honors Current Trends in Biological Research: 3-0-3**

Provides students in Departmental Honors in Biology with a structured introduction to current topics in biological research. The course familiarizes students with the scope of biological research and aids students in selecting an area of inquiry to pursue their capstone research requirement. Students

will attend the Departmental Seminar series as part of this course. One outcome of this course is a research proposal written with a faculty mentor. Students may not receive credit for this course and BIOL 4620. Prerequisites: BIOL 2320H. Acceptance into the Departmental Honors in Biology Program is required.

BIOL 3635

Biological Basis of Animal Behavior: 3-0-3

This course will cover the biological basis of animal behavior, emphasizing the evolution, function, development and causes of behavioral actions by animals. Classes will be interactive and include student discussions. Video clips will illustrate behavioral concepts discussed in the course. A range of topics will be covered, including such possibilities as communication, predator/prey interactions, reproductive behavior, the interaction of genes and the environment, the development of behavior and sensory mechanisms. Prerequisites: BIOL 2107, BIOL 2107L, BIOL 2108, and BIOL 2108L.

BIOL 3790

Teaching Internship in Biology: 1-(2-6)-(1-3)

Student internship in BIOL 1210 under the mentorship of a faculty member. The student will participate in an introductory workshop immediately prior to the start of the semester, intern in BIOL 1210, and meet with the faculty mentor one hour each week. Prerequisites: BIOL 2107, BIOL 2107L, BIOL 2108, BIOL 2108L, Junior standing or above, 3.0 GPA, letter of recommendation from a professor and permission of instructor. 1 credit hour per laboratory section of BIOL 1210 in which the student interns.

BIOL 4620

Undergraduate Seminar: 2-0-2

Group study of selected biological topics held in conjunction with the normal seminar schedule of the Department of Biology. Topics will vary each semester and will be led by biology faculty. Prerequisite: BIOL 2107, BIOL 2107L, BIOL 2108, BIOL 2108L, and junior standing.

BIOL 4730

Internship in Biology: 3-0-3

Qualified biology majors may acquire practical experience by working with a government agency that specializes in the proposed area of study. Faculty members of the biology department must act as consultants. Internships must be approved by the head of the department. An oral presentation of the results must be presented at the end of the semester. Prerequisites: BIOL 2107, BIOL 2107L, BIOL 2108, BIOL 2108L, minimum GPA of 2.75, and junior standing.

BIOL 4890/4890S

Undergraduate Research: (1-4)-0-(1-4)

Biology majors will be encouraged to conduct a research project under the supervision of faculty. The faculty recommendation must have approval of the head of the biology department. A written abstract and an oral presentation of the results by the student must be presented at the end of the semester. A maximum of five credit hours of BIOL 4890 may be counted toward the 22 (BA) or 32 (BSB) credit hours needed in Biology Elective course work. Prerequisites: BIOL 2107, BIOL 2107L, BIOL 2108, BIOL 2108L, minimum GPA of 2.75, and junior standing.

BIOL 4895H

Honors Research: 0-(3-9)-(1-3)

Independent research under the guidance of a biology faculty member for students in the Departmental Honors program. Required for students attempting to earn Departmental Honors in Biology. Students may register for 1-3 credit hours, but must complete 4 credit hours. Students opting to attempt the honors degree program would be precluded from receiving biology elective credit for BIOL 4890. Prerequisites: Junior level or above; good standing in the University Honors Program (3.3 GPA or higher).

BIOL 4999H

Honors Thesis: 2-0-2

Written and oral presentation of results of independent research. Honors thesis must follow the guidelines adopted by the University Honors Program. Required for students attempting to earn Departmental Honors in Biology. Prerequisites: A minimum grade of "C" in 4 credit hours of BIOL

4895H; good standing in the University Honors Program (3.3 GPA or higher).

BIOL 5099/5099G/5099S

Selected Topics/Biology: 3-(0 or 3)-(3 or 4)

A course taught on a one-time basis. Lecture only courses will be three credit hours while courses with a laboratory will be four credit hours. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: BIOL 2107, BIOL 2107L, BIOL 2108, and BIOL 2108L.

BIOL 5131/5131G

Cell Biology: 3-0-3

Examines the structure and physiology of cells and subcellular organelles. Topics include the cell membrane and membrane transport, the extracellular matrix of the cell, the cell cytoskeleton, DNA structure and replication, transcription, translation and the regulation of gene expression. Graduate students will be given an extra assignment or an extra section on tests, as determined by the instructor, that undergraduates will not be required to do. Prerequisites: BIOL 2107, BIOL 2107L, BIOL 2108, BIOL 2108L, BIOL 3130, and two semesters of chemistry or permission of instructor.

BIOL 5132/5132G

Molecular Genetics: 3-0-3

Examines aspects of inheritance of organisms at the molecular, biochemical, cytological, organismic and population levels. Graduate students will be given an extra assignment or additional section of questions on tests that undergraduates will not be required to complete. Prerequisite: BIOL 2107, BIOL 2107L, BIOL 2108, BIOL 2108L, BIOL 3130, and a combination of 20 hours of Biology and Organic Chemistry.

BIOL 5134/5134G

Population/Quantitative Genetics: 3-0-3

Introduction to the dynamics of evolutionary change for qualitative and metric characters. Hardy-Weinberg equilibrium will provide a basis for further analysis of microevolutionary "forces" of selection, drift, gene flow, and mutation. Methods for estimating heritability of metric traits and predicting the course of selection will also be introduced. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: BIOL 2107, BIOL 2107L, BIOL 2108, BIOL 2108L, and BIOL 3130. A statistics course and first calculus recommended.

BIOL 5140/5140G

Bacteriology: 3-3-4

A survey of bacteriology with emphasis on fundamental techniques, microbial physiology, medical applications, and contemporary aspects of applied bacteriology. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: BIOL 2107, BIOL 2107L, BIOL 2108, and BIOL 2108L.

BIOL 5142/5142G

Molecular Biotechniques: 3-3-4

Highlights modern discoveries in molecular genetics and their application in today's world. In addition to the body of facts associated with molecular methodology, the course will introduce students to experimental techniques such as PCR, electrophoresis, restriction enzyme digest analysis, and DNA sequencing. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: BIOL 2107, BIOL 2107L, BIOL 2108, BIOL 2108L, and BIOL 3130.

BIOL 5148/5148G

Human Genetics: 3-3-4

Basic principles of Mendelian inheritance and molecular genetics are applied to a systematic review of human disorders. Included are disorders of blood, connective tissue, muscles, lysosomes, lipoproteins, transport membrane and mechanisms, amino acid metabolism, and the immune system. Special attention is given to diseases caused by chromosomal abnormalities. Sex determination, genetic markers, gene mapping, and population genetics are also covered. Graduate students will be given an

extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: BIOL 2107, BIOL 2107L, BIOL 2108, BIOL 2108L, BIOL 3130, and CHEM 3341.

BIOL 5210/5210G**Comparative Animal Physiology Laboratory: 0-3-1**

Laboratory study of the basic physiological processes of animals, with integrated studies of molecular, cellular, metabolic, and organ-system functions. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite: BIOL 2107, BIOL 2107L, BIOL 2108, BIOL 2108L, BIOL 3130, and prior or concurrent enrollment in BIOL 5230 or permission of instructor. Corequisite: BIOL 3130.

BIOL 5230/5230G**Comparative Animal Physiology: 3-0-3**

A comparative review of the function and regulation of the major organ systems in animals. Topics include homeostasis, membrane transport, osmoregulation, and energetics. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: BIOL 2107, BIOL 2107L, BIOL 2108, and BIOL 2108L. Corequisite: BIOL 3130.

BIOL 5237/5237G**Physiological Ecology: 3-0-3**

Examines how physiological adaptations of animals and plants to abiotic environmental factors (e.g., temperature, salinity, moisture, ultraviolet radiation) contribute to the understanding of local species diversity, biogeographic patterns, and habitat exploitation. Emphasis is placed on how physiological function (e.g., osmoregulation, thermoregulation, gas exchange, energy use) interfaces with ecology and evolutionary biology. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: A minimum grade of "C" in BIOL 2107, BIOL 2107L, BIOL 2108, and BIOL 2108L. Corequisite: BIOL 3130.

BIOL 5239/5239G**Neurobiology: 3-0-3**

Introduction to the mechanisms of neural responses, neural integration, neural development, and environmental effects on developing mature nervous systems. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: BIOL 2107, BIOL 2107L, BIOL 2108, BIOL 2108L, and BIOL 5131. CHEM 1146 and PHYS 1112 recommended.

BIOL 5240/5240G**Histology: 3-3-4**

Examines the origin, development, structure, and function of vertebrate tissues. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: BIOL 2107, BIOL 2107L, BIOL 2108, and BIOL 2108L.

BIOL 5241/5241G**Comparative Vertebrate Anatomy: 3-3-4**

A comparative and functional study of the morphological systems of vertebrates. Laboratory emphasizes dissection of representative vertebrate groups. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: BIOL 2107, BIOL 2107L, BIOL 2108, and BIOL 2108L.

BIOL 5243/5243G**Toxicology: 3-3-4**

An introduction to the principles of toxicology with a focus on the toxicology of aquatic organisms. Topics include risk assessment, regulatory toxicology, mutagenesis, teratology, and toxicology of the nervous and reproductive systems. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: BIOL 2107, BIOL 2107L, BIOL 2108, and BIOL 2108L. BIOL 5230, CHEM 1145, and CHEM 1146 recommended.

BIOL 5244/5244G**Insect Physiology: 3-3-4**

An introduction to insect physiology. Topics include ingestion and utilization of food, reproduction, water balance, muscles, sensory systems, and pheromones. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: BIOL 2107, BIOL 2107L, BIOL 2108, and BIOL 2108L.

BIOL 5245/5245G**Ethophysiology of Insects: 3-3-4**

An intensive off-campus examination of insect sensory and motor systems. Topics include insect structure and function, behavior of insects, and measurement and analysis of simple and complex behaviors. Course is held in residence at a field station. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: BIOL 2107, BIOL 2107L, BIOL 2108, and BIOL 2108L.

BIOL 5246/5246G**Human Pathophysiology: 3-3-4**

A selective survey of causes and effects of diseases in humans at the molecular, cellular, and systemic level. Selected topics include cellular malfunctions, altered cell environments, cancer biology, and the pathophysiology of the nervous, endocrine, cardiovascular, pulmonary, and renal organ systems. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: BIOL 2107, BIOL 2107L, BIOL 2108, BIOL 2108L, and BIOL 5230. BIOL 5132 and BIOL 5248 recommended.

BIOL 5247/5247G**Endocrinology: 3-3-4**

A study of endocrine mechanisms, including their evolution and importance at various levels of biological organization. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: BIOL 2107, BIOL 2107L, BIOL 2108, and BIOL 2108L.

BIOL 5248/5248G**Immunology: 3-3-4**

A detailed study of the mammalian immune system emphasizing the experimental basis of current immunological theories. Topics include antigen-antibody interactions, organization and expression of immunoglobulin genes, complement, major histocompatibility complex, antigen processing and presentation, and generation of humoral and cellular immune responses. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: BIOL 2107, BIOL 2107L, BIOL 2108, BIOL 2108L, and CHEM 3341 and CHEM 3342, or permission of instructor.

BIOL 5333/5333G**Emerging Diseases: 3-0-3**

Study of the epidemiology of emerging and re-emerging human diseases throughout the world, but with emphasis on the situation in North America. New and resurging diseases caused by prions, viruses, bacteria, protozoa, fungi, arthropods, and helminths will be discussed, including some vector-borne and tropical diseases. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: BIOL 2107, BIOL 2107L, BIOL 2108, and BIOL 2108L or permission of instructor.

BIOL 5340/5340G**Plant Pathology: 3-3-4**

A broad introduction to representative common plant diseases and disorders with emphasis on diagnoses, causes, epidemiology, and methods of control. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: BIOL 2107, BIOL 2107L, BIOL 2108, and BIOL 2108L.

BIOL 5341/5341G**Parasitology: 3-3-4**

A study of the general principles of parasitism, with emphasis on morphology, classification, identification, and life cycles of parasites of vertebrates. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: BIOL 2107, BIOL 2107L, BIOL 2108, and BIOL 2108L.

BIOL 5343/5343G**Medical-Veterinary Entomology: 3-3-4**

An intensive study of the role of arthropods in the transmission, dissemination and causation of diseases of humans and animals. Topics include identification of vector arthropods and associated diseases, ecology, and control. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: BIOL 2107, BIOL 2107L, BIOL 2108, BIOL 2108L, and one of the following: BIOL 5442, BIOL 5341 or BIOL 3541.

BIOL 5345/5345G**Systematic Biology: 3-3-4**

Introduces the principles and methods of biosystematics. Speciation, nomenclature, hierarchical taxonomic categories, systematic characters, molecular systematics, and phylogenetic analyses are discussed. Laboratories involve use of modern molecular techniques and computational analysis with a variety of software packages. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: BIOL 2107, BIOL 2107L, BIOL 2108, and BIOL 2108L.

BIOL 5430/5430G**Math Models/Population Ecology I: 3-0-3**

An introduction to discrete time models that arise from the study of ecological populations. Difference equation and matrix equation models for populations will be formulated and analyzed both analytically and numerically. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: MATH 1441 or permission of instructor. Biology majors should have completed BIOL 2107, BIOL 2107L, BIOL 2108, BIOL 2108L, and BIOL 3133.

BIOL 5431/5431G**Virology: 3-0-3**

A survey of the biology of viruses, with emphasis on viral diversity, virus-host interactions, viral diseases of humans, animals and plants and uses of viruses in medicine, research and biocontrol. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: BIOL 2107, BIOL 2107L, BIOL 2108, BIOL 2108L, and BIOL 3130.

BIOL 5432/5432G**Deep Sea Environments: 3-0-3**

This course examines the current knowledge about hydrothermal systems in terms of their deep-sea environment and their geological and chemical makeup. Emphasis is placed on studying symbiotic relationships, reproductive biology, larval dispersal, thermal tolerances, sulfide and sensory adaptations by organisms found in non-vent, vent, and cold seep environments. Graduate students will be assigned extra readings from the current and classical peer-reviewed literature pertaining to the deep sea environment. Prerequisites: BIOL 2107 and BIOL 2108.

BIOL 5440/5440G**Protozoology: 3-3-4**

A survey of the diversity and basic biology of the protozoa with emphasis on protozoan adaptations that have allowed them to invade a wide range of habitats. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: BIOL 2107, BIOL 2107L, BIOL 2108, and BIOL 2108L.

BIOL 5441/5441G**Mycology: 3-3-4**

Broad introduction to various taxonomic groups of Fungi, emphasizing morphology, taxonomy, evolution, physiology, and economic importance. Selected mycotic diseases and symbiotic relationships in nature will be explored. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: BIOL 2107, BIOL 2107L, BIOL 2108, BIOL 2108L, and two courses of chemistry.

BIOL 5442/5442G**Entomology: 3-3-4**

Examines the phylogeny, morphology, life history and ecology of insects. Identification of local species will be emphasized. Field trips required. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: BIOL 2107, BIOL 2107L, BIOL 2108, and BIOL 2108L.

BIOL 5444/5444G**Ichthyology: 3-3-4**

Emphasizes the systematics, evolution, biology, ecology and behavior of recent and extinct fishes. Laboratory emphasizes the identification, morphology, and natural history of fishes. Field trips required. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: BIOL 2107, BIOL 2107L, BIOL 2108, and BIOL 2108L.

BIOL 5445/5445G**Herpetology: 3-3-4**

Examines the phylogeny, morphology, life history and ecology of reptiles and amphibians. Field identification of local species will be emphasized. Field trips required. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: BIOL 2107, BIOL 2107L, BIOL 2108, and BIOL 2108L.

BIOL 5446/5446G**Ornithology: 3-3-4**

An introduction to the study of birds, emphasizing field identification, songs and calls, classification, and life histories of Georgia's birds. Anatomical, physiological and behavioral adaptations are reviewed. Field trips required. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: BIOL 2107, BIOL 2107L, BIOL 2108, and BIOL 2108L.

BIOL 5448/5448G**Mammalogy: 3-3-4**

Course examines the classification, evolution, distribution and life histories of mammals. The laboratory includes identification and preparation of specimens and development of field techniques. Field trips required. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: BIOL 2107, BIOL 2107L, BIOL 2108, and BIOL 2108L.

BIOL 5449/5449G**Vertebrate Paleobiology: 3-3-4**

An investigation of the evolution, relationships and biology of fossil vertebrates, including major radiations, extinction events, and the roles of plate tectonics and paleoclimate. Current and controversial topics in paleontology will also be discussed. Field trip required. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: BIOL 2107, BIOL 2107L, BIOL 2108, and BIOL 2108L.

BIOL 5530/5530G**Wildlife Management: 3-0-3**

Emphasizes the principles, practices and prescriptions used in restoring and managing wildlife and other natural resources on a sustainable basis. All elements of wildlife management are examined in relation to basic land and water uses affecting the landscape. Factors influencing wildlife populations, including behavior, diseases, hazardous substances, predation and harvests

are covered in practical perspectives. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: BIOL 2107, BIOL 2107L, BIOL 2108, and BIOL 2108L. BIOL 5540 strongly recommended.

BIOL 5532/5532G

Evolution: 3-0-3

Covers the historical development of evolutionary thought and focuses on current issues in evolution. Emphasis is placed on the perceived importance of natural selection, mechanisms of speciation, the history of life on Earth, and human evolution. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: BIOL 2107, BIOL 2107L, BIOL 2108, BIOL 2108L, and BIOL 3133.

BIOL 5534/5534G

Conservation Biology: 3-0-3

Explores the causes and consequences of the loss of biodiversity, as well as methods for conserving rare species and ecosystems. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: BIOL 2107, BIOL 2107L, BIOL 2108, and BIOL 2108L.

BIOL 5535/5535G

Sex and Evolution: 3-0-3

Focuses on the evolution of sex and the subsequent conflict that arises between sexes. Models for the evolution and maintenance of sexual reproduction are compared. Sex allocation theory is reviewed and special attention is drawn to genetic mechanisms that permit sex ratio of offspring to be manipulated. Sexual selection and mate choice tactics are evaluated with reference to empirical studies in behavioral ecology. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: BIOL 2107, BIOL 2107L, BIOL 2108, BIOL 2108L, and BIOL 3133.

BIOL 5537/5537G

Biogeography: 3-0-3

Examines the distributional patterns of animals and plants from the perspectives of vicariance biogeography and organismal dispersal. One field trip required. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: BIOL 2107, BIOL 2107L, BIOL 2108, and BIOL 2108L.

BIOL 5540/5540G

Ecology: 3-3-4

Reviews basic ecological principles and current hypotheses relevant to biological organisms from the level of the population to ecosystems. Application of mathematic models to biological processes is emphasized. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: BIOL 2107, BIOL 2107L, BIOL 2108, BIOL 2108L, and BIOL 3133.

BIOL 5541/5541G/5541S

Tropical Marine Biology: 3-3-4

This is an intensive 2-week field course conducted in the Bahamas. Through daily lectures and field excursions, students are exposed to the natural history and ecology of a variety of marine organisms and ecosystems including mangroves, seagrasses, rocky shores and coral reefs. Additional fees required. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: BIOL 2107, BIOL 2107L, BIOL 2108, BIOL 2108L, and permission of instructor.

BIOL 5542/5542G

Aquatic Ecology: 3-3-4

Covers the biological and physiochemical factors that affect common organisms found in local aquatic ecosystems, including streams and rivers, wetlands, estuaries, and lakes. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: BIOL 2107, BIOL 2107L, BIOL 2108, BIOL 2108L, BIOL 3133, CHEM 1145 and CHEM 1146.

BIOL 5543/5543G

Advanced Field Ecology: 1-9-4

A field expedition involving ecological investigations of a major biome or natural area of North America. 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. Prerequisites: BIOL 2107, BIOL 2107L, BIOL 2108, BIOL 2108L, junior standing, and permission of instructor(s).

BIOL 5544/5544G

Population Biology: 3-3-4

A review of the genetic consequences of evolutionary forces that impact population structure, cohesion, and persistence. Special attention is given to the behavioral, ecological, and demographic responses of populations to natural selection pressures arising from the social environment and the presence of other species in the community. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: BIOL 2107, BIOL 2107L, BIOL 2108, BIOL 2108L, BIOL 3130, and BIOL 3133.

BIOL 5545/5545G

The Biology of Plants: 3-3-4

An investigation of the unique morphology, physiology, ecology and evolution of higher plants. Labs will emphasize an experimental approach, examining living systems in the greenhouse and in the field. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: BIOL 2107, BIOL 2107L, BIOL 2108, BIOL 2108L, and permission of the instructor.

BIOL 5546/5546G

Plant Evolutionary Ecology: 3-3-4

Examines the complex nature of plant reproductive biology, with focus on the evolution and maintenance of diverse breeding systems, the dynamics of plant-pollinator relationships, seed and seedling ecology, and coevolution. Students will design and carry out research projects, read the primary literature and present oral seminars. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: BIOL 2107, BIOL 2107L, BIOL 2108, BIOL 2108L, and BIOL 3133.

BIOL 5547/5547G

Marine Ecology: 3-3-4

Course stresses ecological processes and adaptations that act to structure coastal associations and permit their persistence through time. The course provides a background for students interested in research in the marine sciences. Students will learn to develop good statistical designs and use various techniques to collect data in marine ecology. Several field trips are required. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: BIOL 2107, BIOL 2107L, BIOL 2108, BIOL 2108L, and BIOL 3133 or permission of instructor.

BIOL 5645/5645G

Behavioral Ecology: 3-3-4

This is a course in behavioral biology couched in a framework of evolutionary and ecological inputs on behavior. Through lectures, discussions on papers from the primary literature, field trips with experiments related to recent topics covered in class, and student presentations on their research, participants will be immersed in the field of behavioral ecology. The laboratory will emphasize techniques used to study behavioral and provide students an opportunity to conduct research and carry out the entire scientific process in a behavioral context. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite: BIOL 2107, BIOL 2107L, BIOL 2108, BIOL 2108L, and BIOL 3635 or graduate level status.

BIOL 7090**Selected Topics/Biology: 3-3-4**

A course taught on a one-time basis. Prerequisites: BIOL 2131, BIOL 3132, BIOL 3133 or equivalent.

BIOL 7133**Molecular Biology: 3-0-3**

This course provides graduate students with a fundamental knowledge of how organisms operate at the molecular level. Emphasis is on relevant biological theory and techniques in the molecular field. Prerequisites: Graduate Status or permission of the Instructor.

BIOL 7135**Cytogenetics: 3-0-3**

Studies from a cytological aspect of eukaryotic chromosomes including chromosome structure, chromosomal aberrations, and chromosome mapping.

BIOL 7233**Applied Biology: 3-0-3**

Modern biological theory and technologies will be used to address applied questions related to conservation, restoration and environmental management. Emphasis will be on examining applicable, underlying theory with contemporary techniques and technologies to better understand and investigate solutions for relevant biological issues. Prerequisites: Graduate status or permission of the Instructor.

BIOL 7333**Evolutionary Ecology: 3-0-3**

Evolutionary Ecology is a quantitative examination of population growth, interspecific competition, predator-prey interaction, microevolution, and game theory relevant to sexual selection and sex ratio evolution. Topics are presented via spread sheet simulations of dynamic processes. Students will analyze and simulate models and solve problems based on algebraic theoretical models. Prerequisites: Graduate Status or permission of the Instructor.

BIOL 7440**Vector Ecology: 3-3-4**

Examines physiological, evolutionary, and ecological relationships between arthropod vectors, microbial pathogens they transmit and their vertebrate hosts.

BIOL 7531**Research Methods: 1-4-3**

A general introduction to biological research methods, including computer skills, web-based resources, oral and written scientific presentations, proposal writing, and the peer-review process. This course is designed for first-year M.S. students.

BIOL 7530**Biometry: 3-0-3**

Provides students with basic skills in the analysis of biological data. Lectures cover both parametric and nonparametric methods, with an emphasis on the practical problems posed by biological data. Prerequisite: Graduate status.

BIOL 7610**Graduate Seminar: 1-0-1**

An intensive study of an advanced biological topic covered by one or more members of the graduate faculty from the Department of Biology. The selected topic will vary from semester to semester. Required for the M.S. degree. Prerequisite: Graduate status.

BIOL 7890**Directed Individual Study: 0-0-(1-4)**

An independent or directed individual study supervised by a member of the graduate faculty of the Department of Biology. Prerequisites: Permission of the instructor and approval by the chair of the Department of Biology.

BIOL 7893**Biological Problems: 0-0-(1-4)**

Studies of biological problems in a specialized area of biology under the supervision of a member of the biology faculty. Prerequisites: Permission of the instructor and approval by the chair of the Department of Biology.

BIOL 7895**Research: 0-0-(1-3)**

Graduate students will pursue, under the direction of their advisory committee, a program of independent research in a particular area of biology. Results of the research will be presented as a thesis in partial fulfillment of the requirements for the Master of Science degree.

BIOL 7999**Thesis: (1-3)-0-(1-3)**

Results of individual research will be presented as a thesis in partial fulfillment of the Master of Science degree. The thesis requires defense of design, execution, analysis and interpretation of the research project.

Biostatistics (COPH)**BIOS 6135****Topics of Inference in Biostatistics: 3-0-3**

This course provides an introduction to the fundamental knowledge of derivatives and integrals found in biostatistical inference. The course will introduce the theory of probability, expectation and variance of discrete and continuous distributions, moment generating functions, bivariate and multivariate distributions, maximum likelihood estimation, and bias. Emphasis will be placed on the development of critical thinking skills and how concepts in this course are used in public health and biomedical studies.

BIOS 6331**Regression Analysis in Biostatistics: 3-0-3**

This course introduces the methods for analyzing biomedical and health related data using linear regression models. The course will introduce the student to matrix algebra as used in linear models. The course will involve model selection, diagnosis and remedial techniques to correct for assumption violations. The students will learn how to apply SAS procedures PROC REG, PROC CORR, and PROC GLM and interpret the results of analysis. Emphasis will also be placed on the development of critical thinking skills. Prerequisite: A minimum grade of "B" in PUBH 6541.

BIOS 6332**Experimental Design in Biostatistics: 3-0-3**

This course introduces the student to experimental designs commonly used in public health and biomedical settings and the methods for analyzing them. It will introduce the student to the principles of designing an experiment (randomization, blocking and replication), completely randomized designs, factorial design, randomized block designs, nested designs, split-plot designs, crossover designs, Latin squares and analysis of the longitudinal designs, a fixed effect (Model I) single factor and multifactor experiment, a random effect (Model II) single factor and multifactor experiment, a mixed effect (Model III) multifactor experiment, and covariance model. Students will learn how to apply SAS procedures: PROC GLM, PROC MIXED, PROC GENMOD, PROC VARCOMP, PROC RSREG and PROC MULTTEST to public health and biomedical data and interpret the results of the analysis. Prerequisite: A minimum grade of "B" in BIOS 6331.

BIOS 6531**Categorical Data Analysis: 3-0-3**

This course introduces statistical methods for analyzing both univariate and multivariate categorical and count data in public health, biomedical research, and other health-related fields. The course will introduce how to distinguish among the different measurement scales in addition to the commonly used statistical probability distribution and inference methods for categorical and count data. Emphasis will be placed on the application of the methodology and computational aspects rather than theory. The students will learn how to apply SAS procedures to data and interpret the results. Prerequisite: A minimum grade of "B" in PUBH 6541.

BIOS 7090**Selected Topics in Biostatistics: (1-3)-0-(1-3)**

Allows the student the opportunity to receive specialized and/or focused instruction in a biostatistical topic not generally offered by the department. Prerequisite: Permission of instructor.

BIOS 7131**Survival Analysis: 3-0-3**

This course introduces statistical methods for analyzing data collected on the time to an event, referred to as survival data, in medical research and other health related fields. Emphasis will be placed on the application of the methodology and computational aspects rather than theory. The students will learn how to apply SAS procedures to data and interpret the results. Prerequisite: A minimum grade of "B" in BIOS 6331 and BIOS 6531.

BIOS 7231**Clinical Trials Methodology: 3-0-3**

Students are introduced to regulatory, scientific, statistical and practical aspects of methods inherent in design, monitoring and analyzing clinical trials. Clinical trials in many areas of drug development are presented, discussed and critiqued. Prerequisite: A minimum grade of "B" in PUBH 6541.

BIOS 7331**Multivariate Analysis in Biostatistics: 3-0-3**

This course is designed to provide students in biostatistics with an introduction to multivariate methods commonly found in health related fields. The course will emphasize multivariate regression, multivariate analysis of variance (MANOVA) and co-variance (MANCOVA), discriminant analysis and an alternative to logistic regression and cluster analysis. Students will be introduced to appropriate SAS procedures and be required to interpret and report their results in a form that meets both FDA and the International Committee on Harmonization. Prerequisite: A minimum grade of "B" in BIOS 6332.

BIOS 7431**Statistical Issues in Drug Development: 3-0-3**

Major statistical issues in the federal regulation of drug research and clinical development will be studied. Specifically, summarization, analysis and monitoring of adverse experiences, two treatment crossover designs, active control equivalence studies, optimization in clinical trials and combination drug development, dosing in the elderly, intention to treat in clinical trials, and dual control groups in rodent carcinogenicity studies will be studied. Prerequisites: A minimum grade of "B" in BIOS 6331 and BIOS 6332.

BIOS 7433**Biopharmaceutical Statistics in Drug Development: 3-0-3**

Statistical aspects of drug research and development, federal regulations, and marketing will be studied. Specifically, statistical methods useful in the areas of pharmaceutical discovery and optimization, assessment of pharmacological activity, pharmaceutical formulation, preclinical and clinical safety assessment, clinical development, bio-availability and bio-equivalence, clinical trials with quantitative and qualitative measurements, cancer clinical trials, and manufacturing and quality control processes will be studied. Prerequisites: A minimum grade of "B" in BIOS 6331 and BIOS 6332.

BIOS 7534**Data Management for Biostatistics: 2-2-3**

This course emphasizes data management and software applications using the SAS (Statistical Analysis System) software package. It will introduce the student to SAS codes for: inputting and outputting data, creating temporary and permanent data sets, creating formatted and labeled SAS data sets, merging and connecting SAS data sets, creating output using the TABULATE and REPORT procedures, debugging a SAS program that includes the TABULATE, REPORT and SQL procedures, using character functions in SAS, using a random number generator, probability distributions, arrays, and date and time functions. Students will also write a simple and complex query using the SQL procedure; create, populate and modify a set of tables/views using the SQL procedure; and create a SAS program which includes one or more macros. This course will cover basic

relational database design and descriptive statistics in SAS. Particular focus is placed on applications pertaining to public health and biomedical research.

BIOS 7535**Data Analysis with SAS: 3-0-3**

The class is designed to provide skill building and practical experience in using SAS to: create analysis data files; analyze data such as that found in typical biostatistical consulting problems; and assess the validity of analysis methodology assumptions. Prerequisites: A minimum grade of "B" in BIOS 7534 and PUBH 6541.

BIOS 7890**Directed Individual Study: (1-3)-0-(1-3)**

Provides the student with an opportunity to investigate an area of interest under the direction of a faculty mentor. Prerequisite: Permission of instructor.

BIOS 9130**Research Seminar in Biostatistics: 3-0-3**

This course is designed to provide the student with the current best practices in biostatistical consulting. Topics include: Identifying and constructing appropriate questions to ask clients regarding their consultation request, an overview of appropriate statistical methods and SAS software procedures to use for specific study designs and statistical analysis of collected data, directing a consultation appointment without faculty lead, conducting exploratory data analyses, conducting effective analyses based on appropriate statistical methods and providing oral and written communication of statistical findings.

BIOS 9131**Advanced Statistical Inference for Biostatistics - I: 3-0-3**

This course provides an advanced study of theoretical statistics. Topics include: an introduction probability and sample space, conditional probability and Bayes Theorem, probability distribution of a random variable, discrete and continuous random variables, functions of random variables, moments and moment generating functions, order statistics and their distributions, discrete distributions, continuous distributions, bivariate and multivariate normal distribution, modes of convergence, limiting moment generating functions, and the central limit theorems.

BIOS 9133**Advanced Statistical Inference for Biostatistics II: 3-0-3**

This course is a continuation of Advanced Statistical Inference for Biostatisticians I. The additional topics in this course consists of: sample moments and their distributions, the theory of point estimation, the Neyman-Pearson Theory of testing hypotheses, likelihood ratio test, chi-square tests, t-test, F-test, (Bayes) and Minimax procedures in hypothesis testing, confidence estimation, the general linear hypothesis, and nonparametric statistical inference. Prerequisite: A minimum grade of "B" in BIOS 9131.

BIOS 9231**Bayesian Statistics I: 3-0-3**

This course provides the student with an introduction Bayesian Analysis and compares Bayesian methods to that of frequentists. The course includes selection of prior distributions, computing posterior distributions, conjugate models, Beta-Binomial model, Normal-Normal model, and Gamma-Poisson model. Bayesian inference using point and interval estimation, Bayesian hierarchical models, and exchangeability will be explored. Topics including Empirical Bayes versus a fully Bayes approach, Markov Chain Monte Carlo methods and model checking using Bayes factors and sensitivity analyses will be included. Prerequisite: A minimum grade of "B" in BIOS 9131.

BIOS 9233**Bayesian Statistics II: 3-0-3**

This course is a continuation of Bayesian Statistics I. In this course the student will study data collection and design of Bayesian analyses, including ignorability issues, Normal linear regression under the Bayesian paradigm, Markov Chain Monte Carlo methods, including the Gibbs sampler and Metropolis-Hastings algorithms, model checking and sensitivity analysis for model robustness, and Bayesian generalized linear models. Prerequisite: A minimum grade of "B" in BIOS 9231.

BIOS 9333**Applied Longitudinal Data Analysis: 3-0-3**

This course provides an introduction to longitudinal and clustered data. Topics include the basic concepts of longitudinal data, linear models for longitudinal data, generalized linear models and salient features, generalized estimating equations, generalized linear mixed effects models, missing data and dropouts, sample size and power, repeated measures, and multilevel linear models.

BIOS 9331**Meta-Analysis: 3-0-3**

This course is designed to address research questions in biomedical and other health-related research using meta-analysis techniques. A survey of past and present challenges of such techniques will be addressed, as will a mixture of Frequentist and Bayesian approaches to meta-analysis. Typical research questions found in health-related issues such as prevention, diagnosis, treatment, and policy will be constructed, followed by the methodologies to analyze such health-related questions. The course will focus on modeling and implementation issues in meta-analysis for biostatistical applications. In particular, this course will emphasize such topics as heterogeneous study results, combining studies with different designs, advantages and disadvantages to using meta-analysis over large trials, meta-analysis for 2x2 tables with multiple treatment groups, meta-analysis of clinical trials, addressing biases, meta-analysis of patient survival data, among additional biomedical applications. Prerequisite: A minimum grade of "B" in BIOS 9131.

BIOS 9431**Descriptive Biostatistics and Assumption Checking: 3-0-3**

This course will provide the student informative ways of presenting raw data, descriptive summaries of data: graphical and tabular, and diagnostic testing of assumptions underlying the validity of biostatistical methods.

BIOS 9432**Randomization and Bootstrap Methods in Health Data: 3-0-3**

This course is designed to provide the student with the basics of randomization tests and bootstrap methods. This course will cover the following topics: Randomization tests, the jackknife, the bootstrap and its application to health related data, Monte Carlo tests, considerations when using randomization, jackknife and bootstrap methods, one and two sample tests, analysis of variance, regression analysis, survival data and multivariate data. Prerequisite: A minimum grade of "B" in BIOS 9131. Corequisite: BIOS 9231.

BIOS 9433**Analysis with Missing and Mis-specified Data: 3-0-3**

This course is designed to provide the student with the basics of methods for analyzing data with missing data and mis-specified data. This course will cover the following topics: missing data in experiments, complete case analysis, weighted complete case analysis, available case analysis, single imputation methods such as mean, regression, last value varied forward, hot deck imputation, cold deck imputation, Bayes Imputation, Multiple imputation, and nonignorable missing data models. Prerequisite: A minimum grade of "B" in BIOS 9131. Corequisite: BIOS 9231.

Business Administration (COBA)**BUSA 1105/1105H/1105S****Introduction to Business: 3-0-3**

A survey course that acquaints beginning college students with the major institutions and practices in the business world, provides an understanding of basic business concepts, and presents a view of career opportunities that exist in business. Prerequisites: Only pre-business and non-business majors who have not completed other business courses may register for this course.

BUSA 1131**Financial Survival Skills: 3-0-3**

An overview of the issues relating to managing finances throughout one's life. Attention is given to career planning, budgeting, credit cards, loans,

lease vs. purchase for automobiles and housing, saving for retirement and risk management with insurance.

BUSA 3100**Essentials of Peer Advising: 1-0-0**

This block course will prepare students to become peer advisors in the College of Business Administration. The course will teach students paraprofessionals skills and knowledge to allow them to serve other students in a peer advising role. The professional staff/instructor has the obligation to provide the essential theoretical and practical information necessary for students to effectively carry out their responsibilities. Specifically peer advisors will be provided with the information necessary to (1) give guidance to pre-business students regarding academic procedures and policies, (2) offer knowledgeable referrals to university resources available to address academic questions and issues, and (3) help pre-business students better understand and prepare for the advisement process. Cannot be applied to any COBA major or minor. Prerequisites: B.B.A. Status, cumulative GPA of 3.0 or higher, and approval of COBA Associate Dean for Student and External Relations.

BUSA 3131/3131S**Business Statistics: 3-0-3**

This introductory course covers the concepts and techniques concerning exploratory data analysis, frequency distributions, central tendency and variation, probability, sampling, inference, regression, and correlation. Students will be exposed to these topics and how each applies to and can be used in the business environment. Students will master problem solving using both manual computations and statistical software. Prerequisite: A minimum grade of "C" in CISM 2530, and MATH 1232 or MATH 1441 or a minimum grade of "B" in MATH 1111.

BUSA 3132**Quantitative Analysis: 3-0-3**

Focuses on the analysis of the scientific decision-making methods for modern day managers, including such topics as decision making under certainty and uncertainty, linear programming, queuing models, simulation, project management, and forecasting. Students will be exposed to these topics as well as their solutions using both manual computations and statistical software. Prerequisites: A minimum grade of "C" in BUSA 3131.

BUSA 3134**Accounting for Management: 3-0-3**

Presents the internal and independent audit functions, demonstrating how they assist managers in organizations. Accounting information is used to enhance management decision making in a variety of business contexts, such as analyzing an annual report and making product pricing decisions for both internal and external customers. Prerequisites: A minimum grade of "C" in both ACCT 2101 and ACCT 2102; or a minimum grade of "C" in ACCT 2030.

BUSA 4131/4131H**Strategic Management: 3-0-3**

The major purpose of this course is to develop an understanding of the strategic management process and enable students to integrate the functional areas of business. Prerequisites: A minimum grade of "C" in BUSA 3132, FINC 3131, MGNT 3130, MGNT 3430, and MKTG 3131.

BUSA 4133**Business Ethics: 3-0-3**

Business ethics refers to the collective values of a business organization that can be used to evaluate whether the behavior of the business's members are considered acceptable and appropriate. This course will explore alternative views of ethics, describe the ways in which a business shapes its ethical environment, demonstrate how ethical problems arise, and help students develop codes and strategies that lead to ethical behavior. Prerequisite: A minimum grade of "C" in LSTD 2106.

BUSA 4700**Cooperative Education: 0-0-0**

An opportunity to gain work experience related to academic major, begin the career decision-making process and earn money for educational

expenses. This is accomplished through the Cooperative Education program. The co-op program is coordinated administratively by the Office of Career Services. Salaries and benefits are determined by the employer and normally increase as the program proceeds. Board and lodging are the responsibility of the student. An S/U grade is assigned for each work assignment on the basis of the employer's evaluation only.

BUSA 4790

Internship in Business: (3-6)-0-(3-6)

A supervised work-study program in selected business firms throughout the southeast. Prerequisites: Total Institution GPA of 2.5 or better, permission of advisor and major department chair.

BUSA 4799

Peer Advising: 0-(0-2)-(0-2)

Practicum in advising focuses on BBA students (1) providing guidance to pre-business students in understanding academic procedures and policies, (2) offering knowledgeable referrals to university resources available to address academic questions and issues, and (3) helping pre-business students better understand and prepare for the advisement process. May be taken twice for up to four hours of free elective credit. Cannot be applied to any COBA major or minor. Prerequisites: A minimum grade of "B" in BUSA 3100, B.B.A. Status, cumulative GPA of 3.0 or higher, and approval of COBA Associate Dean for Student and External Relations.

BUSA 4830/4830S

Special Topics in Business: 3-0-3

A customized course that is under the direction of a faculty sponsor. Designed to offer students an opportunity to pursue studies at a level or on topics not covered in scheduled courses. The scope and nature of the material covered is determined in consultation with faculty sponsor. Prerequisite: Senior Standing and permission of the director.

BUSA 7030/7030S

Special Topics in Business: 3-0-3

A standard course developed for a special or newly emerging topic that is in demand by MBA students. Lectures, group work, readings, research, and writing are required as in any other advanced elective course. Prerequisites: Cumulative graduate GPA of 3.0 or better, completion of the MBA prerequisites, and permission of the Director and instructor.

BUSA 7130

International Business: 3-0-3

This course presents fundamental considerations for managers of international trade operations, providing students with the experience of simulating the business of exporting. Prerequisites: Graduate standing and the completion of the MBA core or permission of the COBA Director of Graduate Studies for non-MBA students.

BUSA 7314

Team Building: 1-0-1

Designed to teach essential skills for teamwork.

BUSA 7530/7530S

Global Business Strategy: 3-0-3

This course focuses on global strategic management and encourages the analysis and development of business strategies within a global environment. Prerequisites: ACCT 7230, FINC 7231, MGNT 7430, and MKTG 7431 and graduate standing and completion of MBA prerequisites, or permission of the COBA Director of Graduate Studies for non-MBA students.

BUSA 7790

Internship in Business: 0-0-(3-6)

A supervised work/study program in selected organizations throughout the U.S.A. and abroad. Any student enrolled in the internship program will be required to work for one full semester. Prerequisites: Cumulative graduate GPA of 3.0 or better, completion of the MBA prerequisites, and permission of the Director.

BUSA 7890/7890S

Individual Research: (0-3)-0-(1-3)

A guided individual research project that provides the student with an opportunity to explore a particular topic in-depth. Normally, the course would culminate in a research report or case study. Prerequisites: Graduate standing, completion of the MBA prerequisites, and permission of the Director.

BUSA 9031

Seminar on Scientific Method, Theory, and Philosophy of Science: 3-0-3

Theoretical foundations and frameworks common to business research. Historical and philosophy of science perspectives. Fundamentals of theory building and employing the scientific method as a research process. Prerequisite: Acceptance in Ph.D. in Logistics/Supply Chain Management.

Community Health: Behavior and Education (COPH)

CHBE 9130

Research Methods in Community and Behavioral Health: 3-0-3

This course introduces doctoral students to research methods in health science. Development and presentation of research proposals will be the focus of the course. Additional emphasis will be placed on writing skills in research and grant applications.

CHBE 9132

Ecological Determinants of Public Health: 3-0-3

The course provides students with an examination of the social and behavioral determinants of health at all ecological levels, and their relationships with health equity. It also explores social and behavioral interventions to address community health inequity at multiple ecological levels (individual through policy).

CHBE 9230

Community-Based Public Health Program Planning and Evaluation: 3-0-3

This course introduces students to the theory and application of community-based program planning and evaluation. Concepts in community assessment, organization, and mobilization for the purpose of addressing identified public health concerns will serve as the foundation for the public health planning process. Appropriate techniques of partnership building, planning strategies, data collection, data analysis, and evidence-based decision making will also be introduced.

CHBE 9235

Communication and Advocacy: 3-0-3

This course will provide students with the ability to evaluate the history and current applications of health communication theory and strategies to public health practice and research. Emphasis is placed on use of health communication theory and strategies designed to create change across the ecological spectrum, from individual to policy levels. Students will gain the skills to structure, develop, implement and evaluate social marketing, media advocacy, risk communication and advocacy efforts for policy change. In addition, ability to lead systematic qualitative and mixed method data collection processes involving interviewing skills, participant observation and focus group development will be developed. Emphasis is placed on critical thinking skills to help students analyze and utilize these skills in research and practice in diverse public health settings.

CHBE 9331

Health Disparities and the Rural Underserved: 3-0-3

This course provides an in-depth look at health disparities, including factors related to the history, politics, socioeconomics, race/ethnicity, and access to and utilization of health care. The extant literature in each of these areas will be examined and discussed.

CHBE 9335**Global Health and Preparedness: 3-0-3**

This course will focus on global public health and preparedness for domestic and global emergencies. Students will explore patterns of health and disease around the world, and compare them to public health issues in the United States. An ecological framework will be employed to illustrate the complex political, social, economic, and environmental determinants of global health inequity. Concepts from the social sciences, epidemiology, health systems, and policymaking will be incorporated. The course will emphasize issues related to humanitarian emergencies and natural disasters both globally and domestically, and the need to build public health infrastructure and preparedness to mitigate them.

CHBE 9630**Doctoral Seminar in Community Health: 3-0-3**

This course will provide students with the opportunity to analyze the history and current applications of social and behavioral science theories, approaches, models and strategies (learned throughout the curriculum) to public health practice and research. This seminar will examine the breadth of epistemologies employed as we develop effective methods to create change across the ecological spectrum, from individual to policy levels. Emphasis will be placed on critical thinking skills to help students engage in dialogue about what will be effective research and practice in diverse public health settings over the next ten years.

Chemistry (COST)**CHEM 1030****Chemistry and Your World: 3-0-3**

Introduces students to the many ways in which chemistry affects their lives. Topics include plastics, nutrition, drug design and the many aspects of environmental chemistry. Decision-making activities related to real-world societal issues will help develop critical thinking skills.

CHEM 1040**Chemistry and the Environment: 3-3-4**

Students will study the fundamental aspects of chemistry in its political, economic, social, and international context. The laboratory will be a primary component of the course in that some of the course material will be first experienced in the laboratory. The laboratory will stress experimental design and data analysis as applied to environmental science.

CHEM 1140**Introduction to General, Organic, and Biochemistry: 3-3-4**

Introduces students to the basic concepts of chemical structure and reactivity with a focus on biological molecules. General chemistry topics of interest will include basic atomic structure, bonding, intermolecular forces, solutions, and acid-base chemistry. Students will focus on the structure and reactivity of carbon-containing compounds, applying these concepts to the structure and significance of biological molecules and their roles in biological systems. Prerequisite: Completion of or exemption of learning support math.

CHEM 1145/1145H**Principles of Chemistry I: 3-3-4**

Introduces students to many of the basic concepts of chemistry, emphasizing chemical structure. Beginning at the atom, the course evolves to a consideration of chemical bonding and intermolecular forces, ending with phase changes; the chemical reactions involving changes in the states of matter.

CHEM 1146/1146H**Principles of Chemistry II: 3-3-4**

Completes the introduction to chemistry, focusing on advanced topics of chemical reactivity (including kinetics, thermodynamics and equilibrium) and concludes with a detailed look at the applications of chemistry to a variety of issues and problems in society. Prerequisite: A minimum grade of "C" in CHEM 1145, or equivalent.

CHEM 1147**Comprehensive General Chemistry: 3-3-4**

Fundamental laws and theories of chemical reactions. Topics include atomic structure, bonding theory, stoichiometry, properties of matter; chemical thermodynamics, electrochemistry and kinetics. Prior completion of a high school chemistry course is highly recommended.

CHEM 2030**Principles of Chemistry Research: 3-0-3**

A course designed to develop basic research and laboratory skills in chemistry majors. Skills to be covered include literature and scientific writing, scientific ethics, report writing, presentation skills, waste handling, chemical labeling, MSDS sheets, and appropriate use of common equipment. Additional topics to be covered include career options for chemists and resume/interviewing skills. Prerequisites: a minimum grade of "C" in CHEM 3341 an prior or concurrent enrollment with a minimum grade of "C" in CHEM 2242.

CHEM 2242**Analytical Chemistry: 3-3-4**

The study of modern quantitative determination methods, including volumetric and gravimetric analyses, equilibrium calculations, and acid/base chemistry, as well as, the fundamental theory of chromatography, spectroscopy, and electrochemistry. Prerequisite: A minimum grade of "C" in CHEM 1146.

CHEM 2541**Bioanalytical Chemistry: 3-3-4**

This course deals with the analysis of molecules in biological systems. It is designed to provide students with in-depth information on several instrumental analytical techniques and to promote integration of analytical thinking when dealing with biological systems. Topics include chemical and biochemical analysis of biomolecules, instrumental techniques of analysis, isolation and purification of biomolecules, applications of bioanalytical chemistry in medicine, biotechnology, and forensic science. The interpretation and significance of analytical data will be illustrated by selected case studies and data collected by the students themselves in the laboratory sessions that will run concurrently with the course. Prerequisites: A minimum grade of "C" in CHEM 1146 and CHEM 2031.

CHEM 2542**Nutritional Biochemistry: 3-3-4**

Designed to introduce the biochemical aspects of nutrition. Topics to be covered include the energetics of metabolism, the structure and metabolism of proteins, carbohydrates, and lipids, and the integration of metabolic systems. The laboratory focuses on isolating, purifying, and quantifying the biomolecules in various foodstuffs. Prerequisite: CHEM 1140.

CHEM 3010**Scientific Glassblowing: 0-3-1**

Develops the fundamental glassblowing skills required for the construction of glassware used in scientific investigations. Prerequisites: Junior standing and science major.

CHEM 3090**Special Topics in Chemistry: (0-3)-(0-6)-(1-5)**

An intensive study in a specialized field of chemistry. Provides an in-depth look at an area of special interest which is not a part of the standard coursework in chemistry. Prerequisite: Permission of instructor.

CHEM 3140**Advanced Inorganic Chemistry: 3-3-4**

Introduces students to a broad overview of modern inorganic chemistry. Included are considerations of molecular symmetry and group theory, bonding and molecular orbital theory, structures and reactivities of coordination compounds, organometallic chemistry, catalysis and transition metal clusters. Laboratory experiences will include the measurement of several important features of coordination compounds, such as their electronic spectra and paramagnetism, as well as the synthesis and

characterization of organometallic compounds. Prerequisites: A minimum grade of "C" in CHEM 2242 and CHEM 3342.

CHEM 3341**Organic Chemistry I: 3-3-4**

Introduces the fundamental concepts of structure and reactivity of organic compounds. Topics covered include the chemistry of alkanes, alkyl halides, alkenes, and alcohols, as well as, the concepts of reaction mechanisms, stereochemistry and spectroscopy of organic compounds. Prerequisite: A minimum grade of "C" in CHEM 1146, or equivalent.

CHEM 3342**Organic Chemistry II: 3-3-4**

A continuation of CHEM 3341 focusing on alkynes, aromatic compounds, aldehydes, ketones, amines, and carboxylic acids and their derivatives. Emphasizes the synthetic and mechanistic aspects of these compounds and will continue the study of spectroscopy of organic compounds. Prerequisite: A minimum grade of "C" in CHEM 3341, or equivalent.

CHEM 3441**Physical Chemistry I: 3-3-4**

A survey of chemical kinetics and thermodynamics. Covers the kinetic theory of gases, rates of reaction, integrated rates, rate laws and reaction mechanisms, followed by a development of the three laws of thermodynamics, chemical and phase equilibria and solution thermodynamics. Prerequisites: A minimum grade of "C" in CHEM 2031, CHEM 2242, MATH 2242, PHYS 2212, and PHYS 1114.

CHEM 3442**Physical Chemistry II: 3-3-4**

A development of quantum chemistry and its application in a number of relevant areas. Covers atomic structure, molecular structure, molecular spectroscopy, and statistical mechanics. Prerequisites: A minimum grade of "C" in CHEM 2031, CHEM 2242, PHYS 2212, PHYS 1114, and either CHEM 3441 or CHEM 3541.

CHEM 3541**Biophysical Chemistry: 3-3-4**

This course explores the physical principles underlying the complex nature of living systems. Topics include the theory and applications of thermodynamics, equilibrium, kinetics, and molecular motion and transport as they relate to biological systems. The structure of biomolecules and the main techniques of structure determination (with emphasis on protein structure) as well as bioenergetics will also be covered. Prerequisites: A minimum grade of "C" in CHEM 5541, MATH 2242, PHYS 1112 or PHYS 2212, and PHYS 1114.

CHEM 3790**Teaching Internship in Chemistry: 1-(3-9)-(1-3)**

Student internship in the laboratory component of CHEM 1040 (Chemistry and the Environment) under the mentorship of a faculty member. The student will participate in an introductory workshop immediately prior to the start of the semester, intern in the CHEM 1040 laboratory and meet with the faculty mentor one hour each week. Prerequisites: Permission of the instructor and one of the following: CHEM 2031 or CHEM 3341. 1 credit hour per laboratory section of CHEM 1040 in which the student interns.

CHEM 4241**Instrumental Analysis: 3-3-4**

The study of modern spectroscopy and chromatography methods. The spectroscopic methods to be covered may include mass spectrometry, ultraviolet/visible spectroscopy, fluorescence spectroscopy, atomic spectroscopy, infrared spectroscopy and raman spectroscopy. The chromatographic methods to be covered may include gas chromatography, liquid chromatography, supercritical fluid chromatography, thin-layer chromatography and capillary zone electrophoresis. Prerequisite: A minimum grade of "C" in CHEM 2242, or equivalent.

CHEM 4242**Electrochemical Analysis: 3-3-4**

Theory and practice of modern electrochemical methods of analysis. These methods include potentiometry, coulometry, voltammetry, computer simulation and other modern forms of electrochemical analysis. Prerequisite: A minimum grade of "C" in CHEM 2242, or equivalent.

CHEM 4243**Principles of Chemical Separations: 3-3-4**

This course will examine theories, and models of separation with applications to the analyses of a wide range of chemical, biological, and environmental samples. Topics include high-resolution gas chromatography and high-performance liquid chromatography. Emphasis is on the theory of reverse-phase, normal-phase, ion-exchange, size-exclusion, and affinity-based separations. Instrumentation such as detectors, pumps, and columns, and data acquisition and analysis are also presented. Prerequisite: A minimum grade of "C" in CHEM 2242.

CHEM 4244**Advanced NMR Spectroscopy: 3-3-4**

Introduces students to modern aspects of nuclear magnetic resonance spectroscopy. Details of one dimensional spectra of proton and carbon 13 will be discussed in-depth, as well as the more advanced two dimensional experiments of COSY and HETCOR. Students will gain skill with the hands on operation of the spectrometer, as well as in the spectral interpretation of complex organic and biomolecules. Prerequisites: A minimum grade of "C" in CHEM 3342, or equivalent.

CHEM 4331**Advanced Organic Chemistry: 3-0-3**

A course designed to build upon the knowledge gained in CHEM 3341 (Organic I) and CHEM 3342 (Organic II). Topics covered may include considerations of structural and mechanistic organic chemistry, synthetic organic chemistry and bioorganic chemistry. Prerequisite: CHEM 3342.

CHEM 4332**Principles of Drug Design: 3-0-3**

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: A minimum grade of "C" in CHEM 3342.

CHEM 4333**Carbohydrate Chemistry: 3-0-3**

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: A minimum grade of "C" in CHEM 3342.

CHEM 4790**Chemistry Internship: (1-4)-0-(1-4)**

Intended primarily for students who plan to seek employment in the chemical industry after graduation rather than going on to graduate or professional studies, this course will provide students with practical experience in industry and business. Students will secure employment on their own, earning academic credit and possible compensation, and gain practical experience and technical training. Students must complete a minimum of 120 hours of on-site work for each credit hour earned.

CHEM 4890**Chemical Research Experience: 0-(3-12)-(1-4)**

An independent research experience in which a student will investigate a research problem under the direction of a faculty member. All laboratory. Prerequisite: Permission of instructor.

CHEM 5243/5243G**Environmental Chemistry: 3-3-4**

A survey of the current environmental issues and the underlying chemistry associated with them, including stratospheric chemistry, air pollution, global

climate change, toxic organic chemicals, natural water systems, soil chemistry, and energy production. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: A minimum grade of "C" in CHEM 2242 and CHEM 3342, or equivalent.

CHEM 5531/5531G

Bioinorganic Chemistry: 3-0-3

This course explores the function of metal ions in biochemistry, the appropriate physical methods for studying biological metal centers, and the pathways of electron transfer in biomolecules. Topics include metal ion transport and storage, oxygen carriers, and metals in medicine. Graduate students will be given an extra assignment determined by the instructor not required of the undergraduates. Prerequisite: Prior or concurrent enrollment with a minimum grade of "C" in CHEM 5541.

CHEM 5541/5541G

Biochemistry I: 3-3-4

Surveys the fundamental principles of protein structure, enzyme mechanisms, carbohydrate structure, and the major metabolic pathways of carbohydrate metabolism. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite: A minimum grade of "C" in CHEM 3342, or equivalent.

CHEM 5542/5542G

Biochemistry II: 3-3-4

Examines the structure and function of biological membranes, as well as additional metabolic pathways not covered in CHEM 5541, including the degradation and biosynthesis of lipids and amino acids. In addition, the course will examine nucleic acid chemistry, including DNA replication, transcription, recombinant DNA technology and related topics. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite: A minimum grade of "C" in CHEM 5541, or equivalent.

CHEM 7031

Molecular Visualization: 0-3-9

Focuses on computer skills related to building and presenting molecular information in the High School Science context. All content will be introduced through tutorial exercises provided as handouts. Intended as an elective in Chemistry for graduate students in the M.Ed. and Ed.S. Science Education programs.

CHEM 7042

Chemistry for Secondary Teachers: 2-4-4

This course will emphasize the skills necessary to create and execute effective physical science demonstrations and laboratory experiments appropriate for secondary students, using common, inexpensive, easily-purchased, and easily-disposed of materials. Lab periods will be used to develop and implement demos and experiments based on the topics covered in lecture. This course is intended as a Chemistry elective for graduate students in the M.Ed. and Ed.S. Science Education Programs. Prerequisite: 1 year of college chemistry.

CHEM 7090

Selected Topics/Chemistry: 3-(0-3)-(3-4)

A course taught on a one time basis. Lecture only courses will be three credit hours while courses with a laboratory will be four credit hours. Prerequisite: Permission of instructor.

Child and Family Development (CHHS)

CHFD 2130

Family Economic Environment: 3-0-3

A study of the consumer in American society, management of family financial resources, legal protection and consumer responsibility in the marketplace.

CHFD 2134

Family Development: 3-0-3

A study of factors affecting family development and the individual within the family. Stresses the internal dynamics of interpersonal relationships, communication, contemporary issues, and normative and catastrophic stressors.

CHFD 2135

Child Development: 3-0-3

Emphasis on development from conception through the first six years of life. This course reviews research, theory, and practice that contribute to a developmentally appropriate experience for the young child in a quality group setting, utilizing the whole child approach.

CHFD 2137

Lifespan Development: 3-0-3

Investigates human development throughout the lifespan as influenced by the family and society. Emphasis is placed on the physical, intellectual, and psycho-social development processes.

CHFD 3131

Birth to 5 Methods: 2-2-3

This course focuses on the developmental characteristics of young children 6 weeks to five years and how to apply child development theory, research, and teaching methods to children in group care. The whole child approach and understanding of developmentally appropriate practices serve as the framework for observation and interaction in the NAEYC accredited Child Development Center. Students will complete observations in a preschool classroom and an infant or toddler classroom. Prerequisites: A minimum grade of "C" in CHFD 2134, CHFD 2135, and CHFD 2137.

CHFD 3135

Middle Childhood and Adolescence: 3-0-3

This course reviews research, theory and practice as it relates to the physical, cognitive, language, and social and emotional development of children ages 6 to 18. Emphasis will be on current issues that relate to these years and the role of parent(s), family and other adults in fostering the child's development. Observation and interaction in an approved school-age childcare program required (15 hours field experience). Prerequisites: A minimum grade of "C" in CHFD 2134, CHFD 2135, and CHFD 2137.

CHFD 3136

Families in Later Life: 3-0-3

An in-depth study of factors influencing inter-relationships in family development in the later years of the life cycle. Prerequisite: A minimum grade of "C" in CHFD 2134.

CHFD 3137

Children in Hospitals: 3-0-3

Special psychosocial needs of children who are hospitalized or have chronic illnesses will be identified. Students will learn to assess children (ages 0-18) in a holistic manner, focus on family-centered care, and function as part of a healthcare team. This course will, in part, prepare students for certification as a Child Life Specialist or to work with children in other treatment environments. Prerequisites: A minimum grade of "C" in CHFD 2134, CHFD 2135, and CHFD 2137 or permission of instructor for other majors.

CHFD 3138

Early and Middle Adulthood Development: 3-0-3

Emphasis on understanding the process of early and middle adulthood development. A firm grounding in the concepts, facts, theories, and current issues in research on early and middle adulthood development will be provided. Topics include appropriate research methods, theories of adult development, physical growth, cognitive development, personality development, and social/relationship development during early and middle adulthood. Prerequisites: A minimum grade of "C" in CHFD 2134, CHFD 2135, and CHFD 2137.

CHFD 3139/3139S

Parenting: Family Child Interaction: 3-0-3

The structure, function, and process of parenting are explored. An emphasis is placed on understanding characteristics of parents and parenting behavior and their consequences on children and parent-child relationships. Prerequisites: A minimum grade of "C" in CHFD 2134, CHFD 2135, and CHFD 2137.

CHFD 4090

Selected Topics in Child and Family Development: (1-3)-0-(1-3)

Scheduled on an infrequent basis to explore new research and emerging knowledge in Child and Family Development. This course will carry a subtitle.

CHFD 4130

Administration of Programs for Children and Families: 3-0-3

Administration of programs for children and families in a variety of settings. Topics studied include advocacy, policy-making, management of personnel, licensure, budgeting, etc. Supervised trips to various programs. Prerequisites: A minimum grade of "C" in CHFD 2134, CHFD 2135, and CHFD 3131.

CHFD 4131

Teaching in Preschool: (0 or 2)-(0 or 2)-(0 or 3)

Course focuses on planning and implementing a developmentally appropriate, integrated curriculum for children ages 3 to 6 in child care preschool classrooms. Curriculum planning is organized by developmental domains to ensure children's developmental needs are met in the classroom. Georgia state and NAEYC standards are used in curriculum planning. Students will observe and participate in one of the Georgia Southern University Child Development Center preschool classrooms. Prerequisites: A minimum grade of "C" in CHFD 2134, CHFD 2135, CHFD 2137, and CHFD 3131.

CHFD 4134

Family Life Education: 3-0-3

An introduction to the programs, procedures, techniques, resources, and counseling skills needed to promote an understanding of family life education through the life cycle. Prerequisites: A minimum grade of "C" in CHFD 2134, CHFD 2135, and CHFD 3138.

CHFD 4136

Assessment of Children: 3-0-3

This course involves the assessment of development and learning of infants, young children, and their families. A variety of tools and techniques will be used. Participation and collaboration as a team member is emphasized. (20 hours field experience). Prerequisites: A minimum grade of "C" in CHFD 2134, CHFD 2135, and CHFD 3131.

CHFD 4790

Internship in Child and Family Development: 0-12-12

Supervised experience in Child and Family Development which requires the student to employ the knowledge base acquired. Site is selected by the student and must be approved by the student's academic advisor. Students enrolled in the program must agree to abide by the regulations governing all employees of the sponsor. Grading will be on a satisfactory/unsatisfactory mode. Students will work full-time for the entire semester while enrolled in the internship program. Prerequisites: Completion of Area F, the Child Development Core, the selected emphasis area, and guided major electives with a grade of "C" or better. Students must have a 2.25 total institution GPA to apply for Child and Family Development Internship (CHFD 4790). Students who do not meet the 2.25 GPA requirements may complete twelve (12) hours approved course work as substitute for the internship with the approval of the area coordinator.

CHFD 4899

Directed Individual Study: (1-6)-0-(1-6)

Provides the student with the opportunity to investigate an area of interest under the direction of a faculty mentor. Prerequisite: Permission of instructor.

CHFD 6130

Parent Education: 3-0-3

Application of theory, research and developmental practice to : 1) understand the role of parents, teachers and community leaders in guiding the behavior of children from birth to adolescence; 2) establish mutually satisfying parent-child relationships throughout the life cycle; and 3) explore programs for parents and parental interactions with schools and other institutions. Prerequisite: Successful completion of the M.Ed. core curriculum.

CHFD 6131

Assessment of Children's Development: 3-0-3

This course will prepare the graduate student to evaluate development and learning in the social, affective, physical and cognitive domains. Students will examine classroom and standardized assessment procedures as they relate to developmentally appropriate practices. Students will administer and score tests and then interpret results using a variety of assessment techniques. Prerequisites: Early Childhood Education majors masters core courses and ECED 7131; Family and Consumer Sciences majors undergraduate or graduate course in Child Development, undergraduate or graduate course in Assessment or Research Methods; or permission of instructor.

CHFD 7090

Selected Topics in Child and Family Development: (1-3)-0-(1-3)

Provides the student with an opportunity for in-depth study of selected topics in Child and Family Development. Prerequisite: Permission of instructor.

Chinese (CLASS)

CHIN 1001

Elementary Chinese I: 3-0-3

Continued focus on basic communication skills (understanding, speaking, reading, writing Chinese) and cultural understanding, with increased emphasis on active use of the language. Includes laboratory program.

CHIN 1002

Elementary Chinese II: 3-0-3

Continued focus on basic communication skills (understanding, speaking, reading, writing Chinese) and cultural understanding, with increased emphasis on active use of the language. Includes laboratory program.

Computer Information Systems (CIT)

CISM 1110/1110S

Computer Applications: 1-0-1

Provides lecture and detailed instruction in application software using word-processing, spreadsheets, database, and presentation software. Corequisite: CISM 1120.

CISM 1120/1120S

Computer Concepts: 2-0-2

Provides an introduction of computer concepts and the evolution of computers in society. Lecture topics include computer system components, data representation and storage, software and multimedia, computer architecture, data communications and network configuration, data security and privacy, viruses, ethic, email, Internet, and the computer marketplace. Corequisite: CISM 1110.

CISM 2030**Introduction to Information Systems: 3-0-3**

This course provides an overview of fundamental Information Systems concepts and career opportunities. Students are introduced to the characteristics of business process, enterprise systems, and SAP ERP. Students use the Alice 3D visual programming environment and Java standard edition software to learn fundamental object oriented programming concepts. Prerequisites: Prior completion of MATH 1111 and BUSA 1105 are recommended.

CISM 2230**Advanced Java: 3-0-3**

This course extends the fundamental principles of object-oriented programming using Java as our tool. The focus of this class is on advanced applications development. Topics include: objects, classes, inheritance, interfaces, GUI components, layout managers, events, multimedia, exception handling, and I/O files. Prerequisites: A minimum grade of "C" in CSCI 1236 or CISM 2030 and a solid understanding of data types, control structures, and algorithmic design before taking this course.

CISM 2530**Advanced Business Applications: 3-0-3**

This course will provide students with hands-on experience in creating advanced business applications using spreadsheet and database management system (DBMS) tools. Advanced topics in word-processing and presentation tools will also be explored.

CISM 2530H**Advanced Business Applications (Honors): 3-0-3**

Students will complete weekly projects with an emphasis on comprehensive applications of software to specific business applications and problem solving in various business disciplines including quantitative methods, finance, marketing, logistics, accounting, and other relevant applications in business. Students will be expected to successfully complete the practice exam version of the Microsoft Certification Exams in Excel and Access. Reserved for Honors students.

CISM 3134**Data Communications: 3-0-3**

An overview of traditional and emerging telecommunications technologies and applications in today's business environment including voice, data, and video communications. The application of business telecommunications to satisfy information system requirements is emphasized. Prerequisite: Pre-business and undeclared students must meet the requirements for BBA status. Students with declared majors in other fields must have completed a minimum of 55 semester hours.

CISM 3135**Systems Analysis and Design: 3-0-3**

Introduces the fundamental principles of information systems analysis and design. In this course, students will learn to apply the tools and techniques commonly used by systems analysts to build and document information systems. Classical and structured tools for describing data flow, data structure, process flow, file design, input and output design, and program specifications will be studied. Object-oriented concepts and techniques will also be introduced. Prerequisite: Pre-business and undeclared students must meet the requirements for BBA status. Students with declared majors in other fields must have completed a minimum of 55 semester hours.

CISM 3235**Application Development with COBOL: 3-0-3**

Provides a complete treatment of the COBOL language. Includes file handling, programming using multiple tiered control breaks, the manipulation of two and three dimensional tables, the exploration of sequential and indexed sequential files, and exposure to interactive programs. Prerequisite: A minimum grade of "C" in CSCI 1236 or CSCI 1301.

CISM 3236**Web Database Development: 3-0-3**

Provides an overview of web database connectivity and programming alternatives available or integrating internet technologies related to e-commerce and m-commerce with database systems. Students will gain an understanding of the creation, use, and management of web interfaces and the integrated database system. Prerequisite: A minimum grade of "C" in CISM 2230.

CISM 3237**Visual Basic.Net Windows and Web Applications Programming: 3-0-3**

This course introduces students to Visual Basic.Net which is a leading edge object oriented programming language that integrates with .Net platform to provide a programming component for Windows applications, as well as Internet and World-Wide-Web applications. The student will be exposed to and learn topics related to object oriented programming, strings, graphics, graphical-user-interface components, exception handling, multithreading, multimedia (audio, images, animation and video), file processing, prepackaged data structures, database processing, Internet and World-Wide-Web based client/server networking and distributed computing. Prerequisite: CISM 2230.

CISM 3331**Principles of Enterprise Information Systems Security: 2-1-3**

An introduction to the various policy, administration, management, and technical aspects of information systems security across the enterprise. This course provides the foundation for understanding key policies and issues associated with protecting information assets; designing a consistent, reasonable information security system; identifying alternatives for determining the necessary levels of protection; and developing and administering appropriate responses to security incidents. Included are design issues for appropriate intrusion detection, disaster incidents, and reporting for various enterprise networking infrastructures. Prerequisites: A minimum grade of "C" in CISM 3134 and CISM 3135.

CISM 4130**Management Information Systems: 3-0-3**

An overview of the utilization of information technology in business organizations to support managerial decision making and to provide competitive advantage. This course will address the evolution of information and information technology as corporate assets, how information technology is reshaping organization structures and work processes, how it is changing business relationships among organizations, and emerging information technologies expected to significantly impact business operations in the years ahead. Prerequisite: Pre-business and undeclared students must meet the requirements for BBA status. Students with declared majors in other fields must have completed a minimum of 55 semester hours.

CISM 4134**Database Management: 3-0-3**

An applied study of business databases, their design, and implementation. The focus of the course is on application development with fourth generation systems. Applications using a third generation host language and application generators are used to demonstrate concepts and techniques. Prerequisites: A minimum grade of "C" in CISM 3135.

CISM 4135**Project Management and Development: 3-0-3**

The course focuses on principles and processes of project management, specifically as they relate to the development of information systems to solve business problems. The fundamentals of organizational behavior, systems theory and systems dynamics, as well as the important components of project management such as planning, organizing, directing, and controlling are covered. In addition, team building and working with others is emphasized to improve efficiency and effectiveness. The students will have an opportunity to work with current Project Management software tools to emphasize the application of these concepts. Prerequisite: Pre-business and undeclared students must meet the requirements for BBA

status. Students with declared majors in other fields must have completed a minimum of 55 semester hours.

CISM 4136

Global Information Resource Management: 3-0-3

A study of the international management of the organization's information systems function from the perspective of information as a critical organization resource and as a key to competitiveness in the global market. Emphasis will be placed on the application of technology to meet information systems requirement. Prerequisite: A minimum grade of "C" in CISM 3134 and CISM 3135. CISM 4134 is recommended.

CISM 4234

Application Development with Objects: 3-0-3

Extends the fundamentals of object-oriented design and moves into the realm of developing object-oriented applications with a current development system. Prerequisites: A minimum grade of "C" in CISM 2230 and CISM 3135.

CISM 4236

AS/400 and Its Application: 3-0-3

Provides an introduction to and experience in developing applications on the AS/400. Students will develop business applications using the unique features of the AS/400, including OS/400 and DB2/400. Development will be in both third generation languages, i.e. COBOL and RPG4, and fourth generation languages, i.e. SQL4/400 and QUERY/400. Emphasis will be on the use of the AS/400 in a distributed, networked environment. Prerequisite: A 'C' or better in CISM 2230 or CISM 3135.

CISM 4237

Business Intelligence: 3-0-3

Examines the role of decision support systems in the organizational environment. Upon completion, the student will be capable of designing and implementing decision support systems with a variety of development systems. Prerequisites: Pre-business and undeclared students must meet the requirements for BBA status and have earned a minimum grade of "C" in ACCT 2101. Students with declared majors in other fields must have a minimum grade of "C" in ACCT 2030. Completion of CISM 3135 is recommended.

CISM 4238

Network Administration: 3-0-3

An applied study of the problems inherent in the maintenance and management of the heterogeneous networking environments prevalent in the modern business enterprise. Emphasis will be placed on acquiring and integrating the practical management/technical skills that define the effective networking specialist. Prerequisite: A minimum grade of "C" in CISM 3134.

CISM 4331

Point of Sale Technologies: 3-0-3

Provides an overview of the architecture and functionality of point of sale (POS) systems, as well as an appreciation for the issues and challenges associated with the development, implementation, and support of large-scale commercial systems. Prerequisites: A minimum grade of "C" in CISM 2230 and CISM 3135.

CISM 4332

Electronic Business: 3-0-3

This course focuses on the linkage between organizational strategy and networked information technologies to implement a rich variety of business models in national and global contexts connecting individuals, business, governments, and other organizations to each other. The course examines e-business strategy and the development and architecture of e-business solutions and their components. Prerequisites: CISM 2230, CISM 3134, and MKTG 3131.

CISM 4334

ERP Systems Using SAP: 3-0-3

Focuses on Enterprise Planning (ERP) using SAP R/3. Students will spend computer intensive time navigating in SAP and completing SAP lab

assignments. Currency in ERP developments by subscribing to Internet newsletters on ERP or SAP developments is required. Students will also be required to complete a major ERP project and give a presentation on important recent ERP developments. Prerequisite: Permission of the Information Systems Chair.

CISM 4335

Advanced Business Applications Programming (ABAP) for the SAP/ERP System: 2-1-3

This course provides an overview of the ABAP programming language for the SAP enterprise resource planning system. Students will learn how to access database tables, design input screen selections and generate output list reports. Students will write a variety of beginning and intermediate level programs using the ABAP workbench, ABAP objects, and data dictionary tools. Modular programming techniques such as subroutines, function modules, and events will also be discussed. Prerequisites: A minimum grade of "C" in CISM 2230 and CISM 4334.

CISM 4336

ERP and Enterprise Performance: 3-0-3

This course provides an overview of Enterprise Resources Planning (ERP) systems and their impact on organizations. Organizational interest in integrated enterprise information systems and the factors that drive businesses to select and implement these solutions are addressed. Research evidence demonstrating the impact of ERP systems on enterprise performance is reviewed and students gain further understanding of the integrative nature of ERP systems by completing exercises using simulated ERP environments. Prerequisites: Pre-business and undeclared students must meet the requirements for BBA status and have earned a minimum grade of "C" in ACCT 2101 or ACCT 2101H. Students with declared majors in other fields must have a minimum grade of "C" in ACCT 2030. Completion of MGNT 3430 and CISM 4334 is recommended.

CISM 4434

Enterprise System Configuration: 2-1-3

This course focuses on configuring and testing an Enterprise Resource Planning (ERP) system for use in a large organization. Students learn how to setup a trading company from the ground up using SAP R/3. Throughout the semester, students will create and test the organizational structure, master data and business rules to integrate different functional business processes such as purchasing, sales, distribution, logistics, accounts payable, accounts receivable, etc. Students can also be expected to complete a major project working in cross-functional teams to configure and test an ERP system. Prerequisite: A minimum grade of "C" in CISM 4334.

CISM 4790

Internship in Information Systems: (3-6)-0-(3-6)

A supervised work-study program in selected business firms throughout the southeast. Prerequisites: A minimum grade of "C" in CISM 3135 is required. Completion of CISM 2230 and CISM 3134 (with a minimum grade of "C") is recommended. Total Institution GPA of 2.75 or better is required.

CISM 4830

Special Problems in Information Systems: 3-0-3

A customized course that is under the direction of a faculty sponsor. This course is designed to offer students an opportunity to pursue studies or topics not covered in scheduled courses. The scope and nature of the material covered is determined in consultation with the faculty sponsor. Prerequisite: Senior standing.

CISM 4890

Directed Study in Information Systems: 0-0-(1-3)

Designed for independent study and research in selected areas of information systems under faculty supervision. Prerequisite: Permission of department chair or director.

CISM 5131/5131G

Fundamentals of Computer Forensics: 3-0-3

This course examines how computers are being used to perpetrate fraud along with how investigators can use the computer as a weapon against

fraudsters. Other computer-related topics to be explored include security breaches, employee theft, asset abuse, theft of intellectual property, and imaging of computer drive contents including files, operating and file system artifacts, and deleted files or file fragments located in file slack or unallocated space. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: A minimum grade of "C" in CISM 2530, or CISM 1110 and CISM 1120.

CISM 6120

Technology for Executives: 2-0-2

Examines the role of information technology (IT) in business and how IT is used to solve business problems. Fundamental grounding in key areas of IT (hardware, software, data resources, and networks) is provided, with the emphasis on how IT affects an organization, its employees and its competitive position. The challenges and opportunities related to networked enterprises and global markets are also explored. A variety of software tools are used to create solutions to traditional business problems, with the focus on the application of problem solving and critical thinking skills, rather than the achievement of computer literacy.

CISM 7030

Special Topics in Information Systems: (0-3)-(0-3)-3

Provides the student with an opportunity for in-depth study of selected topics in Information Systems. Prerequisite: Graduate standing and completion of MBA prerequisites or permission of the COBA Director of Graduate Studies for non-MBA students.

CISM 7330

Information Technology Management: 3-0-3

Designed to enable the manager to effectively utilize and manage information technology in the applied business environment. The course focuses on the managerial, not the technical aspects of information management. No prior technical expertise is required. Relevant readings and cases are used to apply the concepts and techniques presented in the course. Prerequisites: Graduate standing and the completion of the MBA prerequisites, or permission of the Director of COBA Graduate Studies for non-MBA students.

CISM 7331

Enterprise Systems Analysis: 3-0-3

This course emphasizes the methods, techniques, and tools of analyzing and designing an enterprise information system. Topics include design methodologies, data collection and analysis techniques, and design tools. Students will analyze problems of the current enterprise system, propose alternatives to resolve the problems, and implement their design to change/replace the current system. The implementation will be supported by modern enterprise resource planning tools: such as SAP R/3. Prerequisite: Graduate standing and the completion of the MBA prerequisites, or permission of Director of COBA Graduate Studies for non-MBA students.

CISM 7332

Enterprise Data Management: 3-0-3

This course examines the design and use issues underlying relational, object-oriented and multidatabase management systems. Design and implementation methods are examined with the support of modern software tools, such as Oracle. Data management issues are addressed, including modern data storage infrastructure technologies (such as Data Warehousing, and SANs), the role of metadata, and storage of semi-structured data. Prerequisite: Prior completion of CISM 7330 and CISM 7331 is recommended.

CISM 7333

Digital Commerce: 3-0-3

This course aims to provide students with an introduction to the issues that surround the management of digital commerce technologies within the business environment. Topics include global issues of E-Commerce, Internet business models, online marketing, mobile and ubiquitous commerce, W3C E-Commerce standards, electronic payments, and online agent technologies. Prerequisite: Prior completion of CISM 7330 and CISM 7331 is recommended.

CISM 7334

IT Strategy and Policy: 3-0-3

This course emphasizes competitive advantage as a driver in information systems design and deployment. Among topics examined are: achieving sustainable competitive advantage via IT, how IT can be used to create business value, measuring returns on IT investments, developing an IT strategic plan, alignment of IT with corporate strategy, IT governance and ethics, outsourcing IT, developing IT as an organizational core competency, and improving business processes through the application of IT. Prerequisite: Prior completion of CISM 7330 and CISM 7331 is recommended.

CISM 7335

Business Intelligence and Performance Management Systems: 3-0-3

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. Prerequisites: Graduate standing and the completion of the MBA prerequisites or permission of the IS Department chair for non-MBA students. CISM 7330 is recommended.

CISM 7336

Enterprise Information Systems: 3-0-3

Many organizations use large enterprise information systems, such as SAP, as the core of the financial, human resource, logistics, and manufacturing information systems. This course focuses on Enterprise Resource Planning (ERP) using SAP, along with Enterprise Architecture and other methods to implement an enterprise information solution. Special topics include managing SAP projects successfully. Prerequisites: Graduate standing. CISM 7330 is recommended.

CISM/MGNT 7431

Project Management: 3-0-3

This course focuses on the principles and processes of project management using a systematic approach to problem solving. The project management body of knowledge areas (PMBOK) is covered, along with project management life cycle in addition to traditional project management (e.g., efficiency of the project, operational performance, planning, meeting time and budget goals). This course will give special emphasis to the management of implementation projects relevant to the students' majors, e.g. Enterprise Resource Planning (ERP) for Information Systems students or Total Quality Management (TQM) for Management students. Students are also taught how to use computer software to facilitate project management, and obtaining project management certification is emphasized. Prerequisites: A minimum grade of "B" in CISM 7330, graduate standing and the completion of the MBA prerequisites or permission of the IS Department chair for non-MBA students. Prior completion of CISM 7331 is recommended.

CISM 9631

Seminar in Supply Chain Information Systems: 3-0-3

This course provides an overview of supply chain information systems and the critical role that these systems play in the ability of firms to reduce costs and increase the responsiveness of their supply chain. The value and competitive advantage of integrated supply chain management systems will be stressed along with the importance of enterprise resource planning, supply chain planning, warehouse management, and network modeling systems. SAP's SCM solutions and roadmap will be featured and emerging technologies capable of transforming supply chain operations and management will be explored.

College of Liberal Arts and Social Sciences (CLASS)

CLAS 4700

Cooperative Education: 0-0-0

Cooperative educational experiences are coordinated by the Office of Career Services. Students must have earned a 2.5 adjusted GPA and have earned 18 semester hours of credit toward the major to apply.

College of Education (COE)

COED 3610H

Honors Research Seminar in Education: 1-0-1

A seminar course to prepare undergraduate teacher education students to conduct research projects in education. Reserved for teacher education students in the University Honors Program or others seeking educational research experience as an undergraduate. Prerequisites: A minimum grade of "C" in EDUC 2110, EDUC 2120, and EDUC 2130; and permission of instructor.

Community Health Education (COPH)

COHE 6130

Research Methods in Health Science: 3-0-3

Introduces students to research methods in health science. Development and presentation of practicum and research proposals will be the focus of the course. Additional emphasis will be placed on writing skills in research and grant applications. Prerequisite: Undergraduate course in research methods or permission of instructor.

COHE 7090

Selected Topics in Community Health Education: (1-3)-0-(1-3)

Allows the student the opportunity to receive specialized and/or focused instruction in a community health topic not generally offered by the department. Prerequisite: Permission of instructor.

COHE 7232

Health Promotion Planning: 3-0-3

Introduces the student to the theory and application of planning and evaluation principles. Planning and evaluation skills will be developed that can be utilized in a variety of health-related settings. Familiarizes students with theories and models from the social and behavioral sciences and health education used in behavior change interventions. Emphasizes the planning and implementing of community health interventions at multiple ecological levels.

COHE 7233

Ecologically Focused Program Evaluation: 3-0-3

This course provides an overview of the principles of program evaluation. It explores the methods associated with systematic evaluation of public health education programs. Students will learn the skills needed to plan, conduct, and critique evaluation research. The content of the course includes: program logic models, formative, process, impact, outcome, and summative evaluation; theory driven evaluation; a review of validity issues as they relate to evaluation; sampling in a complex context; operationalizing variables; assessment of measurement instruments; and analysis of quantitative evaluation designs. In addition, issues that impact evaluation across the ecological model, specifically the importance of context and equity issues, will be examined. Qualitative methods used in program evaluation and mixed method designs for evaluation will be highlighted. Supporting the needs of all stakeholders in the evaluation will be emphasized. Prerequisite: A minimum grade of "B" in COHE 7232.

COHE 7234

Community Health Analysis: 3-0-3

Advanced concepts in the purpose and methods of community health organization, social action, organizational development, policy influence, capacity building, community diagnosis (needs assessment), social

networking and coalition formation to bring about health behavior change and improved quality of life. Special focus on the application of methods presented to develop and enhance community health education intervention efforts. Prerequisites: Undergraduate course in health promotion planning and evaluation or permission of instructor.

COHE 7237

Rural Community Health Issues: 3-0-3

A study of social, economic, political and cultural influences that impact the health of individuals and families in rural communities. Designed for health professionals, this course focuses on improving health status and developing culturally appropriate and effective interventions and services in rural settings.

COHE 7238

Communication for Change: 3-0-3

This course is designed to familiarize students with the history and current applications of health communication theory and strategies to public health practice and research. This course examines how to structure, develop and evaluate social marketing, media advocacy, risk communication and advocacy skills for change. In addition, systematic qualitative data collection processes such as interviewing skills, participant observation and focus groups will be developed. Emphasis is placed on critical thinking skills to help students analyze and utilize these skills in research and practice.

COHE 7890

Directed Individual Study: (1-3)-0-(1-3)

Provides the student with an opportunity to investigate an area of interest under the direction of a faculty mentor. Prerequisite: Permission of instructor.

Comparative Literature (CLASS)

COML 2531

Crossing Borders: 3-0-3

This is the foundation course for the Minor in Comparative Literature. It is designed as a transcultural, interdisciplinary course in which students discover and analyze English and other national literatures in translation. Course includes guest lecturers from a number of related disciplines. Prerequisite: ENGL 1102 or a minimum grade of "C" in ENGL 1160.

COML 3090

Selected Topics: (1-3)-0-(1-3)

Selected topics in comparative literature.

COML 3530

Literary Translation: 3-0-3

Introduction to the history and theory of literary translation. Emphasis on practical problems and techniques, with exercises culminating in the translation of a foreign language text appropriate to the student's interests and abilities. Prerequisites: Completion of the fourth semester of a foreign language.

COML/ENGL 5330/5330G

World Drama to Romanticism: 3-0-3

A study of representative works of dramatic literature, primarily of the western world, from Aeschylus through Beaumarchais, excluding English drama. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite: COML 2531.

COML/ENGL/RELS 5530/5530G

The Bible as Literature: 3-0-3

A study of the literary dimension of the English Bible. Major emphasis is upon the literary themes, types, personalities, and incidents of the Old and New Testaments. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: A minimum grade of "C" in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent

enrollment in ENGL 2131 and either ENGL 2231 or 2232 (not taken as a prerequisite).

COML/ENGL 5533

Literary Criticism and Theory: 3-0-3

An historical survey of literary criticism and theory from antiquity to modern times. Literary criticism considers issues important for all students of literature, such as the value of poetry in our world, the power of poets to represent reality or truth, and the sources of poetic inspiration. This course also delves into the subject of aesthetics, the nature of beauty, and the variety of forces that impact how humans respond to literature. Prerequisites: COML 2531.

COML/ENGL 5536/5536G

Post-Colonial Literature: 3-0-3

Examines and evaluates the diverse "common-wealth" of post-colonial Anglophone literature written by authors from countries that were formerly part of the British Empire: Africa, Australia, Canada, the Indian sub-continent, Ireland, New Zealand, Southeast Asia, and the West Indies. Highlights the use of a variety of reading and critical strategies to analyze the formal and linguistic complexities and innovations of this literature. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: A minimum grade of "C" in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or 2232 (not taken as a prerequisite).

Communication Arts (CLASS)

COMM 1100/1100S

Introduction to Human Communication: 3-0-3

Surveys the historical roots of communication, discusses the encoding and decoding of messages, and introduces the contexts of communication. Prerequisite: ENGL 1101 or a minimum grade of "C" in ENGL 1160.

COMM 1110/1110H/1110S

Principles of Public Speaking: 3-0-3

The critical study and practice of public speaking emphasizing the art of rhetoric from a humanistic perspective. Areas of study include research and preparation, ethics, audience analysis, and presentation of speeches. Prerequisite: ENGL 1101 or a minimum grade of "C" in ENGL 1160.

COMM 2332/2332S

Media and Society: 3-0-3

Introduction to print and electronic mass communications and media-related professions. Surveys the media's historical development in the United States with particular focus on structure, social roles, and related theories. Also considers change factors that can affect the future of media. Prerequisite: ENGL 1101 or a minimum grade of "C" in ENGL 1160.

COMM 3030/3030S

Selected Topics In Communication Arts: 3-0-3

Offers varied courses in specialized areas of the field of Communication Arts. Prerequisite: Permission of instructor.

COMM 3331/3331S

Media Criticism: 3-0-3

Familiarizes students with dominant paradigms currently used in media studies. Particular emphasis will be given to theories addressing the social context of the media and criticism as a rhetorical act.

COMM/WRIT/AMST 3433

Comic Book Writing in American Culture: 3-0-3

Investigates multiple dimensions of and models for comic book writing as it traces the medium's history, development of new genres, and narrative conventions since its origins in the 1930s. Teaches the comic book's use of iconography, cultural tropes, and cognitive closure in the construction of sequential narratives. Prerequisites: A minimum grade of "C" in ENGL 1101 and ENGL 1102 or ENGL 1160.

COMM/WGST 4331

Gender, Media, and Representation: 3-0-3

Examines the implicit gender messages that are communicated through mass media. Focuses on the representation of gender in the media and how media both reflects and creates cultural values and ideals pertaining to gender.

COMM 4332/4332S

Contemporary Communication Application: 3-0-3

Offers analysis of a selected contemporary topic in communication. Includes discussion of appropriate communication models and their analytical application to the selected topic. May be repeated a maximum of two times for credit. Prerequisite: Permission of instructor.

COMM 4333/4333S

Theories of Mass Communication: 3-0-3

Examines the development of mass media systems and the resulting theoretical perspectives. Encourages theory application as a means of understanding and explaining what happens to us individually and as members of a society as mass communication became possible and now that media systems are being adapted. Prerequisite: COMM 2332.

COMM 4334

Advanced Law and Ethics: 3-0-3

Provides an evaluation of contemporary media regulations/law and ethical issues by way of case analysis along with the study of the evolution of media regulation for understanding of past, present, and future media performance. Prerequisite: JOUR 3337.

Communication Studies (CLASS)

COMS 1711

Communication Studies Practicum: 1-0-1

Practical experience in speaking and performance events. A maximum of three credit hours may be applied toward the degree.

COMS 2330

Introduction to Communication Research: 3-0-3

Introduces students to the professional literature in communication and examines the major paradigms used in communication research. The students will gain practical experience using formal research styles.

COMS 2711

Communication Studies Practicum: 1-0-1

Practical experience in speaking and performance events. A maximum of three credits hours may be applied toward the degree.

COMS 3030

Selected Topics in Communication Studies: 3-0-3

Offers varied courses in specialized areas of the field of communication studies. Prerequisite: Permission of instructor.

COMS 3330

Health Communication: 3-0-3

Applies various communication theories to the health care community. The impact of health communication in different contextual levels, i.e., interpersonal, group, organizational, mass and cultural will be examined.

COMS 3331

Argumentation: 3-0-3

Examines the function and structure of argumentation by focusing on the critical analysis of argument around important issues in public policy, science, law, religion and politics.

COMS 3332

Small Group Communication: 3-0-3

This course examines the increasing importance of communication in small group situations. Communication in group roles, relationships, leadership, conflict, group discussion and reflective decision making, will be highlighted. Prerequisite: COMM 1100 or COMM 1110.

COMS/WGST 3333

Communication and Gender: 3-0-3

Introduces students to the literature of gender and communication. Considers how men's and women's self-perceptions and resulting communication patterns evolve as a function of cultural influences.

COMS 3334

Communicating in the Workplace: 3-0-3

Considers the theoretical and practical challenges existing in a variety of workplace communication scenarios ranging from interviews and group interaction and structure through oral presentations supplemented by a variety of modern media.

COMS 3335

Interpersonal Communication: 3-0-3

Considers current interpersonal research emphasizing practical analysis for how we communicate and form interpersonal relationships. Prerequisite: COMM 1100.

COMS 3336

Introduction to Performance Studies: 3-0-3

Examines the performance process in relation to the cultural values communicated in social and artistic forms. An introduction to folklore, storytelling, and solo performance.

COMS 3337

Persuasion: 3-0-3

Considers the ethics, philosophies, theories, and techniques of persuasion from the points of view of both senders and receivers of persuasive messages. Prerequisite: COMM 1110.

COMS 3338

Rhetorical Criticism: 3-0-3

Introduces students to the major perspectives and approaches used in the practice of rhetorical criticism through the analysis of various rhetorical forms, including public speeches, drama and entertainment, tradition and ideology.

COMS 3339

Intercultural Communications: 3-0-3

This course will focus on the different contexts in which culture influences the communication process. Aspects of communication such as language, nonverbal communication, interpersonal relationships, and organizations will be examined across different cultures. Students will strive to understand the impact of culture on perception, social identity, values, and structures of power. Intercultural, cross-cultural, and multicultural contexts for communication will be discussed. Prerequisites: COMM 1100 or COMM 1110.

COMS 3711

Communication Studies Practicum: 1-0-1

Practical experience in speaking and performance events. A maximum of three credits hours may be applied toward the degree.

COMS/INTS 4330

Rhetoric of International Relations: 3-0-3

Examines the discourse of international relations from a rhetorical perspective. Emphasizes the analysis and criticism of persuasive messages used in international relations from Aristotelian, Neo-Aristotelian, dramatic and narrative rhetorical theoretical bases. Prerequisite: Junior or Senior standing, or permission of instructors.

COMS 4331

Communication and Conflict: 3-0-3

Introduces students to the theory and practice of conflict management in personal and professional relationships.

COMS 4332

Political Communication: 3-0-3

Emphasizes the role and function of communication in the political setting. Examines theories of political communication and their application to political campaigns, debates, and speech writing.

COMS 4333

General Semantics: 3-0-3

Studies the relationship between symbols and meaning in the tradition established by Alfred Korzybski. Focuses on signs and symbols and their implications on nonverbal and oral communication.

COMS 4334

Communication Theory: 3-0-3

Introduces students to major approaches in the development of communication theory with emphasis on various communication contexts, e.g., interpersonal, group, organization, mass media, intercultural.

COMS 4336

Performance, Culture, Communication: 3-0-3

Presents performance techniques relevant to scripting and staging of presentational ensemble and solo performance. Emphasizes performance as a communicative act in social and cultural contexts. Introduces personal narrative construction and oral history interviewing as primary research methods.

COMS/AAST/AMST 4337

Rhetoric of Social Movements: 3-0-3

Introduces students to the rhetorical significance of selected social movements including labor reform, civil rights, and environment protection, emphasizing the analysis of persuasive social movement discourse.

COMS 4338

Organizational Communication: 3-0-3

Explains the role and effects of communication in everyday organizational life. Includes interpersonal communication in the workplace, leadership, organizational communication and climate, motivation and flow of information in organizations.

COMS 4339

Philosophy of Communication: 3-0-3

Introduces students to the contributions of philosophical debate from logical positivism through hermeneutics to the discipline of human communication studies.

COMS 4711

Communication Studies Practicum: 1-0-1

Practical experience in speaking and performance events. A maximum of three credits hours may be applied toward the degree.

COMS 4791

Communication Studies Internship: 3-0-3

Provides practical experience in a professional setting appropriate for a student trained in communication studies. Will be under the supervision of a skilled practitioner in the particular area of communication. May be taken only by Communication Studies majors. A maximum of six hours may be applied to the major. Prerequisites: COMM 1110 and at least 20 semester credits in upper division COMS classes and a minimum 2.5 total institution GPA.

COMS 4831

Directed Study in Communication Studies: 3-0-3

Offers students opportunities to design and conduct directed research and/or projects in specialized communication studies areas. Must be approved in advance by instructor and department chair. This course may not be used to replace an existing course in the catalog. Prerequisites: Permission of instructor and department head.

Associate VP Academic Affairs (VPAA)**COOP 2090F****Sophomore Coop-Full-time: 0-0-12**

An opportunity to gain work experience related to academic major, begin the career decision-making process and earn money for educational expenses. This is accomplished through the Cooperative Education program. The co-op program is coordinated administratively by the Office of Career Services. Salaries and benefits are determined by the employer and normally increase as the program proceeds. Board and lodging are the responsibility of the student. "V" grade is assigned for successful completion of the work assignment. Prerequisite: Sophomore standing.

COOP 2090P**Sophomore Coop-Part-time: 0-0-(1-9)**

An opportunity to gain work experience related to academic major, begin the career decision-making process and earn money for educational expenses. This is accomplished through the Cooperative Education program. The co-op program is coordinated administratively by the Office of Career Services. Salaries and benefits are determined by the employer and normally increase as the program proceeds. Board and lodging are the responsibility of the student. "V" grade is assigned for successful completion of the work assignment. Prerequisite: Sophomore standing.

COOP 3090F**Junior Coop-Full-time: 0-0-12**

An opportunity to gain work experience related to academic major, begin the career decision-making process and earn money for educational expenses. This is accomplished through the Cooperative Education program. The co-op program is coordinated administratively by the Office of Career Services. Salaries and benefits are determined by the employer and normally increase as the program proceeds. Board and lodging are the responsibility of the student. "V" grade is assigned for successful completion of the work assignment. Prerequisite: Junior standing.

COOP 3090P**Junior Coop-Part-time: 0-0-(1-9)**

An opportunity to gain work experience related to academic major, begin the career decision-making process and earn money for educational expenses. This is accomplished through the Cooperative Education program. The co-op program is coordinated administratively by the Office of Career Services. Salaries and benefits are determined by the employer and normally increase as the program proceeds. Board and lodging are the responsibility of the student. "V" grade is assigned for successful completion of the work assignment. Prerequisite: Junior standing.

COOP 4090F**Senior Coop-Full-time: 0-0-12**

An opportunity to gain work experience related to academic major, begin the career decision-making process and earn money for educational expenses. This is accomplished through the Cooperative Education program. The co-op program is coordinated administratively by the Office of Career Services. Salaries and benefits are determined by the employer and normally increase as the program proceeds. Board and lodging are the responsibility of the student. "V" grade is assigned for successful completion of the work assignment. Prerequisite: Senior standing.

COOP 4090P**Senior Coop-Part-time: 0-0-(1-9)**

An opportunity to gain work experience related to academic major, begin the career decision-making process and earn money for educational expenses. This is accomplished through the Cooperative Education program. The co-op program is coordinated administratively by the Office of Career Services. Salaries and benefits are determined by the employer and normally increase as the program proceeds. Board and lodging are the responsibility of the student. "V" grade is assigned for successful completion of the work assignment. Prerequisite: Senior standing.

Counseling Education (COE)**COUN 7131****Student Services in Higher Education: 3-0-3**

Covers the student services associated with divisions of student affairs in higher education settings. It is designed to trace the development of student services, to understand the philosophy and to explore the issues that face student affairs professionals in higher education settings.

COUN 7132**Contemporary College Student: 3-0-3**

Examines trends and changes in the characteristics of college students and institutions they attend (cohort changes), research issues related to college impact research (student change) and emerging theories and methodologies that address the consequences of attending college. It is intended to provide a broad introduction to research on students in a broad range of developmental and sociological areas.

COUN 7133**Administration and Leadership in Higher Education Student Services: 3-0-3**

Introduces student to the administrative aspects of student affairs. It will include an overview of organizational structures, organizational change, personnel issues, leadership, program planning and evaluation, selected legal and ethical issues and basic budget information. It also includes strategies related to professional development.

COUN 7134**Ethical and Professional Issues in Student Services: 3-0-3**

Designed to inform students in some depth of ethical standards, laws, ordinances and statutes that govern professional behavior. Specific topics and cases explored will include professional practice and ethics involving professional responsibilities, confidentiality and violations. Also addressed will be licensure laws, as well as, parameters of related practice procedures. Prerequisite: COUN 7131.

COUN 7231**Foundations of Community Counseling and Ethics: 3-0-3**

Provides an overview of community counseling. Includes a survey of theoretical foundations, research and practice, and ethical and legal issues in community counseling. Topics covered include: the role of the community counselor, outreach to vulnerable client populations, preventive education, client advocacy, referral practices, consultation and the adaptation of community counseling models in community health agencies, business, industry and specialized settings. Addresses ethnics, program management and the Diagnostic and Statistical Manual of Mental Disorders.

COUN 7232**Addiction Counseling: 3-0-3**

Surveys aspects of alcohol and drug abuse and assists in understanding the process of addiction and in developing skills for identifying clients with chemical dependencies and/or eating disorders. Addresses the role counselors, teachers and professionals can play in prevention, treatment and recovery process including appropriate resources.

COUN 7233**Family Counseling: 3-0-3**

Examines the family as a system. How it affects the client, how the client affects its family system and communication theories will be presented with specific attention to the student's awareness of their own family's system as a base from which they can develop an approach for understanding and working with families. The utilization of family counseling techniques in a variety of settings will also be examined. Didactic presentations, role playing and work with simulated families will be utilized. Prerequisite: COUN 7332.

COUN 7234**Counseling Assessment, Diagnosis and Intervention: 3-0-3**

This course is designed to provide students with an opportunity to develop a knowledge base regarding the nomenclature and criteria imperative in the

analysis and diagnosis of mental disorders. Additionally students will develop an understanding of the professional identity and role of counselors as it relates to assessment, diagnosis, and intervention. Students will also have an opportunity to develop a knowledge based for treatment planning and treatment documentation. Crises intervention assessment and techniques will also be addressed.

COUN 7332

Theories of Counseling: 3-0-3

Study of the nature of counseling, alternative theoretical strategies and the process of counseling. Provides a base from which the student can build a personal theory of counseling.

COUN 7333

Models and Techniques of Counseling: 3-0-3

Systematic, developmental counseling models are presented in which theoretical approaches may be practiced. Role playing and other experimental techniques are utilized to demonstrate effective counselor/client relationships and processes. Pre-practicum activities include analysis of audio and video taped counseling sessions. Prerequisites: COUN 7332 and proof of professional liability insurance coverage.

COUN 7334

Group Dynamics: 3-0-3

Designed to provide an understanding of group development, dynamics, counseling theories, group counseling methods and skills and other group work approaches. Prerequisites: COUN 7332 and COUN 7333.

COUN 7335

Individual Analysis: 3-0-3

Cognitive and affective group and individual test instruments and techniques used for individual analysis in counseling and in educational psychology and for instructional and administrative purposes.

COUN 7336

Career Counseling: 3-0-3

The career counselor facilitates career development based on knowledge of the strengths and limitations of the career theories, self assessment strategies, knowledge of the world of work and resources. The ability to identify needs/issues and develop intervention which assist diverse populations is also stressed.

COUN 7337

Cross Cultural Counseling: 3-0-3

Builds cross cultural counseling skills. Will familiarize students with theories, counseling techniques, skill development and a wide range of issues regarding ethical and effective counseling in a world of cultural differences. Emphasis is placed on expanding cultural awareness, knowledge and skill building in order to facilitate an appreciation of cultural, racial, ethnic, age, gender and sexual preference issues. Prerequisites: COUN 7333 and proof of professional liability insurance.

COUN 7338

Life Span Development: 3-0-3

Developmental processes throughout the life span are covered in the physical, cognitive and social/emotional areas. Theoretical and practical instruction are designed for application of developmental research and theory to counseling and related educational settings.

COUN 7431

Collaboration and Program Coordination: 3-0-3

The organization of comprehensive development of school counseling programs in the elementary, middle and high schools, and the counselor's roles as coordinator. Topics include: needs assessment, program planning and implementation, scheduling, research and evaluation, counselor accountability, public relations and coordination of the school's pupil personnel specialists team.

COUN 7432

Developmental Guidance Curriculum: 3-0-3

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' development needs. Ethical and diversity issues in designing curricula are emphasized. Prerequisite: A minimum grade of "C" in COUN 7434.

COUN 7433

Consultation and Intervention in the Schools: 3-0-3

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.). Prerequisite: A minimum grade of "C" in COUN 7434.

COUN 7434

Foundations of School Counseling and Ethics: 3-0-3

Designed to introduce the student to the profession of school counseling and practice in various school settings. The history and development of the profession, national associations, ethical codes, and standards for counselor preparation and credentials are examined, as well as, school counselor roles, functions and responsibilities.

COUN 7737

Practicum: 1-3-3

Areas covered in this course are application and critical evaluation of all counseling skills in practical situations with provision of clinical experiences under supervision for a total of 100 clock hours, 40 of which will be direct service work with clients. Individual and group counseling will be audio and/or video taped, critiques and evaluated. Prerequisites: COUN 7332, COUN 7333, COUN 7334 and proof of professional liability insurance coverage.

COUN 7738

Internship I: 1-20-3

Primary emphasis is on the integration of process, conceptual, professional and personal skills. Internship provides extensive supervised on-the-job experience in a school, community, or college counseling setting closely aligned with the student's professional career goals. The student is required to complete 300 hours of field experience. Prerequisites: COUN 7332, COUN 7333, COUN 7334, COUN 7337, three other content courses in counselor education or higher education approved by advisor and proof of professional liability insurance coverage.

COUN 7739

Internship II: 1-20-3

Primary emphasis is on the integration of process, conceptual, professional and personal skills. Internship provides extensive supervised on the job experience in a school, community or college counseling setting closely aligned with the student's professional career goals. The student is required to complete 300 hours of field experience. Prerequisites: COUN 7738, approved by advisor, and proof of professional liability insurance coverage.

COUN 7798

Internship I in Higher Education: 1-20-3

Provides 300 hours of supervised field experience for students in higher education student services program. The scope and objectives will be determined on an individual basis by the professor, the student and the field supervisor. COUN 7798 will be completed at the first site. Prerequisite: 27 semester hours of course work in the program.

COUN 7799

Internship II in Higher Education: 1-20-3

Provides 300 hours of supervised field experience for students in higher education student services program. The scope and objectives will be

determined on an individual basis by the professor, the student, and the field supervisor. COUN 7799 will be completed at the second site. Prerequisite: COUN 7798.

COUN 7890

Directed Individual Study: (1-3)-0-(1-3)

Permits specialization beyond regular course content through in-depth study of individually selected topics of interest and importance in higher education student services. The study will be directed by the instructor. Prerequisites: 12 semester hours of course work in the program.

COUN 8533

Professional Practice and Ethics: 3-0-3

Informs students of ethical standards, laws, ordinances, and statutes that govern professional behavior of counselors in schools and in community/mental health settings. Specific topics explored will include professional practice and ethics involving professional relationships, the impact of values, confidentiality, violations and licensure laws.

COUN 8535

Organization and Administration of Student Services: 3-0-3

Investigation of recent trends and development in the organization and administration of student services in elementary, secondary and post-secondary settings; and evaluation of job performance and programs. A required course for certification as a Director of Pupil Personnel Services. Prerequisite: Admission to the Ed.S. program in Counselor Education or School Psychology, or permission of instructor.

COUN 8536

Counseling Advocacy and Systemic Change in a Diverse Society: 3-0-3

Designed to provide students with the knowledge about counseling advocacy and social change necessary for creating effective learning practices and environments. Students will acquire an understanding of the social, economic, and political factors which influence and shape the counselor's role in diverse institutional settings such as schools and community agencies. The course examines the role of the counselor as a change agent in eliminating systemic barriers that impede student and client success. Prerequisite: Admission to Ed.S. program or instructor's permission.

COUN 8538

Advanced Group Development and Supervision: 2-1-3

Emphasis is placed on principles of group leadership and group processes at the theoretical and applied levels. Supervised practice in leading and/or co-leading groups in counseling is included. Prerequisite: COUN 7334.

COUN 8590

Selected Topics in Counseling: 3-0-3

Participants examine selected topics in the areas of school, community, and college counseling. Course focuses on the specialized needs of Professional Counselors in public, school, community agency, and post-secondary educational settings.

COUN 8737

Advanced Counseling Practicum and Supervision: 3-0-3

Advanced clinical experience in application of counseling theories, tools and techniques in counseling. Includes monitored experience in the supervision of counseling. Prerequisite: Admission to the Ed.S. program in Counselor Education or permission of instructor.

COUN 8839

Action Research: 1-2-3

Each student will implement a research study based on the proposal prepared in the field based Educational Research class. Should be related to a practical problem in professional practice setting. Oral presentation of the study is required. Prerequisites: EDUR 8131 and EDUR 8434.

COUN 8890

Directed Individual Study: (1-3)-(0-2)-(1-3)

Used to meet individual needs or interests that students may have in various areas. The needs or interests that students may have in group procedures, career development or vocational evaluation. Library research, empirical research and practice applications are typical aspects of many individual projects. Results are presented in written form and frequently include guides or manuals for practice in projected work settings. Prerequisite: Permission of instructor.

Criminal Justice (CLASS)

CRJU 1100

Introduction to Criminal Justice: 3-0-3

A three-hour survey course of the criminal justice system and its central components: police, courts, and corrections. Topics include: the activities and legal environment of each component; individual rights and public order; the juvenile justice process; theories of causation; the growth and use of technology in crime and crime solving; and special issues such as AIDS, drugs, and public policy.

CRJU 2131

Justice and Ethics: 3-0-3

Applies ethical theories to issues in the justice system. Topics include definitions of justice, theoretical approaches to ethical conduct, and applications of ethical behavior and decision-making in law enforcement, the judiciary, and the correctional system. Prerequisite: Prior or concurrent enrollment with a minimum grade of "C" in CRJU 1100.

CRJU 3111H

Honors Thesis Seminar I: 1-0-1

In a seminar setting, students will conduct readings about the research process with a focus on developing an honors thesis proposal. Prerequisite: Minimum Junior standing.

CRJU 3112H

Honors Thesis Seminar II: 1-0-1

In a seminar setting, students will continue to progress toward researching and writing the honors thesis. Particular emphasis will be given to construction of a comprehensive literature review and research design. Prerequisites: A minimum grade of "C" in CRJU 3111H and minimum Junior standing.

CRJU 3131

Criminal Law: 3-0-3

A study of the nature, origins, and purposes of criminal law in the United States. Addresses the constitutional limits on criminal law, general principles of criminal liability, elements of specific crimes, criminal defenses, and the application of the Georgia Criminal Code in terms of specific crimes. Prerequisite: A minimum grade of "C" in CRJU 1100.

CRJU 3133

Criminal Procedure: 3-0-3

Focuses on the legal processes from arrest through appeal, with emphasis on the rights of the accused. Particular attention paid to due process, right to counsel, search and seizure, self-incrimination, and challenges to individual rights represented by advances in technology and information systems. Prerequisite: A minimum grade of "C" in CRJU 1100.

CRJU 3134

Investigations: 3-0-3

Introduces students to fundamentals of conducting investigations. Topics include: evidence gathering, interviews and interrogations, court preparation and testimony, and written reports. Prerequisite: A minimum grade of "C" in CRJU 1100.

CRJU/POLS 3137

Judicial Process: 3-0-3

Analyzes and evaluates the judicial process by addressing the actors, institutions, processes and procedures that affect the administration of justice. Prerequisite: POLS 1101 or a minimum grade of "C" in CRJU 1100.

CRJU 3230/3230S

Policing: 3-0-3

Critical examination and assessment of American policing. Major emphases include policing history, functions, organizational structure, effectiveness of practices, community policing, and accountability measures. Prerequisite: A minimum grade of "C" in CRJU 1100.

CRJU 3331

Corrections: 3-0-3

Provides an introduction to the correctional process and interventions designed to prevent and control adult criminal behavior. Addresses the philosophy and goals underlying correctional interventions, types of criminal sentencing, and penal sanctions, including community-based corrections, institutional corrections, and parole. Prerequisite: A minimum grade of "C" in CRJU 1100.

CRJU 3431

Juvenile Justice: 3-0-3

Provides an overview of the juvenile justice system and juvenile jurisprudence. Examines the development of the juvenile justice system, elements that contribute to juvenile delinquency and delinquency prevention, and the treatment of juveniles by the civil and criminal justice systems. Prerequisite: A minimum grade of "C" in CRJU 1100.

CRJU 3531

Victimology: 3-0-3

An examination of the causes and consequences of victimization. Major emphases on victimization patterns, risk factors, the victim-offender relationship, range of injuries experienced, and the role of the victim in criminal justice proceedings. Prerequisite: A minimum grade of "C" in CRJU 1100.

CRJU 3532

Organized Criminality: 3-0-3

Provides students with a realistic understanding of the problem of organized criminality in the United States. Focuses on the theories and evolution of traditional organized crime in America, as well as an examination of new and emerging organized crime groups that attempt to acquire a stronghold on criminal enterprises and activities. Examples of organized criminality examined in the class include, but are not limited to: drug trafficking, racketeering, money laundering, environmental crime, and intellectual property crime. Prerequisite: A minimum grade of "C" in CRJU 1100.

CRJU 3533

Crimes Against Vulnerable Populations: 3-0-3

Provides an introductory examination of criminality against vulnerable populations via an overview of current theory, research, and trends within the context of specific victimization types. Specific crimes, their impact on victims, and their social and policy implications will be examined. Prerequisite: A minimum grade of "C" in CRJU 1100.

CRJU 3631

Crime and Justice in Public Policy: 3-0-3

Focuses on the intersection of crime and social justice in the policy process. Particular attention paid to the development of public policy, actors in the process, and the impact of public policy on society, social programs, and the criminal justice system. Prerequisite: A minimum grade of "C" in CRJU 1100.

CRJU 3632

The Death Penalty: 3-0-3

Examines the political and legal controversies surrounding the application of capital punishment. Addresses the theoretical and legal foundation behind

its use, historical trends, current practices, constitutional issues, implementation concerns, questions of bias, international law, and American exceptionalism. Prerequisite: A minimum grade of "C" in CRJU 1100.

CRJU 3731

Crimes Against Humanity: 3-0-3

Provides an introduction to human rights violations, including crimes against humanity, genocide, and war crimes. Focuses on crimes that are part of a widespread or systematic attack directed against a civilian population, and may include such crimes as individual and collective acts of violence, extermination, enslavement, torture, and persecution. Examines the political, historical, and philosophical explanations for crimes against humanity, as well as the development of international human rights law. Prerequisite: A minimum grade of "C" in CRJU 1100.

CRJU 3732

Conflict Resolution: 3-0-3

Examines the causes of conflict and the techniques to resolve conflict among colleagues, the public, and with clients in the criminal justice field. Special emphases on collaborative resolutions, mediations, arbitration, and the development of interpersonal communication skills. Prerequisite: A minimum grade of "C" in CRJU 1100.

CRJU 3733

Equality, Crime, and Justice: 3-0-3

An introduction to forms of social stratification and how it intersects with the social realities of crime and justice. Explores the extent, causes, and consequences of institutional inequalities in power, wealth, and status within the realms of criminal offending, victimization, criminal justice processing, and criminal justice employment. Prerequisite: A minimum grade of "C" in CRJU 1100.

CRJU 3831

Popular Culture and Justice: 3-0-3

Examines portrayals of crime, justice, social stratification, the criminal justice system, as well as social and political responses to those issues, in television, film, and literature. Prerequisite: A minimum grade of "C" in CRJU 1100.

CRJU 3931

Issues in Homeland Security: 3-0-3

Provides students with an overview of the legal, practical, and ethical challenges that accompany efforts to secure the homeland against major twenty-first century threats such as terrorism and cyber-terrorism. Course topics include, but are not limited to: threat assessment, crisis response, incident prevention, and the need to reconcile governmental strategies for disrupting attacks on the homeland with the imperative of protecting civil liberties. Prerequisite: A minimum grade of "C" in CRJU 1100.

CRJU 4031

Counseling and Supervising Offenders: 3-0-3

Examines the theories and techniques employed to influence and alter the attitudes, values, and behaviors of criminal offenders. Supervision of offenders is emphasized. Focuses on practical application of theories to case studies. Prerequisite: A minimum grade of "C" in CRJU 1100.

CRJU 4032/4032S

Criminal Behavior: 3-0-3

Examines criminal and deviant behaviors from a multidisciplinary approach. Addresses major theories and research, correlates of crime including classification concepts, case studies, and application by components of the criminal justice system. Prerequisite: A minimum grade of "C" in CRJU 1100.

CRJU 4111H

Honors Thesis Seminar III: 1-0-1

In a seminar setting, students will continue writing and revising their thesis. Prerequisites: A minimum grade of "C" in CRJU 3112H and minimum Junior standing.

CRJU 4112H**Honors Thesis Seminar IV: 1-0-1**

Students will complete the final honors thesis and present their findings at a research symposium. Prerequisites: A minimum grade of "C" in CRJU 4111H and minimum Junior standing.

CRJU 4135**Directed Study in Justice Studies: 3-0-3**

A structured, individualized research focus to be mutually designed and agreed upon by instructor and student. May be used to meet individual needs or interests that students have in various areas of criminal and social justice. Prerequisite: A minimum grade of "C" in CRJU 1100 and junior or senior standing.

CRJU 4192**Special Topics: 3-0-3**

Scheduled periodically to explore topics not offered in the regular curriculum.

CRJU 4231**Justice Studies Research Methods: 3-0-3**

Provides students with an understanding of research and its application in the field of justice studies. Topics include understanding the scientific method, research methodology, inductive and deductive statistics, and data analysis for report preparation. Includes student utilization of computer-based spreadsheets, database management, and interactive statistical packages. Prerequisites: STAT 2231 and a minimum grade of "C" in CRJU 1100.

CRJU 4531/4531S**Comparative World Justice Systems: 3-0-3**

Examines the institutions of justice in various countries around the world as well as the variety of international institutions that address questions of justice. The legal, political, philosophic, social, and historical factors underlying these institutions are of primary concern. Prerequisite: A minimum grade of "C" in CRJU 1100.

CRJU 4632**Senior Seminar in Justice Studies: 3-0-3**

A discussion-based, intensive reading and writing capstone course for Justice Studies majors and minors. Integrates material from the major core courses and addresses current issues and trends in the administration of criminal and social justice. Prerequisite: A minimum grade of "C" in CRJU 1100 and senior status (completion of at least 90 hours).

CRJU/POLS 4733**Theories of Justice: 3-0-3**

A consideration of the primary theories of justice formulated through history. Examines and evaluates the theoretical foundations of conceptions of justice from a variety of perspectives. Prerequisite: POLS 1101 or a minimum grade of "C" in CRJU 1100.

CRJU 4792**Internship in Justice Studies: 0-0-(3-9)**

Provides students the opportunity to utilize, in a supervised work setting, the knowledge they have gained through their course work. Emphasizes the experiential, professional, and academic development of the student. Students must attain junior or senior status and have the permission of the internship coordinator to enroll.

CRJU 4830**Justice Administration: 3-0-3**

Addresses organizational and managerial issues associated with the criminal justice system in respect to the courts, policing, and corrections. Attention is paid to a variety of topics within the context of the criminal justice system, including: staffing and training; leadership, power, and decision-making; organizational change; budgeting, and the selection and use of technology. Prerequisite: A minimum grade of "C" in CRJU 1100.

CRJU 4930**Justice Studies Honors Thesis: 3-0-3**

A substantial research project in Justice Studies structured jointly by a University Honors Program student and faculty mentor, approved by the University Honors Program director.

Computer Science (CIT)**CSCI 1230****Introduction to BASIC Programming: 3-0-3**

Basic concepts, logic, and syntax of BASIC programming language. Elementary programming techniques and algorithms. Topics include: variables, arithmetic operations, input/output, strings, GUI design, IF blocks, loop structures, subprograms, one- and two-dimensional arrays, file processing and applications. Prerequisites: Three hours of mathematics.

CSCI 1232**Introduction to FORTRAN Programming: 3-0-3**

Basic concepts, logic and syntax of the FORTRAN programming language. Elementary programming techniques and algorithms. Topics include: arithmetic operations, input/output, IF blocks, loop structures, subprograms, one- and two-dimensional arrays, file processing and applications. Prerequisites: Three hours of mathematics.

CSCI 1236**Introduction to Java Programming: 3-0-3**

Basic concepts, logic and syntax of the Java programming language. Elementary programming techniques and algorithms. Topics include: arithmetic operations, input/output, data types, variables, selection and control statements, applications, applets, strings, and event-driven programming. Prerequisite: A minimum grade of "C" in MATH 1111 or equivalent.

CSCI 1301/1301S**Programming Principles I: 3-2-4**

Provides a fundamental understanding of the development of computer solutions to solve problems with emphasis on structured, top-down development and testing. Concepts include the following: an overview of computer system design, problem solving and procedural abstraction design of computer solutions, algorithm development using simple data types and control structures, implementation and testing of programmed problem solutions, design modularization using subprograms and structured and user-defined data types. Prerequisites: MATH 1111 or higher and a minimum grade of "C" in CSCI 12XX language or ENGR 1631.

CSCI 1302**Programming Principles II: 3-0-3**

A continuation of CSCI 1301. Emphasis is on advanced programming techniques such as recursion, data and responsibility driven design and implementation, GUI and file processing techniques. Prerequisite: A minimum grade of "C" in CSCI 1301 or CISM 2230.

CSCI 2120**Computers, Ethics and Society: 2-0-2**

An investigation of issues related to the use of computers and computer technology including the following: computer ethics, professional standards, and social impact of computer applications. Some topics to be researched include: philosophical ethics, the application of ethical theory to situations involving computer technology, codes of conduct, privacy, data protection, employee privacy, data regulation, artificial intelligence, copyright/patent issues, computer malfunction liability, computer crime and responsibilities of computer users. Prerequisites: A minimum grade of "C" in CSCI 1301.

CSCI 3230**Data Structures: 3-0-3**

Introduction to abstract data types such as lists, stacks, queues, and trees, and algorithm analysis. Prerequisites: A minimum grade of "C" in CSCI 1302 and MATH 2130.

CSCI 3231

Logic Circuits and Microprocessors: 2-2-3

Digital system and Logic Circuits Design. Topics include the study of the Logic gate, Boolean Functions representation and Minimization, Combinational and Sequential logic circuits, Programmable Logic Arrays, Data Representation, RAM, ROM, and Cache Memories, Register Transfer Language and micro-operations, Hardware Description Language (VHDL), Microprocessor Organization and Design, Assembly Language, Computer Aided Design Tools and Filed Programmable Gate Arrays. Prerequisite: CSCI 1302.

CSCI 3232

Systems Software: 3-0-3

Provides basic concepts of computer software systems including operating systems, language translators, utilities, linkers and loaders, system component interface, diverse programming language concepts, and interfaces. Prerequisite: A minimum grade of "C" in CSCI 1302. Corequisite: CSCI 3230.

CSCI 3236

Theoretical Foundations: 3-0-3

A study of languages, formal grammars, and abstract representations of computation. Prerequisites: A minimum grade of "C" in CSCI 1302 and MATH 2130.

CSCI 4790

Special Problems/CO-OP: (1-3)-0-(1-3)

Work experience in computer science through the CO-OP program. A student may enroll in this course more than once, but cumulative credit may not exceed three credit hours. Prerequisite: Acceptance as a CO-OP student in the area of computer science.

CSCI 4890

Directed Study in Computer Science: (1-3)-(0-2)-(1-3)

Directed study under faculty supervision. Seminar with at least one hour to be used as student engagement in service work. Prerequisites: Permission of instructor and department chair.

CSCI 5090/5090G

Selected Topics in Computer Science: (1-3)-(0-2)-(1-3)

Specialized study in a selected area of Computer Science. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite: Permission of instructor.

CSCI 5130/5130G

Data Management for Math and the Sciences: 3-0-3

Topics in data management, including operating systems, word processing, spreadsheets, and database management and their applications to mathematics education. Intended primarily for those majoring in Mathematics and Mathematics Education. For those majoring or minoring in Computer Science, this course may not be used as an upper level Computer Science elective. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite: CSCI 1230 or permission of instructor.

CSCI 5230/5230G

Discrete Simulation: 3-0-3

Introduction to discrete simulation models and their implementation on computers. Topics include modeling techniques, experiment design, analysis and validation of results. Students will be exposed to one or more computer simulation languages. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: A minimum grade of "C" in CSCI 3230 and STAT 2231 or permission of instructor.

CSCI 5235

Human Computer Interaction: 3-0-3

Human-Computer Interaction applies knowledge about how human beings perceive the world, think, remember and solve problems to the design of

complex computer software. HCI goes beyond the construction of good user interfaces to specify how software projects are developed, tested and deployed. An important part of this course will emphasize field work practices for such things as user requirements gathering and usability testing. Prerequisite: A minimum grade of "C" in CSCI 3230 or permission of instructor.

CSCI 5330/5330G

Algorithm Design and Analysis: 3-0-3

An in-depth study of the design, implementation, testing, and analysis of algorithms. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: A minimum grade of "C" in CSCI 3236 and MATH 2242.

CSCI 5331/5331G

Computer Architecture: 2-2-3

Topics include the study of the Microprocessor Organization and Bus Structures, Complex Instruction Set Computer (CISC) Systems, Reduced Instruction Set, Computer (RISC) Systems, Micro-programmed Control and Controller Design, Concepts and Application of Embedded Systems, Pipeline and Vector processing, Input-Output Organization., Memory Organization, Parallel processor Architecture. Advanced topics related to Hardware-Software Co-design. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite: A minimum grade of "C" in CSCI 3231 or permission of instructor.

CSCI 5332/5332G

Data Communications and Networking: 3-0-3

Fundamental concepts of data communications including architecture models, protocol suites, network programming, signal and data transmissions, error detection, and performance analysis. Prerequisites: A minimum grade of "C" in CSCI 3232 and STAT 2231.

CSCI 5335/5335G

Object-Oriented Design: 3-0-3

Introduction to concepts, methods, and current practice of object oriented design and analysis. Topics include the study of the Unified Modeling Language (UML), which has become an industry standard notation. UML topics will include use cases, diagramming notation (class, object, sequence) and object state diagrams. Students will use UML to design and implement individual and small group projects. Additional topics include understanding design patterns in building applications. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite: A minimum grade of "C" in CSCI 3230.

CSCI 5430/5430G

Artificial Intelligence: 3-0-3

Introduction to different paradigms for creating software that can reason, access a knowledge base, handle uncertainty, learn, communicate, perceive and act. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: A minimum grade of "C" in CSCI 3230 and CSCI 5330 or permission of instructor.

CSCI 5431/5431G

Computer Security: 2-2-3

Computer security theory and practice fundamentals including methods of attack, defending against attacks, privacy vs. security, methods of encryption, authentication, writing secure code, web security, and network security. Prerequisite: A minimum grade of "C" in CSCI 2120. Corequisite: CSCI 5332.

CSCI 5432/5432G

Database Systems: 3-0-3

The fundamental concepts of database management systems (DBMS) including logical and physical database organization, data models and design issues. Emphasis will be placed upon the relational data model including design and implementation using commercial database systems. Graduate students will be given an extra assignment determined by the instructor that

undergraduates will not be required to do. Prerequisite: A minimum grade of "C" in CSCI 3230 or permission of instructor.

CSCI 5436/5436G

Distributed Web Systems Design: 3-0-3

This course involves programming methodologies for the World Wide Web. Topics include: Client-side programming, distributed transactions, remote procedure calls, component objects, server side programming and network load balancing. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite: A minimum grade of "C" in CSCI 5432.

CSCI 5437/5437G

Computer Graphics: 3-0-3

Course covers fundamentals of the theory of computer graphics, including raster systems, 3D viewing, illumination, shading and solid modeling. A standard computer graphics language is also introduced in cooperating with the learning of the theory. Prerequisites: A minimum grade of "C" in CSCI 3230 and CSCI 3236.

CSCI 5438/5438G

Animation: 3-0-3

Course covers mechanism of computer animation and its implementation in OpenGL, together with advanced graphics features that are essential for full-fledged animation. Prerequisite: A minimum grade of "C" in CSCI 5437.

CSCI 5439

Game Programming: 3-0-3

An introduction to game design and development including game physics, using game engines, using AI in games, creating multi-threaded games, and creating networked games. Prerequisites: A minimum grade of "C" in CSCI 5332 and CSCI 5437 or permission of instructor.

CSCI 5530/5530G

Software Engineering: 3-0-3

This course serves as a major integrative, capstone experience for students and requires teamwork. A study of the development and management of software; strategies and techniques of design, testing, documentation and maintenance. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: A minimum grade of "C" in CSCI 5330, CSCI 5335, and CSCI 5432 or permission of instructor.

CSCI 5531/5531G

Systems Assurance Standards and Processes: 3-0-3

Course explores international and national standards (including ISO 17799) as frameworks in modeling internal security standards, policies and procedures. Lectures and case studies situate course topics in the explicit context of technologically rich environments of modern software and data intensive systems and networks. Lectures are based on systematic use of standards and assessments of realistic cases from diverse areas. Cases are used in a comprehensive manner covering the most relevant systems assurance issues in situations characterized by complex interdependencies, for example associated with multiple locations, substantial software development, large data center responsibilities and multilayered networks. Technical issues underlining non-electronic security are fully complemented with leadership ones in all areas of security including those for large and medium-sized organizations. Students will be involved in risk assessments, comprehensive assurance planning, improvement of policies and procedures as well as budget preparations, an array of risk assessments and countermeasure planning based on solid understanding of technical issues involved, including relevant calculations in capacity planning, storage virtualization (using RAID for fault tolerance and backups) and similar. Prerequisite: A minimum grade of "C" in CSCI 5431 or permission of instructor.

CSCI 5532/5532G

Network Management Systems: 3-0-3

Basic concepts of network management systems, including fundamentals of standards, models, languages, network management systems architectures and protocols. SNMP based protocols that manage TCP/IP networks.

Broadband network management systems and Web-based network management systems tools and applications. Prerequisite: A minimum grade of "C" in CSCI 5332.

CSCI 5534

Software Testing and Quality Assurance: 3-0-3

Essential concepts and technology for software systems quality assurance and testing. Course covers software testing and the quality assurance body of knowledge including theory, models and methods, as well as contemporary standards and tools. Prerequisite: Prior or concurrent enrollment with a minimum grade of "C" in CSCI 5530 or permission of the instructor.

CSCI 5537

Broadband Networks: 3-0-3

Basic concepts of broadband networks including an introduction to broadband networks, principles and systems. Basic concepts and terminology needed for an understanding of broadband networks which support a variety of service requirements. Emphasis is on structures and principles of broadband networks. Major concepts and principles will be examined along with their corresponding mathematical analysis. Prerequisite: Prior or concurrent enrollment with a minimum grade of "C" in CSCI 5332 or permission of the instructor.

CSCI 5538/5538G

Wireless and Mobile Systems: 3-0-3

This course deals with the basics of cellular concept and mobile communication systems, multiple radio access procedures and channel allocation techniques, the architecture and functioning of satellite systems including global positioning systems, different wireless LAN technologies and personal area networks with an emphasis on Bluetooth networks and mobile application development required for mobile and wireless handheld devices like PDAs and cell phones. Prerequisites: A minimum grade of "C" in CSCI 5332 and MATH 1441 or permission of instructor.

CSCI 5539

Optical Networks: 3-0-3

Basic concepts of optical networks will be explored including a summary of fundamental mechanisms and recent developments and deployments of optical networks and the network and software architecture to implement optical networks designed to transport IP traffic. Prerequisite: Prior or concurrent enrollment with a minimum grade of "C" in CSCI 5332 or permission of the instructor.

CSCI 7090

Selected Topics in Computer Science: (1-3)-(0-2)-(1-3)

Specialized study in a selected area of Computer Science. Prerequisites: Permission of instructor.

CSCI 7130

Artificial Intelligence - Theory and Application: 3-0-3

Examines the fundamental theory for research, design, and development of artificial intelligence systems. Emphasizes state space search, computer gaming, logic, and knowledge representation. Topics include expert systems, natural language understanding, planning, machine learning and decision making with a view toward applications. Students develop a working system in a realistic application domain. Prerequisites: A minimum grade of "B" in CSCI 3230 and CSCI 3232 or permission of instructor.

CSCI 7132

Database Systems Design-Theory and Application: 3-0-3

Effective design and application of complex Database Systems, involving both traditional relational databases, object-relational databases, advanced rules and constraints, advanced SQL programming, data model validation, ontology based data modeling, contemporary semi-structured data modeling with XML Schema, and advances in SQL, XML, XML Schema, XQuery, and Data Modeling standardization. Review of advances in DB research and DB technology trends. Students will also act as practicing advisors to other students working on DB design projects. Prerequisites: A

minimum grade of "B" in CSCI 3230 and CSCI 3232 or permission of instructor.

CSCI 7136

Distributed Web Systems Design - Theory and Application: 3-0-3

Client and server side programming, stateless client/server transactions, state maintenance, server side database transactions, Web project design methodologies, database design methodologies for distributed Web projects, testing methodologies, and Web systems project management concepts. Prerequisite: A minimum grade of "B" in CSCI 7132 or permission of instructor.

CSCI 7140

Software Development and Machine Architecture: 4-0-4

Software and hardware topics that include an object oriented language, web page construction, electric circuits, architecture, language translation, operating systems and networks. Primarily intended for those that are beginning a Masters Degree in Technology. Cannot be taken for credit by those earning a Masters in Mathematics. Prerequisites: Enrollment in the Master of Science in Applied Engineering degree program or permission of instructor.

CSCI 7230

Advanced Computer Architecture: 3-0-3

Comparing different modern computer systems architecture and investigating their performances. Topics include: parallel computer systems, pipelining techniques, vector processor arrays, multiprocessor systems, data flow machines and fault-tolerant computer systems. Prerequisite: CSCI 5331 or permission of instructor.

CSCI 7332

Parallel Algorithms Design and Analysis: 3-0-3

A study of parallel constructs for providing experiences in designing and analyzing parallel algorithms. Prerequisite: A minimum grade of "C" in CSCI 5330 or permission of instructor.

CSCI 7334

Unix Network Programming: 3-0-3

A study of UNIX interprocess communication protocols and how they can be used in programs. Prerequisite: A minimum grade of "C" in CSCI 3232 or permission of instructor.

CSCI 7336

Broadband Communications: 3-0-3

An in-depth study of the structures and principles of broadband networks. Major concepts and principles are explained along with their mathematical analysis. Prerequisites: A minimum grade of "C" in CSCI 5332 and STAT 2231 or permission of instructor.

CSCI 7337

Optical Networks: 3-0-3

An introduction to optical networks, their principles and systems, an understanding of the construction and organization of optical networks along with an in-depth study of the structures and requirements of lightwave-coherent systems. Major concepts and principles are covered along with their mathematical analysis. Prerequisites: A minimum grade of "C" in CSCI 5332 and STAT 2231 or permission of instructor.

CSCI 7431

Distributed Database Systems: 3-0-3

A study of distributed database architectures and system design, semantic data control, query processing, transaction management, concurrency control, distributed DBMS reliability, parallel DB systems, distributed object DB management systems, and database interoperability. Prerequisites: A minimum grade of "B" in CSCI 7132 and CSCI 7136 or permission of instructor.

CSCI 7432

Algorithm Analysis and Data Structures: 3-0-3

Advanced topics in algorithm design and analysis and data structures for implementing these algorithms. Problems considered from areas of information storage and retrieval, graph theory, cryptology and parallel processing. Prerequisite: CSCI 5330 or permission of instructor.

CSCI 7434

Data Mining: 3-0-3

The application of concepts and techniques from information science, statistics, visualization, artificial intelligence, and machine learning for the purpose of extracting, integrating, and visualizing information and knowledge from large databases. Prerequisites: A minimum grade of "B" in CSCI 7130 and CSCI 7132 or permission of instructor.

CSCI 7435

Data Warehousing: 3-0-3

Data warehouse design principles and technical problems inherent in complex industrial implementations using commercial software. Possible topics include: an introduction to data warehousing, multidimensional data modeling, data warehouse architectures, data warehouse design and implementations, development of data cube technology, organizing data warehousing projects, from data warehousing to data mining. Prerequisite: A minimum grade of "B" in CSCI 7132 or permission of instructor.

CSCI 7436

Internet Programming: 3-0-3

Advanced design and implementations of large-scale Internet applications through the use of high and low level programming constructs. Possible topics include: client side scripting languages, middle-tier programming languages, middle-tier transaction servers, server-side data access, server-side scripting/programming, integrating applications within a network cluster, internet protocols and socket programming. Prerequisite: A minimum grade of "C" in CSCI 5332 and CSCI 5432 or permission of instructor.

CSCI 7532

Advanced Software Engineering: 3-0-3

The focus is the rigorous specification, modeling and prototyping of critical software systems/components. Topics selected from formal specification using Z and VDL, specifications using UML with OCL for real-time systems. Structure, dynamic and constraint modeling, constraint/performance [rate monotonic] analysis, concurrency, re-configuration and distribution, prototyping, reuse and integration issues, and component implementation using advanced tools with implementation styles such as Generic and Meta-Programming. Prerequisite: CSCI 5530.

CSCI 7533

Requirements and Architecture: 3-0-3

Software requirements and architecture evaluation using examples of complex software intensive systems. Product-line approach and use of industry standards. Functional and object oriented approaches in complex domains such as avionics, ground vehicles, medical devices, telecommunication. Students are expected to critically evaluate and develop architecture and requirements for sizable systems, functioning as lead architects and requirements managers. Prerequisite: A minimum grade of "C" in CSCI 5530 or permission of instructor.

CSCI 7534

Testing and Measurement: 3-0-3

Testing and quantitative evaluation of software products and processes. Topics include: models, methods, standards and tools for testing, measurement and evaluation, test (defect) catalog and coverage testing of units, components, and subsystems. Integration, system and acceptance testing and evaluation, test suites, regression testing and test automation. Prerequisite: A minimum grade of "C" in CSCI 5530 or permission of instructor.

CSCI 7890**Directed Study in Computer Science: (1-3)-(0-2)-(1-3)**

Directed study under faculty supervision. Prerequisite: Permission of instructor and department chair.

CSCI 7899**Research Project in Computer Science: (1-6)-(0-4)-(1-6)**

Research project addressed toward a real world problem. Prerequisite: Permission of project advisor and permission of department chair.

CSCI 7999**Thesis: 0-(1-6)-(1-6)**

Thesis.

Decision Sciences (COBA)**DSCI 7331****Business Research Methods: 3-0-3**

The course covers research design in business, collection of business data, analysis of experimental or survey data, interpretation of research findings, and presentation of results. Students will analyze real data sets and obtain significant business insights from analytical solutions. Prerequisite: A minimum grade of "B" in MGNT 7331 and graduate standing or permission of Director of COBA Graduate Studies

DSCI 7332**Applied Multivariate Methods for Business Research: 3-0-3**

The course teaches the process of multivariate data analysis for business research. The course focuses on the selection of the appropriate modeling technique and interpretation of the results. SPSS will be used in the course for model estimation. Students will analyze real data sets and prepare methodology and results appropriate for business journals. Prerequisites: A minimum grade of "B" in DSCI 7331 and graduate standing or permission of Director of COBA Graduate Studies.

DSCI 7333**Advanced Multivariate Methods for Business: 3-0-3**

General linear models as applied to multiple regression and analysis of variance for analyzing surveys and experimental designs. One-way and factorial designs, preplanned versus post-hoc contrasts. Random factors and repeated measures. Prerequisites: A minimum grade of "C" in DSCI 7332 and acceptance in Ph.D. in Logistics/Supply Chain Management.

DSCI 7334**Qualitative Research Methods in Business: 3-0-3**

This course helps students develop their research skills in qualitative methods. It focuses on the application of qualitative methods in business case studies. Students will learn how to design a qualitative research, collect qualitative data, analyze qualitative data, and make valid inference in order to solve practical business problems. Prerequisites: A minimum grade of "B" in DSCI 7331 and graduate standing or permission of Director of COBA Graduate Studies.

Early Childhood Education (COE)**ECED 3131/3131S****The P-5 Curriculum: 3-0-3**

The P-5 Curriculum course introduces the candidate to the curriculum, instruction, and organization of elementary schools serving a preschool through fifth grade population. Emphasis is placed on elementary schools implementing developmentally appropriate practices to meet the diverse needs of the P-5 population. Field experience required. Prerequisites: Prior or concurrent enrollment with a minimum grade of "C" in ITEC 3130 and SPED 3331.

ECED 3232**P-5 Creative Arts: 3-0-3**

Provides opportunities for the students to familiarize themselves with the basic theories and practices of creative arts. Emphasizes the use of creative arts across the curriculum while developing the whole child. Prerequisites: ECED 3131.

ECED 3262**P-5 Language and Literacy: 6-0-6**

The P-5 Language and Literacy course is designed to explore materials and methods of teaching language and literacy in the P-5 classroom. Students will study language and literacy development as well as the implications of student diversity for language learning. Students will investigate the theoretical background and research base supporting current understandings of the processes of the language arts (speaking, listening, reading, writing, viewing, and visually depicting). Students will also become acquainted with the vast selection of children's literature and strategies for incorporating literature into the curriculum. Prerequisites: ECED 3131 and READ 2230.

ECED 3732**Methods I Practicum: 1-5-3**

The Methods I Practicum is designed to provide the preservice teacher with opportunities to integrate theory with practical application in the methods of teaching language, literacy and the creative arts in the K-2 classroom. Students will observe and participate in an early primary classroom setting and will plan and implement lessons and instructional units within that setting. Prerequisites: A minimum grade of "C" in ECED 3131 and prior or concurrent enrollment with a minimum grade of "C" in ECED 3262.

ECED 4090**Special Topics: (1-3)-0-(1-3)**

Promotes specialized training appropriate to the needs of pre-service teachers. Attention will be given to a range of specific problems as they relate to the elementary, middle, or secondary schools and teaching field. Prerequisites: Approval of advisor, instructor, and department chair.

ECED 4333**P-5 Teaching Mathematics: 3-0-3**

Studies the role of mathematics in the education of elementary school children, with emphasis on: the understanding of curriculum content; current trends in teaching; use of appropriate teaching materials; and planning for and evaluating instruction. Designed to give the prospective teacher an understanding of how children learn mathematics and have at their disposal methods which will facilitate this process for each child in a P-5th grade range. Prerequisites: A minimum grade of "C" in ECED 3131 and MATH 3032.

ECED 4433**P-5 Science: 3-0-3**

Designed to prepare students for teaching science in grades P-5. The content of science is reviewed. Methods of teaching and assessing a diverse population of learners in P-5 science education are examined. Emphasis is placed on the importance of science in social and environmental issues. Prerequisites: A minimum grade of "C" in ECED 3131.

ECED 4533**P-5 Social Studies: 3-0-3**

Designed to prepare students for teaching social studies in grades P-5. The goals and definitions related to the early childhood social studies program will be considered. The content of P-5 social studies will be reviewed. Students will become acquainted with appropriate teaching methods, materials, and organizational techniques for providing children with successful learning experiences in social studies. Prerequisite: ECED 3131.

ECED 4632**Student Teaching Seminar: 3-0-3**

Students will analyze issues related to school law, diverse student populations, classroom/behavior management, school funding, issues and trends in education, technology integration, and ethics. Special emphasis

will be placed on instructional setting, strategies, and related services. Prerequisite: Admission to Student Teaching. Corequisite: ECED 5799.

ECED 4733

Methods II Practicum: 1-5-3

Designed to provide the preservice teacher with observation and actual teaching experience in a supervised classroom setting. A major emphasis is on planning and teaching an integrated unit in a 3-5 classroom. Prerequisites: ECED 3732 and completion of or concurrent enrollment in ECED 4333 and ECED 4433.

ECED 5799/5799G

Student Teaching in Early Childhood Education: 0-40-9

Provides a period of guided teaching during which the student, under the direction of a classroom supervising teacher, takes increasing responsibility for leading the school experiences of a given group of learners over a period of fifteen consecutive weeks and engages directly in the activities which constitute the wide range of a teacher's assigned responsibilities. The student teacher will be responsible for assuming the full responsibilities of the teacher for a minimum of fifteen days. Prerequisite: Completion of teaching field, professional education courses, and admission to the Student Teaching Program. Corequisite: ESED 4633.

ECED 7132

Effective Curriculum and Instruction in Elementary Schools: 3-0-3

Provides students the opportunity to explore the relationship between curriculum and instruction. How to effectively plan curriculum and instruction for elementary classrooms will be emphasized.

ECED 7230

Advanced Language Arts Methods: 3-0-3

Designed to build on the graduate students' knowledge of materials and methods of teaching language and literacy in the P-5 classroom. Students will examine issues related to language arts instruction and the theoretical background and research base related to these issues. Prerequisites: ECED 7132, EDUF 7130, EDUR 7130 or permission of program.

ECED 7232

Children's Literature: 3-0-3

Designed for the graduate student who has some knowledge of children's literature. Attempts to update the student's knowledge of children's literature in the classroom and media center.

ECED 7233

Teaching Writing in the Elementary School: 3-0-3

This course provides students the opportunity for an in-depth examination of both the process and products of writing in P-5 schools. Students will explore the current trends and issues related to the teaching of writing in the elementary school including curriculum and assessment.

ECED 7330

Advanced Mathematics Methods: 3-0-3

Designed to provide an extension of the knowledge base acquired at the undergraduate level that is necessary to provide a firm foundation for mathematics instruction to the P-5th grade child. Emphasis will be on problem solving, mathematical reasoning and communication, and the use of technology when delivering instruction. Prerequisites: ECED 7132, EDUF 7130, EDUR 7130 or permission of program.

ECED 7430

Advanced Science Methods: 3-0-3

An extension of the undergraduate science methods course emphasizing grades P-5. Students are given the opportunity to reinforce and extend basic science content knowledge and science process skills as well as enhance current teaching strategies. The impact of current issues and trends on science instruction will be emphasized. Prerequisites: ECED 7132, EDUF 7130, EDUR 7130 or permission of program.

ECED 7530

Advanced Social Studies Methods: 3-0-3

An advanced course in social studies instructional methodology and inquiry in the P-5th grade classroom. Components and theoretical foundations of early childhood social studies curriculum will be investigated. Concepts, skills, and attitudes associated with elementary school social studies will be discussed in conjunction with various teaching methods, models, and materials considered developmentally appropriate and effective for children. Strategies for integrating social studies instruction with other areas of curriculum are investigated through active student participation. Prerequisites: ECED 7132, EDUF 7130, EDUR 7130 or permission of instructor.

ECED 7639

Seminar in P-5: 3-0-3

Designed as a culminating experience for students to integrate educational theory with classroom practice in a P-5 setting. Emphasis is placed on appropriate application of educational theory and content knowledge in a P-5 setting through analysis and evaluation of current classroom practices. Prerequisite: Completion of ECE emphasis area.

ECED 8890

Directed Individual Study: (1-3)-0-(1-3)

Provides an opportunity for a student to pursue an area of interest not covered by any existing courses in a guided, independent format. The student is responsible for defining an area of study, course objectives, activities and assessment procedures and identifying a graduate faculty member in the Early Childhood Education department who will supervise the study. Prerequisite: Permission of department chair.

Economics (COBA)

ECON 2105/2105H/2105S

Economics in a Global Society: 3-0-3

The market mechanism and its relationship to the major institutions of developed economies, current events, and the challenges of globalization; particularly emphasizes informed decision-making about issues of the aggregate economy in a global setting.

ECON 2106/2106S

Business Economics: 3-0-3

Analyzes the behavior of firms, workers, and consumers in perfectly competitive and imperfectly competitive markets. Particular emphasis is placed on firm behavior and how it is affected by the characteristics of the market. Prerequisite: A minimum grade of "C" in ECON 2105.

ECON 3131

Intermediate Macroeconomics: 3-0-3

The study of forces which determine the level of income, employment, inflation, interest rates, output with particular attention to the effects of government monetary and fiscal policy. Prerequisites: A minimum grade of "C" in ECON 2105 and ECON 2106.

ECON 3132/3132S

International Trade: 3-0-3

A study of international trade both in theory and practice. The course will cover standard trade theory models from Ricardo to Heckscher-Ohlin, including criticism of the theories. Provides students with the tools necessary to analyze trade and the likely impact of trade on domestic economic policy. Course will focus on microeconomic trade issues. Prerequisites: A minimum grade of "C" in ECON 2105 and ECON 2106.

ECON 3231/3231S

Intermediate Microeconomics: 3-0-3

The market mechanism and its relationship to major institutions. Household decision making and consumer demand. Production, cost and the firm's supply decision. Market structures, market failures and the appropriate role of government policy. Prerequisites: A minimum grade of "C" in ECON 2105 and ECON 2106.

ECON 3232**International Monetary Relations: 3-0-3**

Analyzes international monetary relations. Integrates economic theory, policy, and application. Examines the balance of payments, the foreign exchange market, exchange-rate determination under alternate exchange-rate regimes, and macroeconomic policy in an open economy. Prerequisite: A minimum grade of "C" in ECON 2105 and ECON 2106.

ECON 4030**Special Topics in Economics: 3-0-3**

A customized course that allows students to pursue further study in a specific topic. Topics for the course may include, but not limited to, sports economics, behavioral and experimental economics, economics of social issues, history of economics thought, game theory, or resource economics. Prerequisites: A minimum grade of "C" in ECON 2105 and ECON 2106.

ECON/REDV 4131**Applied Econometrics and Regional Analysis: 3-0-3**

The course outlines analytical and empirical tools used by the contemporary economic development specialist and economist. The methodology of data collection and estimation of regression models are introduced. Moreover, the course covers methods of forecasting, linear programming, derivation of impact multiplier analysis, and cost-benefit analysis. Prerequisite: A minimum grade of "C" in ECON 2106, and BUSA 3131 or STAT 2231.

ECON 4331**Money and Banking: 3-0-3**

A study of money, banking, and financial markets with particular emphasis on the impact that monetary policy has on business decision making. Prerequisites: A minimum grade of "C" in both ECON 2105 and ECON 2106.

ECON 4332**Labor Economics: 3-0-3**

A study of wage and employment determination in the labor market. Topics include discrimination, human capital development, labor union, and unemployment. Prerequisites: A minimum grade of "C" in ECON 2105 and ECON 2106.

ECON 4333**Managerial Economics: 3-0-3**

Presents the theory of the firm as an aid to business decision-making, examines the employment relationship and incentive structures within and among firms, the make-or-buy decision, and the problems arising from incomplete contracting and opportunism. Prerequisites: A minimum grade of "C" in ECON 2105 and ECON 2106.

ECON 4334**Transportation Economics: 3-0-3**

Provides students with the basic economic analysis of transportation, including the economic theories of transportation and location of economic activity, the history and current status of government regulation of transportation activities, and empirical analysis of the behavior of the transportation industries. Prerequisites: A minimum grade of "C" in ECON 2105 and ECON 2106.

ECON 4335**Public Finance and Public Policy: 3-0-3**

A study of the role of government in a market economy, how governments can efficiently allocate expenditures among the various members of society, the government decision-making process, cost-benefit analysis, government expenditures, and the effects and incidence of taxation. The focus of the course is on the federal government. The course also examines various public policy issues, such as welfare to work programs, health care, and Social Security. Prerequisites: A minimum grade of "C" in ECON 2105 and ECON 2106.

ECON 4336**Industrial Organization and Regulation: 3-0-3**

An introduction to the scientific study of imperfectly competitive markets. Topics include the causes of market imperfections (economics of scale, barriers to entry, etc.), behavioral and performance responses by firms to market imperfections, and government policy responses to market imperfections (antitrust law and regulation). Prerequisites: Junior Standing; a minimum grade of "C" in ECON 2105 and ECON 2106.

ECON 4431**Economic Development: 3-0-3**

This course examines the economic and social challenges faced by rural areas of the United States and developing countries. The main concern is on what resources rural economies have, and how these resources can be used to sustain economic development. Special attention is given to economic development strategies that emphasize equity in distribution as a goal as well as access to resources by a wide cross-section of citizens. Prerequisites: A minimum grade of "C" in ECON 2105 and ECON 2106.

ECON 4437/4437S**Regional and Urban Economics: 3-0-3**

This course provides an overview of urban and regional economics, including the theories of regional growth and urban development. It also provides a framework for understanding regional economic development and the regional development planning process. Prerequisite: A minimum grade of "C" in ECON 2106.

ECON/FINC 4534**Commercial Risk Management and Insurance: 3-0-3**

This course involves property and liability risks and the effective management of these risks with insurance. Application of property insurance to pure risk exposures including direct and indirect property. Application of liability insurance to general liability and catastrophic liability risks. Current topics in the field of commercial property and liability insurance. Prerequisite: A minimum grade of "C" in FINC 3131.

ECON 4790**Internship in Economics: (3-9)-0-(3-9)**

The student is to work with/for a manager of the enterprise in a management training or special projects capacity. Management level responsibilities and duties are expected of the student. Prerequisites: Senior standing. For students with an emphasis, the required course(s) of the emphasis must be completed.

ECON 4830/4830S**Special Problems in Economics: 0-0-3**

A customized course that is under the direction of a faculty sponsor. It allows students to pursue further study in a specific topic. Topics for the course may include, but are not limited to, sports economics, behavioral economics, economics of social issues, history of economic thought, or resource economics. Prerequisite: Junior standing.

ECON 4890**Directed Study in Economics: 0-0-(1-3)**

Designed for independent study and research in selected areas of economics under faculty supervision. Prerequisite: Permission of department chair or director.

ECON 5131**Teaching Economics K-12: 3-0-3**

A basic foundation in economics theory and personal finance material but with pedagogy for K-12 teachers will be emphasized. Internet usage will demonstrate understandable data sources used in presentations. Students will be required to develop lesson plans for economics concepts and demonstrate mastery of activities/lesson plans as part of their grade. Georgia Performance Standards in K-12 economics will be integrated into the course and a PLU credit will be offered. Prerequisite: A minimum grade of "C" in ECON 2105.

ECON 6230

Foundations of Economics: 3-0-3

A study of the fundamental concepts and theories of microeconomics and macroeconomics. Prerequisite: Graduate standing.

ECON 7030

Special Topics: 3-0-3

A customized course that allows students to pursue further study in a specific topic. Prerequisite: Admissions to the MS in Applied Economics Program or permission of the SEC Director for non-majors.

ECON 7131

Microeconomics: 3-0-3

An introduction to the modern study of microeconomics. Examines the economic behavior of consumer households, firms, and goods and factor markets. The efficiencies offered by competitive markets and the costs imposed by deviation from competition are examined. Prerequisite: Admissions to the MS in Applied Economics Program or permission of the SEC Director for non-majors.

ECON 7132

Macroeconomics: 3-0-3

This course is an introduction to advanced macroeconomic theory. The first half studies dynamic models of long-run growth: the Solow model, the neoclassical growth model, overlapping generation models, and endogenous growth models; it also discusses long-run policy issues and the determinants of cross-country differences in per capita 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: Admissions to the MS in Applied Economics Program or permission of the SEC Director for non-majors.

ECON 7133

International Economics: 3-0-3

This course provides an analytical framework for understanding economic interaction between independent nations and examining international trade policies. The classical theory is complemented by a new theoretical view in which economies of scale and imperfect competition play an important role in determining international trade patterns and gains from trade. Prerequisite: Admissions to the MS in Applied Economics Program or permission of the SEC Director for non-majors.

ECON 7231

Mathematical Economics: 3-0-3

This course introduces basic mathematical analysis employed in theoretic economic research, in both micro and macro, focusing on economic modeling and research methods. It includes optimal choice models, applied in both consumption and production/cost analysis as well as in intertemporal choice and choice under uncertainty. It also covers basic contract theory and information economics, and dynamic analysis. Prerequisite: Admissions to the MS in Applied Economics Program or permission of the SEC Director for non-majors.

ECON 7232

History of Economic Thought: 3-0-3

This course is a comprehensive study of the development of economic doctrine. Scientific discoveries of important economic theorists will be analyzed in detail. Special emphasis will be placed on the development to the theory of value, and how differences among economists on this topic have served to shape various market and non-market economic systems. Prerequisite: Admissions to the MS in Applied Economics Program or permission of the SEC Director for non-majors.

ECON 7332

Advanced Econometrics: 3-0-3

This course is a graduate course in econometric techniques commonly used in applied microeconomic analysis. Instrumental variable models are discussed as alternatives to the linear regression model along with

diagnostics and specification testing. Additional techniques include simultaneous equation models, cross-section and panel estimations, and models of qualitative choice. Prerequisite: Admission to the MS in Applied Economics Program or permission of the SED Director for non-majors and MGNT 7339.

ECON 7431

Regional Economic Development: 3-0-3

This course provides students with an in-depth understanding of why economic development is important to business growth. Students will also discover the vital role industry plays in the economic development process. This course exposes students to the importance of economic development through case studies exploration, interaction with business leaders and government officials, and the course provides a hands-on look at economic development activities in the area. Prerequisite: Admissions to the MS in Applied Economics Program or permission of the SEC Director for non-majors.

ECON 7432

Financing Economic Development: 3-0-3

This course focuses on financing tools and program models to support local economic development. It includes an overview of private capital markets and financing sources to understand capital market imperfections that constrain economic development; business accounting, financial statements analysis; federal economic development programs, and public finance tools. Prerequisite: Admissions to the MS in Applied Economics Program or permission of the SEC Director for non-majors.

ECON 7531

Industrial Organization: 3-0-3

An introduction to the modern study of markets where the monopoly power significantly affects economic performance. Particularly oriented towards the techniques of and results from empirical investigation of markets with these characteristics and the policy lessons that can be drawn from them. Prerequisite: Admissions to the MS in Applied Economics Program or permission of the SEC Director for non-majors.

ECON 7532

Regulation and Antitrust: 3-0-3

An introduction to the modern study of government restrictions upon the activities of private firms. Examines the economic arguments for regulation, economic analysis of the effects of regulation on economic performance and empirical assessments of the performance of regulated markets. Covers the legal and regulatory institutions associated with Antitrust enforcement. Prerequisite: Admissions to the MS in Applied Economics Program or permission of the SEC Director for non-majors.

ECON 7631

Advanced Financial Economics: 3-0-3

This course is a detailed examination of financial institutions and the impact of institutions on the inter-temporal allocations of resources. The microeconomic aspects of financial institution are emphasized. In addition, investment decisions are analyzed within the context of changing financial institutions. Prerequisite: Admissions to the MS in Applied Economics Program or permission of the SEC Director for non-majors.

ECON 7632

Financial Economics and Risk: 3-0-3

This course is a comprehensive study of the economics of risk and the various techniques used to measure and analyze risks are explored. The course begins with an overview of the risk management process. Then different quantitative approaches used in risk management are covered in detail. Prerequisite: Admissions to the MS in Applied Economics Program or permission of the SEC Director for non-majors.

ECON 7890

Individual Research: (1-3)-0-(1-3)

A guided individual research project that provides the student with an opportunity to explore a topic in-depth. Prerequisite: Permission of the SED Director.

Accomplished Teaching (COE)

EDAT 7131

Enhancing Student Performance: 3-0-3

The course will emphasize strategies for selecting and adapting curriculum, instruction, resources, and assessments in order to maximize learning. The course will provide educators with ways to identify, analyze, and use results from multiple performance assessments to plan instruction aimed at enhancing and demonstrating learning.

EDAT 7132

Framework for Teaching: 3-0-3

A study of teaching and learning strategies associated with effective teaching practices. Emphasis is placed upon the relationships that exist between student development, instructional practices, educational environments, continuous reflection and assessment, learning communities, and dispositions of the profession.

EDAT 7133

Trends, Issues, & Research in Education: 3-0-3

Designed to help practitioners develop critical frameworks for designing and evaluating educational practices and programs within the context of current trends and issues in education. Emphasis is placed on specific research findings and their application to practice, in addition to the development of analytical and communicative skills needed to improve teaching and learning. Candidates will formulate their own professional goals that will culminate with the presentation of a professional portfolio at the end of the program.

Educational Leadership (COE)

EDLD 4090

Selected Topics in Educational Leadership: (1-3)-0-(1-3)

Participants are introduced to selected topics in the areas of administration and supervision. Focuses on the specialized needs of administrators, supervisors, counselors, and teachers who do not require certification.

EDLD 7090

Selected Topics in Educational Leadership: 3-0-(1-3)

Participants examine selected topics in the areas of P-12 and postsecondary administration and supervision. Focuses on the specialized needs of administrators, supervisors, and teachers.

EDLD 7132

General School Administration: 3-0-3

Participants are introduced to social and behavioral science theories and their applications in understanding school leadership precepts, governance issues, and organizational/structural requirements. Students experience the various dimensions of school administration from both the "theoretical" and the "practical" perspectives. Corequisite: EDLD 7737.

EDLD 7133

School Law: 3-0-3

Participants will examine legal principles impacting on public schools, federal and state relationships to public education, authority and liability of school boards, administrators and teachers, negligence and discipline.

EDLD 7234

Instructional Supervision: 3-0-3

Participants explore the difference and the relationship between supervision and administration, both at the building and district levels. Attention is specifically directed to curriculum, instructional practice, staff development, and staff evaluation.

EDLD 7235

School Business Administration: 3-0-3

Participants will develop an understanding of all aspects of school business functions, including school budgeting and accounting procedures, auditing, risk management, cash management, pupil transportation, school food

services, management information systems, purchasing, and school facilities maintenance and operation.

EDLD 7236

School Personnel Administration: 3-0-3

Participants will examine the primary functions and processes of personnel administration in public school systems. Skills will be developed in recruiting, selecting, orienting, assigning, developing and evaluating school personnel. Legal constraints, including affirmative action, and employee rights will be included.

EDLD 7337

The Principalsip: 3-0-3

Participants receive direction in developing the knowledge, skills, and dispositions required of instructional leaders within "today's schools." Students comprehensively and intensely experience the key dimensions of school administration from both the "theoretical" and the "practical" perspectives as a part of culminating experience in their Program of study. Prerequisites: A minimum grade of "C" in EDLD 7132, EDLD 7133, EDLD 7234, and EDLD 7737. Corequisite: EDLD 7738.

EDLD 7430

American Higher Education: 3-0-3

This course analyzes the evolution and organization of American higher education. Participants examine the dominant historical, philosophical, and social constructs which impacted American higher education. Consideration will be given to the roles and missions of vocational/technical institutes, 2-year and 4-year colleges, and comprehensive universities. Prerequisite: Admitted to M.Ed. program or permission of instructor.

EDLD 7431

Higher Education Administration: 3-0-3

Overview of the evolution and organization of American higher education administration. Examines the dominant leadership and managerial themes shaping the nation's system of post-secondary education. Considers administrative and management precedents that shaped the structuring and management of vocational/technical institutes, 2-year and 4-year colleges, and comprehensive universities. Prerequisite: Admitted to M.Ed. program or permission of instructor.

EDLD 7432

History of American Higher Education: 3-0-3

This course is an analysis of the historical evolution of American higher education. The course examines the conceptual belief that American higher education is a culmination of historical development which directly influences every aspect of higher education administration. Considers historical precedents that shaped the structuring and management of vocational/technical institutes, 2-year and 4-year colleges, and comprehensive universities. Prerequisite: Admitted to M.Ed. program or permission of instructor.

EDLD 7530

The Democracy-Centered School Leader: 3-0-3

This course will provide an introduction to educational leadership through a comprehensive overview of the field of educational administration. Distributed leadership, as well as democracy-centered school leadership, will be studied as a means of leading schools in the 21st century. A wide variety of topics, such as school reform, district organization, organizational culture, school level processes, diversity and ethics, and pupil personnel services will be introduced from the perspective of democracy-centeredness. A major focus will be on dispositions of educational leaders. This course is aligned to the Georgia Board of Regents Principles, Organizational Culture, Relationship Development, and Performance Management and Process Improvement, and ELCC Standards.

EDLD 7531

Legal and Ethical Issues in School Leadership: 3-0-3

This course will provide candidates the opportunity to examine legal and ethical principles relating to managing operations and organizational culture of schools. Candidates in the course will study legal and moral liability of school boards, administrators, and teachers. The goal is to provide school

leaders awareness and understanding of their ethical and legal obligations in leading schools with a commitment to serving and providing access to schooling for all, including students, teachers, and parents from all walks of life. The school leader will examine issues concerning local, regional, state, and federal laws and guidelines that may impact the educational leader's efforts to develop a legally sound and ethical educational institution. The Code of Ethics for Georgia Educators provides a core ethical system for democracy-centered school leaders. This course is aligned to the Georgia Board of Regents Principles, Managing Operations, and ELCC Standards.

EDLD 7532

Empowering Human Resources: 3-0-3

This course will provide an overview of the system of human resources, including recruiting, selecting, maintaining, and developing school personnel in the democracy-centered school. Candidates will explore, demonstrate, and evaluate the relationships between administrators and other school personnel with an emphasis on empowering human resources in educational settings. Human resources processes, procedures and techniques used to facilitate the attainment of state, school district and school educational visions, missions, goals and objectives will be reviewed and analyzed. A focus on cultural, legal, and ethical issues involved in leading productive teams in democracy-centered schools will be articulated and demonstrated in this course. This course is aligned to the Georgia Board of Regents Principles, Organizational Culture, Professional Learning and Development, and Relationship Development and ELCC Standards.

EDLD 7533

Mobilizing Communities: 3-0-3

This course is designed to provide the beginning administrator with the knowledge, skills, and dispositions essential for democracy-centered school leaders in communicating with various publics. Sensitivity to multicultural needs and an understanding of all communities—both internal and external—provide a foundation for the democracy-center school leader to provide means of access to the school's systems. Interacting with internal and external publics as a key role in school leadership will be explored and practiced through readings, discussions, seminars, and field-based experiences for the purpose of mobilizing communities in support of teaching and learning. This course is aligned to the Georgia Board of Regents Principles Relationship Development and ELCC Standards.

EDLD 7534

Leading Innovation and Change: 3-0-3

This course will focus on knowledge and skills of leading innovation and change. Candidates will understand how problem-solving and decision-making may be utilized in support of innovation, change, learning, and teaching. Stages of innovation and change will be explored in the school/district setting. This course is aligned to the Georgia Board of Regents Principles (Leading Change) (Relationship Development) and the ELCC Standards.

EDLD 7535

Using Data in Leadership for Learning: 3-0-3

This course provides educational leaders with knowledge, skills, and application of data in the school improvement process. The 21st century accountability-driven, educational environment requires that educational leaders make conscious and informed adaptation of their practices to build meaningful educational practices to impact student outcomes. Among key competencies that educational leaders need to successfully harness, manage and implement educational change efforts leading to student outcomes is through the use of educational data. This course builds such competencies by equipping candidates with the knowledge, skills and dispositions needed to identify, navigate, discuss, explain, analyze, interpret, and communicate school, district, state, and national educational databases appropriate in school development and improvement processes. Major topics to be covered, among others, include: accountability and leadership dilemmas in using data in leadership for learning; skills and strategies for building school and classroom data to engage and lead data analysis team; using data to identify trends in educational outcomes of students from disadvantaged background; integrating local, state and national data in school improvement process; and summarizing, reporting and communicating educational data with major partners and stakeholders. This course is aligned to the Georgia

Board of Regents Principles, Assessment and Data Analysis, and ELCC Standards. Prerequisites: A minimum grade of "C" in EDUR 7130 and EDUR 8131.

EDLD 7737

Internship I: 0-7-3

Candidates will complete a 100-hour practicum in building level administration under the direction of a practicing administrator and supervising faculty member. This course is part of the six (6) hour introductory block for the masters in educational leadership that includes experiences in the daily operations of schools.

EDLD 7738

Internship II: 0-7-3

Candidates will complete a 100-hour practicum in building level administration under the direction of a practicing administrator and supervising faculty member. This course is part of the six (6) hour culminating block for the masters in educational leadership that includes experiences in the daily operations of schools.

EDLD 8130

Educational Evaluation: 3-0-3

Participants will consider educational evaluation from a theoretical and practical perspective. Emphasis is placed upon the application of evaluation theories, designs, models and techniques for use at the classroom, school center, and school district levels.

EDLD 8135

Educational Planning: 3-0-3

This course examines concepts and theories relating to various forms and approaches of planning at the school district and postsecondary educational levels. Emphasis is placed on specific skills to perform educational forecasting and management techniques to plan for future events.

EDLD 8136

Educational Facilities: 3-0-3

This course examines the concepts, procedures, and importance of facilities planning for schools, colleges, and universities. Participants will learn the practical skills of facility inventory, needs assessment, and evaluation. The course covers major aspects of institutional facilities planning at the elementary, secondary, and postsecondary levels.

EDLD 8230

The Curriculum Leader: 3-0-3

Participants will acquire the knowledge and skills necessary to make appropriate decisions regarding the development of curriculum at the school and district levels. They will also consider ways in which the school's curriculum is shaped by, and in some cases influences, current social issues.

EDLD 8430

School Finance: 3-0-3

Participants examine major principles of educational finance, particularly as they relate to the funding of American public education. State and national models of educational finance are introduced and discussed. An effort is made to develop skill as an interpreter of fiscal policy. Participants will study tax structures in Georgia and elsewhere. Alternative sources of school funding are also reviewed.

EDLD 8431

Higher Education Law: 3-0-3

Explores basic legal precepts and their application to institutions of higher education, primarily using the case study method and discussion. Covers such topics as constitutional mandates of due process and equal protection, non-discrimination in employment and educational programs, privacy and openness, contractual relationships with students, tenure and academic freedom, and faculty governance.

EDLD 8432**Higher Education Finance: 3-0-3**

Fiscal management and budgeting practices applicable to higher education institutions are the focus of this course. It is intended for persons seeking a working knowledge of budget development, financial management, and fiduciary control in vocational/technical schools, two-and four-year colleges, and universities.

EDLD 8433**Higher Education Governance: 3-0-3**

Examines the organizational dynamics of higher education institutions as well as traditional and emerging managerial patterns. The use of organizational models and paradims enables participants to analyze a variety of contemporary issues and situations in higher education settings.

EDLD 8434**The Community College: 3-0-3**

Examines the educational mission of the two-year postsecondary institution (vocational/technical institutes and community college). Particular emphasis is given to the philosophical, pedagogical and organizational underpinnings of two-year institutions with concentration on their historical development, student clientele, and educational mission. Prerequisite: Admission to Tier I doctoral study in Educational Administration.

EDLD 8435**Higher Education Policy: 3-0-3**

Examines policy-formation processes in higher education institutions. The skills of policy analysis and policy development, the identification of policy issues appropriate for study at these institutions, and the relationship of policy to all other areas of administration are considered.

EDLD 8436**Grant Development/Administration: 3-0-3**

Students will learn the methods and processes of project development, funding source development, and proposal writing. All grants and proposals developed during the course will be submitted to various foundations and/or government agencies for possible funding.

EDLD 8438**Organizational Leadership: 3-0-3**

This course deals with the major conceptual frameworks for understanding human behavior within complex educational organizations, the competencies required for effective educational leadership and the major functions of organizational theory and management applied to education. Prerequisite: Admitted to M.Ed. program or permission of instructor.

EDLD 8439**Politics of Higher Education: 3-0-3**

This course explores the myth that politics and American higher education exist in separate worlds. Participants will examine the current "press" for institutional change and its political implications for two-year colleges, four-year colleges, and comprehensive universities. Manifestations of political influence systems at the federal and state levels will also be considered.

EDLD 8531**School Public Relations: 3-0-3**

Participants will learn how to conduct good school public relations with both internal and external publics. Topics include school publications and press releases, working with the media, speaking and listening skills, the community school and volunteers and key communicators. The practitioner oriented course emphasizes hands on activities, simulations, etc. and should be beneficial to all school personnel, especially those in teacher leadership, administrative, or supervisory roles.

EDLD 8532**Policy Studies in Schools: 3-0-3**

Participants will examine policy development, implementation and evaluation at the federal, state and school district levels. Includes the skills of policy analysis and policy development, the identification of issues

appropriate for policy review at the school-site and school-district levels. Considers the policy-related roles of the school administrator.

EDLD 8533**Politics of Public Education: 3-0-3**

The myth that politics and education exist in separate worlds is examined in this course. Participants will review the recent waves of educational reform in terms of their political implications for educational decision makers. Manifestations of overt political behavior and the "press" of politics at the federal, state and local levels will also be reported.

EDLD 8534**The Superintendency: 3-0-3**

Participants will acquire an understanding of the knowledge and skills required to function in today's highly complex and dynamic superintendency. Major consideration will be given in the areas of leadership, visioning, planning, goal setting, operations management, risk management and interpersonal relationships.

EDLD 8630**Planning for Change: 3-0-3**

This course will serve as the introductory course to the EdS Program in Educational Leadership. The course will focus on issues that democracy-centered leaders may face relative to high expectations and school/community relations as part of planning for change. While the focal point will be on how the democracy-centered leader plans for meaningful change in education, the change will be in context with human dynamics and relationships. Participants will examine cultural, ethical and interpersonal issues that affect school climate and resistance to significant change in a democracy-centered school culture. The course is designed to be 1/3 knowledge-based, 1/3 lab-based, and 1/3 performance-based at the district or school level. This course is aligned to the Georgia Board of Regents Principles (7) Performance Management, (9) Leading Change, and (10) Relationship Development and ELCC Standards 1-6. Corequisite: EDLD 8631.

EDLD 8631**Implementing Change: 3-0-3**

This course will focus on leading change by having the participants apply change theory in initiating a change effort in the educational setting. After a review of structural and post-structural perspectives, candidates will identify a need with special attention given to the relationship of the change effort to the organizational vision. Candidates will be coached on tools and processes used in implementing change to address the need, as well as coached on how to monitor progress of the change initiative. Skills of leading change will be demonstrated through simulations and lab activities. The course is designed to be 1/3 knowledge-based, 1/3 lab-based, and 1/3 performance-based at the district/school level. This course is aligned to the Georgia Board of Regents Principles (7) Performance Management and (9) Leading Change and ELCC Standards 1-5. Corequisite: EDLD 8630.

EDLD 8632**Organizational Culture: 3-0-3**

This course will focus primarily on components of organizational culture, including curriculum and instruction, the technical "core" of the school/district and leadership. Distributed leadership within the culture of high academic expectations will be examined, as well as school/district climate issues associated with "fluid leadership." A major emphasis will be on conflict management and motivational strategies for students, faculty/staff. The course is designed to be 1/3 knowledge-based, 1/3 lab-based, and 1/3 performance based at the district or school level. This course is aligned to the Georgia Board of Regents Principles (5) Organizational Culture and ELCC Standards. Prerequisites: A minimum grade of "C" in EDLD 8630 and EDLD 8631. Corequisite: EDLD 8737.

EDLD 8633**Curriculum and Instructional Leadership: 3-0-3**

This course is designed for the beginning principal/district level administrator to demonstrate best practices in leading curriculum and instruction in the democracy-centered educational setting. The candidates in the course will implement strategies to facilitate curriculum wisdom.

Candidates will also identify research-based best practices and strategies in effective schools. Candidates will be immersed in instructional supervision of teaching and learning, including assessment for learning. The course is designed to be 1/3 knowledge-based, 1/3 lab-based, and 1/3 performance based at the district or school level. This course is aligned to the Georgia Board of Regents Principles (1) Curriculum (2) Instruction and ELCC Standards 1,2,3, and 5. Prerequisites: A minimum grade of "C" in EDLD 8630, EDLD 8631, and EDLD 8632; a minimum grade of "S" in EDLD 8737. Corequisites: EDLD 8634 and EDLD 8738.

EDLD 8634

Managing Operations and Processes: 3-0-3

This course will provide candidates with an in-depth look at the essential day-to-day operational management of the school/system, as well as features of day-to-day processes that impact teaching and learning, such as attendance, parent volunteer programs, professional learning programs, the hiring process, staff scheduling, etc. Fiscal policies and procedures will be analyzed from the perspective of aligning resources with instructional priorities. The physical site, including grounds and buildings, will be analyzed from the perspective of state, system, and local school rules, policies, and procedures, as well as aligning the use of facilities with instructional priorities. The course will provide an overview of the safe, orderly and engaging learning environment, as it relates to day-to-day operations. Working conditions will be examined from a best practices perspective. The beginning principal/district office administrator will understand, practice, and implement strategies to facilitate professional learning in a high performing school, where teaching and learning needs define facilities and resource needs. Candidates will identify barriers and interventions to professional learning and development, especially as professional learning relates to operational procedures. The course will emphasize current problems in the management of the learning organization, including, but not limited to, diversity, ethical leadership, politics, and policy in today's global society. The course is designed to be 1/3 knowledge-based, 1/3 lab-based, and 1/3 performance-based at the district or school level. This course is primarily aligned to Georgia Board of Regents Principles (8) Managing Operations and Processes and ELCC Standards 2, 3, 5. Prerequisites: A minimum grade of "C" in EDLD 8630, EDLD 8631, and EDLD 8632. Corequisites: EDLD 8633 and EDLD 8738.

EDLD 8635

Leading School Renewal: 3-0-3

This course allows candidates to develop the knowledge, skills and disposition needed to implement successful school improvement and allow them to lead such process in their own school or school district. Successful school improvement under state and federal mandates requires major and dramatic change in a limited timeframe. Major topics to be covered, among others, include elements of successful school improvement process; benchmarking and correlates of successful schools; building the capacity for change through effective and focused program of staff development; leading the school improvement effort by engaging teachers, faculty, parents, and community members; dealing with barriers against the school improvement process; utilizing technology in school improvement process to improve student outcomes; assessing the school improvement process to identify progress and gaps in student learning; building appropriate school culture for sustainable and lasting school improvement process. The course is designed to be 1/3 knowledge-based, 1/3 lab-based, and 1/3 performance based at the district or school level. This course is primarily aligned to the Georgia Board of Regents Principles (1) curriculum (2) instruction (3) assessment and (4) data analysis and ELCC Standards 1,2,5,6. Prerequisites: 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. Corequisites: EDLD 8739 and EDUR 8434.

EDLD 8735

Higher Education Practicum: 3-0-3

Participants complete a supervised field experience under the direction of a practicing higher education administrator or supervisor.

EDLD 8737

Residency I: (1-3)-0-(1-3)

This Residency is required of all candidates seeking L-6 certification and/or the EdS Degree in Educational Leadership. The candidate will enroll in a nine-hour residency which will span spring, summer, and fall semesters. The Residency is designed to be a performance-based field-experience at the school or district level. Each candidate is required to complete a self-assessment of his/her leadership skills and a review of the real work in his/her educational setting to determine a minimum of four performance-based projects aimed at deep development of the school leader during the three-semester Residency. The self-assessment and review of the real work in the educational setting will be utilized to design the Residency Plan, which will guide the performance-based residency experience. The Residency Plan will also include refinement and continuing work completed on the eight performance-based activities derived from course work in the Program. The candidate will develop his/her Residency Plan, which will be presented to the Beginning Leader Support Team (BLST). The candidate and the BLST will collaborate to develop and approve the Residency Plan and the timeline, along with candidate goals for the Residency. The Residency will be guided by the members of the BLST with coaching to assist the candidate in development of leadership skills and dispositions. The candidate will generate an electronic portfolio to document the performances identified in the Residency Plan. This course is aligned to the Georgia Board of Regents Principles and ELCC Standards. Prerequisites: A minimum grade of "C" in EDLD 8630 and EDLD 8631. Corequisite: EDLD 8632.

EDLD 8738

Residency II: (1-3)-0-(1-3)

This Residency is required of all candidates seeking L-6 certification and/or the EdS Degree in Educational Leadership. The candidate will enroll in a nine-hour residency which will span spring, summer, and fall semesters. The Residency is designed to be a performance-based field-experience at the school or district level. Each candidate is required to complete a self-assessment of his/her leadership skills and a review of the real work in his/her educational setting to determine a minimum of four performance-based projects aimed at deep development of the school leader during the three-semester Residency. The self-assessment and review of the real work in the educational setting will be utilized to design the Residency Plan, which will guide the performance-based residency experience. The Residency Plan will also include refinement and continuing work completed on the eight performance-based activities derived from course work in the Program. The candidate will develop his/her Residency Plan, which will be presented to the Beginning Leader Support Team (BLST). The candidate and the BLST will collaborate to develop and approve the Residency Plan and the timeline, along with candidate goals for the Residency. The Residency will be guided by the members of the BLST with coaching to assist the candidate in development of leadership skills and dispositions. The candidate will generate an electronic portfolio to document the performances identified in the Residency Plan. This course is aligned to the Georgia Board of Regents Principles and ELCC Standards. Prerequisites: A minimum grade of "C" in EDLD 8630, EDLD 8631, and EDLD 8632; a minimum grade of "S" in EDLD 8737. Corequisites: EDLD 8633 and EDLD 8634.

EDLD 8739

Residency III: (1-3)-0-(1-3)

This Residency is required of all candidates seeking L-6 certification and/or the EdS Degree in Educational Leadership. The candidate will enroll in a nine-hour residency which will span spring, summer, and fall semesters. The Residency is designed to be a performance-based field-experience at the school or district level. Each candidate is required to complete a self-assessment of his/her leadership skills and a review of the real work in his/her educational setting to determine a minimum of four performance-based projects aimed at deep development of the school leader during the three-semester Residency. The self-assessment and review of the real work in the educational setting will be utilized to design the Residency Plan, which will guide the performance-based residency experience. The Residency Plan will also include refinement and continuing work completed on the eight performance-based activities derived from course work in the Program. The candidate will develop his/her Residency Plan, which will be presented to the Beginning Leader Support Team (BLST). The candidate and the BLST will collaborate to develop and approve the Residency Plan

and the timeline, along with candidate goals for the Residency. The Residency will be guided by the members of the BLST with coaching to assist the candidate in development of leadership skills and dispositions. The candidate will generate an electronic portfolio to document the performances identified in the Residency Plan. This course is aligned to the Georgia Board of Regents Principles and ELCC Standards. Prerequisites: 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: EDLD 8635.

EDLD 8830

Directed Study in Educational Leadership: 3-0-3

Participants propose and carry out an independent research project. Projects may be in the areas of P-12 or higher education administration and/or supervision. The approved project will address the specialized preservice/inservice needs of the participant. Prerequisite: Instructor permission.

EDLD 8839

Directed Research in Educational Leadership: 3-0-3

Participants complete a fully formulated study in the area of educational administration or supervision, and orally defend a written report descriptive of that study. Prerequisites: EDUR 8131 and EDUR 8434 or equivalents.

EDLD 9231

Administrative Theory: 3-0-3

Examines the nature of social science theory and its relation to the study of administrative practice in educational organizations. Theories are applied discretely and in combination, complex bodies of theoretical knowledge are assimilated and appropriate applications of theory in field research are considered. Participants directly apply theories in the conduct of research reviews of problem areas that integrate theoretic and practical knowledge in applicable ways. Prerequisite: Admission to Tier II doctoral study in Educational Administration.

EDLD 9232

Decision Making/Problem Solving: 3-0-3

Participants will be introduced to the dominant philosophical, organizational and managerial themes that support advanced study in the analysis of problems and theory concerning decision making, as well as, practical applications. The focus of this course is on a theoretical and research-based approach to the examination of decision making and problem solving in complex educational organizations. Prerequisite: Admission to Tier II doctoral study in Educational Administration.

EDLD 9233

Leadership Theory: 3-0-3

The integration of knowledge from previous seminars is the primary focus of this course. Students will apply multiple strategies and frames for understanding and interpreting individual and organizational behaviors of leaders. Connections between administrative theory, problem solving and decision making will be analyzed to explain leadership styles, traits and behaviors. Strategies and processes educational leaders use in developing and maintaining a current awareness of the status of their respective organizations are carefully considered. Prerequisites: Admission to Tier II doctoral study in Educational Administration and successful completion of EDLD 9231 and EDLD 9232.

EDLD 9234

Doctoral Seminar: 3-0-3

This course explores the rationale for pursuing a doctorate in educational administration within the context of personal preferences, professional competencies and organizational politics. Students are provided an orientation to the doctoral program in educational administration in anticipation of the tremendous demand for performance. Students enhance group participation skills, professional writing competencies, analytical ability within a structured collegial environment. The primary context for the course is the history of educational administration. Prerequisite: Admission to Advanced Doctoral Study.

EDLD 9235

Contemporary Issues in Educational Administration: 3-0-3

This course examines the two extremes of doctoral study. At one end the student must analyze and synthesize the historical precedents that have provided direction to educational administration, particularly in their research area. At the other end the student must hypothesize and conceptualize the current issues that are impacting administrators in complex educational institutions. Such a synthesis will provide guidance in a research agenda and ultimately in dissertation development. Prerequisite: Admission to Advanced Doctoral Study (Tier II).

EDLD 9236

Diversity and Ethics for Educational Leaders: 3-0-3

Focuses on issues that educational leaders may face relative to diversity and ethics. Examination of issues concerning race, sex, gender, class, and other special needs that may impact the educational leader's efforts to develop an ethical educational institution.

EDLD 9631

Research Seminar I: 3-0-3

Assists the doctoral student in identifying the major topic leading to the doctoral dissertation. This identification includes the approval of a dissertation topic and a conceptualization of the research design to be utilized in completing the dissertation. Prerequisite: Admission to Tier II doctoral study in Educational Administration.

EDLD 9632

Research Seminar II: 3-0-3

Assists the doctoral student in developing the major topic leading to the doctoral dissertation. Guidance is provided in developing and writing plan for the dissertation. Prerequisites: Admission to Tier II doctoral study in Educational Administration and successful completion of other core classes.

EDLD 9999

Dissertation: (1-3)-0-(1-3)

Students are provided support and direction in completing the doctoral dissertation. The course provides guidance from both the dissertation supervising chair and the dissertation committee. Prerequisite: Admission to Tier III doctoral degree candidacy.

Education Math Science (COE)

EDMS 6131

Becoming an Advanced Teacher: 3-0-3

This course is designed to assist teachers in developing and connecting the advanced-level of competencies in all domains of the Georgia Framework for Teaching into their teaching practices. Emphasis is placed on exploring and applying the knowledge, skills, and dispositions of teaching within each domain.

Education Science (COST)

EDSC 5131/5131G

Earth Science I: 6-0-4

Earth Science I is a survey of the natural processes at work on the Earth, including processes and history of the atmosphere, lithosphere, hydrosphere, and biosphere of the Earth. Materials comprising the Earth's crust (minerals and rocks) will be examined. This course is designed to fulfill the requirement for a one-semester, science lecture and laboratory course.

EDSC 5132/5132G

Earth Science II: 6-0-4

Earth Science II is a survey of the natural processes at work on the Earth, including those associated with its oceans, weather and climate. The history of climate change is also covered. This course is designed to fulfill the requirement for a one-semester, science lecture and laboratory course. Prerequisite: EDSC 5131/5131G.

EDSC 5151/5151G

Physics for Teachers: Mechanics and Thermodynamics: 6-0-4

A study of mechanics and thermodynamics to provide a framework for teachers to introduce or enhance a performance-based physical science curriculum in K-12 education. Students will develop an understanding of Newton's laws and many of the conservation laws. Topics include one and two dimensional motion, forces and Newton's laws, circular motion, rotational motion, momentum, energy, work, thermal properties of matter, and fluid mechanics.

EDSC 5152/5152G

Physics for Teachers: Waves, Electricity and Magnetism: 6-0-4

A study of waves, electricity, and magnetism to provide a framework for teachers to introduce or enhance a performance-based physical science curriculum in K-12 education. Students will develop an understanding of sound, light, electricity and magnetism. Topics include oscillations, traveling and standing waves, sound, wave and ray optics, electric forces and fields, electric potential and electric potential energy, circuits, magnetic fields and forces, electromagnetic induction and electromagnetic waves.

EDSC 5161/5161G

Space Science for Teachers: Our Earth and Solar System: 6-0-4

A study of our Earth and Solar System to provide a framework for teachers to introduce or enhance a performance-based space science curriculum in K-12 education. Students will also develop an understanding of the history, methods and physics of solar system astronomy. Topics include motions of the sky, seasons, planetary geology and atmospheres, moons, asteroids and comets.

EDSC 5162/5162G

Space Science for Teachers: Stars, Galaxies and the Nature of the Universe: 6-0-4

A study of stars, galaxies and the nature of the Universe to provide a framework for teachers to introduce or enhance a performance-based space science in K-12 education. Students will also develop an understanding of the history, methods and physics used to construct the modern view of the Universe. Topics include the Sun, the Sun-Earth connection, the Milky Way, special relativity, gravity and black holes, stars and stellar evolution, galaxies and the formation of modern cosmology, dark matter, dark energy and the creation and evolution of the Universe, and the formation of the chemical elements.

Curriculum (COE)

EDUC 2090

PPB Practicum: 0-50-(0-1)

This Pre-Professional Block Practicum is designed to assist students to integrate and apply knowledge gained through class activities in each of the following Area F Pre-Professional Block courses: EDUC 2110, Investigating Critical and Contemporary Issues in Education; EDUC 2120, Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts; EDUC 2130, Exploring Learning and Teaching. This practicum requires the completion of a variety of field-based assignments from each course. Successful completion of this practicum may be used to complete one of the requirements for admission to the Teacher Education Program. This 0-credit course will be completed as part of the Area F Pre-Professional Block. One-credit hour registration is needed only if student does not successfully complete the PPB Practicum course on the first attempt.

EDUC 2110

Investigating Critical and Contemporary Issues in Education: 2.53-1.13-3

This course engages students in observations, interactions, and analyses of critical and contemporary educational issues. Students will investigate issues influencing the social and political contexts of educational settings in Georgia and the United States. Students will actively examine the teaching profession from multiple vantage points both within and outside the school. Against this backdrop, students will reflect on and interpret the meaning of

education and schooling in a diverse culture and examine the moral and ethical responsibilities of teaching in a democracy. Corequisites: EDUC 2120 and EDUC 2130.

EDUC 2120

Exploring Socio-Cultural Perspectives on Diversity in Educational Contexts: 2.53-1.13-3

Given the rapidly changing demographics in our state and country this course is designed to equip future teachers with the fundamental knowledge of understanding culture and teaching children from diverse backgrounds. Specifically, this course is designed to examine 1) the nature and function of culture; 2) the development of individual and group cultural identity; 3) definitions and implications of diversity, and 4) the influences of culture on learning, development, and pedagogy. Corequisites: EDUC 2110 and EDUC 2130.

EDUC 2130

Exploring Learning and Teaching: 2.53-1.13-3

Explore key aspects of learning and teaching through examining your own learning processes and those of others, with the goal of applying your knowledge to enhance the learning of all students in a variety of educational setting and contexts. Corequisites: EDUC 2110 and EDUC 2120.

EDUC 7130

Curriculum, Theories and Design: 3-0-3

A comprehensive overview of the field of curriculum designed to develop the theoretical knowledge competencies and strategies needed by teachers and other curriculum developers at all levels of education to participate in the curriculum change process.

EDUC 8130

Curriculum for Effective Schooling: 3-0-3

Explores the relationship between policy and curriculum with particular attention to how school reform and restructuring efforts affect the curriculum. Special emphasis is given to an analysis of the impact of recent effective schools research, school restructuring and/or the national standards movement upon the formulation and delivery of public school curriculum in the United States. Prerequisite: EDUC 7130.

EDUC 8230

Curriculum Design and Evaluation: 3-0-3

Examines multiple theoretical bases and practical processes by which curriculum planning, design and evaluation decisions can be made. Students will have an opportunity to devise and critique their own plans for developing curriculum projects using one or more of these planning perspectives and processes. Prerequisites: Ed.D. admission, Ed.S. admission, or permission of advisor and instructor.

EDUC 9130

Contemporary Curriculum Theorists: 3-0-3

An advanced course in contemporary curriculum theorists in which students will explore the histories and the works of contemporary leaders in the field of curriculum studies. Students will be introduced to the leading edge of curriculum scholarship. Prerequisite: Instructor permission required.

EDUC 9132

Critical Reading in Curriculum: 3-0-3

An advanced seminar for doctoral students offering an in-depth study of a specific topic in Curriculum Studies. Prerequisites: Admission into the Ed.D. program in Curriculum Studies and permission of advisor and instructor.

EDUC 9230

Power and Schooling: 3-0-3

Explores competing analyses of power and the relationships of these analyses to schooling. Topics include structural, poststructural, Marxist, neo-Weberian, feminist, conflict, and/or critical analyses of power and the process of schooling. Students will read both original writings and interpretive works addressing three or four major theoretical positions of the topic of power.

EDUC 9232**Forms of Curriculum Inquiry: 3-0-3**

An examination of major research within the field of curriculum studies, along with an analysis of the varied forms of inquiry used in this research, including philosophical, practical, historical, empirical, theoretical, critical, deliberative and action inquiry, among others. Prerequisites: EDUC 9631 and EDUF 9133.

EDUC 9631**Advanced Seminar in Curriculum Theory: 3-0-3**

Examination of major curriculum theories, their adequacy and merit. These theories will be studied in their originator's own words from the writings of the theorists themselves. Prerequisite: EDUF 9133.

EDUC 9632**Advanced Seminar in Qualitative Dissertation Writing: 3-0-3**

This course provides both practical and theoretical implications for qualitative research. Building upon the broad survey research methods studied in EDUR 9231, students will engage in in-depth analysis of various forms of qualitative research, as well as develop and articulate their own research agenda. Prerequisite: EDUR 9231.

EDUC 9633**Research Seminar in Curriculum Studies: 3-0-3**

Explorations and independent research for students in the area of Curriculum Studies for students pursuing the Ed.D. in Curriculum Studies. Prerequisites: Admission into the Ed.D. program in Curriculum Studies and permission of advisor and instructor.

EDUC 9999**Dissertation: (1-3)-0-(1-3)**

Readings and research under the direction of a member of the education faculty whose interests coincide with those of the student. Repeatable for credit. Prerequisite: Admission to Ed.D. Candidacy.

Educational Foundations (COE)**EDUF 1130****Careers in Education: 3-0-3**

Introduces students to the various career opportunities in the field of education. Emphasis will be placed on the various roles and responsibilities of teachers, administrators, counselors, media specialists, etc. Addresses current trends and issues in education (e.g. impacts of technology, multicultural diversity, etc.).

EDUF 1230**Education, Society and Learners: 3-0-3**

Education of youth is one of the foremost responsibilities of any society and greatly impacts the future well being of the society. As a member of a society, an employer, a parent, a taxpayer, the future of our society depends upon the quality of the job done in the education of its youth. This course utilizes both psychological and sociological foundations of education to enable students to understand and participate in these important social and political debates.

EDUF 2090/2090S**Special Topics in Educational Foundations: (0-3)-(0-3)-(0-3)**

Designed to provide specialized coursework to meet the needs of students. Attention will be directed toward a wide range of topics as they relate to education.

EDUF 2132/2132S**Teaching for Diversity: 3-0-3**

Examines the current practices and theoretical foundations of multicultural education and the implications of diversity for curriculum and teaching. Emphasis will be placed on developing strategies and resources which will prepare prospective teachers for culturally diverse classrooms. Prerequisite: Sophomore standing.

EDUF 3131**Assessment and Management: 3-0-3**

The purpose of this course is to provide advanced preparation in two important teaching skill areas, assessment of student learning and classroom management. First, it is to provide pre-service P-5 teachers with the knowledge and skills to create and implement developmentally appropriate traditional and alternative forms of assessment that will prepare teachers to evaluate development and learning in the social, emotional, physical, and cognitive domains. Second, this course will help pre-service teachers to develop knowledge of and skills in effectively motivating students and managing classrooms through preventive and interventive techniques. Prerequisite: Admission to Teacher Education Program.

EDUF 3231**Educational Psychology: Early Childhood Education: 3-0-3**

Students will examine psychological principles of learning, cognition, motivation, behavior and the practical implications of these principles for teaching, learning and assessment. The development of skills to interpret behavior and classroom interaction within a framework of psychological theory will be a major feature of this course. Special emphasis will be placed on examining psychological principles which are appropriate for the teaching of children ages 4-11. Prerequisites: Junior standing, admission to Teacher Education Program, completion of pre-professional block or equivalent.

EDUF 3232**Educational Psychology: General: 3-0-3**

Students will examine psychological principles of learning, cognition, motivation, behavior and the practical implications of these principles for teaching, learning, and assessment. The development of skills to interpret behavior and classroom interaction within a framework of psychological theory will be a major feature of the course. Prerequisites: Junior standing, admission to Teacher Education Program, completion of pre-professional block or equivalent.

EDUF 3233**Educational Psychology: Middle Grades: 2-3-3**

In this upper division course, students will examine psychological principles of learning, cognition, motivation, behavior and the practical implications of these principles for teaching, learning and assessment. The development of skills to interpret behavior and classroom interaction within a framework of psychological theory will be a major feature of this course. Special emphasis will be placed on examining psychological principles which are appropriate for the teaching of transescentals. Students must have completed Georgia Southern's preprofessional block or its equivalent and be admitted into Teacher Education. This course requires an additional lab component. Prerequisites: Junior standing, admission to Teacher Education Program. Corequisites: MGED 3232, MGED 3532, MGED 4738.

EDUF 3234**Educational Psychology: Secondary Education: 2-3-3**

Examines psychological principles of learning, cognition, motivation, behavior and the practical implications of these principles for teaching, learning, and assessment. The development of skills to interpret behavior and classroom interaction within a framework of psychological theory will be a major feature of the course. Requires an additional lab component. Prerequisites: Junior standing, admission to Teacher Education Program. Corequisite: SCED 4138.

EDUF 7090**Selected Topics in Educational Foundations: (1-3)-0-(1-3)**

Readings and research under the direction of a member of the educational research faculty whose interests coincide with those of the student. Prerequisite: Permission of the instructor.

EDUF 7130**Learning Theories and Applications: 3-0-3**

Examines the principles and theories of learning that serve as the basis for educational models and practices. Special emphasis is given to recent empirical findings and to practical applications and theory to educational settings.

EDUF 7140

Learning, Cognition, and Curriculum: 3-0-3

This three-hour course examines principles and theories of human cognitive processes on education and determines how this knowledge can be best applied to the development of skills for instruction and assessment of students. Individuals will explore political, social, economic, and cultural contexts of monitoring and evaluating the implementation of a standards-based curriculum and develop an understanding of transformative curriculum leadership that empowers teachers and helps them to accomplish emancipatory teaching and learning.

EDUF 7233

School and Society: 3-0-3

Examines the contributions of the social sciences to debates about the interrelated nature of school and society. Focuses particularly on a theoretical examination of the purposes of education and schooling in a democratic society.

EDUF 7235

Multicultural Education: 3-0-3

Using an interdisciplinary approach, this seminar investigates underlying theoretical concepts and social assumptions that both inform and impede efforts in multicultural education.

EDUF 8131

Theories of Adolescence: 3-0-3

The rapidly changing world of today's adolescents and the ever-changing nature of the field of adolescence will be examined from three perspectives: theory, research and contemporary social forces. This course will be eclectic in its orientation. Rather than adopting one theoretical position, various views will be discussed. Similarities and differences among theories will be examined, in addition to an analysis of strengths, weaknesses, and contributions of each, as well as the implications for educating, guiding and working with adolescents.

EDUF 8133

Interaction and Learning: 3-0-3

Examine views of learning which emphasize the importance of interaction, authenticity and the social construction of knowledge. Students will also explore instructional practices and assessment issues consistent with these perspectives. Relevant theories, research, and practical implications will be examined for each perspective addressed. Perspectives and practices which will be explored may include, but are not limited to, constructivism, situated cognition, the social formation of mind, cooperative learning, and authentic assessment.

EDUF 8134

Models of Motivation: 3-0-3

Critically examines how contemporary models of motivation are utilized to improve the delivery of instruction. Special emphasis is placed on the theoretical principles, empirical research and educational strategies involved in the design and implementation of motivational models.

EDUF 8135

Thinking and Problem Solving: 3-0-3

Examines current conceptions and models of critical thinking and creative problem solving as they relate to learning and instruction. Emphasis will be given to how instructional practices can positively affect students' thinking skills and dispositions for learning and to methods designed to increase students' awareness and control of their thinking processes. In addition, the course will evaluate the effectiveness of current programs designed to teach critical thinking and problem solving strategies across the curriculum and within specific content areas. Prerequisite: EDUF 7130.

EDUF 8136

Theories of Human Development: 3-0-3

Examines theories of human development, with a focus on infancy to adolescence. Major theoretical perspectives pertaining to several aspects of development, such as cognitive, social, moral, emotional and personality

development, will be considered. In addition, students will gain an understanding of the value of theories in general, as well as, the particular characteristics of a good theory, in order to critically evaluate these theories in light of empirical research evidence.

EDUF 8231

Global Education: 3-0-3

This course focuses on the analysis of theories and practices of transformative educational reforms and changes in various countries in the era of globalization, cultural interrelatedness, and interdependence of the world. A minimum grade of "C" in EDUF 7235.

EDUF 8236/8236S

International Study of Educational Practices: 3-0-3

This course offers students the opportunity to examine educational practices of another country through travel abroad, involvement in international initiatives, and/or use of technology. Students will be asked to reflect on the American educational system -- theoretical perspectives, curriculum, instructional methodologies, and comparative issues and trends -- to compare and contrast it with another country's educational system. Topics will be investigated through selected readings, observations, participation, and discussions. Prerequisites: Permission of instructor.

EDUF 8831

Philosophies of Education: 3-0-3

In this course, students study the major philosophical schools of thought which inform all educational activities. Particular attention is given both to current and historical writings, and the relationship of philosophical assumptions to current practices in the process of schooling.

EDUF 8890

Directed Individual Study in Educational Foundations: (1-3)-0-(1-3)

Readings and research under the direction of a member of the educational research faculty whose interests coincide with those of the student. Prerequisite: EDUF 8831 or permission of instructor.

EDUF 9131

Ethical Dimensions of Education: 3-0-3

Develops an understanding of ethical obligations and considerations within the field of education through case studies immediately applicable to their professional lives. Students will explore traditional ethical systems, such as Consequentialism and Situationalism, as well as, more contemporary perspectives including those of equity and technology. Prerequisite: EDUF 8831.

EDUF 9132

History of American Curriculum: 3-0-3

An advanced course in curriculum studies designed to provide an in-depth analysis of the major historical curriculum documents, trends and reform movements that have given form and shape to the American public school curriculum. Special emphasis will be given to the interpretation and critique of the competing curriculum discourses, especially as they appear in primary source historical curriculum documents, state/local curriculum guidelines and textbooks. Prerequisite: Ed.D. admission.

EDUF 9133

Theories of Educational Inquiry: 3-0-3

An advanced seminar in the field of curriculum investigating the major paradigms within which the competing methodologies of empirical educational inquiry are grounded and the epistemological and ethical issues involved in conducting research within each paradigm. Prerequisite: Ed.D. admission.

EDUF 9234

History of American Education: 3-0-3

Focuses on the social, political, economic and ideological forces that have shaped the growth and development of the American public school system from colonial times to the present. A special emphasis will be an analysis

and critique of the purpose, structure, function and results of the various school reform movements in American history.

EDUF 9631

Seminar in Cultural Studies: 3-0-3

This advanced seminar investigates contemporary questions and movements in the field of cultural studies. Prerequisite: EDUF 7235.

EDUF 9632

Regional Issues In Multicultural Education: 3-0-3

This field based course will involve doctoral students in researching the local multicultural educational needs, issues and problems and developing strategies for constructing a pluralistic and culture-tolerant environment in the schools and/or communities of the region. Prerequisite: A minimum grade of "B" in EDUF 7235.

Educational Research (COE)

EDUR 7090

Selected Topics in Educational Research: (1-3)-0-(1-3)

Readings and research under the direction of a member of the educational research faculty whose interests coincide with those of the student. Prerequisite: Permission of the instructor.

EDUR 7130

Educational Research: 3-0-3

A comprehensive overview of topics related to research as it is applied to educational settings. Emphasis is placed upon methods of quantitative and qualitative research, especially in regard to applied and basic research in education.

EDUR 8131

Educational Statistics I: 3-0-3

Topics covered in this course include central tendency, variability, distributions, correlation, significance testing, t-tests, linear regression and chi-square analysis. Emphasis is placed on application of statistics in educational research situations. Prerequisite: EDUR 7130 or equivalent or permission of instructor.

EDUR 8132

Educational Statistics II: 3-0-3

This is an advanced statistics in education course that extends knowledge of educational research situations and statistical procedures beyond EDUR 8131. Emphasis is placed on more complex analysis of variance procedures (e.g., repeated measures, analysis of covariance), multiple regression analysis and multiple dependent variable techniques (e.g., canonical correlation) as applicable to current educational research problems. Prerequisite: EDUR 8131 or equivalent.

EDUR 8330

Experimental Design in Education: 3-0-3

Provides coverage of true and quasi experimental designs that are typically used in educational settings. Also presented are factors that affect the internal and external validity of such designs with special attention directed to those threats that are common to educational research. Statistical methods for analysis of data drawn from educational experiments (such as factorial ANOVA, ANCOVA, repeated measures ANOVA, group comparison procedures, and effect sizes) are emphasized. Prerequisite: EDUR 8132.

EDUR 8434

Field-Based Educational Research: 3-0-3

Designed primarily to assist Ed. S. level students in developing a sound research proposal for the conduct of an independent research project required as part of their Ed.S. program. Prerequisite: EDUR 8131 or equivalent.

EDUR 8890

Directed Individual Study: (1-3)-0-(1-3)

Readings and research under the direction of a member of the educational research faculty whose interests coincide with those of the student. Prerequisite: Permission of instructor.

EDUR 9131

Doctoral Research Methods: 3-0-3

The purpose of this course is for doctoral-level students to gain a firm foundation in educational research prior to enrollment in the more specialized courses in quantitative methods. Students engage in an applied research project that updates their understanding of research procedures (hypothesis generation, sampling theory, instrument construction, measurement concepts and descriptive and inferential statistics). Emphasis is on the "hands-on" application of advanced inquiry skills. Prerequisites: EDUR 7130 and EDUR 8131 or equivalent courses.

EDUR 9231

Qualitative Research in Education: 3-0-3

Examines a broad survey of major styles of qualitative/descriptive research, as well as, attention to the major field work techniques and problems associated with conducting qualitative research. Prerequisite: EDUR 7130.

EDUR 9232

Advanced Qualitative Research: 3-0-3

An advanced graduate level course in qualitative data analysis for educational research which includes an in-depth treatment of the analytical approaches for each of the major traditions in qualitative research as well as the technologies used to assist in analysis. Prerequisite: A minimum grade of "B" in EDUR 9231.

English (CLASS)

ENGL 0099

Communication Skills: 4-0-4

Designed to help students develop language skills necessary for entering regular college courses. Emphasizes grammar and punctuation, essays and other forms of written expression, oral participation, and reading proficiency. Because the course is developmental, a student may exit at the end of any semester by passing the course and achieving a satisfactory score on the exit examination. Audit or institutional credit only.

ENGL 1101/1101H

Composition I: 3-0-3

A composition course focusing on skills required for effective writing in a variety of contexts, with emphasis on exposition, analysis, and argumentation, and also including introductory use of a variety of research skills.

ENGL 1102/1102H/1102S

Composition II: 3-0-3

A composition course that develops writing skills beyond the proficiency required by ENGL 1101, emphasizing interpretation and evaluation, and incorporating a variety of more advanced research methods. Students (including transfer students) who have not passed the Regents' essay and reading tests must take the exams while enrolled in ENGL 1102. Prerequisite: A minimum grade of "C" in ENGL 1101 or equivalent and evidence that the Regents' Exam was taken or satisfied by exemption while enrolled in ENGL 1101.

ENGL 1160

First-Year Composition: 4-2-6

This combined composition course, which includes all of the requirements for English 1101 and 1102, covers the development of writing and research skills. Because this is a combo course, course content will be accelerated and rigorous. Evidence must be provided that the Regents' Exam will be taken or satisfied by exemption while enrolled. A minimum of "C" must be earned. Earning less than a "C" requires taking English 1101 and 1102 again, either

separately or in the combination if seating permits. This course will be offered only in Fall semesters in a limited number of sections.

ENGL 1230

Reading Fiction: 3-0-3

The aim of this course, intended for all students at all levels, is to experience the pleasure of reading fiction. Readings for the class may include short stories and novels, works written in English as well as those that have been translated, older as well as recent writing. This course will emphasize the qualities that make fiction meaningful and memorable and enable students to sharpen their powers of observation, analysis, and interpretation.

ENGL 1231

Reading Drama: 3-0-3

The aim of this course, intended for all students at all levels, is to experience the pleasure of reading drama. Readings for the class may include one-act plays as well as full-length plays, works written in English as well as those that have been translated, ancient as well as modern drama. This course will emphasize the qualities that make drama meaningful and memorable and enable students to sharpen their powers of observation, analysis, and interpretation.

ENGL 1232

Reading Poetry: 3-0-3

The aim of this course, intended for all students at all levels, is to experience the pleasure of reading poetry. Readings for the class may include a variety of poetic forms, works written in English as well as those that have been translated, older as well as recent poems. This course will emphasize the qualities that make poetry meaningful and memorable and enable students to sharpen their powers of observation, analysis, and interpretation.

ENGL 2111/2111H/2111S

World Literature I: 3-0-3

A survey of great works of world literature from ancient times to the end of the seventeenth century. Beginning with the oral tradition, the course studies classical works and their impact on later literature, the spread of ideas beyond national and ethnic boundaries, and the influence of philosophy and religion on literature. Emphasis on critical reading and writing skills. Prerequisite: ENGL 1102 or a minimum grade of "C" in ENGL 1160.

ENGL 2112/2112H/2112S

World Literature II: 3-0-3

A survey of great works of literature from the 1700's to the present. The course studies literary representation and reaction to the rise of science, industrialism, internationalism, and other forces shaping the modern and postmodern world. Emphasis on critical reading and writing skills. Prerequisite: ENGL 1102 or a minimum grade of "C" in ENGL 1160.

ENGL 2131

Introduction to Literary Studies: 3-0-3

An examination of the fundamental principles of literary study, with special attention to critical approaches to language and literature, bibliography and research, and writing in the discipline. Required of all majors. Prerequisite: A minimum grade of "C" in ENGL 1102 or ENGL 1160.

ENGL 2231/2231S

British Literature I: 3-0-3

A study of British literature and literary history from the Old English Period through the pre-Romantics, Focusing on literary types, themes, and historical, political, and cultural contexts. Prerequisite: A minimum grade of "C" in ENGL 1102.

ENGL 2232/2232S

British Literature II: 3-0-3

A study of the major British literature from the Romantic Period (1780) to the present, focusing on major movements, authors, and themes. Prerequisite: A minimum grade of "C" in ENGL 1102 or ENGL 1160.

ENGL 2331/2331S

American Literature I: 3-0-3

A survey of American Literature from the period of exploration and colonization through the Enlightenment and American Romanticism, concluding with the end of the Civil War. Prerequisite: A minimum grade of "C" in ENGL 1102 or ENGL 1160.

ENGL/AMST 2332/2332S

American Literature II: 3-0-3

A survey of American literature from 1865 to the present, focusing on major movements, authors, and themes. Prerequisite: A minimum grade of "C" in ENGL 1102 or ENGL 1160.

ENGL/FILM 2434

The Language of Film: 3-0-3

A study of the semantics of cinema and the evolution of the film language. The course will examine technical, literary, and cultural means and aspects of communicating meaning in film. Prerequisite: ENGL 1102 or a minimum grade of "C" in ENGL 1160.

ENGL/AAST/AMST 3231

Survey of African-American Literature: 3-0-3

A survey of African-American literature from its beginnings to the present, focusing on important movements, genres, and themes. Prerequisites: A minimum grade of "C" in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or ENGL 2232 (not taken as a prerequisite).

ENGL/FILM 3232

The Art of Film Adaptation of Literature: 3-0-3

Comparative interpretation of the differences between literature and film and the complex challenges of turning diverse narrative literature into autonomous works of cinema. Prerequisites: A minimum grade of "C" in ENGL 2111 or ENGL 2112.

ENGL/WGST 3237

Women and Literature: 3-0-3

A study of the literature by and about women, which reflects some of the myths, legends, and social forces molding the female character. Prerequisites: A minimum grade of "C" in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or ENGL 2232 (not taken as a prerequisite).

ENGL/IRSH 3338

Irish Cultural Identities: 3-0-3

A study of Irish cultural identities through literary perspectives on famine in Ireland, in the writings of Edmund Spenser and Jonathan Swift (among others); and in the writings of later authors who have responded to the Great Irish Famine of 1845-50, including James Clarence Mangan, Liam O'Flaherty, and Seamus Heaney. Prerequisites: ENGL 2111 or ENGL 2112; ENGL 2131 must be taken prior to or concurrent with all upper division courses. Permission of instructor required for all non-English majors.

ENGL/FILM 3535

Patterns in Film and Literature: 3-0-3

A comparative interpretation of themes, ideas, and patterns in selected works of narrative literature, and cinema. Prerequisites: A minimum grade of "C" in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or ENGL 2232 (not taken as a prerequisite).

ENGL 4133/4133S

The British Novel: 3-0-3

A study of the development of the novel in English through the reading of a selective list of novels which best illustrate the main tendencies in the English fiction of the eighteenth and nineteenth centuries. Prerequisites: A minimum grade of "C" in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or ENGL 2232 (not taken as a prerequisite).

ENGL 4135/4135S**Chaucer: 3-0-3**

A study of *The Canterbury Tales* and other selected works. May be used to fulfill the single author requirement. Prerequisites: A minimum grade of "C" in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or ENGL 2232 (not taken as a prerequisite).

ENGL/AMST 4237**The American Novel: 3-0-3**

A survey of the development of the novel in America, eighteenth through twentieth centuries, with special study of a list of works selected to illustrate the major movements in American fiction. Prerequisites: A minimum grade of "C" in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or ENGL 2232 (not taken as a prerequisite).

ENGL 4337/4337S**Shakespeare: 3-0-3**

A close reading of Shakespeare's major comedies, histories, selected romances, dramatic tragedies, and the sonnets offering students an overview of a major Western Literary Icon. Fulfills single author requirements. Prerequisites: A minimum grade of "C" in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or ENGL 2232 (not taken as a prerequisite).

ENGL 4435/4435S**Single Author: 3-0-3**

Devoted to the study of a single author whose work has occasioned a significant body of criticism. Students will focus on the body of the author's work and consider both historical context and critical response. Prerequisites: A minimum grade of "C" in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or ENGL 2232 (not taken as a prerequisite).

ENGL 4630**Senior Seminar: 3-0-3**

In the senior seminar, English majors will study a discrete body of literature and conduct extensive research in literary criticism related to a specific topic. Emphasis will be on the individual preparation of research papers. Seminar topics will vary with professor. Prerequisites: A minimum grade of "C" in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or ENGL 2232 (not taken as a prerequisite). Students must complete a minimum of 18 hours of upper division English courses before enrolling in the Senior Seminar.

ENGL 5090/5090G/5090S**Selected Topics: 3-0-3**

Selected topics in English. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: A minimum grade of "C" in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or ENGL 2232 (not taken as a prerequisite).

ENGL 5131/5131S/5131G**British Romanticism: 3-0-3**

A study of English Romantic poetry and prose, including major works of Blake, Wordsworth, Coleridge, Byron, the Shelleys, Keats, and many recently rediscovered authors of the period. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: A minimum grade of "C" in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or ENGL 2232 (not taken as a prerequisite).

ENGL 5134/5134G**The Age of Exuberance: British Literature 1660-1790: 3-0-3**

A study of verse and prose from the Restoration to the Romantic period. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: A minimum grade of "C" in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or ENGL 2232 (not taken as a prerequisite).

ENGL 5135/5135G**Teaching Literature to Middle and Secondary School Students: 3-0-3**

A course designed to introduce classroom approaches to literature to middle grades and high school teachers. It will include work with a variety of literary genres and multicultural texts. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: A minimum grade of "C" in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or ENGL 2232 (not taken as a prerequisite).

ENGL 5136/5136G/5136S**Medieval British Literature: 700-1450: 3-0-3**

This course explores the rich and varied literature of medieval Britain, the region of Europe with the earliest vernacular literary tradition. From the Old English period, students will read heroic and elegaic poetry, as well as the religious poetry and prose written after the Christian conversion of the pagan Germanic tribes. From the Middle English period after the Norman Conquest, students will read some of the earliest dramatic works in English, the powerful writings of female religious mystics, as well as a sampling of romances concerning King Arthur. All works will be read in modernized English. Prerequisites: A minimum grade of "C" in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or ENGL 2232 (not taken as a prerequisite).

ENGL 5138/5138G**Poetry and Prose of the English Renaissance: 3-0-3**

A study centering on the analysis and interpretation of Renaissance poetry with some involvement in its larger historical context, especially in its relationship with controversy. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: A minimum grade of "C" in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or ENGL 2232 (not taken as a prerequisite).

ENGL 5139/5139G**Victorian Prose and Poetry: 3-0-3**

A study of the Victorian Period in England with emphasis on the prose and poetry of major authors. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: A minimum grade of "C" in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or ENGL 2232 (not taken as a prerequisite).

ENGL/AMST 5230/5230G**Colonial American Literature: 3-0-3**

A detailed study of the poetry and prose from 1492-1800 by writers, both in America and Europe, who describe and define a distinct American identity by means of an emerging literature and diverse cultural experience. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: A minimum grade of "C" in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or ENGL 2232 (not taken as a prerequisite).

ENGL/AMST 5231/5231G**American Romanticism: 3-0-3**

A study of representative authors of the Romantic Period in American literature (1820-1865). This course focuses on the complex social, cultural, and political forces at work in these writings and in the Romantic Movement in general, and especially the influences of the earlier Romantic Period in English literature (1798-1832). This course traces the development of the major literary styles and patterns in American Romanticism, such as the archetype of the American Adam and the myth of the American Dream; the importance of American innovation in literary language and form, especially in the use of frontier dialect; and the contributions to world literature of American literary theorists, such as Poe. Graduate students will be required to do additional work as determined by the instructor. Prerequisites: A minimum grade of "C" in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or ENGL 2232 (not taken as a prerequisite).

ENGL/AMST 5233/5233G**American Realism: 3-0-3**

A study of prose works of the American Realist period from 1850-1910, including writers such as Twain, Jewett, Chesnut, Gilman, Dreiser, Wharton, James, Crane, and Norris. Attention will be paid to canonical and non-canonical writers of the period, as well as regional and sentimental fiction. Graduate students will be required to do extra work as determined by the instructor. Prerequisites: A minimum grade of "C" in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or ENGL 2232 (not taken as a prerequisite).

ENGL/AMST 5234/5234G**Southern Literature: 3-0-3**

A survey of the literary achievements of the South from the Colonial period to the present. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: A minimum grade of "C" in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or ENGL 2232 (not taken as a prerequisite).

ENGL/IRSH 5235/5235G**Irish Literature to 1850: 3-0-3**

The course examines Irish literature from its beginnings in the Gaelic oral tradition to the Great Famine of the 1840s. Students gain clear understanding of how Ireland's colorful and complex history has yielded exceptional prose, poetry, and drama. Matters considered include Ireland's four mythological cycles; its pseudo-historical invasion narratives; and its hagiographies (accounts of saints' lives). Students also study writings that reflect the four major stages of British colonization: Cambro-Norse, Tudor, Jacobean (or Scots-Irish), and Cromwellian. In addition, they explore literary genres specific to Ireland: *dinnseanchas* (place-lore literature); the *aisling* (nationalist vision literature); the *caoineadh* (bardic lament literature); and the Big House novel, which often has Gothic overtones. The course exposes participants to other important phenomena, too: the so-called stage Irishman; the peasant archetype; literature of resistance and revolution; and travel writings in the sublime tradition. All texts studied are in English or English translation. Prerequisites: A minimum grade of "C" in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or ENGL 2232 (not taken as a prerequisite).

ENGL/IRSH 5236/5236G**Irish Literature since 1850: 3-0-3**

Irish Literature since 1850 examines novels, short stories, plays, and poems produced in Ireland since the country's Great Famine. The course explores the Irish Cultural Revival that began in 1884 and lasted until the 1920s. It also considers literature about the revolutionary activity that precipitated the founding of the Irish Free State and Northern Ireland. The course ends by studying literary works that reflect changes in culture and identity caused by Ireland's unprecedented economic boom, which began in the mid-1990s. Students gain knowledge about a range of authors, including James Joyce,

William Butler Yeats, Lady Augusta Gregory, George Bernard Shaw, Samuel Beckett, Seamus Heaney, Evan Boland, and others. Prerequisites: A minimum grade of "C" in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or ENGL 2232 (not taken as a prerequisite).

ENGL/COML 5330/5330G**World Drama to Romanticism: 3-0-3**

A study of representative works of dramatic literature, primarily of the western world, from Aeschylus through Beaumarchais, excluding English drama. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: A minimum grade of "C" in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or ENGL 2232 (not taken as a prerequisite).

ENGL 5331/5331G**British Drama to 1642: 3-0-3**

A study of British drama from the Middle Ages through the Renaissance, focusing on historical and cultural contexts of the drama. Students will learn about medieval guilds and the mystery plays they produced, morality plays such as *Everyman*, and interludes and other dramas performed in courtly settings. Much of the course will focus on the vibrant professional theater that developed in sixteenth- and seventeenth-century London. Students will learn about some of Shakespeare's talented contemporaries, not only Marlowe and Jonson but also Webster, Middleton, Ford, and other playwrights whose vigorous and sometimes shocking plays offer a fascinating look at early modern English theater and life. Prerequisites: A minimum grade of "C" in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or ENGL 2232 (not taken as a prerequisite).

ENGL 5332/5332G**British Drama since 1660: 3-0-3**

A study of British drama from the reopening of the theatres in 1660 to modern times. Students will study important plays from the English Restoration and Neo-Classical period (e.g., Congreve, Dryden, Goldsmith, Sheridan), the Romantic period (e.g., Shelley), the Victorian period (e.g., Wilde, Synge, Shaw), as well as plays from the 20th Century (e.g., Pinter, Beckett, Stoppard). Plays will be studied in their historical and critical contexts. Prerequisites: A minimum grade of "C" in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or ENGL 2232 (not taken as a prerequisite).

ENGL/COML 5334**Modern Drama: 3-0-3**

A study of the major drama from Romanticism to the present, including, but not limited to, Anglo-American and European dramatists. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: ENGL 2111 or ENGL 2112; ENGL 2131 must be taken prior to or concurrent with all upper division courses. Permission of instructor required for all non-English majors.

ENGL 5430/5430G**Contemporary Poetry: 3-0-3**

A study of English language poetry written since World War II with an emphasis on major figures and literary movements. Significant attention will be paid to the diversity and multinational character of contemporary English language verse. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: A minimum grade of "C" in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or ENGL 2232 (not taken as a prerequisite).

ENGL 5432/5432G**Twentieth Century British Literature: 3-0-3**

A study of major British and Commonwealth poets, novelists, and dramatists against the background of the major social and cultural changes of the twentieth century. Graduate students will be required to do extra work as determined by the instructor. Prerequisites: A minimum grade of "C" in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or ENGL 2232 (not taken as a prerequisite).

ENGL 5434/5434G**Milton: 3-0-3**

A study of one of the greatest and most exciting of all English poets, based on close study of his work and exploration of the religious and historical circumstances of its time. We will read all of "Paradise Lost", a wide selection of Milton's other poetry, and some of the most important of his prose works. May be used to fulfill the single author requirement. Prerequisites: A minimum grade of "C" in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or ENGL 2232 (not taken as a prerequisite).

ENGL 5438/5438G**Modern Poetry to 1945: 3-0-3**

A study of British, Irish, and American poets and poetry since 1900, emphasis being placed on the more influential, such as Yeats, Pound, Frost, Eliot, and Stevens. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: A minimum grade of "C" in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or ENGL 2232 (not taken as a prerequisite).

ENGL/COML/RELS 5530/5530G**The Bible as Literature: 3-0-3**

A study of the literary dimension of the English Bible. Major emphasis is upon the literary themes, types, personalities, and incidents of the Old and New Testaments. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: A minimum grade of "C" in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or ENGL 2232 (not taken as a prerequisite).

ENGL/COML 5533**Literary Criticism and Theory: 3-0-3**

An historical survey of literary criticism and theory from antiquity to modern times. Literary criticism considers issues important for all students of literature, such as the value of poetry in our world, the power of poets to represent reality or truth, and the sources of poetic inspiration. This course also delves into the subject of aesthetics, the nature of beauty, and the variety of forces that impact how humans respond to literature. Prerequisites: A minimum grade of "C" in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or ENGL 2232 (not taken as a prerequisite).

ENGL 5534/5534G**Literature for Adolescents: 3-0-3**

A study of literature, primarily (but not exclusively) narrative, on the subject of adolescence, with emphasis on analyzing and evaluating contemporary literature written especially for or about adolescents. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: A minimum grade of "C" in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or ENGL 2232 (not taken as a prerequisite).

ENGL 5535/5535G**Children's Literature: 3-0-3**

A study of literature written for or read by children with a focus on British and American classics. Students will read and write critical analyses of these works with special attention to the history of childhood. Authors studied may include the Brothers Grimm, Lewis Carroll, Louisa May Alcott, Mark Twain, Kenneth Grahame, Frances Hodgson Burnett, and others. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: A minimum grade of "C" in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or ENGL 2232 (not taken as a prerequisite).

ENGL/COML 5536/5536G**Post-Colonial Literature: 3-0-3**

Examines and evaluates the diverse "common-wealth" of post-colonial Anglophone literature written by authors from countries that were formerly part of the British Empire: Africa, Australia, Canada, the Indian sub-continent, Ireland, New Zealand, Southeast Asia, and the West Indies. Highlights the use of a variety of reading and critical strategies to analyze the formal and linguistic complexities and innovations of this literature. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: A minimum grade of "C" in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or ENGL 2232 (not taken as a prerequisite).

ENGL 5538/5538G**World Fiction since 1900: 3-0-3**

A study of some of the major works of fiction written by American, British, and World authors since 1900. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: A minimum grade of "C" in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or ENGL 2232 (not taken as a prerequisite).

ENGL/WGST/AAST 5539/5539G**Literature by Women: 3-0-3**

A study of classic, contemporary, and experimental writing by women in all genres, with special emphasis on the polemical and theoretical bases of and critical approaches to such texts. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: A minimum grade of "C" in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or ENGL 2232 (not taken as a prerequisite).

ENGL 6232**Seminar in African-American Literature: 3-0-3**

A study of images, issues, and themes in African-American literature through an examination of works by such writers as Douglass, Washington, Chestnut, Hughes, Wright, Baldwin, and Morrison.

ENGL 6630**Seminar in Medieval Literature: 3-0-3**

A study of the major authors, genres and literary influences of the English Middle Ages with an emphasis on Chaucer and the fourteenth century.

ENGL 6631**Shakespeare Seminar: 3-0-3**

A close examination of several of Shakespeare's "problem" plays.

ENGL 6632**Seminar in Literature of the English Renaissance: 3-0-3**

A study in the major writers of the English Renaissance, including such figures as Sidney, Spenser, Herbert, Donne, and Browne. Lesser authors may be incorporated for their historical significance in the development of modern English prose and poetry.

ENGL 6633

Seminar in Restoration and Eighteen Century British Literature: 3-0-3

An in-depth study of major works and documents from the period. Specific topics and texts may vary.

ENGL 6634/6634S

Seminar in Major Authors: 3-0-3

An intensive study of the life (lives) and works of one to three major authors.

ENGL/WGST 6635

Women's and Gender Issues: 3-0-3

A study of women's and gender issues and concerns in the context of important works of literature.

ENGL 6637

Criticism and Theory: 3-0-3

A study of the great tradition of literary critics, from Plato to the present, and the contemporary critical approaches and theory they shape today.

ENGL 7111

Seminar in College English: 1-0-1

A study of strategies and techniques for developing rhetorical skills in College English. Required of graduate assistants in English and open to other graduate students in English.

ENGL 7121

Methods of Research: 2-0-2

The seminar provides an in-depth understanding of the bibliographic, research, and critical skills required to do advanced scholarship in literary studies.

ENGL 7630

Seminar in World and Comparative Literature: 3-0-3

Research and discussion of a topic in a specific period of world literature or comparative literature.

ENGL 7631

Seminar in the British Novel: 3-0-3

A study of important developments or themes of the British Novel.

ENGL 7632

Seminar in the American Novel: 3-0-3

A survey of the novel in America from the eighteenth to the twentieth centuries.

ENGL 7633/7633S

Seminar in Nineteenth Century British Literature: 3-0-3

A study of prose and poetry of the nineteenth century, focusing on either Victorian or Romantic authors.

ENGL 7635

Seminar in Nineteenth Century American Literature: 3-0-3

A study of major authors and documents of the nineteenth century, focusing on either Romantic or Realist authors.

ENGL 7637

Seminar in Twentieth Century American Literature: 3-0-3

A study of American prose, poetry or drama of the twentieth century, with emphasis chosen by the instructor.

ENGL 7638

Seminar in Twentieth Century Poetry: 3-0-3

A study of British and American poets of the twentieth century, with emphasis on major authors of either the Modern or Contemporary periods.

ENGL 7999

Thesis: (1-9)-0-(1-9)

Engineering (COST)

ENGR 1133

Engineering Graphics: 2-3-3

Introduction to engineering graphics and visualization including sketching, line drawing, simple wire-frame and solid modeling. Development and interpretation of drawings and specifications for product realization.

ENGR 1731

Computing for Engineers: 2-2-3

Foundations of computing with an introduction to design and analysis of algorithms and an introduction to design and construction of programs for engineering problem-solving. Prerequisite: Concurrent or prior completion of MATH 1441.

ENGR 1732

Program Design for Engineers: 2-2-3

This course will introduce engineering students to applications for engineering problem-solving and object-oriented programming principles in Electrical and Computer Engineering using standard (ANSI) C and C++. An introduction to interfacing with FORTRAN is also given. Prerequisite: A minimum grade of "C" in ENGR 1731.

ENGR 2231

Engineering Mechanics I: 3-0-3

Fundamental concepts of mechanics. Statics of particles. Moments and equivalent systems of forces on rigid bodies; equilibrium of rigid bodies. Distributed forces-centroids and centers of gravity. Analysis of trusses, frames and machines. Internal normal and shearing forces, bending moments, and torque. Shear and bending moment diagrams, relations between distributed load, shear, and bending moment. Friction. Distributed forces area moments of inertia. Prerequisites: MATH 2242 and PHYS 2211.

ENGR 2232

Dynamics of Rigid Bodies: 3-0-3

Kinematics and dynamics of particles and rigid bodies in one, two, and three dimensions using Newton's Second Law Method, Work-Energy and Impulse-Momentum methods. Mass moments of inertia and products of inertia. Prerequisite: A minimum grade of "C" in ENGR 2231.

ENGR 2233

Digital Design Lab: 1-3-2

Design and implementation of digital systems, including a team design project. CAD tools, project design methodologies, logic systems, and assembly language programming. Prerequisite: ENGR 2332.

ENGR 2332

Introduction to Computer Engineering: 3-0-3

Computer systems and digital design principles. Architectural concepts, software, Boolean algebra, number systems, combinational datapath elements, sequential logic and storage elements. Design of DRAM control and I/O bus. Prerequisite: A minimum grade of "C" in ENGR 1731 or equivalent.

ENGR 2334

Circuit Analysis: 3-0-3

Introduces students to the basic concepts of DC and AC circuit theory and analysis. Prerequisites: ENGR 2341 and PHYS 2212. Concurrent or prior completion of MATH 3230.

ENGR 2341

Introduction to Signal Processing: 3-3-4

Introduction to signal processing for discrete-time and continuous-time signals. Filtering. Frequency Response. Fourier Transform. Z Transform. Laboratory emphasizes computer-based signal processing. Prerequisites: A minimum grade of "C" in MATH 2242 and ENGR 1731 or equivalent.

ENGR 2431**Creative Decisions and Design: 2-3-3**

Fundamental techniques for creating, analyzing, synthesizing, and implementing design solutions to open-ended problems through team and individual efforts utilizing flexibility, adaptability, and creativity. Prerequisites: A minimum grade of "C" in ENGR 1133 and ENGR 2231, and prior or concurrent enrollment with a minimum grade of "C" in MATH 2430.

ENGR 3233**Mechanics of Materials: 3-0-3**

Definition and analysis of stress and strain, mechanical properties of materials, axially loaded members, torsion of circular sections, bending of beams, transformation of stress and strain, design of beams, and buckling of columns. Prerequisite: ENGR 2231.

ENGR 3431**Thermodynamics: 3-0-3**

Thermodynamic properties, state postulate, work interactions, steady-state and transient energy and mass conservation, entropy and the second law. First and Second Law analysis of thermodynamic systems. Gas cycles and vapor cycles. Prerequisite: PHYS 2211.

Enrichment Program (Interdisciplinary VPAA)**ENPR 1220****Enrichment Program: 2-0-2**

A combined activity/seminar course designed to engage students in a broad range of extra classroom intellectual, cultural, and aesthetic events as a regular part of their educational experience. Students may take the course repeatedly, but a maximum of two credit hours may be applied to the 126 minimum for graduation.

ENPR 3220H**Honors Seminar: 2-0-2**

The seminar is an enrichment of the general education of University Honors Program (UHP) students. Context is determined when selections are made by the University Honors Program Council based on submitted proposals from faculty. The course is restricted to juniors and seniors in the UHP.

Environmental Health Sciences (COPH)**ENVH 7090****Selected Topics in Environmental Health Sciences: (1-3)-0-(1-3)**

Allows the student the opportunity to receive specialized and/or focused instruction in an environmental health topic not generally offered by the department. Prerequisite: Permission of instructor.

ENVH 7231**Air Quality: 3-0-3**

Introduces students to chemical, physical, and biological principles of air quality, as well as potential sources of contamination and the resulting effects. The course will also introduce environmental policies pertinent to air issues along with current remediation strategies to ameliorate pollution.

ENVH 7232**Water Quality: 3-0-3**

Introduces students to chemical, physical, and biological principles of water quality, as well as potential sources of contamination and the resulting effects. The course will also introduce environmental policies pertinent to water issues along with current treatment and remediation strategies to ameliorate pollution.

ENVH 7233**Environmental Exposure and Impact Assessment: 3-0-3**

This course introduces students to appropriate design, implementation, and analysis of primary environmental exposures. Specific topics covered include designing risk profiles, analyzing field exposures of toxins,

development of impact assessments, and evaluating dose-response relationships.

ENVH 7234**Environmental Toxicology: 3-0-3**

Introduces students to concepts associated with the lethal and sub-lethal effects of environmental and occupational stressors on humans and other living organisms.

ENVH 7235**Field Methods in Environmental Health: 3-0-3**

This course introduces students to an overview of current and accepted standards of environmental and occupational exposure monitoring. Also examines the field methodology related to sample collection for water and air quality monitoring.

ENVH 7236**Spatial Analysis for Environmental Health Sciences: 3-0-3**

Introduces students to concepts and methods of spatial analysis related to environmental health problems and public health planning. Students will also employ basic concepts of mapping through the use of applicable Geographic Information Systems software.

ENVH 7237**Risk Assessment and Communication: 3-0-3**

Introduces students to the qualitative and quantitative skills necessary to evaluate the probability of injury, disease, or death in the general population from exposure to environmental contaminants. Hazard identification, exposure assessment, dose-response evaluation, and risk characterization are highlighted. Risk communication includes developing practical skills in assessing health concerns and explaining potential health risks or risk management to the general public.

ENVH 7238**Environment, Ethics and Equity: 3-0-3**

Introduces students to theory, concepts and methods of ethics and equity related to one's location. Topics to be addressed include environmental justice, public health ethics, impacts on equity and disparities. Students will also employ basic concepts of spatial analysis through the use of applicable Geographic Information Systems (GIS) software.

ENVH 7890**Directed Individual Study: (1-3)-0-(1-3)**

Provides the student with an opportunity to investigate an area of interest under the direction of a faculty mentor. Prerequisite: Permission of instructor.

Epidemiology (COPH)**EPID 7090****Selected Topics in Epidemiology: (1-3)-0-(1-3)**

Allows the student the opportunity to receive specialized and/or focused instruction in an epidemiology topic not generally offered by the department. Prerequisite: Permission of instructor.

EPID 7131**Epidemiology of Chronic Disease: 3-0-3**

This course is designed to introduce the student to the ever-expanding area of chronic disease epidemiology. Students will be introduced to the current status of chronic disease and control programs, methods used in chronic disease surveillance, intervention methods, and modifiable risk factors. Some of the major chronic diseases such as cancer, cardiovascular disease, chronic lung disease, diabetes and arthritis will be discussed in detail. Prerequisite: A minimum grade of "B" in PUBH 6533 or permission of instructor.

EPID 7133**Epidemiologic Research Methods I: 3-0-3**

This course will focus on epidemiologic methods - primarily methods used in observational studies using existing data, cohort studies, case-control

studies and randomized controlled trials. With respect to cohort studies, topics covered include cohort identification, ascertainment of exposure status, follow-up of cohort members, measuring outcomes, sources of bias and interpretational issues. Case-control topics include issues around defining cases and controls, control of confounding, and sources of bias/systematic error. Topics around randomized trials include randomization procedures, defining and assembling treatment/intervention arms, selecting study subjects and approaches to data collection. Other topics covered in this course include surveillance and ecologic studies. Pros and cons of all study designs will be discussed, in part through readings of published papers. Fundamentals of data analysis will also be addressed, but a detailed discussion of that material will be covered in EPID 7134. Prerequisite: A minimum grade of "B" in PUBH 6541.

EPID 7134

Epidemiologic Research Methods II: 3-0-3

This course provides instruction and hands-on experience in the analysis and interpretation of data from epidemiologic studies. Topics to be covered include epidemiology research questions that can be addressed by case-control and cohort studies, the rationale underlying the major techniques used to analyze data from case-control and cohort studies, the conditions under which these methods are appropriate and their relative advantages and disadvantages. Attention will be given to how interactions, confounders and nonlinear relationships among variables can be addressed along with interpretation of statistical software output from epidemiologic studies employing these designs and analytical methods. Prerequisite: A minimum grade of "B" in EPID 7133 or permission of instructor.

EPID 7135

Epidemiology of Infectious Disease: 3-0-3

This course is designed to provide students with an overview of the principles and practices of infectious diseases epidemiology with focus on how the presence and control of communicable diseases affects 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. Prerequisites: A minimum grade of "B" in PUBH 6541 and PUBH 6533 or permission of instructor.

EPID 7230

Social Epidemiology and Health Equity: 3-0-3

This course will focus on understanding the social determinants of health. The course will provide an analysis of major social variables that affect population health: poverty, social class, gender, race, family, community, work, behavioral risks, and coping resources. Readings and discussion center on understanding the theories, measurement and empirical evidence related to specific social conditions and experiences such as socioeconomic position, discrimination, social networks and support, work conditions, ecological level neighborhood and community social conditions, and social and economic policies. Biological and psychological mechanisms by which social conditions influence health will be discussed. Methods are introduced to operationalize each construct for the purposes of empirical application in epidemiologic research. Prerequisite: A minimum grade of "B" in PUBH 6533 or permission of instructor.

EPID 7233

Public Health Surveillance: 3-0-3

This course will provide students with a strong foundation in public health surveillance of both health conditions and risk factors. The course will teach the theory and practice of surveillance supported by many examples of surveillance systems from the developed and developing world. The class will build on and reinforce basic epidemiologic concepts. Students will be given the opportunity to design and evaluate a surveillance system. Prerequisite: A minimum grade of "B" in PUBH 6533 or permission of instructor.

EPID 7890

Directed Individual Study: (1-3)-0-(1-3)

Provides the student with an opportunity to investigate an area of interest under the direction of a faculty mentor. Prerequisite: Permission of instructor.

Early Childhood Middle Grades-Secondary Education (COE)

ESED 4090

Special Topics: (1-3)-0-(1-3)

Promotes specialized training appropriate to the needs of pre-service teachers. Attention will be given to a range of specific problems as they relate to the elementary, middle, or secondary schools and teaching field. Prerequisites: Approval of the advisor, instructor, and department chair.

ESED 4890

Directed Individual Study: (1-3)-0-(1-3)

The student, under the direction of the instructor, will identify and study a topic applicable to a teaching field and level of certification. Prerequisite: Approval of advisor, instructor, and department chair.

ESED 5233/5233G

Applied Linguistics: ESOL: 3-0-3

An in-depth study of the major theories of first and second language acquisition and their implications for instruction. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

ESED 5234/5234G

Cultural Issues: ESOL: 3-0-3

The principles of culture and its link to second language learning, as well as, problems of teaching in a multicultural classroom. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

ESED 5235/5235G

Methods for ESOL: 3-1-3

An introduction to current second language acquisition theory and its application to curriculum development and instructional strategies. Participants in this course will design curriculum and learning activities that facilitate the use of English as a Second Language in listening, speaking, reading, and writing. In addition, participants will learn how to develop strategies for integrating school, neighborhood, and home resources to further the education ESOL students. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: A minimum grade of "C" in ESED 5233G, ESED 5234G and admission to Teacher Education Program or hold a valid teaching certification.

ESED 5799/5799G

Student Teaching in P-12 Education: 0-40-9

Student Teaching is a period of guided teaching during which the student, under the direction of a cooperating teacher, takes increasing responsibility for leading the school experiences of a given group of learners over a period of consecutive weeks and engages more or less directly in many of the activities which constitute the wide range of a teacher's assigned responsibilities. Prerequisites: Completion of teaching field, professional education courses, and admission to the Student Teaching Program.

ESED 6738

Supervised Practicum: 0-15-3

A supervised teaching experience in an elementary, middle, or secondary school. Candidates will plan and teach in one's specific teaching field and grade levels for which they are being certified. Emphasis is placed on instructional planning, classroom management, and student evaluation. Prerequisite: Admission to Teacher Education Program.

ESED 6739**M.A.T. Internship I: 3-3-3**

This supervised practicum course is designed for M.A.T. candidates who are employed full time in an approved teaching position. It provides a supervised teaching experience in an appropriate grade level school setting for the candidate's teaching field. Candidates will plan and teach in the candidate's specific teaching field(s) and grade level for which s/he is being certified. Emphasis is placed on instructional planning, classroom management, and student evaluation. Prerequisite: Admission to Teacher Education Program.

ESED 6799**Supervised Internship: 0-40-9**

A fifteen-week supervised teaching experience in the specific teaching field and grade levels for which one is being certified. Candidates seeking initial certification in middle grades or in one of the secondary or P-12 teaching fields will complete the supervised internship for initial certification. Emphasis is placed on instructional planning, methodology, classroom management, and assessment of student learning. Prerequisites: Completion of teaching field and professional education courses, a supervised practicum in one's teaching field, and admission to the Supervised Internship.

ESED 7090**Special Topics: 3-0-3**

Promotes specialized training appropriate to the needs of inservice teachers. Attention will be given to a range of specific problems as they relate to the P-12 teaching fields. Prerequisites: Permission of the advisor, instructor, and department chair.

ESED 7131**Enhancing Student Performance: 3-0-3**

The course will emphasize strategies for selecting and adapting curriculum, instruction, resources, and assessments in order to maximize learning. The course will provide educators with ways to identify, analyze, and use results from multiple performance assessments to plan instruction aimed at enhancing and demonstrating learning. Prerequisite: Candidates in the MAT Middle Grades and Secondary Education must have completed SCED 6131 or MGED 6131 with a minimum grade of "C".

ESED 7132**Framework for Teaching: 3-0-3**

A study of teaching and learning strategies associated with effective teaching practices. Emphasis is placed upon the relationships that exist between student development, instructional practices, educational environments, continuous reflection and assessment, learning communities, and dispositions of the profession.

ESED 7133**Trends, Issues, and Research in Education: 3-0-3**

Designed to help practitioners develop critical frameworks for designing and evaluating educational practices and programs within the context of current trends and issues in education. Emphasis is placed on specific research findings and their application to practice, in addition to the development of analytical and communicative skills needed to improve teaching and learning. Candidates will formulate their own professional goals that will culminate with the presentation of a professional portfolio at the end of the program.

ESED 7231**Foreign Language Curriculum: 3-0-3**

A study of the various trends and issues in foreign language curriculum development. Emphasis will be placed on the goals and philosophies of foreign language education, the implementation of these goals through the use of appropriate materials and activities and the evaluation of student progress toward those goals using a variety of evaluative instruments. Prerequisites: Admission to Teacher Education Program or hold a valid teaching certificate.

ESED 7232**Foreign Language Methods: 3-1-3**

A study of the historical, theoretical and practical dimensions of materials and methodology in second language education. The overall objective of this course is to help each student develop a repertoire of effective teaching techniques and materials as well as acquire the necessary theoretical foundation on which to expand that repertoire. A field-based component is included. Prerequisite: Admission to Teacher Education Program or hold a valid teaching certificate.

ESED 8130**Research on Current Trends and Issues: 3-0-3**

This course provides candidates the opportunity for in-depth exploration and reflection of current trends, issues and research of effective teaching and learning. Emphasis is placed on the topics of reform/renewal and the moral dimensions of teaching and learning. Candidates will identify researchable topics, examine and synthesize quantitative and qualitative research related to such topics and write a first draft of a literature review. Prerequisite: Admission into the Ed. S. Program.

ESED 8131**Teacher Leadership: 3-0-3**

This course is an action-oriented experience that explores the multiple aspects of the teacher as a leader. Teachers will discover their own leadership potential as they delve into the characteristics of leadership, adult development, the school culture, interpersonal and technical skills, and tasks and functions of leadership. Examination and application of processes, systems, strategies, and leadership to achieve results in classroom, building, and larger educational arenas. A goal is to develop a working knowledge of characteristics of successful organizational systems, core values, and educational concepts that ensure continual improvement of teaching and leadership methods. Prerequisite: Prior or concurrent enrollment with a minimum grade of "C" in ESED 8130.

ESED 8132**Curriculum and Instruction: 3-0-3**

This course is designed to provide the experienced teacher and graduate candidate with an opportunity to examine and explore current trends and issues in curriculum and instruction and the impact of these trends and issues on student learning outcomes. A focus is on the critical evaluation of traditional and non-traditional curriculums, the influence of professional standards on curriculum across content areas, and the development of effective instructional practices to enhance academic achievement for all students. Prerequisite: Prior or concurrent enrollment with a minimum grade of "C" in ESED 8130.

ESED 8537**Trends: Math/Science/Computer Education: 3-0-3**

Current trends and issues in teaching mathematics, science, and computing technology in the schools. Emphasis is placed on research findings, recommendations of professional organizations and effective practices that connect the teaching of mathematics and science, supported by computing technology.

ESED 8538**Applications: Math/Science Education: 3-0-3**

Addresses the integration of mathematics and science in the classroom and serves to correlate knowledge from science and mathematics courses with practical applications in local industries. Topics focus on applications of mathematics in science contexts, while emphasizing the relevance of mathematics and science to every day life.

ESED 8539**Computer Technology in Math/Science Education: 3-0-3**

Applications of computing technologies such as graphics calculators, computers and the Internet in the classroom. Emphasis is placed on integrating these technologies into the teaching of school mathematics and science.

ESED 8839

Seminar and Field Study: 2-1-3

Students will initiate, complete and present an acceptable field-based research study, developed and approved in EDUR 8434. This course will focus on collecting, organizing and analyzing data, as well as composing a formal research paper based on the research study. The course culminates with an oral presentation of the study. Seminars will be held that focus on current trends, issues, and research in one's teaching field and certification level. Prerequisites: EDUR 8131, EDUR 8434, ESED 8130, ESED 8132, ITEC 8231.

ESED 8890

Directed Individual Study: 0-(1-3)-(1-3)

The candidate, under the direction of the instructor, will identify and study a topic applicable to one's teaching field. Prerequisites: Approval of advisor, instructor and department chair.

ESED 9131

Inquiry and Development of Educational Practice: 3-0-3

This course is designed to provide the doctoral candidates with a critical understanding of the diversity of roles of professionals in education. This course will focus on exploring the dimensions of inquiry as it supports, enhances, and strengthens the development of educational practice in a variety of settings. Doctoral candidates will develop the skills and competencies in the research and design of grant and presentation proposals, as well as in the reflective analysis of teaching and professional growth. Course will include a field component. Prerequisite: Ed.D. admission.

ESED 9132

Critical Analysis of Schools and Educational Practices: 3-0-3

Doctoral candidates will engage in critical examination of a variety of current schooling issues, reform efforts, and educational practices and analyze the implications for research and practice in teaching and learning. From this examination and analysis candidates will develop strategies for planning, implementing, and sustaining school change related to a specific schooling issue or practice. A field component is included. Prerequisite: Ed.D. admission.

ESED 9231

The Teacher Educator: 3-0-3

This course is designed for the doctoral candidate who aspires to be a teacher educator at a college or university. A main focus is the role of the teacher educator and expectations for teaching, scholarship, and service. Candidates will apply knowledge and skill from the course in developing a syllabus and course materials for a teacher preparation course and they will develop a professional portfolio. Prerequisite: Ed.D. admission.

ESED 9232

Supervision of Teachers: 3-0-3

This course is a combination of theory and practice and is designed to prepare students who have prior teaching experiences to use principles of supervision to help improve classroom performance and to create better learning communities. Participants will examine supervisory theories, research, and practice to develop knowledge, skills, and supervisory styles. An integration of related literature regarding conferencing and evaluation, curriculum development, lesson planning, effective teaching, effective schools, collaborating, program expectations, and adult learners will be included. This course is paired with the Internship in Teacher Education course. Doctoral candidates will work with at least one or more supervisees concurrently and contribute their supervisory experiences in ongoing class discussions and reflections in the semester. Prerequisite: Ed.D. admission. Corequisite: ESED 9799.

ESED 9233

The Scholarship of Teaching and Learning: 3-0-3

This course helps candidates to reconceptualize teaching as a form of inquiry. It challenges candidates to bring to teaching and learning contexts the kinds of inquiry and engagement that are traditionally reserved for scholarship. Thus, candidates engage in questioning, designing, investigating, and analyzing issues related to teaching and learning while

being responsive to changing demographics, content, technologies, national priorities, and global connections. Prerequisite: Ed.D. admission.

ESED 9631

Advanced Seminar in Teaching and Learning: 3-0-3

This seminar explores enduring and contemporary topics in the field of education through analytical and critical lenses. Such lenses enable candidates to unravel the philosophical, ethical, and political assumptions that undergird educational practices and facilitate reflection and action (praxis) on the part of candidates. Prerequisite: Ed.D. admission.

ESED 9799

Internship in Teacher Education: 3-0-3

The internship is a supervised teaching experience in a face-to-face or online higher education classroom. Supervision of student teachers and/or methods students may be included. Emphasis is placed on pedagogy for adult learners, modeling of best practices, and systematic student evaluation. Prerequisite: Ed.D. admission. Corequisite: ESED 9232.

English Second Language (CLASS)

ESL 0090A

Reading and Writing I: 6-0-4

A beginning level reading and writing class for non-native speakers of English.

ESL 0090B

Listening and Speaking I: 6-0-4

A beginning level class designed to help non-native speakers of English develop communication skills through a variety of listening and speaking activities.

ESL 0090C

Grammar I: 5-0-4

A basic structure class for beginning non-native speakers of English.

ESL 0090D

Computer I: 0-3-3

A class designed to help beginning non-native speakers of English students learn how to use the computer as a way of improving their language skills.

ESL 0090E

U. S. Culture I: 4-0-3

An introduction to the customs, behaviors, and attitudes most prevalent in US society, including experiential learning through field trips.

ESL 0091A

Reading and Writing II: 6-0-4

An intermediate reading and writing class for non-native speakers of English.

ESL 0091B

Listening and Speaking II: 6-0-4

An intermediate level class designed to help non-native speakers of English develop communication skills through a variety of listening and speaking activities.

ESL 0091C

Grammar II: 5-0-4

An intermediate structure class for non-native speakers of English.

ESL 0091D

Computer II: 0-3-3

An intermediate class designed to help non-native speakers of English learn how to use the computer as a way of improving their language skills.

ESL 0091E**U. S. Culture II: 4-0-3**

An intermediate course on the customs, behaviors, and attitudes most prevalent in US society, including experiential learning through field trips.

ESL 0092A**Reading and Writing III: 6-0-4**

An advanced level reading and writing class for non-native speakers of English.

ESL 0092B**Listening and Speaking III: 6-0-4**

An advanced level class designed to help non-native speakers of English develop communication skills through a variety of listening and speaking activities.

ESL 0092C**Grammar III: 5-0-4**

An advanced structure class for non-native speakers of English.

ESL 0092D**Computer III: 0-3-3**

An advanced class designed to help non-native speakers of English learn how to use the computer as a way of improving their language skills.

ESL 0092E**U. S. Culture III: 4-0-3**

An in-depth course on the customs, behaviors, and attitudes most prevalent in US society, including experiential learning through field trips.

ESL 0093**English as a Second Language I: 5-2-6**

An intensive course designed for students whose native language is not English. Includes listening and speaking skills, reading comprehension, with an emphasis on vocabulary development, basic grammar review, and writing clear, logical, well-structured essays. Students may be required to pass this course before they are recommended to enter WRIT 0095 or ENGL 1101, depending on their proficiency. Prerequisites: Placement dependent upon successful score on Michigan Test of English Language Proficiency and a writing sample.

ESL 0095**English as a Second Language II: 2-2-3**

Designed for students whose native language is not English. Includes group discussion skills, interpretation of short readings, advanced grammar review, and writing clear, logical, well-structured essays. Students may be required to pass this course before they can enter ENGL 1101. Prerequisites: Placement dependent upon successful score on Michigan Test of English Language Proficiency and a writing sample.

School Psychology (COE)**ESPY 7090****Selected Topics in School Psychology: (1-6)-0-(1-6)**

Participants are introduced to topics in school psychology that will be useful in their practice as school psychologists. This course is designed to meet the special needs of pre-service or in-service school psychologists. Some topics might include assessment, intervention, consultation or evaluation/research in school psychology. Prerequisite: Permission of instructor.

ESPY 7130**Professional School Psychology: 3-0-3**

A study will be made of the development of school psychology and its present status and trends. The professional responsibilities of the school psychologist will be explored in the context of social, legal and ethical issues that affect practice. Prerequisite: Admission to School Psychology program or permission of instructor.

ESPY 7131**Behavioral Interventions: 3-4-3**

Prepares school psychologists, counselors and classroom consultants to manage children with moderate to severe conduct problems so that they can profit from classroom instruction. Includes symptoms, diagnosis, treatment and management of children with conduct disorders that hamper learning. Prerequisite: Admission to School Psychology program or permission of instructor.

ESPY 7132**Classroom-based Performance and Psychometrics: 3-0-3**

This course is designed to develop a basic understanding of comprehensive psychoeducational assessment procedures for children with learning or behavioral problems. The focus is basic multi-factor assessment design and psychometrics. Training in multi-factored assessment skills, particularly as they relate to classroom performance, observation, interviewing skills, oral language tests, and achievement tests. Prerequisite: Admission to the School Psychology program.

ESPY 7133**Implications of Child Psychopathology in Schools: 3-0-3**

This course is designed to provide graduate students with knowledge of childhood psychopathology and its implications in educational settings. Students will become aware of various mental health disorders in childhood and learn about a range of behaviors that differ from accepted social standards within our cultural institutions. Discussion will focus on the diagnostic criteria of various childhood mental health disorders and implications of childhood psychopathology for schools.

ESPY 7230**Developmental Diagnosis in Early Childhood: 3-0-3**

This course prepares school psychologists, counselors, social workers, special education personnel, and classroom teachers and consultants to develop awareness of theoretical foundations, research and practice relevant to the development of children birth through twenty-one. Developmental diagnosis in early childhood is the focus, incorporating physical, cognitive, language, social-emotional, and adaptive development areas. Also included is discussion of symptoms, diagnosis, early intervention and treatment, IDEA disability categories and eligibility, and management of children at-risk. Prerequisites: EDUF 8136, PSYC 7331, COUN 7338 or equivalent background.

ESPY 8130**Curriculum-based Assessment and Response-to-Intervention: 3-0-3**

This course is designed to provide knowledge and skills in Curriculum Based Assessment (CBA), specific Curriculum Based Measures (CBM), problem-solving assessment, and response to intervention (RTI), as it relates to academic achievement. Specifically, the course will enable candidates to engage in early identification, determining the magnitude of deficits when they are present, develop academic goals and intervention plans, and monitor student progress toward academic goals. Prerequisite: A minimum grade of "B" in EDUC 7132 and admission to the School Psychology program

ESPY 8131**Individual Intellectual Assessment: 3-0-3**

This course is designed for students majoring in School Psychology. It provides intensive experience in the administration, scoring, and score-based interpretation of individual psychological tests for educational purposes. Prerequisites: A minimum grade of "B" in ESPY 7132 and admission to the School Psychology program.

ESPY 8132**Addressing Diversity in School-based Conceptualization: 3-0-3**

This course builds on knowledge and skills in intellectual assessment that school psychology students gained in ESPY 8131. It provides experience in integrating all assessment data, interpreting test data, conceptualizing, and report writing. The focus of the course is to provide graduate students with a

foundation of knowledge, awareness, and skills in multicultural issues related to school-based conceptualization. The course will cover theories, research, and practices associated with school-based conceptualization utilizing multicultural competence with emphases on within-group differences and the intersections of race, ethnicity, gender, religion, sexuality, social class, and disability/exceptionality. Prerequisites: A minimum grade of "B" in ESPY 8131 and admission to the School Psychology program.

ESPY 8133

Personality and Behavioral Assessment in the Schools: 3-0-3

This course provides school psychology students with extensive experience in administering, scoring, and interpreting personality and behavioral assessment measures. School psychology students will also learn to conduct a clinical interview and integrate information from various assessment sources to write an integrated report. Prerequisite: A minimum grade of "B" in ESPY 7132.

ESPY 8135

Crisis Intervention and Prevention: 3-0-3

The course investigates exemplary crisis intervention and prevention programs that promote the mental health and physical well-being of ALL individuals (schools and communities). This course also examines the history and development of crisis intervention. A focus will be developing skills and knowledge required to effectively intervene and assist children, adults, and families (including teachers and administrators in schools) during periods of crisis. The course will highlight the importance of prevention in decreasing the number and severity of crisis situations. Criteria for determining empirically validated programs are discussed. Prerequisites: A minimum grade of "B" in COUN 7332 or PSYC 7333.

ESPY 8230

Consulting in Educational Settings: 3-4-3

Presents theories and develops skills needed to assist adults working with children at risk and with special needs in both rural and urban educational settings. Intervention during crises affecting children in schools will be presented. Prerequisite: Admission to Ed.S. in School Psychology program or permission of instructor.

ESPY 8631

Seminar in School Psychology: 3-0-3

Provides a review of professional competency issues, legal/ethical issues, practice guidelines and practice applications for students entering the School Psychology Internship. Prerequisite: Permission of instructor. Repeatable for credit up to 6 hours.

ESPY 8737

Practicum in School Psychology: 3-8-3

Experience with school children having learning problems will be provided. Complete child studies will be made and students will develop competence in working with children, teachers, educational specialists and parents under supervision. Prerequisites: ESPY 8132 or concurrent enrollment, permission of instructor and proof of professional liability insurance.

ESPY 8738

School Psychology Internship I: 0-40-3

Supervised field experience to provide the comprehensive range of experiences in the professional role of school psychologists. Experiences will be individually planned to include assessment, direct interventions, indirect interventions and evaluation/research. Prerequisites: ESPY 8737, admission to Ed.S. in School Psychology and proof of professional liability insurance.

ESPY 8739

School Psychology Internship II: 0-40-3

Supervised field experience to provide the comprehensive range of experiences in the professional role of school psychologists. Experiences will be individually planned to include assessment, direct interventions, indirect interventions and evaluation/research. Prerequisites: ESPY 8738,

admission to Ed.S. in School Psychology and proof of professional liability insurance.

ESPY 8839

Action Research in School Psychology: 0-3-3

Students will apply their knowledge of research skills by preparing and completing a research project related to a practical problem in school psychology or student services. Ethical and legal guidelines as appropriate for the project are to be followed. Format decisions will be made in consultation with appropriate faculty member. Prerequisite: EDUR 8434. Repeatable for credit up to 9 hours.

ESPY 8890

Directed Individual Study: (1-6)-0-(1-6)

This course permits specialization beyond regular course content through in-depth study of individually selected topics of interest and importance in school psychology or student services. The study will be directed by the instructor. Prerequisite: Permission of advisor.

European Union (VPAA)

EURO/INTS/POLS 3234/3234S

Introduction to the European Union: 3-0-3

This course will introduce students to the history, institutions, policies, and cultures of the European Union and its member states.

EURO/INTS 4090

Selected Topics in the International Studies: (1-3)-0-(1-3)

Selected Topics in International Studies.

EURO 4130

European Law and Legal Systems: 3-0-3

This course focuses on the legal institutions that constitute the European Union, and the legal processes of those institutions. The course begins with a brief overview of the European Union, including the historical antecedents that preceded the present day entity of the EU. Prerequisite: A minimum grade of "C" in POLS 1101.

EURO 4230

Doing Business in the European Union and United States: 3-0-3

This course is intended for non-business majors. For this reason, an introduction to economics is included. The course compares the general legal rules and cultural environment of running a business in the European Union and the United States. Topics include government regulations, labor relations, cultural values, consumer behavior, mergers, and marketing. Prerequisite: A minimum grade of "C" in EURO 3234.

EURO 4330

Science and Technology Policy: 3-0-3

The purpose of this course is to introduce the Science and Technology Policy of the European Union (EU). This is an introductory course about the history, goals, and issues of the EU related to science, industry, and technology. Prerequisite: A minimum grade of "C" in EURO 3234.

Family and Consumer Sciences (CHHS)

FACS 2220

Social Survival Skills: 1-0-1

A study of etiquette and social interaction as they relate to social gatherings, the work environment and daily living. Students will be encouraged to incorporate the principles of professional and personal courtesies into their lifestyles. Is appropriate for all majors. Class will meet one evening session during the semester.

FACS 2437

Interior Design CAD I: 1-4-3

Introductory computer-aided drafting and communication. A basic overview of AutoCAD, file management, and the fundamental execution of

drafting components. Introduction to the basic concepts of 3-D modeling. Prerequisites: A minimum grade of "C" in CISM 1110, CISM 1120, INDS 2435 and admission to Interior Design Program or permission of the instructor. Corequisite: INDS 3435.

FACS 3035

Methods of Teaching Family and Consumer Sciences: 3-0-3

This course is designed to assist students in understanding planning and instruction in the secondary family and consumer sciences classroom and in becoming familiar with best practices in secondary instruction. Skills will be developed in planning, conducting, and evaluating instruction using classroom and practicum experiences. Major emphasis will be placed on planning, presentation, reflection and assessment, and on developing strategies to facilitate working with the diverse student populations in public schools. Prerequisite: Admission to Teacher Education Program.

FACS 3131

Diversity in Human Development: 3-0-3

This course helps students understand the variability in human development. Students will examine differences in family structure, race, ethnicity, gender and class. Students will be encouraged to examine their racial/ethnic/cultural identities to develop greater awareness of how "culture of origin" impacts their work in much the same way that the family of origin does. Student will be challenged to think critically while seeking to understand similarities and differences among people. Prerequisites: A minimum grade of "C" in CHFD 2134, CHFD 2135, and CHFD 2137.

FACS 3437

Interior Design CAD II: 1-4-3

Advanced computer-aided drafting with an emphasis on building information modeling (BIM). Application of current industry standard 3-dimensional modeling and rendering software, and the fundamental execution of drawing communication and management. Prerequisite: A minimum grade of "C" in FACS 2437. Corequisite: INDS 4435.

FACS 4032

Ethics in Family and Consumer Sciences: 3-0-3

This course is an applied introduction to ethical practice in family science professions. The course will focus on ethical codes applicable to family science occupations including but not limited to the ethical codes for child care workers, family life educators, child life specialists, social workers, and therapists. Key concepts pertaining to all ethical codes will be explored. Case study analyses will broaden the students' understanding of ethical issues and how to resolve ethical dilemmas in practice. Prerequisite: A minimum grade of "C" in CHFD 2135 or permission of instructor.

FACS 4090

Selected Topics in Family and Consumer Sciences: (1-3)-0-(1-3)

Scheduled on an infrequent basis to explore new research and emerging knowledge in Family and Consumer Sciences and related fields. This course will carry a subtitle.

FACS 4131

Introduction to Marriage and Family Therapy: 3-0-3

The student will acquire a basic knowledge regarding the concepts that represent family systems theory and understand the range and types of therapeutic interventions that are common to family therapy approaches. Students will learn about the history, theories, models, ethics and legal considerations associated with the discipline. A minimum grade of "C" in CHFD 2135 or permission of instructor.

FACS 4132

Sexuality in Human Development: 3-0-3

This course is intended for students entering into professions whose work may bring them into contact with issues associated with human sexuality. It is designed to inform students about contemporary sexual issues and to help them become aware of how their personal values and beliefs may interfere with their work. Class sessions will focus on providing theory, knowledge, and research in sexual behaviors, sexual issues, and introduce students to educational and therapeutic interventions. Class sessions will be a

combination of lecture and discussion. Course content will include cross-cultural perspectives on sexual behavior and contemporary society, current and controversial issues in sexuality, sex education, and the effects of economics, class, public policy, and the political climate on expression of human sexuality. Prerequisites: A minimum grade of "C" in CHFD 2134, CHFD 2135, and CHFD 2137.

FACS 4138

Professional Development: 3-0-3

This course addresses essential family and workplace communication skills and ethical practice in family and consumer science careers. An emphasis is placed on oral and written communication skills, interviewing, job and internship placement, employment laws, ethical code analysis and application, and professionalism. Prerequisites: A minimum grade of "C" in CHFD 2134 and CHFD 2135. FACS 4138 can only be taken after completion of all CHFD 3000 level courses.

FACS 4238

Child Life Practicum: 2-4-3

This course is designed to familiarize students with the Child Life profession. Through observation and interaction, the student will gain a working knowledge of how children and families are affected by illness and hospitalization. The student will be supervised in the clinical setting by a certified child life specialist and will have the opportunity to learn how child life specialists apply theory to practice. The course will include weekly lab hours in a children's hospital. Students will be selected for this course through an application and interview process. Prerequisites: A minimum grade of "B" in CHFD 3137 and a minimum grade of "C" in CHFD 2134, CHFD 2135, and CHFD 4131.

FACS 4610

Senior Seminar: 1-0-1

To prepare senior level students to acquire employment and/or internship in their chosen professional field. Prerequisite: Senior status in any major.

FACS 4890/4890S

Directed Individual Study: (1-3)-0-(1-3)

Provides the student with the opportunity to study topics and issues relevant to the Family and Consumer Sciences profession in an individual setting. The student will be able to work with faculty in a rigorous, closely directed, research or exploratory environment. Prerequisite: Permission of instructor.

FACS 4899

Directed Individual Study: (1-6)-0-(1-6)

Provides the student with the opportunity to investigate an area of interest under the direction of a faculty mentor. Prerequisite: Permission of instructor.

Film (CLASS)

FILM 2331/2331S

Introduction to Film Studies: 3-0-3

Introduces the creative elements of cinema including screen writing, performance, cinematography, editing, sound, and directing. Selected films will be screened and analyzed.

FILM/ENGL 2434

The Language of Film: 3-0-3

A study of the semantics of cinema and the evolution of the film language. The course will examine technical, literary, and cultural means and aspects of communicating meaning in film. Prerequisite: ENGL 1102 or a minimum grade of "C" in ENGL 1160.

FILM/WRIT 2531

Introduction to Screenwriting: 3-0-3

This course introduces students to creative process of scriptwriting for film and television through workshops, screenings, and examination of screenplays. Plot, character development, writing for visual media, and other elements of screenwriting will be covered. Students will develop a minimum of two short film scripts and one television dramatic or comedy

script (spec script). Prerequisites: A minimum grade of "C" in ENGL 1102 or ENGL 1160; and FILM 2331 or ENGL 2434; or passage of Grammar Proficiency Exam or WRIT 3520.

FILM 3030/3030S

Selected Topics in Film: 3-0-3

Offers various courses in specialty areas of film studies. Prerequisite: FILM 2331.

FILM/ENGL 3232

The Art of Film Adaptation of Literature: 3-0-3

Comparative interpretation of the differences between literature and film and the complex challenges of turning diverse narrative literature into autonomous works of cinema. Prerequisites: A minimum grade of "C" in ENGL 2111 or ENGL 2112.

FILM/AMST 3331

History of American Film: 3-0-3

Surveys the history of American film recognizing the influence of international cinema upon American film. Selected films of historical significance will be screened and analyzed.

FILM 3332/3332S

Documentary Film: 3-0-3

Explores the documentary film genre as an art form and as a medium of communication. Landmark documentary films will be screened and analyzed. Prerequisite: FILM 2331.

FILM 3333

Art of Film: 3-0-3

Provides detailed analysis of selected masterpiece films emphasizing aesthetics. Prerequisite: FILM 2331.

FILM/POLS 3334

Film and Politics: 3-0-3

Considers how the art of film has contributed to an understanding of major twentieth-century political events and thoughts. Topics include war, nationalism, authoritarianism, the Cold War, presidential politics and campaigning, populism and the ethos of democracy in classic and contemporary film. Prerequisite: POLS 1101 or permission of instructor.

FILM/IRSH 3430

Ireland in Film: 3-0-3

The course will consist of a study of films depicting Ireland and the way it represents Irish history, culture and conflict.

FILM/MMC 3434

Introduction to Digital Filmmaking: 3-0-3

This course introduces students to the aesthetics and production of narrative short film using digital cameras. Composition, shooting, lighting, sound recording, and non-linear editing will be covered. Students will make three short films in the course. Prerequisite: A minimum grade of "C" in FILM 2331.

FILM 3531

Advanced Screenwriting: 3-0-3

Within a workshop and critique setting, students will work through the various stages of the screenwriting process, building on the basic knowledge acquired in Screenwriting FILM 3335. Students also will collaborate in the production of one short film script to demonstrate translation from script to visual medium. Students will complete one feature-length script and one short film with the completion of the course. Prerequisite: A minimum grade of "C" in FILM 2531 or WRIT 2531.

FILM/ENGL 3535

Patterns in Film and Literature: 3-0-3

A comparative interpretation of themes, ideas, and patterns in selected works of narrative literature and cinema. Prerequisite: ENGL 2111 or ENGL 2112.

FILM 4020

Digital Filmmaking Applications: 2-6-2

Practicum course providing students with experience in their respective areas of interest in Digital Filmmaking, including directing, cinematography, editing, and producing. The course requires six hours of approved practicum activity per week for the two credit course. Course activity will culminate in one completed, long form documentary or narrative film per instructor approved crew. Prerequisites: A minimum grade of "C" in MMC 4134, FILM 3331, and MMC 3530 or JOUR 3530 or permission of instructor.

FILM 4910

Digital Filmmaking Capstone: 1-0-1

Students will create a web and hard copy portfolio and reel utilizing projects created through his or her MMC filmmaking courses. Students will also address current issues in the field and their role as future practitioners. Prerequisites: A minimum grade of "C" in BRCT 3434, FILM 3434, or MMC 3434 and senior MMC rank.

Finance (COBA)

FINC 3130

Financial Tools and Methods: 3-0-3

Fundamental concepts and analytical methods in finance. Emphasis on spreadsheet applications, mathematics of finance, and statistical analysis. Prerequisite: A minimum grade of "C" in ACCT 2101.

FINC 3131/3131S

Principles of Corporate Finance: 3-0-3

A study of fundamental concepts, theories, tools of analysis and problems of managerial finance in business. Prerequisite: A minimum grade of "C" in ACCT 2101 or ACCT 2030.

FINC 3132

Intermediate Financial Management: 3-0-3

A study of financial risk and return, capital budgeting, valuation, capital structure, working capital management and current topics in financial management. Prerequisites: A minimum grade of "C" in FINC 3131.

FINC 3133/3133S

International Finance: 3-0-3

A survey of the financial markets and institutions which make international trade and capital flows possible. Its emphasis is on understanding exchange rates and hedging the risks inherent in cross-border transactions. Prerequisites: A minimum grade of "C" in FINC 3131.

FINC 3134

Enterprise Risk Management: 3-0-3

A study of the identification, evaluation, financing and control of both financial and business risk and the techniques that are used to manage cash inflows and outflows in such a way as to maximize the value of the firm. Integrated risk management of the entire business enterprise is emphasized throughout the course. Risk management techniques to include hedging, diversification, risk transfer and insurance are examined. Prerequisites: A minimum grade of "C" in FINC 3131.

FINC 3231

Investments: 3-0-3

A study of investment theory and practice, investment strategies and portfolio construction and management. Particular attention is given to the valuation of common stock, bonds, and derivative securities, such as options and futures.

FINC 3331

Financial Institutions: 3-0-3

An examination of the nature, purpose and economic functions of financial markets and institutions. The various domestic and foreign financial markets are included, as well as the key characteristics, operations, and regulatory aspects of depository and non-depository financial institutions, such as commercial banks, securities firms and investment banks, and insurance

companies. Prerequisites: A minimum grade of "C" in ACCT 2101 and ECON 2105.

FINC 3531

Principles of Risk and Insurance: 3-0-3

An introductory study of the risk management process and the importance of insurance as a method of managing risk. This course is meant to develop awareness of the nature of risk, its effects on both individual and business decisions, and the methods available for managing risk. Prerequisite: A minimum grade of "C" in FINC 3131.

FINC 4030

Special Topics in Finance: 3-0-3

A course that will allow students to learn about timely specialized topics that are not part of the regular curriculum in Finance, including but not limited to Small Business Start-Up Finance, Credit Derivatives, and Federal Reserve Policy. Prerequisite: A minimum grade of "C" in FINC 3131.

FINC 4231

Personal Financial Planning: 3-0-3

A study of the fundamentals of personal financial planning to include: the financial planning process, asset management, liability management and risk management. Prerequisite: A minimum grade of "C" in FINC 3131.

FINC 4232

Security Analysis: 3-0-3

This course examines some of the key assumptions underlying the major areas of investments, i.e. portfolio theory, derivative asset pricing, and asset valuation. It provides a thorough examination of various topics found in the academic as well as financial press. Prerequisites: A minimum grade of "C" in FINC 3131.

FINC 4233

Estate Management: 3-0-3

Planning for various financial contingencies, and asset management on a personal level. Creating an integrated financial plan using insurance, investments, taxes and trusts. Prerequisites: A minimum grade of "C" in FINC 3131.

FINC 4234

Personal Insurance Planning: 3-0-3

A study of alternative methods of managing the primary pure risk exposures of individuals: life, health and property-casualty risks. The course emphasizes the use of insurance as the primary tool for managing hazard risks facing households. Prerequisites: A minimum grade of "C" in FINC 3131.

FINC 4331

Bank Management: 3-0-3

Provides an introduction to the commercial bank industry, its organization, structure, and regulation. The lending and investment functions of banking are examined along with liability and capital management issues including de novo banking and merger/acquisition. Its purpose is to offer an overview of commercial banks and their delivery role in the financial services industry. Prerequisites: A minimum grade of "C" in FINC 3131.

FINC 4333

Commercial Bank Lending: 3-0-3

An introduction to bank lending, focusing on key concepts and tools in credit analysis-statement logic and cash flow cycles-and applying them in commercial loan underwriting and consumer lending. Attention will also be given to core loan administration practices and its role in managing portfolio quality risks. Prerequisite: A minimum grade of "C" in FINC 3131.

FINC 4431

Principles of Real Estate: 3-0-3

Covers a real estate transaction in enough depth to guide the student through a transaction with minimal outside help (attorney, etc.). It also helps the student identify those economic factors that will add value to the property

through time. In addition, the student will be introduced to several areas of real estate as a possible profession. Prerequisite: Junior standing.

FINC 4433

Real Estate Appraisal: 3-0-3

The study of the valuation of real estate and of ownership rights in real estate. Concentration is primarily on residential real estate. Prerequisite: Junior standing.

FINC 4435

Real Estate Finance and Investments: 3-0-3

An analysis of real estate markets, investment decisions and the form and function of financing alternatives. The student should acquire a basic understanding of investment cash flow analysis and the calculations and measurements required for the quantitative real estate investment, valuation and income-property analysis. Prerequisite: A minimum grade of "C" in FINC 3131.

FINC 4531

Insurance Industry Operations: 3-0-3

A discussion of the composition and financial structure of the insurance industry. Functional analysis of the operations of insurance organizations will include legal organization, marketing systems, management and control, underwriting, rating, financial analysis, ratemaking and regulation. Prerequisite: A minimum grade of "C" in FINC 3131.

FINC 4532

Life, Health and Retirement Planning: 3-0-3

Analysis of personal and business life and health insurance needs, characteristics of plans appropriate to meet needs, and unique legal and tax aspects in insurance planning. This includes a study of basic concepts and managerial concerns underlying the group insurance mechanism and the characteristics of various qualified retirement planning vehicles. Consideration is also given to functional aspects of life insurer operations such as ratemaking, reserving, underwriting and financial statement analysis. Prerequisite: A minimum grade of "C" in FINC 3131.

FINC/ECON 4534

Commercial Risk Management and Insurance: 3-0-3

Property and liability risks and the effective management of these risks with insurance. Application of property insurance to pure risk exposures including direct and indirect property. Application of liability insurance to general liability and catastrophic liability risks. Current topics in the field of commercial property and liability insurance. Prerequisite: A minimum grade of "C" in FINC 3131.

FINC 4790

Internship in Finance: 0-0-(3-9)

The student is to work with/for a manager of the enterprise in a management training or special projects capacity. Management level responsibilities and duties are expected of the student. Prerequisite: Senior standing. For students with an emphasis, the required course(s) of the emphasis must be completed.

FINC 4830/4830S

Special Problems in Finance: 3-0-3

A customized course that is under the direction of a faculty sponsor. The course is designed to offer students an opportunity to pursue studies at a level or on topics not covered in scheduled courses. The scope and nature of the material covered is determined in consultation with the faculty sponsor. Prerequisite: Junior standing.

FINC 4890

Directed Study in Finance: (1-3)-0-(1-3)

Designed for independent study and research in selected areas of finance under faculty supervision. Prerequisite: Permission of department chair or director.

FINC 6230**Fundamentals of Corporate Finance: 3-0-3**

A study of the fundamental concepts, theories, tools of analysis and current problems of managerial finance in business. Prerequisites: ACCT 6130 and graduate standing, or permission of the COBA Director of Graduate Studies for non-MBA students.

FINC 7231**Financial Problems: 3-0-3**

A study of financial risk and return, capital budgeting, valuation, capital structure, working capital management and current topics in financial management. Prerequisites: Graduate standing and completion of MBA prerequisites, or permission of the COBA Director of Graduate Studies for non-MBA students.

FINC 7232**Global Finance: 3-0-3**

A study of the financial markets and institutions that make international trade and capital flows possible. The course provides a framework within which the key financial decisions of the multinational firm can be analyzed. Prerequisites: Graduate standing and the completion of the MBA prerequisites, or permission of the COBA Director of Graduate Studies for non-MBA students.

FINC 7233**Investment Management: 3-0-3**

A survey of domestic financial markets. Topics covered include interest rates, stocks, bonds, derivative securities, retirement issues, and mutual funds. Prerequisites: Graduate standing and the completion of the MBA prerequisites, or permission of the COBA Director of Graduate Studies for non-MBA students.

FINC 7334**Corporate Financial Theory: 3-0-3**

This course is an intensive review of modern financial theory as it applies to corporate finance, to include capital structure, dividend policy, mergers and acquisitions, taxation, cash flow, financial distress, and financial risk management. The course will introduce students to both the classical theories and the current trends in corporate finance.

Fashion Merchandising and Apparel Design (CHHS)**FMAD 1234****Apparel I: 1-4-3**

A study of selection, fit and care of wearing apparel with the primary focus on custom garments. Experiences include traditional and contemporary methods of apparel construction.

FMAD 2230**Social and Psychological Aspects of Clothing: 3-0-3**

The cultural, social, psychological, and economic aspects of clothing which affect the selection and usage of clothing by the consumer.

FMAD 3030**Selected Topics: 3-0-3**

Scheduled on an infrequent basis to explore special areas in Fashion and Apparel and will carry a subtitle.

FMAD 3220**Understanding Aesthetics: 2-0-2**

An in-depth investigation of aesthetics and how aesthetics applies to the roles of the fashion/apparel industry professional. Prerequisite: FMAD 1234 or permission of instructor.

FMAD 3231**Fashion Fundamentals: 3-0-3**

A survey course of the fashion industry. Fashion terminology, influential designers of the nineteenth and twentieth centuries, influences on fashion, leading fashion centers, auxiliary fashion enterprises, career opportunities and current trends in merchandising are discussed. Prerequisites: FMAD 1234, FMAD 2230, or LSTD 2106.

FMAD 3232**Principles of Merchandising: 3-0-3**

A study of the processes required to bring consumer goods to the marketplace. The retail buyer's role is explored in the selection process at the wholesale market, resource development, assessment of quality of goods and classification merchandising. Prerequisite: FMAD 3231.

FMAD 3233**Visual Merchandising: 3-0-3**

Principles and applications of the visual presentation of merchandise including display, design and materials appropriate to a store's image. Prerequisite: FMAD 3232.

FMAD 3234**Textiles: 3-0-3**

Emphasizes the fiber characteristics, fabric properties, and manufacturing processes that affect the selection, use, and care of textile goods. Prerequisite: FMAD 3231.

FMAD 3235**History of Costume: 3-0-3**

Chronological survey of the development and characteristics of historic costume from the ancient Egyptian culture to the present.

FMAD 3236**Apparel II: 1-4-3**

Investigates the art principles as they relate to apparel selection and the importance of quality and price in wardrobe selection. The student gains experience in advanced construction skills necessary to manipulate current fashion fabrics into a garment. Prerequisite: A minimum grade of "C" in FMAD 1234.

FMAD 3237**Apparel Analysis: 3-0-3**

An in-depth investigation of the development, production, and comparison of wearing apparel. Focus on the structural, functional and decorative aspects of apparel. Emphasis on sourcing of companies and materials, costing of product line, and comparing design and manufacturing techniques that affect price, quality, and size of apparel. Prerequisite: FMAD 1234.

FMAD 3238**Textiles for Interiors: 3-0-3**

Investigates the production, specifications and regulations, and serviceability of textiles for residential and commercial interiors. Emphasis on soft floor coverings, upholstered furniture, window and wall coverings, and other current developments in the textile field. Prerequisite: INDS 2430.

FMAD 4231**Apparel Design Analysis I: 2-2-3**

Application of principles involved in designing apparel using flat pattern techniques. Prerequisite: FMAD 3236.

FMAD 4232**Apparel Design Analysis II: 2-2-3**

Application of principles involved in designing apparel using draping techniques. Prerequisite: FMAD 3236.

FMAD 4234**Fashion Presentation and Promotion: 3-0-3**

Principles and practice of merchandise presentation and promotion at the wholesale and retail levels. Experience in planning, executing, and

evaluating fashion promotions. Prerequisite: FMAD 3232 or permission of instructor.

FMAD 4235

Computer-Aided Design: 1-4-3

Investigation and application of computer technology in textile design, apparel design, and apparel manufacturing. Prerequisite: FMAD 1234, CISM 1110, and CISM 1120.

FMAD 4236

Fashion Study Tour: 3-0-3

Supervised field study which includes an integrative study of the fashion industry. Visits include historic costume collections, wholesale showrooms, auxiliary fashion enterprises and noted retail stores. Seminars on campus and at pre-arranged appointments during tour dates. While planned specifically for Fashion Merchandising and Apparel Design majors, other interested persons who qualify for admission may participate. Prerequisite: FMAD 3231 or permission of instructor.

FMAD 4790

Internship in FMAD: 12-0-12

Supervised work-study program in fashion and apparel industry selected by the student and pre-approved by the student's advisor. Students will work full-time for the entire semester while enrolled in the internship program. Student must agree to abide by regulations governing all employees of the sponsor. Prerequisites: 2.0 GPA and approval of instructor.

FMAD 4899

Directed Individual Study: (1-6)-0-(1-6)

Provides the student with the opportunity to investigate an area of interest under the direction of a faculty mentor. Prerequisite: Permission of instructor.

Foreign Languages (CLASS)

FORL 1010

Preparation for Success in Foreign Language: 1-0-1

Addresses needs of students who have difficulty learning a foreign language. Addresses strategies for better linguistic functioning in foreign language classes and ultimately helps in student retention.

FORL 1090/1090S

Selected Topics in Foreign Languages: (1-3)-0-(1-3)

Elementary level foreign language topic.

FORL 2090

Intermediate Foreign Language: (1-3)-0-(1-3)

Study of a foreign language at the Intermediate level. Continued building upon proficiency skills (speaking, writing, listening, reading) and cultural understanding. Focus on development of the ability to create with the language, to resolve simple situations, to ask and answer questions, and to begin to describe in detail and to narrate. Prerequisite: One year of elementary language study in the language at the college level or permission of instructor.

FORL 3030/3030S

Selected Topics in Foreign Languages: (1-3)-0-(1-3)

Study of a topic in Foreign Languages literature, culture, society, thought or language not included in the regular offering. Continued development of all five language competencies (listening, speaking, reading, writing, and culture). May be repeated for credit provided a new topic is studied. Prerequisite: Foreign Language 2002 - Intermediate II.

FORL/LING 3131

Greek and Latin Vocabulary: 3-0-3

Greek and Latin Vocabulary in English is a course designed to improve the student's use and understanding of the vocabulary of English through a study of the Latin and Greek elements (word roots) in English. Emphasis on words in current scientific and literary use. No knowledge of Greek or Latin required.

FORL 3431

Foreign Languages Methods P-5: 2-2-3

Includes the study of the historical, theoretical, and practical dimensions of materials and methodology in foreign language education. Through lectures, discussions, and class activities, students will become familiar with the theory and practice of teaching foreign languages at the P-5 level. These activities include reading and discussion of text materials, development of lesson plans, evaluation of materials, in-class demonstrations of teaching techniques, and appropriate field experiences. Prerequisites: Successful completion of Pre-Professional Education Block and admission to Teacher Education Program.

FORL 3432

Foreign Languages Methods 6-12: 2-2-3

Includes the study of the historical, theoretical, and practical dimensions of materials and methodology in foreign language education. Through lectures, discussions and class activities, students will become familiar with the theory and practice of teaching foreign languages at the 6-12 level. These activities include reading and discussion of text materials, development of lesson plans, evaluation of materials, in-class demonstrations of teaching techniques, and appropriate field experiences. Prerequisites: Successful completion of Pre-Professional Education Block and admission to Teacher Education Program.

FORL 3510

Futures in Foreign Languages: 1-0-1

Guided discussion and investigation of the field of foreign languages with attention to opportunities for foreign language learners, challenges of a global society, and projections of future needs and uses for foreign languages. Prerequisite: 2001 or equivalent in any foreign language. Required of foreign language majors.

FORL/LING/ANTH 3533/3533S

Introduction to Language: 3-0-3

A general introduction to the nature and structure of language and its role in society.

FORL 4030/4030S

Selected Topics in Foreign Languages: (1-3)-0-(1-3)

Study of a topic in Foreign Languages literature, culture, society, thought or language not included in the regular offering. Continued development of all five language competencies (listening, speaking, reading, writing, and culture). May be repeated for credit provided a new topic is studied. Prerequisite: Foreign Language 2002 - Intermediate II.

FORL 4393

Practicum in Foreign Language Education: (1-3)-0-(1-3)

Provides field experience opportunities for students pursuing a bachelor's degree in Spanish, French, or German education to relate principles and theories to actual practice in diverse educational settings.

FORL 4890/4890S

Directed Study in Foreign Languages: (1-15)-0-(1-15)

Concentrated study of a topic in literature, culture, society, thought or language. May be repeated for credit provided a new topic is studied. Prerequisites: Two foreign language courses at the 3000 level.

FORL 6431

Foreign Language Methods P-5: 3-0-3

Includes the study of the historical, theoretical, and practical dimensions of materials and methodology in foreign language education. Through lectures, discussions, and class activities, students will become familiar with the theory and practice of teaching foreign languages at the P-5 level. These activities include the reading and discussion of text materials, development of lesson plans, evaluation of materials, in-class demonstrations of teaching techniques, and appropriate field experiences. Prerequisite: Successful completion of the Praxis II and acceptance into MAT program.

FORL 6432

Foreign Languages Methods 6-12: 3-0-3

Includes the study of the historical, theoretical, and practical dimensions of materials and methodology in foreign language education. Through lectures, discussions, and class activities, students will become familiar with the theory and practice of teaching foreign languages at the 6-12 level. These activities include the reading and discussion of text materials, development of lesson plans, evaluation of materials, in-class demonstrations of teaching techniques, and appropriate field experiences. Prerequisite: Successful completion of the Praxis II and acceptance into MAT program.

FORL 6433

Practicum in Foreign Languages: 3-0-3

Provides field experience opportunities for students pursuing the MAT, with content areas in a foreign language to relate principles and theories to actual practice in diverse educational settings. Prerequisite: Successful completion of the Praxis II and acceptance into MAT program.

Curriculum Theory (COE)

FRCT 7130

Curriculum Theory and Design: 3-0-3

A comprehensive overview of the field of curriculum designed to develop the theoretical knowledge competencies and strategies needed by teachers and other curriculum developers at all levels of education to participate in the curriculum change process.

Early Childhood (COE)

FREC 7232

Children's Literature: 3-0-3

Designed for the graduate student who has some knowledge of children's literature. Attempts to update the student's knowledge of children's literature in the classroom and media center.

French (CLASS)

FREN 1001/1001S

Elementary French I: 3-0-3

Introduction to listening, speaking, reading, and writing in French and to the culture of French-speaking regions.

FREN 1002

Elementary French II: 3-0-3

Continued listening, speaking, reading and writing in French with further study of the culture of French-speaking regions. Prerequisite: FREN 1001 or equivalent.

FREN 1060

Accelerated Elementary French: 6-0-6

An accelerated introduction to listening, speaking, reading, and writing in French and to the culture of French-speaking regions. Completes the elementary levels of French in one semester.

FREN 2001/2001S

Intermediate French I: 3-0-3

Building upon communication skills (understanding, speaking, reading, and writing French) and cultural understanding, developed at the elementary level. Prerequisite: FREN 1001 and FREN 1002 or FREN 1060.

FREN 2002/2002S

Intermediate French II: 3-0-3

Continued focus on communication skills and cultural understanding. Prerequisite: Prior or concurrent enrollment in FREN 2001 or equivalent.

FREN 2060

Accelerated Intermediate French: 6-0-6

Accelerated intermediate French with continued work on listening, speaking, reading, and writing in French and the culture of French-speaking regions. Completes the intermediate levels of French in one semester. Prerequisite: Completion of FREN 1002 or equivalent.

FREN 3030

Selected Topics in French: (1-3)-0-(1-3)

Study of a topic in French literature, culture, society, thought or language not included in the regular offering. Continued development of all five language competencies (listening, speaking, reading, writing, and culture). May be repeated for credit provided a new topic is studied. Prerequisite: FREN 2002 or equivalent.

FREN 3130

Conversational French: 3-0-3

Continued development of all five language competencies (listening, speaking, reading, writing, and culture) with a strong emphasis on conversational skills. Practice in the use of everyday French for functional vocabulary build-up and increased oral proficiency. Course work includes the study of authentic oral materials (such as excerpts from films, radio and TV programs, recordings of songs, skits, etc.), as well as situational communicative exercises. Prerequisite: FREN 2002 or equivalent.

FREN 3132

French Through Literature: The Short Story: 3-0-3

Continued development of all five language competencies through the study of selected short stories representative of the main periods and styles. Course work includes oral reading, writing, and grammar activities. Prerequisite: FREN 2002 or equivalent.

FREN 3134

French Through Writing: 3-0-3

Continued development of all five language competencies (listening, speaking, reading, writing, and culture) with strong emphasis on writing, such as: personal narratives, movie reviews and short research topics. Prerequisite: FREN 2002 or equivalent.

FREN 3136

French through Film: 3-0-3

Continued development of all five language competencies (listening, speaking, reading, writing, and culture) through an in-depth study of selected feature films. Course work includes oral comprehension, speaking, reading, writing, and grammar activities. Emphasis on everyday spoken French. Conducted in French. Prerequisite: FREN 2002 or equivalent.

FREN 3195/3195S

French in France: 3-0-3

Continued development of all five language competencies (listening, speaking, reading, writing, and culture) with strong emphasis on everyday functions essential to living in France. Prerequisites: FREN 2002 or equivalent and admission to the France Study Abroad program.

FREN 3230

French Through Literature: Introduction to the Study of Literary Texts: 3-0-3

Continued development of all five language competencies (listening, speaking, reading, writing, and culture) through the study and analysis of literary texts. Texts include representative samples of four literary genres: short story, poetry, theatre, and novel. Course work includes oral comprehension, speaking, reading, writing, and grammar activities. Conducted in French. Prerequisite: FREN 2002 or equivalent.

FREN 3330

French Civilization: 3-0-3

Continued development of all five language competencies (listening, speaking, reading, writing, and culture) through the study of French civilization. Course work includes oral comprehension, speaking, reading,

writing, and grammar activities. Conducted in French. Prerequisite: FREN 2002 or equivalent.

FREN/AAST 3336

Francophone Cultures of Africa and the Caribbean: 3-0-3

Continued development of all five language competencies (listening, speaking, reading, writing, and culture) with a focus on an introduction to Africa and the Caribbean. Texts include fables, poems, newspaper articles, and film. Course work includes oral, reading, writing, and grammar activities. Conducted in French. Prerequisite: FREN 2002 or equivalent.

FREN 3395/3395S

French Regional Culture: 3-0-3

Continued development of all five language competencies (listening, speaking, reading, writing, and culture) through the study of a geographic region in France based on residential study in the region. Conducted in French. Prerequisite: FREN 2002 or equivalent.

FREN 3530

French for Professions: 3-0-3

Continued development of all five language competencies (listening, speaking, reading, writing, and culture) through the study of professional situations in areas such as business, law, health, and tourism. Course work includes oral, reading, writing, and grammar activities. Conducted in French. Prerequisite: FREN 2002 or equivalent.

FREN 4030

Selected Topics in French: 3-0-3

Study of a topic in French literature, culture, society, thought, or language not included in regular offerings. Conducted in French. Prerequisites: FREN 3230 and one other course at the 3000 level.

FREN 4130

Grammar and Phonetics: 3-0-3

Intensive review of major grammatical structures and contrastive analysis of French and English sound systems. Extensive oral and written activities, including grammar exercises, compositions, and pronunciation exercises. Conducted in French. Prerequisites: Two courses at the 3000 level.

FREN 4330

Contemporary France: 3-0-3

An in-depth study of present-day France, including its institutions, daily life, current events, and its place in Europe and on the international scene. Extensive use of authentic materials (newspapers, magazines, TV and radio materials, and the Internet).

FREN 4431

Perspectives in Literature I: 3-0-3

Introduction to masterpieces of French literature representative of major movements and genres from the Middle Ages to the present. Conducted in French. Prerequisites: FREN 3230 and one other course at the 3000 level.

FREN 4432

Perspectives in Literature II: 3-0-3

Same as FREN 4431 but focuses on different texts and/or authors. Conducted in French. Prerequisites: FREN 3230 and one other course at the 3000 level.

FREN 4790

Internship in French: (1-15)-0-(1-15)

Internship in one or more French-speaking countries. Prerequisites: Permission of instructor and department chair.

FREN 4890

Directed Study in French: (1-3)-0-(1-3)

Independent study under faculty supervision. Prerequisite: Permission of the instructor.

FREN 7030

Selected Topics in French: 3-0-3

Study of a topic in French literature, culture, society, thought, or language not included in regular offerings. Conducted in French.

FREN 7091

Seminar in French: 3-0-3

Topics to be selected by the instructor.

FREN 7130

Second Language Acquisition in French: 3-0-3

A study of problems of second language acquisition in French from the standpoint of a program centered on the teaching of communicative skills for use in authentic contexts. Theoretical and historical background as well as hands-on activities.

FREN 7131

French Phonetics: 3-0-3

Contrastive analysis of the French and English sound systems and extensive practice to help students refine their pronunciation; familiarization with various French accents.

FREN 7132

Advanced Grammar: 3-0-3

Intensive review and in-depth study of the major grammatical structures of the French language with a special emphasis on their nuances. Extensive oral and written practice, translation from French into English and English into French, and compositions.

FREN 7230

Survey of French Literature: 3-0-3

Introduction to masterpieces of French literature from the Middle Ages to the present. Continued development of all five language competencies (listening, speaking, reading, writing, and culture), with special emphasis on French literary texts and their context.

FREN 7231

Development of Theatre: 3-0-3

A study of French theatre from the late Middle Ages to the present. Course texts include plays representing various periods and movements.

FREN 7232

Development of the Novel: 3-0-3

A study of the French novel from the late Middle Ages to the present. Course texts include novels representing various periods and movements.

FREN 7233

French Poetry: 3-0-3

A study of French poetry by major movements, from the late Middle Ages to the present, with an emphasis on reading strategies and poetic techniques and interpretation. Oral reports and discussions. Written analyses (explication de texte).

FREN 7234

Short Prose Fiction: 3-0-3

An in-depth study of the genre of the short story focusing on its roots in the oral tradition, its rise in nineteenth-century France, and its contemporary practice in France and francophone countries.

FREN 7330

Contemporary France: 3-0-3

An in-depth study of present-day France, including its institutions, daily life, current events, and its place in Europe and on the international scene. Extensive use of authentic materials (newspapers, magazines, TV and radio materials, and the Internet).

FREN 7530**French for Business: 3-0-3**

Preparation for the use of French in business including detailed units on banking, advertising, marketing and economics. Course reflects the requirements for the Paris Chamber of Commerce and Industry Certificate in Business French.

FREN 7890**Directed Study in French: (1-3)-0-(1-3)**

Independent study under faculty supervision.

Educational Research (COE)**FRER 7130****Educational Research: 3-0-3**

A comprehensive overview of topics related to research as it is applied to educational settings. Emphasis is placed upon methods of quantitative and qualitative research, especially in regard to applied and basic research in education.

Instructional Technology (COE)**FRIT 7090****Selected Topics in Instructional Technology: (1-3)-0-(1-3)**

Promotes specialized training in new and/or emerging instructional technologies/methodologies or topics appropriate to the needs of in-service personnel. Attention will be given to a range of specific needs as they reach special significance in local school systems. Prerequisite: Permission of instructor.

FRIT 7132**Administration of the School Library Media Program: 3-0-3**

An introduction to the functions of the school library media center and the roles of the school library media specialist. Candidates will develop skills that will enable them to direct a school library media center, design a school library media center facility, manage personnel and budgets, develop policies and procedures, and evaluate the school library media program.

FRIT 7134**Collection Development and Organization: 3-0-3**

An overview of the processes and procedures associated with developing, organizing, maintaining and evaluating the school library media collection. Emphasis is placed on intellectual freedom, evaluating existing collections, principles of selecting materials in all formats, applying standard methods of cataloging to organize the collection, and utilization of technology to access physical and virtual collections.

FRIT 7136**Reference and Information Sources: 3-0-3**

Provides a working knowledge of standard reference resources in all formats. Emphasis is placed on the concept of information literacy and teacher-media specialist collaboration to integrate information literacy skills across the P-12 curriculum.

FRIT 7230**Selection and Development of Instructional Technologies: 3-0-3**

Provides competence in the selection, production, utilization and evaluation of various formats of instructional technologies. Basic techniques are provided through direct laboratory experiences in the design and production of instructional technologies.

FRIT 7330**The Internet in Schools: 3-0-3**

This course provides learners with a focused look at issues surrounding the implementation and use of emerging applications of the internet in schools.

FRIT 7335**Web Design and Development: 3-0-3**

Focuses on the front-end aspects of web design: HTML authoring, graphics production, and media development.

FRIT 7430**Instructional Design: 3-0-3**

An introduction to systems theory as applied to the design of instruction. Examines principles of systems theory in the context of the design, development, selection and utilization of curriculum, instruction and instructional materials.

FRIT 7737**Practicum in School Library Media Centers: 3-0-3**

A culminating activity in the Instructional Technology program. Students are assigned specific experiences that implement content from the school library media certification program. Prerequisite: Permission of advisor and completion of Transition Point #2.

FRIT 7738**Practicum in Instructional Technology: 3-0-3**

Practicum in Instructional Technology will allow the student to utilize technology to support instruction, manage technology resources and evaluate the effectiveness of technology resources for learning. Prerequisite: Permission of advisor and completion of Transition Point #2.

FRIT 8132**Administration of Technology Resources: 3-0-3**

This course is intended to provide students with the knowledge and skills required to plan, design, evaluate, and manage technology resources in various instructional and institutional environments.

FRIT 8435**Program Evaluation: 3-0-3**

Program Evaluation covers the theory and practice of systematic investigation of instructional programs, projects, products, and processes. The course is designed to teach practitioners how to assess the effectiveness of endeavors such as quality improvement, enhancing organizational performance, or improving school curricula.

FRIT 8530**Applications of Instructional Technology: 3-0-3**

This course focuses in the effective utilization of technology in the instructional process and on systematic processes for using new technology to enhance learning. Meets the Special Georgia Technology Requirements for Teacher Certification.

FRIT 8532**Multimedia Tools and Applications: 3-0-3**

Covers issues in the design and development of interactive multimedia instructional lessons. Covers the tools required for the creation of interactive multimedia and is organized around individual student projects.

Educational Foundations (COE)**FRLT 7130****Learning Theories and Applications: 3-0-3**

Examines the principles and theories of learning that serve as the basis for educational models and practices. Special emphasis is given to recent empirical findings and to practical applications and theory to educational settings.

Middle and Secondary Education (COE)**FRMS 7331****Early Adolescent Literature: 3-0-3**

A study of pedagogical theory and practices for integrating contemporary early adolescent/young adult literature into the middle and secondary school

curriculum. Course content will focus on making text selections, workshop approaches, literary circles, and reader response theory.

First Year Experience (Provost)

FYE 1220/1220H

First-Year Seminar: 1.5-5-2

Thematic seminar designed to promote information literacy skills and support students' cognitive and affective integration into the University community. Required during the first semester for all students new to the University (except for transfer students with 30 hours or more); students may not withdraw.

FYE 2090

Selected Topics in First-Year Experience: (1-3)-0-(1-3)

Selected topics in First-Year Experience offered on an irregular basis. Individual sections carry a subtitle.

FYE 2212

Teaching Internship in First-Year Experience: 0-1-1

Provides selected sophomore, junior and senior students an opportunity to develop leadership and mentoring skills through their involvement with FYE 1220: First-Year Seminar. Includes training in counseling, communication, problem solving, classroom management, and conflict resolution skills. Under the supervision of the First-Year Experience program and the faculty member teaching the FYE 1220 course, students in FYE 2212 lead classroom discussions and activities, assess student work, and serve as a resource for first-year students.

Graphic Communications Management (CLASS)

GCM 1131

Graphic Communications Technology: 2-3-3

An introduction to careers, the printing processes and the steps involved in preparing images for production in graphic communications.

GCM 1321

Desktop Publishing: 2-0-2

This is a general course presenting the development, growth and influence of desktop publishing in today's society. The course presents the various hardware and software used in desktop publishing, as well as technologies that have evolved from desktop publishing. Students are introduced to typography and typographic principles, digital photography, scanning, image resolution, photo editing, imposition and their correct use in the creation of both everyday and formal communications. Students learn what makes an aesthetically pleasing document in both formal and informal settings. Corequisite: GCM 1411.

GCM 1411

Desktop Publishing Laboratory: 0-2-1

Through detailed instruction and problem solving activities, students use current desktop publishing hardware and software and apply various concepts learned in GCM 1321 (Desktop Publishing) including, drawing applications, page assembly, photo editing, digital photography, scanning, typography, aesthetics, image resolution and imposition. Corequisite: GCM 1321.

GCM 1631

Introduction to Multimedia: 2-2-3

The course will introduce students to multimedia through its history, its various uses, and its different components. Students will create multimedia products and solve problems related to the creation of their components. Students will plan a multimedia presentation, create the various components and assemble those components into an effective multimedia presentation using current digital technologies.

GCM 2332

Bindery and Finishing: 3-0-3

Designed to orient the student to the various bindery, finishing and distribution processes and practices common to the printing industry. Plant visits to bindery, finishing and distribution firms. Prerequisite: A minimum grade of "C" in GCM 1131. Corequisite: GCM 2412.

GCM 2412

Bindery and Finishing Laboratory: 0-2-1

Designed to engage students with the processes and real world problems of bindery, finishing, and distribution processes and practices common to the printing industry. Plant visits to bindery, finishing, and distribution firms. Prerequisite: A minimum grade of "C" in GCM 1131. Corequisite: GCM 2332.

GCM 2432

Inks and Substrates: 3-0-3

An introduction to the dynamic relationship between inks and the materials on which they are printed. Areas of concern include the manufacturing processes and characteristics of inks and papers, testing procedures used with inks and substrates. Prerequisite: A minimum grade of "C" in GCM 1131.

GCM 2512

Desktop Publishing II Laboratory: 0-2-1

A laboratory experience that uses detailed instruction and problem solving activities, which students complete through the use of current desktop publishing hardware and software. This course supports the concepts learned in Desktop Publishing II (GCM 2532) through hands-on activities. Topics include digitizing originals, file format usage and creation, file preflight, image trapping, digital imposition, advanced image editing techniques and concepts and advanced desktop publishing techniques and concepts. Prerequisites: A minimum grade of "C" in GCM 1321 and GCM 1411. Corequisite: GCM 2532.

GCM 2532

Desktop Publishing II: 3-0-3

This course builds on the concepts learned in Desktop Publishing (GCM 1321) and expands on the relationship between desktop publishing and digital prepress. Students examine the techniques and technologies used to create the visual images we see all around us. The concepts taught move the student from beginning desktop publishing into the world of digital prepress. Topics include the prepress working environment, hardware and software considerations, font and file management, bitmap and vector graphics, digital image characteristics, digital imposition, and digital image trapping. Prerequisites: A minimum grade of "C" in GCM 1321 and GCM 1411. Corequisite: GCM 2512.

GCM 2721

Industrial Practicum: 0-2-2

Designed for direct observation and work experience with the local printing industry. The student is exposed to problems, practices, management structures, and work ethics. Prerequisites: A minimum grade of "C" in GCM 1131 and GCM 1321.

GCM 3110

Instructional Assistance: 0-3-1

A supervised experience in the instructional process (on the university level) through direct participation in a laboratory situation. Grading is evaluated on a satisfactory/unsatisfactory basis only. This course may be repeated for a total of three semester hours. Prerequisite: Student must have junior or senior standing and must have earned a minimum of "B" in the class in which the student assists.

GCM 3130

Customer Service for Graphic Communications: 3-0-3

A course designed to acquaint the students with duties and responsibilities associated with customer service for graphic communications management. Prerequisites: 11 hours of GCM courses.

GCM 3231

Print Media Processes: 2-2-3

An intermediate technical study of lithography, flexography, screen and specialty printing and digital outputs processes and the image preparation requirements for each. The course will provide experiences that demonstrates the similarities and differences of print media and discuss criteria for choosing one versus another. Students will gain a greater understanding of the mass production options available for graphic communication. Prerequisites: A minimum grade of "C" in GCM 1131, GCM 1321, and GCM 1411.

GCM 3735

Graphic Communications Internship I: 0-3-3

Designed for students to receive practical work experience with an approved graphic communications firms. A minimum of 400 contact hours with the host site is required. Prerequisites: A minimum grade of "C" in GCM 2721 and a minimum 7 hours from GCM 2432, GCM 2332 and GCM 2412, and GCM 2532 and GCM 2512.

GCM 4132

Screen and Specialty Printing: 2-2-3

This course introduces the student to the methods, procedures and technologies used in the screen and specialty printing industry, including screen printing, pad printing, sublimation printing and embroidery. Projects and discussions involve the various production methods and material requirements. Experiences include planning, image preparation, image carrier preparation, single and multi-color printing, medium curing and drying, finishing and hands-on experiences with the various process. Prerequisite: A minimum grade of "C" in GCM 3231 (required for Graphic Communications Management majors only, IT second discipline students and GCM minor students should consult with the assigned Graphic Communications Management advisor).

GCM 4232

Photo Preparation for Reproduction: 2-2-3

A combination of traditional and digital photography techniques will be used to enhance the quality of the original photograph. The focus of the class will be on creating images which maximize resolution while reducing editing requirements. Students will choose and use various lighting arrangements and output techniques to improve final image quality. Prerequisite: A minimum grade of "C" in GCM 1131, ART 1335, JOUR 3333, or permission of instructor.

GCM 4736

Graphic Communications Internship II: 0-3-3

Designed for students to further their industry experience beyond GCM 3735. A minimum of 400 hours contact hours with the host site is required. Prerequisites: A minimum grade of "C" in GCM 3745 and 9 or more hours of 3000 and above GCM courses.

GCM 4899

Independent Study: (0-3)-(0-6)-(1-3)

Available for the student to undertake individualized experimentation, research, or study related to the printing industry. The specific topic will be determined and approved by the faculty and the student prior to the semester in which the course is taken. Academic credit is assigned to the independent study commensurate with the magnitude of the study. Prerequisite: Permission of the instructor.

GCM 5090/5090G

Selected Topics in Graphic Communications: (1-3)-(2-6)-(1-3)

This course is scheduled on an infrequent basis to explore special areas in technology and will carry a subtitle. Credit is variable from 1 to 3 semester hours. This special topics course is in keeping with established policies for offering a structured course on an infrequent basis. It will allow faculty to offer a course on a trial basis for possible approval at a later date. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to complete.

GCM 5234/5234G

Color Reproduction: 3-0-3

An exploration of professional color reproduction concepts and procedures related to the graphic communications and information technology industries. Topics include color theory, copy evaluation, color separation methods, color reproduction variables, color separation hardware and software, and color management systems. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to complete. Prerequisite: A minimum grade of "C" in GCM 3745 (required for Graphic Communications Management majors only, IT second discipline students and GCM minor students should consult with the assigned GCM program advisor). Corequisite: GCM 5314/5314G.

GCM 5314/5314G

Color Reproduction Laboratory: 0-2-1

This is a hands on laboratory course. The laboratory activities include the following: test for abnormal color vision, color measurement and evaluation, color standards, color proofing, color scanning, color reproduction methods, color management systems, color reproduction techniques using Photoshop and other software. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to complete. Prerequisite: A minimum grade of "C" in GCM 3745 (required for Graphic Communications Management majors only, IT second discipline students and GCM minor students should consult with the assigned GCM program advisor). Corequisite: GCM 5234/5234G.

GCM 5331/5331G

Flexography: 2-2-3

Introduction to the flexographic printing industry. Discussions will include the design, techniques, processes, and manufacture of flexographic printed products. Activities will include setup and operation of a flexographic press. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to complete. Prerequisite: A minimum grade of "C" in GCM 3231 (required for Graphic Communications Management majors only, IT second discipline students and GCM minor students should consult with the assigned Graphic Communications Management advisor).

GCM 5332/5332G

Multimedia Presentations: 2-3-3

Multimedia Presentations is the study of digital imaging applications for presentations. The course covers the creation of digital components for multimedia presentations, including sound, graphics, animation, and video technique, and their use in multimedia presentations for video, CD ROM, and the Internet. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to complete. Prerequisite: A minimum grade of "C" in GCM 1631 (required for Graphic Communications Management majors only, IT second discipline students should consult with the assigned Graphic Communications Management advisor).

GCM 5334/5334G

Imaging Systems: 2-2-3

Imaging Systems is an in-depth course of how to effectively use, organize, and link imaging workstations, peripherals, systems, and files for information imaging. Current trends and issues of the industry are also covered. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to complete. Prerequisite: A minimum grade of "C" in GCM 3745 (required for Graphic Communications Management majors only, IT second discipline students and GCM minor students should consult with the assigned GCM program advisor).

GCM 5335/5335G

Graphic Communications Management Topics: 3-0-3

Course topics focus specifically on managerial decisions as they uniquely apply to graphic communications, such as: facilities planning and production flow, trade customs, contracts, and quality control and testing. Graduate students will be given an extra assignment determined by the instructor that

undergraduates will not be required to complete. Prerequisite: A minimum grade of "C" in GCM 3745.

GCM 5434/5434G

Lithographic Reproduction: 2-3-3

Designed to introduce the student to image assembly for presswork. Topics include imposition layouts, image assembly, platemaking, proofing systems, press operation and safety. Graduate students will do a research project related to course content and present their finding to the class. Prerequisites: A minimum grade of "C" in GCM 3231 (required for Graphic Communications Management majors only, IT second discipline students and GCM minor students should consult with the assigned GCM program advisor).

GCM 5534/5534G

Digital Output Applications: 2-2-3

Covers the utilization of electronic imaging technologies for output applications for information imaging. Specific topics include internet development and management, and print-on-demand development and management. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to complete. Prerequisite: A minimum grade of "C" in GCM 3231 (required for Graphic Communications Management majors only, IT second discipline students and GCM minor students should consult with the assigned GCM program advisor).

GCM 5535/5535G

Estimating for Print Production: 3-0-3

Acquaints the student with various types of estimating practices found in the printing industry. The student will learn how to measure cost centers, calculate materials used and conceptualize the production process. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to complete. Prerequisite: A minimum grade of "C" in GCM 3745 required for undergraduate course only.

GCM 7231

Digital Image Preparation: 2-2-3

An exploration of the tools, processes and planning procedures used to capture, edit, and assemble images. The different image constraints required for various output or display methods are reviewed and demonstrated. Layout and design for various output and display methods are reviewed and implemented into course projects.

GCM 7232

Multimedia for Business and Industry: 2-2-3

This course will cover the creation of digital components for multimedia presentations, including: sound, graphics, animation, and video techniques. The use of multimedia presentations for video, CD ROM, and the Internet, and the application of these technologies for the business and industrial setting will be explored and practiced. Prerequisite: Successful completion of a college level computer course or GCM 7231.

Geography (COST)

GEOG 1101/1101S

Introduction to Human Geography: 3-0-3

Basic concepts of cultural geography including characteristics and spatial patterns of population religions, settlements, economies, languages, nutrition, health, migration, economic development, art, music, and other cultural phenomena.

GEOG 1110

Climate and the Landscape Lab: 0-2-1

A series of laboratories and exercises designed to provide hands-on applications of general theories regarding earth processes discussed in GEOG 1111, Climate and the Landscape. Prerequisite: Highly recommended to be taken concurrently with GEOG 1111.

GEOG 1111

Climate and the Landscape: 3-0-3

The earth's surface in its areal differentiation. Focuses on the various elements of physical geography that act as a foundation to the discipline, including location and interaction of physical surficial phenomena. Prerequisite: Highly recommended to be taken concurrently with GEOG 1110.

GEOG 1130/1130S

World Regional Geography: 3-0-3

Study of geographic regions of the world emphasizing physical landscapes, resources, economies, culture and politics. Selected problems or situations of contemporary interest will be incorporated.

GEOG 3130/3130S

Conservation: 3-0-3

Examination of environmental factors in the setting of human activities. Emphasis is on modern efforts in conservation and resource management concerning wildlife, forests, fisheries, agriculture, rangeland, water, soils and oceans.

GEOG 3230/3230S

Economic Geography: 3-0-3

Study of the distribution, production and utilization of the world's basic commodities.

GEOG 3330

Weather and Climate: 3-0-3

Elements and controls of weather and climate and the distribution and characteristics of climate regions.

GEOG 3440

Introduction to GIS and Cartography: 2-4-4

An introduction to the basic concepts, theories, techniques, and applications of Geographic Information Systems (GIS) and cartography. Students will learn and apply GIS and cartographic concepts to gain extensive hands-on experience in thematic mapping and manipulation of geo-referenced spatial information using GIS software.

GEOG 3530

Cultural Geography: 3-0-3

An examination of the world's diverse cultural landscapes. Emphasis on the connections between social, political, religious and agricultural patterns and the impact of societies on the natural environment.

GEOG/GEOL 3741

Remote Sensing: 2-4-4

Introduction to the concepts, theory, collection, analysis and applications of remotely sensed spatial information. Prerequisite: Permission of instructor.

GEOG 4120

Introduction to Research: 2-0-2

The process of research utilizing the scientific method will be studied. Research methods in human and physical geography are discussed and critiqued. Methodologies including literature searches, topic selection and refinement, and research problem solving will be discussed. A proposal for a research project will be selected or assigned, a proposal written, and an oral presentation of the proposed research will be made. A minimum grade of "B" is required to continue in the research sequence. Prerequisite: Permission of instructor.

GEOG 4130

Biogeography: 3-0-3

Introduces students to biogeography: the study of the distribution of plants and animals. Both historical taxonomic and ecosystems biogeography are covered. The analysis and explanation of spatial patterns of plant and animal distribution, while addressing change in species distribution and evolution in response to climate change and the process of continental drift that have taken place in the past and are taking place today, will be emphasized.

GEOG 4131

Geography of the American South: 3-0-3

Systematic regional treatment of the South including the physical, cultural and economic aspects of its various regions.

GEOG/LAST 4232

Geography of Latin America: 3-0-3

Study of the physical, cultural and economic geography of Latin America, including Mexico.

GEOG 4233

Geography of Asia: 3-0-3

A survey of the physical, cultural, political and economic geography of the countries of Asia. Selected problems or situations of contemporary interest will be incorporated.

GEOG/AAST 4330

Geography of Africa South of the Sahara: 3-0-3

A survey of the physical, cultural, political and economic geography of Africa south of the Sahara Desert. Selected problems or situations of contemporary interest will be incorporated.

GEOG 4430/4430S

Geography of Europe: 3-0-3

Survey of the physical, cultural, political and economic geography of Europe. Situations of contemporary interest will be included.

GEOG 4542

Intermediate GIS: 2-4-4

An introduction to advanced data models and spatial data analysis functions of Geographic Information Systems (GIS) software, with an emphasis on the conversion among various GIS data formats and geodatabase construction and management. Prerequisite: GEOG 3440.

GEOG 4543

Advanced GIS: Spatial Analysis and Modeling: 2-4-4

This course covers the advanced spatial analysis and modeling functions of GIS and offers both fundamental theoretical background and extensive hands-on experience in spatial analysis and modeling. Major topics include network analysis, surface modeling, spatial patterns analysis, spatial data visualization, and basics of spatial statistics. Prerequisite: GEOG 3440 and GEOG 4542.

GEOG 4610

Senior Thesis Seminar: 1-0-1

Proficiency in formal scientific paper presentation will be demonstrated. The student's senior research topic from GEOG 4820 will generate both written and oral presentations made in a formal setting to an audience of professors and peers. Prerequisites: GEOG 4120 and GEOG 4820.

GEOG 4790

Internship in Geography: 0-(5-30)-(1-6)

The internship allows students to work in a professional setting related to their chosen concentration in the field. Undergraduate students can earn between one and six credits for internships approved by their academic advisor and the Department's Internship Director. Students must maintain contact with the Internship Director through the course of the internship work, and must submit a written report and a work product at the end of the project. Internship credits can be used for elective credit only and may not substitute for specific degree requirements. Prerequisite: Permission of the Geology and Geography Internship Director is required.

GEOG 4820

Senior Thesis Research: 2-0-2

Provides a mechanism for geography majors to complete research project(s) started in GEOG 4120. The end product of the research is the senior thesis. Prerequisite: GEOG 4120.

GEOG 5090/5090S/5090G

Selected Topics: (3-4)-(0-2)-(3-4)

Offered with or without a lab on an experimental basis. Graduate students will complete an individual term project or special report.

GEOG 5091

Applied GIS: 0-8-4

Applications of advanced GIS design and modeling to a specific topical and/or geographic area. Topics and studies will be varied over time. Prerequisites: GEOG 3440, GEOG 4542, and GEOG 4543.

GEOG/AMST 5130/5130G

Geography of North America: 3-0-3

Systematic regional treatment of Canada and the United States including the physical, cultural, and economic aspects of various subregions. Special attention will be paid to comparative themes such as resource development, trade, and migration. Graduate students will complete an individual term project or special report.

GEOG 5230/5230G/5230S

Urban Geography: 3-0-3

An analysis of site, situation, base, principal functions, distribution, supporting areas and internal structure of urban settlements. Graduate students will complete an individual term project or special report.

GEOG 5430/5430G/5430S

Political Geography: 3-0-3

This course will cover the geography of political behavior from the local to the global scale by examining the relationship of geography and politics. Students will investigate the rapidly changing geopolitics of the era in which they live, with special emphasis on international relations, sovereignty, war, and terrorism. Additionally, the course will focus on redistricting, the Electoral College, and other geographic elements of our American democratic system. Graduate students will learn how to undertake an independent, supervised research project in the field of political geography.

GEOG 5590/5590G

Field Studies in Geography: (6-8)-0-(6-8)

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.

GEOG 5890/5890G

Directed Study: (1-3)-(0-2)-(1-4)

Independent study for advanced students. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite: Approval of department chair.

Geology (COST)

GEOL 1110

Earth Laboratory: 0-2-1

A series of laboratory components that involve hands-on exercises with earth materials and processes which modify the Earth's interior and exterior. Prerequisite: Concurrent or prior completion of GEOL 1121. Strongly recommended to be taken concurrently with GEOL 1121.

GEOL 1121

Introduction to the Earth: 3-0-3

An introductory study of the origin and structure of earth materials and processes which modify Earth's interior and exterior. Corequisite: Strongly recommended to be taken concurrently with GEOL 1110.

GEOL 1122

General Historical Geology: 3-2-4

Discusses the origin and geological history of Earth. Methods of interpretation, fossils, geological time measurements, time scales, physical and

organic development of Earth are taught. Prerequisite: GEOL 1110 and GEOL 1121 or permission of instructor.

GEOL 1310

Environmental Geology Lab: 0-2-1

Consists of data collection, analysis, and problem solving of geologic and environmental problems. These problems will deal with earth materials, geologic hazards, economic and energy resources and water quality.

GEOL 1330

Environmental Geology: 3-0-3

An introduction to geologic processes, including flooding, coastal erosion, volcanoes, and earthquakes, and their effect on our environment. The origin, global distribution, use, and reserves of the Earth's basic resources, including soils, water, minerals, rock deposits and energy resources are investigated. The role of these components and their effects on our daily lives are discussed.

GEOL 1430

Dinosaurs, Extinctions and Disasters: 3-0-3

A review of the dynamic processes of extinction, evolution, and change in ancient animal assemblages. Particular attention will be paid to the unique terrestrial communities that were dominated by dinosaurs, mammoths, and other megafauna. We will focus on the effects of meteorite collisions, ice ages, and mass extinction events.

GEOL 1530

Principles of Oceanography: 3-0-3

A survey course dealing with the physical and biological processes of the oceans addressing the interrelationships of the processes.

GEOL 3520

Field Methods: 0-4-2

Introduction in the tools and techniques used in the collection of field data, compilation of geologic maps and cross sections. Students will construct topographic and geologic maps and write geologic reports and abstracts. The course will consist of three main areas; data sources, data collection, and post-processing. Prerequisites: GEOL 1121, MATH 1112 or MATH 1113, or permission of instructor. Note: Two-day field trips are required.

GEOL 3541

Mineralogy: 3-3-4

An introduction to morphological crystallography, physical properties and the optical characteristics of the common minerals. Examines the genesis, occurrence, and uses of minerals. Laboratory work consists of study of common crystal forms, hand specimen identification and optical study via the petrographic microscope. Prerequisites: CHEM 1145, CHEM 1146, and GEOL 1121.

GEOL 3542

Petrology and Petrography: 3-3-4

An introduction to the origin, occurrence, and classification of common igneous and metamorphic rocks. Laboratory work consists of combined microscopic and megascopic study of rocks. A three day field trip across the southern Appalachians provides a field study component. Prerequisite: GEOL 3541.

GEOL/GEOG 3741

Remote Sensing: 2-4-4

Introduction to the concepts, theory, collection, analysis and applications of remotely sensed spatial information. Prerequisite: Permission of instructor.

GEOL 3790

Teaching Internship in Geology: 1-(2-6)-(1-3)

Student interns in GEOL 1110 (Earth Laboratory), GEOL 1310 (Environmental Geology Lab), or GEOL 1122 (Historical Geology) will participate in teaching the course under the mentorship of a faculty member. Student interns will attend an introductory workshop immediately prior to the start of the semester, will intern in one of the above courses, and meet with the faculty mentor one hour each week. One credit hour per laboratory

section in which the student interns. Prerequisites: Permission of instructor and a minimum grade of "B" in two of the following three lecture and lab sequences, one of which must be the course in which the student will intern: (1) GEOL 1121 and GEOL 1110, (2) GEOL 1330 and GEOL 1310, or (3) GEOL 1122.

GEOL 4120

Introduction to Research: 2-0-2

The process of research will be studied from the scientific method through the process of writing a scientific proposal. Construction of a technical paper and the technical oral presentation will be examined and practiced. Usages of geologic terms will be explained and learned. A proposal for a research paper will be selected or assigned, a proposal written and an oral presentation of the proposal research will be made. A minimum grade of "B" is required to continue in the research sequence. Prerequisite: Permission of instructor.

GEOL 4530

Tectonics: 3-0-3

Processes, structures, and land forms associated with the deformation of the Earth's crust are studied including the changes that take place on structures and landforms over time. Scales ranging from local, to regional, to global are incorporated. Prerequisites: GEOL 1121 and GEOL 1122.

GEOL 4610

Senior Seminar: 1-0-1

The process of scientific communication will be investigated and practiced. A final paper on the student's senior research topic will be written and an oral presentation made in a formal "Technical Session" format. The student will learn to prepare visual aids to illustrate his/her paper and talk. The "Technical Session" will be organized and run by students. Prerequisite: GEOL 4820.

GEOL 4790

Internship in Geology: 0-(5-30)-(1-6)

The internship allows students to work in a professional setting related to their chosen concentration in the field. Undergraduate students can earn between one and six credits for internships approved by their academic advisor and the Department's Internship Director. Students must maintain contact with the Internship Director through the course of the internship work, and must submit a written report and a work product at the end of the project. Internship credits can be used for elective credit only and may not substitute for specific degree requirements. Prerequisite: Permission of the Geology and Geography Internship Director is required.

GEOL 4820

Senior Thesis Research: 2-0-2

Provides a means by which geology majors can conduct research intended for completion of the senior thesis. Prerequisite: A minimum grade of "B" in GEOL 4120.

GEOL 5090/5090G/5090S

Selected Topics: (0-3)-(3-6)-(1-9)

This course provides a means by which new courses can be offered for experimental purposes. Graduate students will complete an individual term project or special report. Prerequisite: Permission of instructor.

GEOL 5130/5130G

Geochemistry: 3-0-3

The application of chemical concepts to geological problems. Graduate students will complete an individual term project or special report. Prerequisites: GEOL 1121, GEOL 1122, GEOL 3541, GEOL 3542, two terms of introductory chemistry or permission of instructor.

GEOL 5131/5131G

Economic Mineralogy: 2-3-3

An introduction to the origins of industrial and metallic mineral resources, and the exploration, discovery and use of such resources. Laboratory work includes identification and evaluation of mineral resources and visits to mines. Graduate students must complete a paper on an assigned topic. Prerequisites: GEOL 1121, GEOL 1122 and GEOL 3541 or permission of instructor.

GEOL 5132/5132G

Regional Field Geology: 3-0-3

A field expedition involving geological investigation of a major geologic region of North America. Students will be expected to make geological observations through such techniques as mapping, measuring sections, collecting scientific samples, or other standard techniques, then to analyze and interpret their observations or measurements. A scientific journal or notebook will be used by each student to record data and observations. A final report will be required. Students usually will bear tuition, travel, and living expenses in the field. Graduate students will complete an individual term project or special report.

GEOL 5140/5140G

Vertebrate Paleontology: 3-2-4

A study of the morphology, classification and geologic significance of vertebrate fossils. Graduate students will complete an individual term project or special report. Prerequisites: GEOL 1121 and GEOL 1122 or introductory biology or permission of instructor.

GEOL 5141/5141G

Paleontology: 3-3-4

This course covers the applications of paleontological methods to geologic problems. Major topics include: 1) the formation of fossils, 2) biostratigraphy, 3) fossil identification and classification, 4) biogeography, and 5) paleoclimatology. Labs utilize a diverse collection of fossils and a computer lab with paleontology software. Graduate students will complete an individual term project or special report. Prerequisites: GEOL 1121 and GEOL 1122, introductory biology or approval of instructor.

GEOL 5142/5142G

Stratigraphy and Sedimentation: 3-2-4

Introduction to the principles and application of stratigraphy and biostratigraphy, and principles of sedimentation. Emphasis is placed on concepts of time, time-rock, rock units, sedimentary facies, guide fossils and fossil range and description of rocks in time and space, their correlation and interpretation. Petrologic interpretation and basic laboratory techniques are also demonstrated. The origin and distribution of sedimentary rocks is examined from initial weathering through erosion and transportation, to environments and mechanisms of deposition. Graduate students will complete an individual term project or special report. Prerequisite: GEOL 1122.

GEOL 5230/5230G

Earth Science: 2-3-3

A systematic study of the earth as a planet, including aspects of its atmosphere, oceans, lithosphere, soils and physiography. Laboratory will emphasize the location and utilization of local, as well as regional materials for earth science teaching and learning. Graduate students will complete an individual term project or special report. Prerequisite: Permission of instructor.

GEOL 5431/5431G

Coastal Geology: 3-0-3

Coastal Geology will comprise an introduction to a variety of coastal environments and landforms as well as the physical and geological processes that shape them. Coastal hazards and issues related to the ecology and management of the coast will also be discussed. The course will include two required weekend fieldtrips to coastal areas in the southeastern United States. Graduate students will complete an individual term project or a special report. Prerequisite: GEOL 1121 or GEOL 1330; or permission of instructor.

GEOL 5440/5440G

Structural Geology: 3-3-4

A study of geologic structures resulting from rock formation and deformation. Attention will be given to recognition and solution of structural problems. Graduate students will complete an individual term project or special report. Prerequisites: GEOL 1121 and MATH 1113.

GEOL 5530/5530G

Geomorphology: 2-3-3

A systematic study of landforms and the processes which create and modify them. Graduate students will complete an individual term project or special report. Prerequisite: GEOL 1121 or GEOG 1111.

GEOL 5540/5540G

General Oceanography: 3-2-4

An integrated approach to the study of oceans with special emphasis on biology, chemistry and geology of ocean basins. Studies will include the ecological, physical, and geological features of ocean basins, as well as chemical composition of ocean water and oceanic circulation processes. Graduate students must complete an additional term project. Prerequisites: At least one term of introductory biology and two terms of chemistry or permission of instructor.

GEOL 5541/5541G

Hydrogeology: 3-2-4

A survey of hydrogeology that includes the occurrence, distribution, movement and chemistry of subsurface waters. Emphasizes subsurface hydrology (hydrogeology), but will also include related aspects of surface systems. Major topics covered will include: 1) relationships between precipitation, runoff, and infiltration; 2) porosity and permeability of various earth materials; 3) subsurface movement of water through earth materials; 4) basic chemical characteristics of natural waters; and 5) current water resource issues such as supply, quality, contamination, and remediation. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite: GEOL 1121 or permission of instructor.

GEOL 5542/5542G

Advanced Hydrogeology: 3-2-4

In-depth study of hydrogeologic and geochemical principles with emphasis on quantitative techniques. Various laboratory and field techniques will be covered, including the use of numerical models and aquifer testing. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite: GEOL 5541.

GEOL 5740/5740G

Sea Turtle Natural History: 3-3-4

Designed primarily for in-service teachers, will allow students to earn 4 hours credit for research monitoring sea turtle nesting on St. Catherine's Island, Ga. Students will attend two distance learning training sessions, reside on the island for seven days to observe sea turtle nesting evidence, participate in sea turtle conservation activities, study barrier island natural history with lectures by leading scientists, and collect natural history specimens for their classrooms, and attend a follow-up meeting. Graduate students will complete a resource notebook or term project.

GEOL 5741/5741G

Sea Turtle Conservation: 3-8-4

Designed primarily for pre-service and in-service teachers, will introduce students to conservation through the study of Georgia's sea turtles, content and process skills of science through conservation, and the integration of teaching resources and electronic technologies into their classrooms. May meet by distance learning with laboratory content delivered by Internet, distance learning, fax, or e-mail or by self-contained web-based video streaming (SREC). Will average 3 hours of lecture alternate weeks via distance learning and 4-8 credit hours of laboratory on alternate weekends via Internet, e-mail, and hands-on exercises. Permission of instructor required. Graduate students will complete an endangered species teaching unit or paper.

GEOL 5890/5890G**Directed Study: (0-3)-(0-9)-(1-3)**

Well prepared geology majors may be permitted to carry on independent study upon the recommendation of one of the geology/geography faculty. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite: Permission of instructor.

German (CLASS)**GRMN 1001/1001S****Elementary German I: 3-0-3**

An introduction to the German language and the culture of the German-speaking world. Beginning of a survey of basic German grammar and the development of the four language skills of listening, speaking, reading and writing German. Some aspects of everyday life in the German-speaking world will also be introduced.

GRMN 1002/1002S**Elementary German II: 3-0-3**

The second part of an introduction to the German language and the culture of the German-speaking world. Completion of the survey of basic German grammar and further development of the four language skills of listening, speaking, reading, and writing German. Aspects of everyday life in the German-speaking world will also be introduced. Prerequisite: GRMN 1001 or equivalent.

GRMN 1060**Accelerated Elementary German: 6-0-6**

An accelerated introduction to listening, speaking, reading, and writing in German and to the culture of German-speaking regions. Completes the elementary levels of German in one semester.

GRMN 2001/2001S**Intermediate German I: 3-0-3**

Building upon communication skills (understanding, speaking, reading, and writing German) and cultural understanding, developed at the elementary level. Prerequisites: GRMN 1001 and GRMN 1002 or equivalent.

GRMN 2002/2002S**Intermediate German II: 3-0-3**

Continued focus on communication skills and cultural understanding. Prerequisite: GRMN 2001 or equivalent or permission of instructor.

GRMN 2060**Accelerated Intermediate German: 6-0-6**

Accelerated intermediate German with continued work on listening, speaking, reading, and writing in German and the culture of German-speaking regions. Completes the intermediate levels of German in one semester. Prerequisite: Completion of GRMN 1002 or equivalent.

GRMN 2195/2195S**Beginning German Conversation in Germany: 3-0-3**

Learning the basics of German conversation, with simulated and live situations for practice in the real-life setting of Germany in the study abroad program. Prerequisites: GRMN 1002 or equivalent or permission of instructor and admission to the German Study Abroad program.

GRMN 2535/2535S**German Literature in Translation: 3-0-3**

A study of certain major German authors and some of their best works read in translation. Also includes a study of the authors of these works and the literary periods in which they were written. Students may not count this course for credit toward a major or a minor in German.

GRMN 3030**Selected Topics in German: (1-3)-0-(1-3)**

Study of topics in German literature, culture, society, thought, or language not included in the regular offerings. Continued development of all five

language competencies (listening, speaking, reading, writing, and culture). May be repeated for credit provided a new topic is studied. Prerequisite: A minimum grade of "C" in GRMN 2002 or GRMN 2060 or permission of instructor.

GRMN 3130/3130S**German Conversation and Phonetics: 3-0-3**

Vocabulary building and extensive practice of conversational skills in German through conversational settings. Contrastive analysis of the German and English sound systems and extensive oral practice. Prerequisite: GRMN 2002 or GRMN 2060 or equivalent or permission of instructor.

GRMN 3132/3132S**German Grammar Review: 3-0-3**

Intensive review with extensive practice of German grammar, including advanced aspects. Prerequisite: GRMN 2002 or GRMN 2060 or equivalent or permission of instructor.

GRMN 3134/3134S**Writing in German: 3-0-3**

Grammar review, basic instruction in stylistics, and extensive practice in writing both short compositions and longer items. Prerequisite: GRMN 2002 or GRMN 2060 or equivalent or permission of instructor.

GRMN 3231**Listening Skills in German: 3-0-3**

Presentation and discussion of select songs, radio plays, films and similar texts and formats. Can be repeated for credit with different content. Prerequisite: GRMN 2002 or GRMN 2060 or equivalent or permission of instructor.

GRMN 3330**German Language and Society: 3-0-3**

A study of various aspects of the German-speaking countries, including geography, history, politics, business, and the arts. Prerequisite: GRMN 2002 or GRMN 2060 or equivalent or permission of instructor.

GRMN 4030/4030S**Selected Topics in German: (1-3)-0-(1-3)**

Study of a topic in German literature, culture, society, thought or language not included in the regular offering. Continued development of all five language competencies (listening, speaking, reading, writing, and culture). May be repeated for credit provided a new topic is studied. Prerequisite: GRMN 2002 or permission of instructor.

GRMN 4230**Readings in German Literature: 3-0-3**

Presentation and discussion of German texts from all periods. Can be repeated for credit with different content. Prerequisites: Two courses at the 3000 level or permission of instructor.

GRMN 4330**German Culture and Civilization: 3-0-3**

Presentation and discussion of topics, issues, and events relevant to understanding the German-speaking countries. Can be repeated for credit with different content. Prerequisites: Two German courses at the 3000 level or equivalent or permission of instructor.

GRMN 4790**Internship in Germany: (1-15)-0-(1-15)**

Internship in one or more German-speaking countries. Prerequisites: Permission of instructor and department chair.

GRMN 4890**Directed Study in German: (1-15)-0-(1-15)**

Independent study under faculty supervision. Prerequisites: Two German courses at the 3000 level or equivalent or permission of instructor.

Georgia Southern University (VPAA)

GSU 1120

Methods of Learning: 2-0-2

Designed to promote academic success, Methods of Learning emphasizes opportunities for students to learn and apply strategies that lead to success in their academic courses, including interpreting, organizing, and synthesizing academic information in texts and lectures; identifying and assessing individual learning styles; setting and achieving academic goals; managing time effectively; taking comprehensive notes; and preparing for tests. This course can not be used to meet graduation requirements.

GSU 2121

Career Exploration: 2-0-2

This course is designed to provide the student with the opportunity for in-depth career exploration. Within a decision making model, the student will explore self and the world of work and how the two interact. From this framework, students will narrow down career/major choice options using a variety of exercises and resources. Prerequisite: Completion of 30 hours of course work.

GSU 2122

Professional Development Seminar: 2-0-2

The seminar will focus on the job search process and preparation for the business world. It is geared towards students who are beginning their job search process and who have completed 60+ hours. Students may also enroll with special permission of the instructor. Prerequisite: Junior standing or higher.

GSU 2222

Preparing Students for University Service: 2-0-2

This course is open to students who have been through a selection process to obtain positions which require working effectively with peers and professional staff and are an integral part of the delivery of services by the Division of Student Affairs. The course teaches student paraprofessionals skills and knowledge to allow them to better serve other students, and introduces students to careers in higher education. The professional staff/instructor has the obligation to provide the essential theoretical and practical information necessary for students to effectively carry out their responsibilities. Prerequisite: Permission of instructor.

History (CLASS)

HIST 1111/1111S

World History I: Development of World Civilization: 3-0-3

A survey of the major developments in world history from the beginnings of civilization to 1450, establishing the historical context for contemporary global society.

HIST 1112/1112H/1112S

World History II: Emergence of Modern Global Community: 3-0-3

Addresses the historical context of contemporary global society by tracing developments from the fifteenth century to the present.

HIST 2110/2110H/2110S

U.S. A Comprehensive Survey: 3-0-3

Surveys the United States from precolonial times to the present with special attention to Georgia. Satisfies the Georgia History and U.S. History requirements.

HIST 2630/2630S

Historical Methods: 3-0-3

An examination of the methodologies and techniques of historical research and writing. This course is a requirement for history majors and for the social studies section of the Bachelor of Science in Education.

HIST 2630H

Historical Methods (Honors): 3-0-3

In this course, students will examine the methodologies and techniques of historical research and writing, be introduced to the nature and expectations of the historical profession, and develop the skills necessary to conceive and complete the honors senior thesis.

HIST 3030/3030S

Selected Topics in History: 3-0-3

Topics vary with individual professor.

HIST 3111H

History Honors Thesis Seminar I: 1-0-1

In this course Honors History majors will begin the research component of the Honors Program in History by selecting a research topic and writing a research proposal. Prerequisite: A minimum grade of "C" in HIST 2630.

HIST 3112H

History Honors Thesis Seminar II: 1-0-1

In this course Honors History majors will continue the research component of the Honors Program in History through a review of the historiographical literature, compilation of an annotated bibliography, and outline of their Senior Honors Thesis project. Prerequisite: A minimum grade of "C" in HIST 3111H.

HIST/AAST/AMST 3130

African American History to 1877: 3-0-3

African American history from African beginnings to Reconstruction. This is a study of the thought and actions of people of African ancestry from their origins in precolonial Africa to the conclusion of the Civil War and its aftermath.

HIST/AAST/AMST 3131

African American History Since 1877: 3-0-3

African American history from Reconstruction to the present.

HIST 3132

Young Republic, 1788-1848: 3-0-3

A survey of U.S. history from the Ratification of the Constitution through the end of the war with Mexico. This course will cover major aspects of American politics, economy, and culture as the country expanded to the Pacific.

HIST/AMST 3133

United States Constitutional History: 3-0-3

A survey of United States Constitutional history from its origins to the present including an exploration of the adaptation of the federal system to changing social, economic, and political demands.

HIST/AMST 3134

American Economic History: 3-0-3

The changing character of American economic life from colonial times to the modern consumer culture including religious beliefs, economic thought, industrialization, business organization, government-business relations, and social transformation.

HIST 3135

Rise of U.S. to World Power: 3-0-3

Studies the history of U.S. foreign relations from the initial breach with Britain in the 1770s to the aftermath of the Spanish-American War at the end of the nineteenth century.

HIST/INTS 3136/3136S

U.S. as a Global Power: 3-0-3

Studies the history of U.S. foreign relations from the turn of the twentieth century to the present.

HIST/AMST/WGST 3137**Topics in U.S. Women's History: 3-0-3**

Examines the experiences of women in the United States from colonial times to the present within the overall framework of American history. Explores the impact of major historical events on women; the contributions of women to the social, political, cultural and economic development of the US; and the changing roles of women within the family and the workplace. Topic varies. May be repeated for credit.

HIST/RELS 3139**History of Religion in the U.S.: 3-0-3**

A survey and analysis of the major religious patterns in the United States with special attention given to belief systems, institutional forms, social composition, and historical development.

HIST/AMST 3230**American Military History: 3-0-3**

Studies military strategy, tactics, technology, and main features of American conflicts from colonial times to this century.

HIST/RELS 3233**The Early Church: 3-0-3**

How did Christianity turn from an illegal, persecuted cult into the official religion of the Roman empire? The course will focus on the first five hundred years of the Christian church: its development, doctrine, and especially its relationship with the ancient civilizations of the Mediterranean world (Greece, Rome, and the Near East).

HIST/INTS/RELS 3250**The Muslim World to Tamerlane: 3-0-3**

A study of the rise of Islam in the seventh century and of the various Muslim societies that arose prior to the fifteenth century from the Iberian Peninsula to South Asia.

HIST/INTS/RELS 3251**The Muslim World Since Genghis Khan: 3-0-3**

A study of the global reach of Islam since the thirteenth century. The focus is on how Muslim societies have dealt with the precipitous decline in their well-being since their pinnacle of influence in the seventeenth century.

HIST 3330/3330S**History of Greece: 3-0-3**

A survey of ancient Greek history from the Minoan and Mycenaean civilizations to Alexander the Great.

HIST 3331/3331S**History of Rome: 3-0-3**

A survey of Roman history and society from the beginnings to the emperor Constantine.

HIST 3332**Late Antiquity: 3-0-3**

A survey of the Mediterranean world from the later Roman empire to the new civilizations of Europe, Byzantium, and Islam.

HIST 3333/3333S**The Middle Ages: 3-0-3**

A survey of the development of European civilization and relations between Christendom and Islam from the decline of the Roman Empire to the Renaissance.

HIST/RELS 3334**Christian Europe 450-1750: 3-0-3**

The major theme of this course is the development of various Christian traditions in Europe from the early middle ages to the Enlightenment. Topics include the spread of Christianity, formation of distinct Christian churches, and the many wars fought in the name of Christianity.

HIST 3337/3337S**Europe, 1914-1945: 3-0-3**

A study of the role of the two world wars and the interwar period in shaping Europe and the modern international environment.

HIST/INTS 3338/3338S**Contemporary Europe: 3-0-3**

An examination of the European experience since the end of World War II. Emphasizes the political, economic, social, cultural, and intellectual change and continuity in the years 1945 to the present.

HIST 3430**History of England to 1603: 3-0-3**

A survey of English history from the Roman occupation to the death of Elizabeth I.

HIST/IRSH 3431**England since 1603: 3-0-3**

A survey of English history from the accession of King James I to the present.

HIST 3432**Germany: 1648-Present: 3-0-3**

A survey of modern German history, outlining the origins of Prussia, Bismarck's statecraft, the rise and fall of Hitler's Third Reich, and post-World War II Germany.

HIST 3434**Modern European Thought: 3-0-3**

An examination of significant figures and developments in modern European intellectual history from the eighteenth century Enlightenment to Post-Structuralism.

HIST 3435**The Scientific Revolution: 3-0-3**

A study of scientific change from Copernicus to Newton.

HIST 3436**The Holocaust: 3-0-3**

This course will examine the origins, implementation, and legacy of the Holocaust: the attempt of the Nazis to eliminate Europe's Jews and other ethnic groups labeled as undesirables by the National Socialist Movement in Germany.

HIST/INTS/AAST 3530**History of Africa to 1800: 3-0-3**

Traces the development of significant social, economic and political institutions within precolonial Africa.

HIST/INTS/AAST 3531**History of Africa since 1800: 3-0-3**

Traces significant developments in precolonial, colonial and post colonial African history. These include trade and the origins of the colonial state as well as African encounters with colonialism.

HIST/INTS 3532**The Modern Middle East: 3-0-3**

A survey of the major developments in the Middle East since World War I.

HIST 3533**Modern Eastern Europe: 3-0-3**

A survey of Eastern Europe which will stress the political, social, economic, military, and cultural development of 19th and 20th century Poland, Hungary, the Czech Republic as well as the Balkan nations.

HIST/INTS 3534**Modern Southeast Asia: 3-0-3**

Common themes of the region from 1600, including the impact of the West, the nationalist response, and the post-WW II rise of a modern community of nations.

HIST 3536/3536S**Russia to 1917: 3-0-3**

A survey of the history of Russia from its Kievan origins to the Revolution of 1917.

HIST/INTS/LAST 3537**Colonial Latin America: 3-0-3**

A political, social, and economic survey of Latin America from its pre-Columbia era to its struggles for independence.

HIST/INTS/LAST 3538/3538S**Modern Latin America: 3-0-3**

A political, social, and economic survey of Latin America from independence to the present.

HIST 4030**Directed Study in History: 3-0-3**

Independent study with topics varying by professor.

HIST 4111H**History Honors Thesis Seminar III: 1-0-1**

In this course Honors History majors will progress through the research component of the Honors Program in History by completing a first draft of their Senior Thesis project. Prerequisites: A minimum grade of "C" in HIST 3111H and HIST 3112H.

HIST 4112H**History Honors Thesis Seminar IV: 1-0-1**

In this course Honors History majors will progress through the research component of the Honors Program in History by completing the final version of their Senior Honors Thesis project and presenting their findings at the Undergraduate Research Symposium. A minimum grade of "C" in HIST 3111H, HIST 3112H, and HIST 4111H.

HIST 4130**Georgia History: 3-0-3**

Explores important political, social, cultural, and economic developments that have shaped modern Georgia. Satisfies the Georgia Constitution and Georgia History requirements.

HIST 4131**Biography and History: 3-0-3**

Analysis of biography as a genre in historical writing and scholarship using life stories of representative individuals in history.

HIST/AMST 4132**Recent America: U.S. Since 1945: 3-0-3**

Surveys the history of the United States from World War II to the present, including social, political, and economic developments.

HIST/INTS 4133**U.S. Diplomacy: The Cold War: 3-0-3**

Examines the history of U.S. foreign relations from the aftermath of World War II to the collapse of the Soviet Union.

HIST/AAST 4134**The Civil Rights Movement: 3-0-3**

The course explores the origins, ideologies, strategies and legacy of the modern civil rights movement in the North and the South with special focus on the impact of race, class, and gender on civil rights from 1946-1968.

HIST/AMST 4135**The United States in the 1960's: 3-0-3**

An examination of the cultural, social and political changes in the United States during the 1960s. Topics include the Civil Rights movement, the Vietnam War, the rise of feminism, the counterculture, and the conservative backlash.

HIST 4230/4230S**The Renaissance: 3-0-3**

Examines the cultural, intellectual, political, economic and social aspects of Italy from 1300-1525, with additional reference to its northern European context.

HIST 4333**Colonial Experience I: Europe: 3-0-3**

Examines the causes, course and consequences of the "New Imperialism" of Europe in the years 1875 to 1945 and the subsequent process of decolonization following the end of World War II. Emphasis will be placed on the historiographical treatment of the causes of European imperialism, the debate over its consequences, and the relationship between Europe and its former dependencies.

HIST/WGST 4335**"Woman Question" in Europe: 3-0-3**

An intellectual history course focusing on the debate over women's nature, women's roles, and the notion of "woman." Although the "woman question" has a history spanning the entire modern period, this course will examine the period 1848-1950 when many of the classic texts appeared.

HIST/RELS 4336**Science and Religion: 3-0-3**

Examines the interactions between science and religion from ancient times to the present.

HIST 4337**Technology and the Historian: 3-0-3**

This course considers the implications of new technologies for the reading, writing, organization and presentation of history. Along with analyzing how technological development has helped fashion collective memory, the course emphasizes creating and implementing design solutions for the communication of historical findings through individual and group projects.

HIST/AMST 4431**Contact, Encounter and Colonization: Early America to 1670: 3-0-3**

The Atlantic World context for the settlement of North America, initial contacts between Old World and New, and the processes of colonization and intercultural encounter are the primary subjects of this course.

HIST/AMST 4432**Diversity and Division: Early America 1670-1763: 3-0-3**

This course focuses on the growing prosperity of the colonial American colonies, the increasing diversity of their populations, and the tensions and crises that resulted from both of these developments. Topics will include the rise of slavery, the birth of a consumer society, and the contest among European nations and their Indian allies over the future of North America.

HIST/WGST/AAST 4530**Revelation and Revolution: 3-0-3**

Explores issues of gender, spirituality, and power within the context of African history.

HIST 4531/4531S**World War I: 3-0-3**

An examination of the background, origins, diplomacy, strategy, critical turning points, conclusion, and meaning of World War I.

HIST/AAST 4532**Destruction of Slavery: 3-0-3**

Focuses on the end of plantation slavery in the nineteenth century Atlantic World. The geographic concentration and topics covered will vary according to the focus of the instructor.

HIST 4533**The History of Flight: 3-0-3**

A study of the development of aeronautics from the earliest ideas through the space age.

HIST 4534**Dinosaurs and Extinctions: 3-0-3**

The history of (1) the meaning of fossils, meteorites, comets, and asteroids; (2) the discovery of dinosaurs and other extinct animals; and (3) the various extinction theories.

HIST 4635**Senior Seminar: 3-0-3**

A senior seminar in which students will engage in extensive research in historical sources and literature relating to a specific problem or topic. Emphasis will be on the individual preparation of research papers. Topics will vary with professor. Prerequisites: Senior standing or permission of instructor.

HIST 4690**Senior Thesis: 3-0-3**

Readings in the literature and philosophy of history under the direction of a faculty member with the goal of completing a senior thesis. Admission only by permission of the department.

HIST 4790**Internship in History: 0-(1-9)-(1-9)**

Designed to give History majors applied history experiences in museums, historical societies, historical sites, or other venues approved by the History Department chair. May be taken only by History majors. Prerequisite: 15 semester credit hours of upper-division course work in History; adjusted GPA of 3.0; GPA of 3.0 in History courses; approval of department chair and supervisor at internship site.

HIST 5130/5130G**American Indian History: 3-0-3**

A survey of the history of American Indians from pre-contact to the present, supplemented by case studies from a number of regions.

HIST/AMST 5133/5133G**Revolutionary America: 3-0-3**

An intensive study of themes in Revolutionary American history (from 1763 to approximately 1790), including the growing rift between Britain and its colonies, the roles of women and African-Americans, and the origins of American identity. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

HIST/AMST 5134/5134G**Civil War and Reconstruction: 3-0-3**

An examination of the sectional polarization of the 1850's, the impact of war on the southern and northern home fronts, and the trauma of reconstructing the Union. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

HIST 5136/5136G**Recent America: U.S. Since 1945: 3-0-3**

Surveys the history of the United States from World War II to the present, including social, political, and economic developments. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

HIST/AMST 5137/5137G**The Antebellum South: 3-0-3**

The social, intellectual, cultural, economic, and political history of the American South to 1861 with an emphasis on Georgia's role. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

HIST/AMST 5138/5138G**The New South: 3-0-3**

The social, intellectual, cultural, economic, and political history of the post-Civil War South with an emphasis on Georgia's role. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

HIST 5230/5230G**Advertising and Culture: 3-0-3**

Surveys the business of selling consumer goods from the nineteenth century to the present with analysis of how advertising became a cornerstone of the consumer culture and how ads historically have communicated images of the American dream. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

HIST 5231/5231G**Legal History of U.S.: 3-0-3**

Examines United States legal history from colonization to modern times, looking at such issues as the role of the law in the economy, society, and growth of the modern legal order. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

HIST 5232/5232G**Working Class History in the United States: 3-0-3**

An examination of the social, cultural and political history of the working class in the United States since industrialization. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

HIST/AAST 5233/5233G**The American City: 3-0-3**

An examination of American urban development from the colonial period to the present with particular attention paid to migration, architecture, technology, politics, transportation, and urban culture in the late nineteenth and twentieth centuries. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

HIST 5331/5331G**The Age of Chivalry: 3-0-3**

Examines the society and culture of Europe during the High Middle Ages. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

HIST/RELS 5332/5332G**The Reformation: 3-0-3**

Focuses on the breakup of western Christian unity in the sixteenth century, particularly on the formation of Lutheran and Calvinist denominations and the social, political, and economic consequences for all European through the seventeenth century. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

HIST 5335/5335G**World War II: 3-0-3**

The Second World War from its origins to its consequences. The military campaigns are covered, but there is also emphasis on the personalities, the technology, the national policies, and the effect of the war on the home fronts. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

HIST 5336/5336G/5336S**Revolutionary France: 3-0-3**

An examination of the causes, course, and consequences of the French Revolutionary and Napoleonic Eras. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

HIST 5339/5339G**Modern Britain: 3-0-3**

A detailed study of British history from the Reform Act of 1867 to the present. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

HIST 5430/5430G**Modern France: 3-0-3**

An examination of the history of France from the fall of Napoleon Bonaparte in 1815 to the present. It will examine the political, diplomatic, cultural, economic, social, intellectual, and artistic developments which have shaped France in the modern era. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

HIST 5530/5530G/5530S**20th Century Russia: 3-0-3**

A survey of the history of Russia in the 20th century. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

HIST/INTS 5531/5531G/5531S**Modern Japan: 3-0-3**

Japan through the Tokugawa period to its nineteenth century emergence from isolation and its growth as a world power with emphasis on traditional culture, industrialization, and post-WW II society. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

HIST/INTS 5532/5532G**Modern China: 3-0-3**

Cultural change and continuities of China from 1600 to its response to the West, the rise of the People's Republic, and the Post-Mao present.

HIST/INTS 5533/5533G**Economic Rivals: U.S.-EC-Japan: 3-0-3**

Contrasts the historical development of business in the U.S., European Community, and Japan from preindustrial times to the present, emphasizing how culture, economics, and politics have shaped business growth and international trade, creating rival capitalists. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

HIST 7630**The Historian's Craft: 3-0-3**

This seminar introduces graduate students to professional aspects of teaching and pursuing research in history, including historiography, preparing a curriculum vitae, fundamentals of classroom teaching, and tutoring.

HIST 7631/7631S**Readings in American History: 3-0-3**

A reading colloquium in which topics will vary with individual professor.

HIST 7633**Readings in European History: 3-0-3**

A reading colloquium in which topics will vary with individual professor.

HIST 7635**Readings in Non-Western History: 3-0-3**

A reading colloquium in which topics will vary with individual professor.

HIST 7638/7638S**Research Seminar: 3-0-3**

Topics vary with individual professor.

HIST 7639**Studies in Georgia History: 3-0-3**

Engages a variety of selected topics in Georgia History.

HIST 7791**Graduate Internship in History: 0-(1-6)-(1-6)**

Designed to give graduate students in History applied history experiences in museums, historical societies, historical sites, or other venues approved by the History Department chair. May be taken only by History graduate students. Maximum of 3 credit hours may apply toward the M.A. degree for students pursuing the thesis option; maximum of 6 credit hours may apply toward the M.A. degree for students pursuing the non-thesis option. Will not substitute for thesis credit or non-thesis project credit required for the M.A. degree. Prerequisite: 18 credit hours graduate courses in History, with a minimum overall GPA of 3.0 and minimum GPA in History courses of 3.0; approval of department chair and supervisor at internship site.

HIST 7830**Historical Writing: 3-0-3**

Techniques of writing and editing manuscripts based on original historical research.

HIST 7831**Independent Study in History: 3-0-3**

Topics vary with professor.

HIST 7990**Non-Thesis Project in History: (1-6)-0-(1-6)**

Planned research and writing directed by student's advisor. Intended only for graduate students pursuing the non-thesis option in the M.A. program in History. This course cannot count as an elective.

HIST 7999**Thesis: (0-6)-0-(1-6)**

Planned research and writing directed by student's thesis advisor.

Health (CHHS)**HLTH 1520/1520H/1520S****Healthful Living: 2-0-2**

Introduces students to fundamental concepts associated with healthful living throughout the life span in modern society. Course content focuses upon the promotion of health and wellness within individuals, families and communities through an understanding of healthful living, development of healthy lifestyles and avoiding or overcoming harmful habits.

HLTH 2120**Safety Principles and First Aid Techniques: 1-3-2**

Enables students to learn to function more effectively in personal, social and vocational roles by developing expertise that will enable them to reduce to a minimum the risk of accident involvement. Special emphasis is placed on the concepts of accident causation, counter measures and how to respond to a wide variety of injury and sudden illness emergencies. Students satisfying American Red Cross standards will receive certification in Community First Aid and Safety/Community CPR.

HLTH 2130**Foundations of Health Education: 3-0-3**

Introduces students to the field of health education. The historical origins of health education, selected learning theories, emerging issues and trends in the field and professional responsibilities of health educators in various practice settings will be examined.

HLTH 2510**Medical Terminology: 1-0-1**

Equips the student with the basic skills needed to read, understand and interpret medical terms common to health related issues and tasks.

HLTH 2520**Peer Health Education Training: 1-3-2**

Develops the skills necessary to become an effective peer health educator. Content will include a review of basic health knowledge, development of program planning and presentation skills. At the completion of the course, the students will be able to develop, coordinate, and implement health education workshops, promote health related activities and execute effective media and public relations strategies for health education.

HLTH 3111H**Health Honors Thesis Seminar I: 1-0-1**

This is a seminar course that prepares students to complete a senior honors thesis proposal. Prerequisite: Honors student standing.

HLTH 3112H**Health Honors Thesis Seminar II: 1-0-1**

This is the second seminar course, students will complete the final research proposal, develop and defend an oral presentation of the research proposal, and complete IRB and IBC forms necessary to collect data for the Senior Honors Thesis. Prerequisite: Honors student standing.

HLTH 3130**Substance Use and Abuse: 3-0-3**

Explores legal and illegal drug use in modern society. Issues related to the social, cultural, political and economic impact of drug use will be discussed. The emphasis in the course will be on prevention, treatment and effective education techniques for various practice settings and target populations.

HLTH 3131**Health and Disease: 3-0-3**

A discussion of special topics covering the basic principles of the disease process and pathophysiological functioning in humans. Included is the study of the etiology, signs and symptoms, diagnosis, treatment and prevention of diseases and conditions of the body systems including: cardiovascular, urinary, reproductive, digestive, circulatory, nervous and endocrine. Prerequisites: A minimum grade of "C" in KINS 2531/2511 and KINS 2532/2512.

HLTH 3132**Health Care Systems: 3-0-3**

Covers the background and development of administrative settings for health care delivery in the United States. Explores the dynamics, trends and issues evolving from current health and medical care programs and practices with an emphasis on the ramifications of these various settings and trends with regard to health promotion and community health. Prerequisite: HLTH 2130 or permission of instructor.

HLTH 3133/3133S**Health Promotion Program Planning: 3-0-3**

Provides the student with the theory and practical applications of planning, developing, implementing and evaluating health promotion programs in a variety of settings. The focus will be on a global approach to planning with emphasis on the worksite, hospital and the community as settings for health promotion programming. Prerequisite: HLTH 2130 or permission of instructor.

HLTH 3134**Research Methods and Evaluation: 3-0-3**

Introduces the student to research methods used in health education and promotion. Examines the rationale and procedure to evaluate health education/promotion programs. Focuses on several topics including: research design, methods of program evaluation, planning research and evaluation, the politics and ethics of evaluation, measurement, sampling logistics, data analysis and the development of a student project. Prerequisite: HLTH 3133.

HLTH 3230**Community Health: 3-0-3**

Exposes the student to concepts, theories, terms, models, resources, people and experiences which are related to community health issues and programs with a focus on the role of health educators in various community health settings. An examination of affiliations, functions, responsibilities, skills and networks used by community health educators will be included. Prerequisite: HLTH 2130, HLTH 3131, or permission of instructor.

HLTH 3231**Epidemiology and Vital Statistics: 3-0-3**

Introduces the student to the principles and practice of epidemiology and vital statistics. Students will be exposed to the historical development of epidemiology, concepts of causality, definitions of health and disease and sources of community health data. Current principles and practices in the cause, prevention and control of diseases in various community settings will be emphasized. Prerequisite: HLTH 2130, HLTH 3131, or permission of instructor.

HLTH 3330**Behavioral Approaches to Health Programs: 3-0-3**

This course is intended to introduce students to the learning and behavioral science theories that provide a framework for the practice of health education and promotion. Application of the theories to planning and implementing health promotion and education programs for individuals, groups, families and communities will be emphasized. This course also introduces the students to various approaches to describing, explaining, and predicting health behaviors behaviors that have or are perceived to have significant effect on human health. Prerequisite: HLTH 2130 .

HLTH 3331**Stress Theory and Management in Health Promotion: 3-0-3**

Explores issues related to the etiology of stress and stressors with emphasis on environmental, organizational, interpersonal and individual patterns of stress in various health promotion settings. Competency in the active management of stress and mobilizing support in health settings will be evaluated. Prerequisite: HLTH 2130 or permission of instructor.

HLTH 3332**Coordinated School Health Programs: 3-0-3**

Designed to study the basic principles and practices underlying the organization and administration of a coordinated school health program including the relationship to current child health status. Assessment and planning of developmentally appropriate health instruction, examination of health education curricula with content focus on the following health topics: nutrition, consumer health, environmental/community health, disease prevention, sexuality and substance use education will also be addressed. Prerequisites: Junior standing and formal acceptance into the Teacher Education Program or permission of instructor. (Fall semester). A minimum grade of "C" in HLTH 1520 and admission to the Teacher Education Program.

HLTH 3430**Sexuality Education: 3-0-3**

Explores contemporary issues in human sexuality and prepares future health professionals to conduct sexuality education with diverse populations in a variety of settings (i.e., school, community, or worksite). Content is intended to help students increase their knowledge of sexuality, improve their ability to educate about and promote sexual health and develop skills to increase their comfort level in discussing human sexuality.

HLTH 3431**Methods and Materials for School Health Education: 2-3-3**

Introduces the student to productive, creative, innovative and effective methods needed to implement comprehensive school health education. Students will become familiar with organizing and presenting health content, health materials, health curricula, community resources and using technology for K-12 with emphasis on middle and secondary school students. An integral component of the class will be the participation in peer teaching experiences in the school setting. Prerequisites: A minimum grade

of “C” in HLTH 3130, HLTH 3332, HLTH 3432, and admission to Teacher Education Program in Health and Physical Education.

HLTH 3432

HPE Curriculum Development: 3-0-3

Provides the student with the knowledge, skills, and resources to develop a philosophical position and curricular materials consistent with that position and with state and national guidelines. Prerequisite: Admission to Teacher Education Program in Health and Physical Education.

HLTH 3530

Health and Physical Education for the Early Childhood Teacher: 3-0-3

Develops the elementary classroom teacher's ability to organize and implement a developmentally appropriate health and physical education program for students. Emphasis will be placed upon teaching strategies and methodologies. Prerequisite: Admission to Teacher Education Program.

HLTH 3531

Consumer Health: 3-0-3

Prepares individuals to make intelligent decisions regarding the purchasing and use of health products and services that will have a direct affect on their health. Allows students to explore the relationships among consumerism, health and education. Students will investigate consumerism, marketing and advertising as foundational aspects of consumer health. In addition, students will survey a variety of health related products and services to determine the implications and consequences of their use.

HLTH 4099/4099S

Selected Topics in Health Science: (1-3)-0-(1-3)

Provides the student with in-depth study of selected topics in health science. Prerequisite: Permission of instructor.

HLTH 4111H

Health Honors Thesis Seminar III: 1-0-1

In a seminar setting, students will continue writing and revising their thesis. This course provides the student with the opportunity to revise manuscript proposal based upon previous work in Honors Thesis Seminar I and II . Student will be guided through primary data collection and analysis. Student will complete writing the first draft of the Research Manuscript adhering to current APA style manual. Prerequisite: Honors student standing.

HLTH 4112H

Health Honors Thesis Seminar IV: 1-0-1

Students will complete an Honors Research thesis and successfully defend their original research project to their Research Director and Research Committee. Revisions to the Honors thesis will be based upon feedback from the oral defense. To demonstrate proficiency in oral research presentation, students will present their original research at the Honor's Research Symposium and Phi Kappa Phi Research Symposium. Finally, students will be required to submit the final Research Manuscript for publication in a professional format. Prerequisite: Honors student standing.

HLTH 4130

Perspectives on Living While Dying: 3-0-3

The web-based course lays a foundation for students' future interactions with and care of individuals who are dying. Strategies for improving the quality of life during dying and death are examined attention to application. The physiology of dying and methods of handling circumstances surrounding the process of dying and death are included. The course is directed toward students in the helping professions such as nursing, health science, sociology, psychology, and the general student population. Prerequisite: Junior/Senior level or permission of instructor.

HLTH 4230

Maternal and Child Health: 3-0-3

Reviews the historical and contemporary maternal and child health trends and issues. The application of health behavior and education theories to understanding the health status of women and their children will be central

to the course. Particular emphasis will be placed on promotion and education efforts designed to improve the health, well-being and quality of life for women and children in the United States. Prerequisite: HLTH 2130 for Health majors or permission of the instructor for Non-Health majors.

HLTH 4231

Health Aspects of Aging: 3-0-3

Examines the aging process from a health education perspective. Students will become acquainted with the process of and problems associated with aging in order to effectively manage this important public health issue. Knowledge and understanding of biological, psychological, and sociological aspects of aging as related to health and wellness will also be addressed. Prerequisite: HLTH 2320 or permission of instructor.

HLTH 4330

Promotional Strategies for Health Programs: 3-0-3

Explores the application of social marketing and communication theory to the development of strategies to enhance health education and promotion programs. Prerequisite: HLTH 2130.

HLTH 4331

Individual and Group Strategies for Health Behavior Change: 3-0-3

Explores techniques and practices for improving personal communication effectiveness with both individuals and groups. An overview of the literature on group dynamics and self-directed health behavior change will be provided, focusing on skills for working with individuals and for leading and facilitating groups. Prerequisites: HLTH 2130 for Health majors or permission of the instructor for Non-Health majors.

HLTH 4618

Senior Seminar in Community Health: 1-0-1

Provides senior level Community Health majors with a colloquium in which to discuss current issues and topics, with a focus on professional ethics, professional employment opportunities, internships, development and growth and current research themes within the profession. Should be taken 1-2 semesters prior to HLTH 4798. Prerequisite: Senior level Community Health major status, HLTH 3131 or equivalent.

HLTH 4619

Senior Seminar in Health Behavior: 1-0-1

Provides senior level Health Behavior major students with a colloquium in which to discuss current issues and topics, with a focus on professional ethics, professional employment opportunities, internships, development and growth and current research themes within the profession. Should be taken 1-2 semesters prior to HLTH 4799. Includes preparation for the internship experience. Prerequisite: Senior level Health Behavior major status, HLTH 3131 or equivalent.

HLTH 4798

Internship in Community Health: 0-0-12

Provides the senior level Community Health majors with a practical experience in an appropriate health setting. Students should complete all course work in the Community Health major prior to enrolling in this course. Prerequisites: A minimum grade of “C” in all major courses, major guided electives, and Area F courses, 2.5 adjusted GPA.

HLTH 4799

Internship in Health Behavior: 12-0-12

Provides the senior level Health Behavior major student with a practical experience in an appropriate health setting. Students should complete all course work in the Health Behavior major prior to enrolling in this course. Prerequisite: HLTH 4619.

HLTH 4899

Directed Individual Study: (1-3)-0-(1-3)

Provides the student with the opportunity to investigate an area of interest under the direction of a faculty mentor. Prerequisite: Permission of instructor.

HTLH 5195S/5195G**International Studies Abroad in Health and Kinesiology: (3-9)-0-(3-9)**

This course offers students the opportunity to examine health, nutrition and food science, or kinesiology practices in a foreign country through travel abroad. Classroom instruction will be combined with on-site experiences to provide a realistic learning experience. Undergraduate Prerequisite: Junior or Senior status.

HLTH 7099**Selected Topics in Health Science: (1-3)-0-(1-3)**

Provides the student with the opportunity to conduct an in-depth study of selected topics in health science. Particular attention will be given to the critical evaluation and presentation of research. Prerequisite: Permission of instructor.

HLTH 7130**Issues and Trends in School Health: 3-0-3**

This course will address the processes and issues associated with planning, implementing, evaluating, and organizing a coordinated school health program in accordance with national and state guidelines.

HLTH 7760**Practicum in Community Health Education: 0-36-6**

Permits the student to receive practical experience in a selected health related setting. Prerequisite: Permission of Graduate Program Director.

HLTH 7899**Directed Individual Study: (1-3)-0-(1-3)**

Provides the student with an opportunity to investigate an area of interest under the direction of a faculty mentor. Prerequisite: Permission of instructor.

HLTH 8430**Educational Strategies for Chemical Dependency: 3-0-3**

Emphasizes educational strategies and techniques of teaching material related to chemical dependency. Techniques of presenting instruction will be related to precursors of abuse, physiological and psychological effects and rehabilitation methods and costs to society. Prerequisite: Undergraduate course in drug use and abuse or permission of instructor.

HLTH 8431**Health and Human Sexuality for Educators: 3-0-3**

Prepares current and future sexuality educators for implementing sexuality education programs in various settings, including schools, colleges and universities and community programs. Prerequisite: Undergraduate course in sexuality or permission of instructor.

Hotel and Restaurant Management (CHHS)**HNRM 2333****Introduction to the Hotel and Restaurant Industry: 3-0-3**

An introduction to the history of services management, the organizational forms and professional opportunities in the hospitality industry.

HNRM 2334**Hospitality Accounting and Finance: 2-2-3**

The practice of managerial accounting and financial management in hotels, restaurants and resorts. Prerequisites: HNRM 2333, ACCT 2030, CISM 1110, and CISM 1120.

HNRM 3090/3090S**Selected Topics in Hotel and Restaurant Management: 3-0-3**

Provides students with the opportunity to study contemporary and international topics and issues relevant to the hotel and restaurant management profession.

HNRM 3324**Foodservice Theory: 2-0-2**

Food service and menu planning in commercial settings are studied. Emphasis is placed on forecasting, procuring, storing, producing, serving food, standardized recipes, writing specifications and utilizing computers for food service. Prerequisite: HNRM 2334, NTFS 2534, or permission of instructor. Corequisite: HNRM 3335.

HNRM 3333**Introduction to Hospitality Operations: 3-0-3**

This course is an introduction to the hospitality industry that highlights critical supervision and management topics such as managerial accounting, communication skills, job opportunities and a historical overview of the hospitality industry.

HNRM 3334**Hospitality Facilities Layout and Design: 3-0-3**

Provides an introduction to all the phases in the planning and execution of a hotel or restaurant design. Emphasis is placed on pre-planning stage of design development, blueprint information, installation factors, fire code regulations, environmental controls, and facility systems and maintenance. Prerequisite: HNRM 2333, HNRM 3333, or permission of instructor.

HNRM 3335**Quantity Food Production: 0-6-3**

Food science theories and principles are applied in a functioning commercial food production laboratory. Food service production skills and techniques are developed in this course. Application of sanitation regulations are emphasized. Prerequisite: HNRM 2334, NTFS 2534, or permission of instructor. Corequisite: HNRM 3324.

HNRM 3336**Hotel Operations: 3-0-3**

Focuses on four major lodging management components: service management, operations management, developing leadership potential and employee productivity. Prerequisites: HNRM 2334, HNRM 3333, or permission of instructor.

HNRM 3337**The Marketing of Hospitality Services: 3-0-3**

The application of marketing concepts, principles and practices in the hospitality industry. Prerequisite: HNRM 2333, HNRM 3333, or permission of instructor.

HNRM 3338**Human Resources for the Hospitality Industry: 3-0-3**

Examines employment laws, planning and staffing in the hospitality industry. Prerequisite: HNRM 2333, HNRM 3333, or permission of instructor.

HNRM 3339**Catering and Beverage Operations: 2-2-3**

The application of small business management principles to quantity food preparation for special events. Principles of planning, production, service, presentation and evaluation of catering activities are emphasized. Prerequisite: HNRM 3335.

HNRM 4324**Food and Beverage Operations: 2-0-2**

Emphasis is placed on strategic planning, the budgetary process, productivity, purchasing and the use of technological advances affecting profitability and customer satisfaction in a foodservice facility. Prerequisite: HNRM 3324, HNRM 3335, HNRM 3337, or permission of instructor. Corequisite: HNRM 4325.

HNRM 4325

Restaurant Management: 0-4-2

Actively managing a restaurant is the focus. Activities include employee supervision, food procurement, service, reservations and inventory control. Prerequisite: HNRM 3324, HNRM 3335, HNRM 3337, or permission of instructor. Corequisite: HNRM 4324.

HNRM 4336

Hospitality Issues and Perspectives: 3-0-3

The study of organizations, strategic planning and implementation, leadership and decision processes in the hospitality industry. Prerequisite : HNRM 2334 or HNRM 3333, and HNRM 3336; or permission of instructor.

HNRM 4790

HNRM Internship: 12-0-12

Supervised work-study program in a hotel, restaurant or resort. Students are expected to be employed in a full-time, semester-long position with a business that is approved by the HNRM Internship Director. Prerequisite: Attendance at pre-internship meeting with the Internship Director, permission of Internship Director and Internship Site Supervisor, Senior status, 2.0 GPA, and approval of academic advisor.

HNRM 4899

Directed Individual Study: (1-6)-0-(1-6)

Provides the student with the opportunity to investigate an area of interest under the direction of a faculty mentor. Prerequisite: Permission of instructor.

Health Services Policy Management (COPH)

HSPM 6030

Healthcare Economics and Policy: 3-0-3

This course examines the market for medical services, with the view that the special nature of the market demands careful economic analysis. Topics include the demand for health and the derived demand for health/medical care and insurance, the supply of medical services, the roles of uncertainty and information, and the problems of pricing production and distribution of health and medical services. An introduction to federal and state legislative, administrative, and budget systems as they affect health services. The course focuses on the study of selected health policies, considering them in their historical perspective, present status, and future direction within their social economic and political contexts.

HSPM 6136

Health Services Management, Human Resources, and Governance: 3-0-3

Emphasis on clarifying concepts of human resources management, identifying the importance of human resources problems in health organizations. Students will be exposed to the management of Equal Employment Opportunity (EEO) Affirmative Act Plans, union activity, Occupational Safety and Health Act (OSHA), compliance procedures, training and development of employees and the importance of human resources as it relates to organizational government.

HSPM 7030

Healthcare Marketing and Strategic Planning: 3-0-3

The course offers an introduction to strategic planning and management in health services organizations. Processes and formats employed in strategic planning and marketing are presented and applied in case studies and a final project. Elements of market assessment, environmental analysis and strategy development are presented and applied to course practices.

HSPM 7090

Selected Topics in Health Services Policy Management: (1-3)-0-(1-3)

Allows the student the opportunity to receive specialized and/or focused instruction in a health services policy and management health topic not generally offered by the department. Prerequisite: Permission of instructor.

HSPM 7131

Health Organization Theory, Behavior and Management: 3-0-3

Integrating theory and concepts from organizational theory and behavior literature, this course provides applications to improve the management of health services organizations.

HSPM 7133

Public Health Policy and Ethics: 3-0-3

Prepare students to make critical decisions in regards to health care policy and biomedical ethics. Includes exploration of basic economic, political and social determinants of health policy. Substantive legal topics covered include the balance between individual rights and public health initiatives, confidentiality, medical malpractice and informed consent, medical directives and living wills, legal rights of access to health care and health care reform. Methods of implementing change through policy making and the legislative process will be presented.

HSPM 7135

Public Health Policy Development and Evaluation: 3-0-3

This course introduces students to policy analysis and management by examining issues in the health sector. It fosters an appreciation of the complexity of policy problems and provides the basic tools used in public health policy design, implementation and evaluation.

HSPM 7137

Health Care Financing and Payment Systems: 3-0-3

Provides the student with an understanding of payment systems for hospitals, long-term care organizations, integrated delivery systems, ambulatory care and other health care providers. Specific health care financing topics include: third party payment reimbursement system for private and public insurers, capitation, legislated cost containment strategies (DRGs and PPSs), medical payment incentives, risk assessment and health reform initiatives. Prerequisite: Undergraduate course in finance or permission of instructor.

HSPM 7230

Health Leadership and Strategic Planning: 3-0-3

This course deals with the application of leadership theory and strategic management and planning principles to a variety of "real world" management issues in health service organizations.

HSPM 7232

Public Health Finance: 3-0-3

This course examines the structure and functioning of the finance components of the public health system. Public health organizations will be discussed within the context of the financial environment that includes financial management, managerial accounting, revenue cycle management, and funding and financial management of grants/contracts. The course also examines key financial tools and analyses for financially related decision making within the principles of strategic management applied to public health organizations amid a dynamic changing environment.

HSPM 7233

Information Management and Decision Making in Health Services: 3-0-3

Focuses on the fundamental concepts and applications of managing information as a health services corporate asset, emphasizing converting data into information for decision support.

HSPM 7235

Health Law: 3-0-3

The purpose of this course is to introduce students to legal issues in public health and healthcare. Basic legal principles underlying the legal system, governmental regulation, development of legal rules and how to interact effectively with the legal system as 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 regulation in the context of a market-driven system.

HSPM 7236**Health Informatics: 3-0-3**

This course presents the knowledge, infrastructure, functions, and tools of health informatics. It explores technology, planning and management and applications in public health and health care. The emphasis is on conceptual frameworks as well as a deeper level of engagement on system applications. It focuses on the application of health technology, with a particular emphasis on the private/public sector of health management. It is designed to familiarize students with core concepts and issues confronting managers in the health sector associated with planning, implementation and evaluation of information systems. The course provides an overview of the theory, processes and applications of information systems and how they relate to health policy and management. It also provides a basic understanding of data standards and requirements, and the critical concepts and practice in mapping and interpreting health information.

HSPM 7330**Strategies for Managed Care: 3-0-3**

Prepares students to function and make sound managerial decisions in a health care system that is shaped by managed care. The role of health care administrators in the application of economic principles in implementation of competitive managed health care programs is discussed. Critical issues pertinent to managed care that will be covered include: monitoring and analyzing medical practice patterns, installation of rigorous utilization management components, designation of Primary Care Physicians' (PCPs'), catastrophic case managers, establishment of quality assurance programs and patient channeling. Managed care case studies are examined in light of benchmarks for corporate policy, assessments of program options, strategies for communication and guidelines for evaluation. Prerequisite: Graduate level course in Economics.

HSPM 7331**Long Term Care Administration: 3-0-3**

Prepares students in the fundamentals of long term care administration. Organization and administration of long term delivery system with emphasis on nursing home administration, home health programs and hospice management will be discussed. Other topics to be covered include organization and management of interagency organizations, personnel and residential care facilities and institutions for other populations needing long term specialty treatment. Emphasis is placed upon personal and professional skills necessary to provide a range of services and quality care in these environments.

HSPM 7769**Managerial Residency in Health Services Administration: 0-36-6**

Permits the student to receive practical experience in selected health related settings. Prerequisite: Permission of the Graduate Program Director.

HSPM 7890**Directed Individual Study: (1-3)-0-(1-3)**

Provides the student with an opportunity to investigate an area of interest under the direction of a faculty mentor. Prerequisite: Permission of instructor.

Humanities (CLASS)**HUMN 2321/2331S****Humanities I: 3-0-3**

A historically-organized interdisciplinary approach to the fine and performing arts from antiquity to ca. 1600. Team taught large group lectures and small group discussions. Students are expected to enroll in both HUMN 2321 and HUMN 2322 to fulfill Area C requirement of the Core. Prerequisite: Prior or concurrent enrollment in ENGL 1101 or a minimum grade of "C" in ENGL 1160.

HUMN 2322/2322S**Humanities II: 3-0-3**

A historically-organized interdisciplinary approach to the fine and performing arts from ca. 1600 to the present. Team taught large group

lectures and small group discussions. Students are expected to enroll in both HUMN 2321 and HUMN 2322 to fulfill Area C requirement of the Core. Prerequisite: Prior or concurrent enrollment in ENGL 1101 or a minimum grade of "C" in ENGL 1160.

HUMN 2433/2433S**Classicism: 3-0-3**

Explores classicism as both a philosophical approach and an aesthetic style in art, rhetoric, literature, architecture, and music.

HUMN 2434/2434S**Myth in Arts and Humanities: 3-0-3**

Explores selected myths and their treatments in art, rhetoric, literature, theater, and music.

Interdisciplinary Studies (CLASS)**IDS 2210****Turning Points and Connections: 1-0-1**

Focuses on the connections between major turning points in history and their effects on life, as seen in art, music, philosophy, literature, politics, economics, science, or cultural outlook. Prerequisite: HIST 1112. Required of all students.

IDS 3090/3090S**Special Topics: (1-3)-0-(1-3)**

Offers varied courses which are interdisciplinary in nature. Prerequisite: Permission of instructor.

Interior Design (CHHS)**INDS 2430****Design Appreciation: 3-0-3**

A general introduction to the principles and elements of design as they relate to the built environment. Discussion and analysis of design process, theory, and styles, and an overview of components and materials. Exploration of human factors, environmental considerations, and spatial relationships.

INDS 2434**Interior Design Graphics: 1-4-3**

An introduction to the basic concepts, skills, and graphics used to represent interior design applications. Design projects will include floor and building plans, sketching, blueprint reading, perspectives and other techniques.

INDS 2435**Design Studio I: 1-4-3**

Fundamental execution of interior design problems to refine presentation skills. Includes measured and freehand perspectives, mixed media renderings, detail drawings, and model buildings. Prerequisites: A minimum grade of "C" in ART 1010, ART 1020, INDS 2430, INDS 2434, and admission to Interior Design Program.

INDS 2436**Interior Materials and Systems: 2-2-3**

A study of the selection and application of materials and finishes in the design of the built environment. Introduction to theories of sustainability, cost estimations, life cycle costs and specifications. Introduction to building technology with an emphasis on developing an awareness of buildings and their systems. Research of resources and communication with various entities involved with the building/design process will be incorporated. Prerequisites: INDS 2430 and prior or concurrent enrollment in INDS 2434.

INDS 3424

Decorative Accessories: 2-0-2

Study of historic through contemporary accessories in both a residential and non-residential context. Application of design principles and elements in selection and arrangement of accessories within the built environment. Prerequisite: Prior or concurrent enrollment in FMAD 3238, or permission of instructor.

INDS 3431

History of Interiors I: 3-0-3

Survey of historic development of architectural styles, interiors, and their furnishings related to major cultures from the prehistoric period through the nineteenth century. Prerequisite: INDS 2430 or permission of instructor.

INDS 3432

History of Interiors II: 3-0-3

Survey of significant developments in the design of interiors and furniture of Europe and America beginning with the late 19th and up to the 21st century. Emphasis on interior architecture, furniture styles, interior designers, industrial designers, architects, and accessories of the contemporary movement. Prerequisite: INDS 2430 or permission of instructor.

INDS 3434

Lighting: 2-2-3

The principles of lighting design and the impact on interior space are explored through an analysis of environmental constraints, calculations, economics, design theory, technical and aesthetical components. Prerequisite: INDS 2434 and INDS 2430 or permission of instructor.

INDS 3435

Design Studio II: 1-4-3

The design planning process as it applies to the moderate scale residential interior environment. Intermediate projects utilizing design philosophy and concept development, space planning and design development to include interior architectural details, finishes, and furniture, as well as clients of diverse populations. Area of emphasis is residential incorporating universal design, kitchen planning and aging in place components. Prerequisites: A minimum grade of "C" in INDS 2435 and INDS 2436; and prior or concurrent enrollment with a minimum grade of "C" in ART 1030 and admissions to Interior Design Program. Corequisite: FACS 2437.

INDS 3436

Design Studio III: 1-4-3

The design planning process as it applies to the medium scale interior space. Intermediate projects utilizing design philosophy and concept development, schematic design, and design development which include the application of furniture, finishes, and interior architectural components and details. Research and analysis of sustainable materials, environmental systems, building codes, and diverse populations. Studio collaboration and assessment of skills through peer and external evaluation. Areas of emphasis may include hospitality, multi-residential, healthcare, adaptive reuse, and commercial. Prerequisites: FACS 2437, INDS 2436, and a minimum grade of "C" in INDS 2435 and INDS 3435; prior or concurrent enrollment in ART 1030.

INDS 3438

Professional Practices I: 3-0-3

A study of the professional practice of interior design. Basic business principles, professional responsibility and ethics, professional organizations, client relationships, communication techniques, and portfolio development will be addressed. Prerequisite: INDS 3435.

INDS 4434

Professional Practices II: 3-0-3

Business development and procedures, project management, contract administration, contract documents and specifications, and design contracts will be the focus of this advanced level of business procedures and practices. Research of contemporary social, political, and ecological issues in the global marketplace will be explored. Prerequisites: INDS 3436, INDS 3438, and INDS 4790.

INDS 4435

Design Studio IV: 1-4-3

The design planning process as it applies to the more complex larger scale interior space. Intermediate projects utilizing design philosophy and concept development, space planning and design development to include furniture, finish and interior architectural materials, building codes and diverse populations. Areas of emphasis may include work environments including systems, hospitality, retail, adaptive reuse, and other appropriate commercial environments. Prerequisites: a minimum grade of "C" in FACS 3437, FMAD 3238, INDS 3436, and TCM 3320; and prior or concurrent enrollment with a minimum grade of "C" in INDS 3434 and INDS 3438.

INDS 4436

Design Studio V: 1-4-3

A capstone course for the interior design student that will provide an advanced integrative design/research experience. Projects are complex, specific design situations that will be based on individual student areas of interest. Prerequisite: INDS 3434, INDS 4790, FACS 3437, and a minimum grade of "C" in INDS 4435. Corequisite: INDS 4616.

INDS 4616

Interior Design Seminar: 1-0-1

A senior level seminar course for the interior design student which explores common design issues and allows the student to further develop their design portfolio. Prerequisite: A minimum grade of "C" in INDS 4435. Corequisite: INDS 4436.

INDS 4790

Interior Design Practicum: 3-0-3

Supervised work-study program with selected organizations which perform professional services related to the field of interior design. Practicum will serve as an educational bridge between the junior level and the senior level of design studies. Prerequisites: INDS 3436 and INDS 3438.

INDS 4899

Directed Individual Study: (1-6)-0-(1-6)

Provides the student with the opportunity to investigate an area of interest under the direction of a faculty mentor. Prerequisite: Permission of instructor.

International Studies (Interdisciplinary)

INTS 2090/2090S

Selected Topics in International Studies: (1-3)-0-(1-3)

Selected Topics in International Studies.

INTS 2130/2130S

Introduction to International Studies: 3-0-3

Introductory course intended to provide students with a set of intellectual tools to identify and address the most pressing contemporary global events which are making headlines throughout the world today. In doing so, this course will introduce the concepts of "global" issues, the study of conflict from a regional/cultural perspective, and the study of contemporary events using a "level of analysis" perspective.

INTS 3090/3090S

Selected Topics in International Studies: (1-3)-0-(1-3)

Selected Topics in International Studies.

INTS 3111H

Honors Thesis Seminar I: 1-0-1

In a seminar setting, students will conduct readings about the research process with a focus on developing an honors thesis proposal. Prerequisites: A minimum grade of "B" in INTS 2130 and Honors student standing.

INTS 3112H

Honors Thesis Seminar II: 1-0-1

In a seminar setting, students will continue to progress toward researching and writing the honors thesis. Particular emphasis will be given to

construction of a comprehensive literature review and research design. Prerequisites: A minimum grade of "B" in INTS 3111H and Honors student standing.

INTS 3130/3130S

Contemporary World Cultures: 3-0-3

Survey and analysis of contemporary world cultures, in which selected cultural features, such as religion, political institutions, and interpersonal communications are examined across applicable cultures. Prerequisite: INTS 2130 is recommended.

INTS/POLS 3132/3132S

Asian Politics: 3-0-3

A study of government and politics in the larger countries in Asia. The historical, cultural, religious, and economic factors influencing the political systems of these countries are also studied in this course.

INTS/HIST 3136/3136S

U.S. as a Global Power: 3-0-3

Studies the history of U.S. foreign relations from the turn of the twentieth century to the present.

INTS 3230/3230S

Global Issues: 3-0-3

Study of selected global issues and problems facing all nations, states and peoples.

INTS/PSYC/WGST 3232

Psychology of Gender: 3-0-3

Examines biological and environmental determinants of gender, as well as, the role of gender in cognitive functioning, personality, physical and mental health, interpersonal relationships, and work life. Prerequisite: PSYC 1101.

INTS/EURO/POLS 3234/3234S

Introduction to the European Union: 3-0-3

This course will introduce students to the history, institutions, policies, and cultures of the European Union and its member states.

INTS/POLS 3236/3236S

International Relations: 3-0-3

Introduces students to the basic concepts of international relations, including those of war and peace, power, foreign policy, international organizations, markets, demography, ecology, and the impact of information technology. Students will be provided with the necessary concepts, theories, and methods used in the discipline including quantitative analysis in order to gain a better understanding of the nature and problems of international relations.

INTS/POLS 3239/3239S

Human Rights in International Relations: 3-0-3

This course will explore the vulnerability of various political minorities to human rights abuses at the global level and provide an assessment of the roles of states, international organizations, and non-governmental organizations in human rights issues.

INTS/HIST/RELS 3250

The Muslim World to Tamerlane: 3-0-3

A study of the rise of Islam in the seventh century and of the various Muslim societies that arose prior to the fifteenth century from the Iberian Peninsula to South Asia.

INTS/HIST/RELS 3251

The Muslim World Since Genghis Khan: 3-0-3

A study of the global reach of Islam since the thirteenth century. The focus is on how Muslim societies have dealt with the precipitous decline in their well-being since their pinnacle of influence in the seventeenth century.

INTS 3330

Research Methods in International Studies: 3-0-3

An introduction to the types of qualitative research designs and research techniques inherent in the multidisciplinary concentrations of International Studies. Students will examine and have direct experience in data collection, analysis, and research reporting. Prerequisite: A minimum grade of "C" in INTS 2130.

INTS/PRCA 3333

International Public Relations: 3-0-3

Introduces the performance of public relations in international contexts. Consideration will be given to the political, economic, social, and historical contexts affecting public relations practices. Special emphasis will be placed on the interaction between government and public relations. Prerequisite: PRCA 2330 or permission of instructor.

INTS/JOUR/MMC 3336/3336S

International Media Systems: 3-0-3

Studies, comparatively, mass media systems around the world. Analyzes media systems in terms of relevant political, social, economic, and cultural factors. Diversity and change in global communication is a main theme, and the influence of rapidly advancing technology is analyzed for its dynamic impact around the world, especially in developing nations. Prerequisite: A minimum grade of "C" in COMM 2332.

INTS/HIST 3338/3338S

Contemporary Europe: 3-0-3

An examination of the European experience since the end of World War II. Emphasizes the political, economic, social, cultural, and intellectual change and continuity in the years 1945 to the present.

INTS/AAST/HIST 3530

History of Africa to 1800: 3-0-3

Traces the development of significant social, economic and political institutions within precolonial Africa.

INTS/AAST/HIST 3531

History of Africa since 1800: 3-0-3

Traces significant developments in precolonial, colonial and post colonial African history. These include trade and the origins of the colonial state as well as African encounters with colonialism.

INTS/HIST 3532

The Modern Middle East: 3-0-3

A survey of the major developments in the Middle East since World War I.

INTS/HIST 3534

Modern Southeast Asia: 3-0-3

Common themes of the region from 1600, including the impact of the West, the nationalist response, and the post-WW II rise of a modern community of nations.

INTS/HIST/LAST 3537

Colonial Latin America: 3-0-3

A political, social, and economic survey of Latin America from its pre-Columbia era to its struggles for independence.

INTS/HIST/LAST 3538/3538S

Modern Latin America: 3-0-3

A political, social, and economic survey of Latin America from independence to the present.

INTS/POLS 3730

Introduction to United Nations: 3-0-3

The preamble to the Charter of the United Nations identifies several ambitious goals, which framed the establishment of this international organization, including a desire "to save succeeding generations from the scourge of war" and to promote fundamental human rights, social progress, and economic development. In this course, students will be introduced to the

concepts of international organizations and the part that they play today in international politics. Specifically, we will examine the United Nations, its structure and function, its failures and successes, and what the future holds for this organization.

INTS 4111H

Honors Thesis Seminar III: 1-0-1

In a seminar setting, students will continue writing and revising their thesis. Prerequisites: A minimum grade of "B" in INTS 3112H and Honors student standing.

INTS 4112H

Honors Thesis Seminar IV: 1-0-1

In a seminar setting, students will continue revising their thesis, with the goal of presenting their research at a professional conference. Prerequisites: A minimum grade of "B" in INTS 4111H and Honors student standing.

INTS/POLS 4132

U.S. Foreign Policy: 3-0-3

Provides basic information and understanding of the key elements and actions involved in the formulation and execution of U.S. foreign policy. Special attention is given to the impact of U.S. foreign policy on the international system.

INTS/HIST 4133

U.S. Diplomacy: The Cold War: 3-0-3

Examines the history of U.S. foreign relations from the aftermath of World War II to the collapse of the Soviet Union.

INTS/POLS 4135

International Organizations: 3-0-3

An analytical study of the organization, powers, and problems of global and regional international agencies with particular emphasis upon the European Union.

INTS/POLS 4136/4136S

Comparative Politics of Industrialized Nations: 3-0-3

A systematic review of the empirical and theoretical literature concerning the structure, function, and problems of contemporary governments in developed countries.

INTS/POLS 4137

Industrializing Nations: 3-0-3

A study of government and politics in the major developing countries of Latin America, Africa, and Asia. Historical, cultural, religious, and economic factors influencing the political systems of these countries are also studied.

INTS/POLS 4138

International Terrorism: 3-0-3

Designed to explore the political, religious, economic, and social issues which pervade the global environment. Key issues to be addressed include different forms of terrorism, conflict resolution, and at the state level reunification issues. Emphasizes the critical, and perhaps, decisive and controlling impact which terrorist groups level on policy changes.

INTS/POLS 4238

International Conflict: 3-0-3

Examines the causes of international and civil war, including theories about alliances, power, bargaining, arms races, conventional and nuclear deterrence, nuclear weapon proliferation, and ethnicity.

INTS/COMS 4330

Rhetoric of International Relations: 3-0-3

Examines the discourse of international relations from a rhetorical perspective. Emphasizes the analysis and criticism of persuasive messages used in international relations from Aristotelian, Neo-Aristotelian, dramatic and narrative rhetorical theoretical bases. Prerequisite: Junior or Senior standing, or permission of instructors.

INTS 4630

Seminar in International Studies: 3-0-3

Advanced course focusing on major themes and issues in international relations.

INTS/POLS 4730

Model United Nations: 3-0-3

Prepares students for Georgia Southern's participation in the National Model United Nations Conference in New York City in the spring of each year. Students learn the structure, function and organization of the United Nations as well as in-depth knowledge of the particular country that they will be representing in New York. Emphasis is placed on learning parliamentary procedure and diplomatic skills as part of the research conducted for becoming an advocate of the country being represented. Prerequisite: A minimum grade of "C" in INTS 3730 or POLS 3730, or permission of instructor.

INTS/POLS 4731

Model United Nations II: 3-0-3

This course is designed for students in the second year of their participation on Georgia Southern University's National Model United Nations (NMUN) delegation. In addition to studying a different country and region of the world which requires students to learn the history, culture, and foreign policies of their assigned country, NMUN students also research and write on topics in different United Nations committees. Second-year delegates also take on added responsibility to plan, coordinate, and execute three Georgia Southern-sponsored Model United Nations conferences. Emphasis is placed on learning the intricacies and nuances of parliamentary procedure as it applies to both the Middle School and High School conferences conducted by Georgia Southern University. Prerequisite: A minimum grade of "C" in INTS 4730 or POLS 4730.

INTS 4790/4790S

Internships Abroad: (3-12)-0-(3-12)

Provides practical experience abroad. Students are selected by a departmental process. Prerequisite: Permission of the appropriate department chair.

INTS 4890

Directed Independent Study: (3-9)-0-(3-9)

Concentrated study of a topic or theme of an international nature and scope. Prerequisite: Permission of instructor.

INTS 5195/5195S

International Studies Abroad: (3-9)-0-(3-9)

Students will pursue advanced level undergraduate or graduate studies focused on a particular topic or theme in a foreign country. Classroom instruction combined with on-site visits will provide a practical learning experience.

INTS/SOCI/ANTH/5438/5438G

Social Issues of International Development and Change: 3-0-3

The study of social issues of international development and change, particularly in developing countries. Through the use of lectures, discussion, and readings, students will learn about the factors affecting development and underdevelopment around the world, including globalization, health, the environment, food security, non-governmental organizations, conflict and instability, gender issues, human rights, international trade, transnational corporations, debt, demography, urbanization, informal economies, labor issues, democratization, civil society participation, and technology. Prerequisites: ANTH 1102 or INTS 2130 or SOCI 1101.

INTS/HIST 5531/5531G/5531S

Modern Japan: 3-0-3

Japan through the Tokugawa period to its nineteenth century emergence from isolation and its growth as a world power with emphasis on traditional culture, industrialization, and post-WW II society. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

INTS/HIST 5532/5532G**Modern China: 3-0-3**

Cultural change and continuities of China from 1600 to its response to the West, the rise of the People's Republic, and the Post-Mao present.

INTS/HIST 5533/5533G**Economic Rivals: U.S.-EC-Japan: 3-0-3**

Contrasts the historical development of business in the U.S., European Community, and Japan from preindustrial times to the present, emphasizing how culture, economics, and politics have shaped business growth and international trade, creating rival capitalists. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

INTS/POLS 5633/5633G/5633S**Seminar in International Politics: 3-0-3**

Designed to familiarize students with the theories which guide the conduct and analysis of international relations. These theories are examined in both their classical and contemporary context and used to evaluate and assess international relations' phenomena. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: POLS 1101, POLS 2101 and undergraduate coursework in International Politics or permission of instructor.

INTS/POLS 5634/5634G**Seminar in Comparative Politics: 3-0-3**

Provides a systematic review of the empirical and theoretical literature concerning the structure, function, and problems of contemporary governments in industrializing and industrialized countries. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: POLS 1101, POLS 2101 and undergraduate coursework in Comparative Politics or permission of instructor.

INTS/POLS 5635/5635G**Seminar in International Organizations: 3-0-3**

An analytical study of the organization, powers, and problems of global and regional international agencies with particular emphasis upon the European Union. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: POLS 1101, POLS 2101 and undergraduate coursework in International Relations or permission of instructor.

Irish Studies (Interdisciplinary)**IRSH 1001/1001S****Gaelic Irish I: 3-0-3**

A basic intensive course in the Irish language for beginners with no previous knowledge of the language. Designed to provide an introduction to the sound system of the modern standard language and its orthography as well as to familiarize students with the essentials of grammar, basic idioms, and elementary vocabulary necessary for everyday conversation.

IRSH 2001/2001S**Gaelic Irish II: 3-0-3**

An intermediate, intensive course in the Irish language for students who have completed basic Irish language instruction. Designed to provide participants with a sound knowledge of all the main aspects of the grammar of standard Irish, increase their ability to employ the many idioms of the language and develop an acceptable standard of reading.

IRSH 2130/2130S**Introduction to Irish Culture: 3-0-3**

This course explores the richness and diversity of the culture of Ireland, where Gaelic, Scots-Irish, and other venerable traditions exist within a globalized modern society and high-tech knowledge economy. Students gain understanding of Ireland's storytelling, theater, art, dance, and song patrimonies; its musical styles, instruments, and performance customs; its indigenous folklore and folkways; its native and colonial-era sports; and its archeology and built environment. They also examine the country's regional,

linguistic, religious, and political variety, as well as the tensions and synergies that result from centuries of mixed culture. The course assesses the cultural impact upon Ireland of the vast, worldwide Irish diaspora, and it concludes with informed speculation about the status that traditional Irish cultural forms and practices will have, both at home and abroad, over coming decades.

IRSH 3090/3090S**Selected Topics in Irish Studies: 3-0-3**

Designed to provide intensive study of an area related to the geography, history, literature, culture and/or civilization of Ireland and the Irish people including those of Irish descent in the United States.

IRSH/ THEA 3333**Irish Theatre: 3-0-3**

Studies the theatre of Ireland from the Abbey Theatre through the present. Covers Irish theatre movement and plays by significant playwrights from W.B. Yeats to Brian Friel. Prerequisite: Permission of instructor.

IRSH/FILM 3430**Ireland in Film: 3-0-3**

The course will consist of a study of films depicting Ireland and the way it represents Irish history, culture and conflict.

IRSH/HIST 3431**England Since 1603: 3-0-3**

A survey of English history from the accession of King James I to the present.

IRSH/POLS 3432**Celtic Identity and Conflict: 3-0-3**

This course examines contemporary issues raised by the conflict of Northern Ireland by studying conflicts in the broader historical context of the experience of the Celtic people in Ireland, Scotland, and Wales who sought to preserve their political and cultural identities in the British Isles.

IRSH/ENGL 5235/5235G**Irish Literature to 1850: 3-0-3**

The course examines Irish literature from its beginnings in the Gaelic oral tradition to the Great Famine of the 1840s. Students gain clear understanding of how Ireland's colorful and complex history has yielded exceptional prose, poetry, and drama. Matters considered include Ireland's four mythological cycles; its pseudo-historical invasion narratives; and its hagiographies (accounts of saints' lives). Students also study writings that reflect the four major stages of British colonization: Cambro-Norse, Tudor, Jacobean (or Scots-Irish), and Cromwellian. In addition, they explore literary genres specific to Ireland: dinnseanchas (place-lore literature); the aising (nationalist vision literature); the caoineadh (bardic lament literature); and the Big House novel, which often has Gothic overtones. The course exposes participants to other important phenomena, too: the so-called stage Irishman; the peasant archetype; literature of resistance and revolution; and travel writings in the sublime tradition. All texts studied are in English or English translation. Prerequisite: ENGL 2111 or ENGL 2112.

IRSH/ENGL 5236/5236G**Irish Literature since 1850: 3-0-3**

Irish Literature since 1850 examines novels, short stories, plays, and poems produced in Ireland since the country's Great Famine. The course explores the Irish Cultural Revival that began in 1884 and lasted until the 1920s. It also considers literature about the revolutionary activity that precipitated the founding of the Irish Free State and Northern Ireland. The course ends by studying literary works that reflect changes in culture and identity caused by Ireland's unprecedented economic boom, which began in the mid-1990s. Students gain knowledge about a range of authors, including James Joyce, William Butler Yeats, Lady Augusta Gregory, George Bernard Shaw, Samuel Beckett, Seamus Heaney, Evan Boland, and others. Prerequisite: ENGL 2111 or ENGL 2112.

Science, Teaching and Learning (COE)

ISCI 2001

Life/Earth Science: 3-0-3

This course is an integrated science course covering major concepts in the areas of life and earth science. The course will emphasize the nature and skills of science as well as the understanding of major science concepts and principles in these fields. The use of an inquiry based approach throughout the course will enhance the application of these concepts to the teaching of elementary and middle grades students.

ISCI 2002

Physical Science: 3-0-3

This course is an integrated science course covering major concepts in the areas of physical science. The course will emphasize the nature and skills of science as well as the understanding of major science concepts and principles in this field. The use of an inquiry based approach throughout the course will enhance the application of these concepts to the teaching of elementary and middle grades students.

Information Technology (CIT)

IT 1130

Introduction to Information Technology: 3-0-3

An introduction to IT as an academic discipline and the structure of the BS IT degree at Georgia Southern. It also provides students with an introduction to the range of applications of Information Technology, partly through an introduction to the second disciplines available to them. Finally, it introduces students to some of the techniques that they will need for later courses, in particular databases and SQL. Prerequisite: Familiarity with productivity tools.

IT 1430

Web Page Development: 1-2-3

A thorough introduction to the languages used to create web pages. Throughout it stresses the importance of good coding style. The course also introduces students to the principles of good human computer interface design, including design for people with disabilities. Finally, the course introduces students to object-oriented design. Prerequisite: Familiarity with productivity tools.

IT 2333

IT Infrastructure: 2-1-3

This course allows students to develop a thorough understanding of the IT infrastructure which includes computer hardware and networks that support various IT applications, and network security. This course allows students to develop this knowledge as well as some fundamental skills in server, network system administration and management, and to become aware of the importance of information assurance and security in the design, implementation and administration of an IT Infrastructure. Prerequisite: A minimum grade of "C" in CISM 2530 or IT 1130.

IT 3131

Web Applications Design and Development: 3-0-3

Covers design, programming, and implementation of web-enabled/web-based applications. Students will learn to interface the application to files or a database via the creation, accessing, and integrating of middle tier components. Prerequisites: A minimum grade of "C" in IT 1430, IT 2333, IT 3233, and CISM 2230. A minimum average GPA of 2.5 for IT 1130 (or CISM 2530) and IT 1430.

IT 3132

Web Software: 3-0-3

A survey of advanced web software tools used in the development and deployment of web-based systems. Course content includes the use of web authoring, animation, and graphical tools. Prerequisites: A minimum grade of "C" in IT 1430 and Junior standing.

IT 3233

Database Design and Implementation: 2-1-3

This course provides students with the opportunity to develop a broad knowledge of database design, implementation, and systems development. The course covers data modeling concepts, approaches and techniques, and stages in database development processes (conceptual, logical and physical design). The course also covers methods and approaches used in system analysis and design, including the system development life cycle, prototyping, and rapid application design. To reinforce the course concepts, students will carry out individual and group projects based on real world situations. Prerequisite: A minimum grade of "C" in CSCI 1236, IT 2333, and MATH 2130.

IT 3234

Systems Acquisition Integration and Implementation : 3-0-3

A study of the software acquisition process, focusing on the use of packaged solutions. COTS (Commercial, Off-the-Shelf), SA-CMM (Software Acquisition, Capability Maturity Model), ERP (Enterprise Resource Planning), and BPR (Business Process Reengineering) will be discussed. Prerequisites: A minimum grade of "C" in IT 3233, and STAT 2231 or BUSA 3131, and MATH 1232.

IT 4130

IT Issues and Management: 3-0-3

Covers case studies of IT development projects to assist the student in the recognition of the need of an IT development project. The student will study and critique the development, implementation and management of both successful and unsuccessful projects. Prerequisite: A minimum grade of "C" in IT 3234.

IT 4131

Information Technology Capstone Project: 2-1-3

This course provides students with the opportunity to develop in-depth knowledge of IT project design and implementation. The course covers the main topics of IT project management including requirements specification, project integration, scope, time, cost, quality, human resources, communications, and risk management. In addition, techniques and methods used in IT project management will be covered. To reinforce the course concepts, students will complete projects related to their specialization and/or second discipline. Prerequisite: A minimum grade of "C" in IT 3234 and senior standing.

IT 4135

Information Organization and Retrieval: 3-0-3

A study of the use of existing databases (bibliographic and non-bibliographic formats), their data structure, processing and retrieval data, integrity and security, and interface design issues. Topics includes basic search logic commands using controlled vocabulary, query languages and operations indexing and searching, text and multimedia processing, web and catalog-based extraction and retrieval, use of digital libraries, algorithms and architectures for information retrieval. Prerequisites: A minimum grade of "C" in IT 3131 and IT 3233 or permission of instructor.

IT 4136

Knowledge Discovery and Data Mining: 3-0-3

A study of the process of automatically extracting valid, useful, and previously unknown information from large databases and using it to make crucial business decisions. Data Mining has evolved from several areas including databases, artificial intelligence, information retrieval, and statistics. This course is designed to provide students with a solid understanding of knowledge discovery and data mining concepts and tools including machine learning, data warehousing, rule discovery, and information compression and reconstruction. Prerequisites: A minimum grade of "C" in IT 3233 and STAT 2231 or BUSA 3131.

IT 4234

Network Operating Environments: 3-0-3

Provides a study of functions and structures of network operating systems. Emphasis will be placed on the management of files, processes, memory, and input/output devices of major network operating systems such as UNIX,

LINUX, Novell NetWare, and Windows 2000 Server. Prerequisites: A minimum grade of "C" in CISM 3134 and IT 2333.

IT 4235

Problems in Web Application: 3-0-3

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. Prerequisite: A minimum grade of "C" in IT 3131.

IT 4335

Network Architecture: 3-0-3

This course covers the hardware required for interconnecting digital devices for the purpose of enabling data communication through a network. Bus architectures, ports, network cards, cabling, routers, switches. Ensuring network reliability. Optimizing network performance. Prerequisite: A minimum grade of "C" in CISM 3134 and IT 2333.

IT 4790

Internship in Information Technology: 0-0-3

A campus-approved and coordinated IT-experience-based internship will be required of each student. The internship will include at least 280 hours of work. A written report by the student, along with an employer evaluation of the student's work will be required. Prerequisite: Permission of Chair.

IT 4830

Special Problems in Information Technology: 0-0-3

A customized course that is under the direction of a faculty sponsor. Special Problems is designed to offer students an opportunity to pursue studies at a level or on topics not covered in scheduled courses. The scope and the nature of the material covered is determined in consultation with the faculty sponsor. Prerequisite: Permission of Director.

IT 4890

Directed Study in Information Technology: 0-0-(1-3)

Designed for independent study and research in selected areas of Information Technology under faculty supervision. Prerequisite: Permission of department chair or director.

IT 5090/5090G

Selected Topics in Information Technology: 3-0-3

Provides an opportunity for in-depth study of selected topics or emerging area in information technology. Prerequisite: Permission of instructor.

IT 5434

Network Security Fundamentals: 3-0-3

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. Prerequisites: A minimum grade of "C" in CISM 3134 and IT 2333.

IT 6130

Theoretical Foundations for Network Analysis: 3-0-3

This course will provide a detailed review of fundamentals relevant to the study of telecommunications, and data communications. Topics covered will include Shannon's Theorem, elements of Graph theory, Queuing Theory, Probability, Number Systems, Matrices and more. Students will complete several exercises using MATLAB and Microsoft Excel to reinforce topics covered in lecture by solving network related problems. Discrete event simulations software (OPNET) will also be used to observe and analyze concepts and behaviors in communications networks.

Instructional Technology (COE)

ITEC 3130

Instructional Technology for Early Childhood Education: 3-0-3

This course is an introduction to the effective uses of instructional technology for Early Childhood Education majors. A systematic approach to selecting, producing, and utilizing various instructional technologies will be covered with an emphasis on the instructional uses of the computer. The course will correlate with the Early Childhood Education pre-service experience.

ITEC 3230

Instructional Technology for Special Education: 3-0-3

This course is an introduction to the effective uses of instructional technology for Special Education majors. A systematic approach to selecting, producing, and utilizing various instructional technologies will be covered with an emphasis on the instructional uses of the computer. The course will correlate with the Special Education pre-service experience.

ITEC 3430

Instructional Technology for P-12 Teaching Fields: 3-0-3

This course is designed for students enrolled in one of the P-12 teaching fields. It is an introduction to the effective uses of technology in an instructional setting. A systematic approach to selecting, producing, and utilizing various instructional technologies will be covered with an emphasis on the instructional uses of the computer. The course will correlate with the pre-service experience for students enrolled in one of the P-12 teaching fields.

ITEC 3530

Instructional Technology for Middle Grades Education: 3-0-3

This course is an introduction to the effective uses of instructional technology for Middle Grades Education majors. A systematic approach to selecting, producing, and utilizing various instructional technologies will be covered with an emphasis on the instructional uses of the computer. The course will correlate with the Middle Grades Education pre-service experience.

ITEC 7090

Selected Topics in Instructional Technology: (1-3)-0-(1-3)

Promotes specialized training in new and/or emerging instructional technologies/methodologies or topics appropriate to the needs of in-service personnel. Attention will be given to a range of specific needs as they reach special significance in local school systems. Prerequisite: Permission of instructor.

ITEC 7132

Administration of the School Library Media Program: 3-0-3

An introduction to the functions of the school library media center and the roles of the school library media specialist. Candidates will develop skills that will enable them to direct a school library media center, design a school library media center facility, manage personnel and budgets, develop policies and procedures, and evaluate the school library media program.

ITEC 7134

Collection Development and Organization: 3-0-3

An overview of the processes and procedures associated with developing, organizing, maintaining and evaluating the school library media collection. Emphasis is placed on intellectual freedom, evaluating existing collections, principles of selecting materials in all formats, applying standard methods of cataloging to organize the collection, and utilization of technology to access physical and virtual collections.

ITEC 7136

Reference and Information Sources: 3-0-3

Provides a working knowledge of standard reference resources in all formats. Emphasis is placed on the concept of information literacy and

teacher-media specialist collaboration to integrate information literacy skills across the P-12 curriculum.

ITEC 7230

Selection and Development of Instructional Technologies: 3-0-3

Provides competence in the selection, production, utilization and evaluation of various formats of instructional technologies. Basic techniques are provided through direct laboratory experiences in the design and production of instructional technologies. Prerequisite: ITEC 7530 or permission of instructor.

ITEC 7330

The Internet in Schools: 3-0-3

This course provides learners with a focused look at issues surrounding the implementation and use of emerging applications of the internet in schools.

ITEC 7335

Web Design and Development: 3-0-3

Focuses on the front-end aspects of web design: HTML authoring, graphics production, and media development. Prerequisite: ITEC 7530 or permission of instructor.

ITEC 7430

Instructional Design: 3-0-3

An introduction to systems theory as applied to the design of instruction. Examines principles of systems theory in the context of the design, development, selection and utilization of curriculum, instruction and instructional materials.

ITEC 7530

Instructional Technology Foundations: 3-0-3

An introduction to the use of the computer in the instructional process. The course focuses on the uses of the computer as a medium of instruction. Meets the Special Georgia Technology Requirement for Teacher Certification.

ITEC 7535

Advanced Hardware and Software: 3-0-3

Investigates hardware and software issues that arise in the development and delivery of instruction. Topics include hardware and software troubleshooting, security, networks, and distance education and communication systems. Prerequisite: ITEC 7530 or permission of instructor.

ITEC 7538

Instructional Technology for School Leaders: 3-0-3

The course is designed to enhance the skills of school administrators in the area of technology leadership and meets the special Georgia Technology requirement for Certified Leadership. Included is an overview of the utilization of technology to enhance decision-making, institute long-term planning, and regulate the infusion of technology in the school curriculum. Prerequisite: A minimum grade of "C" in ITEC 7530 or GACE test-out.

ITEC 7737

Practicum in School Library Media Centers: 3-0-3

A culminating activity in the Instructional Technology program. Students are assigned specific experiences that implement content from the school library media certification program. Prerequisites: Permission of advisor and completion of Transition Point #2.

ITEC 7738

Practicum in Instructional Technology: 0-(1-10)-3

Allows the student to utilize technology to support instruction, manage technology resources and evaluate the effectiveness of technology resources for learning. Prerequisite: Permission of advisor and completion of Transition Point #2.

ITEC 8130

Advanced Media Management and Supervision: 3-0-3

Management and supervisory techniques and their application to the instructional media program. Includes management by objectives, staff development and processes for change through the supervisory role of the media specialist. Prerequisite: ITEC 7132 or permission of instructor.

ITEC 8132

Administration of Technology Resources: 3-0-3

This course is intended to provide students with the knowledge and skills required to plan, design, evaluate, and manage technology resources in various instructional and institutional environments.

ITEC 8231

Transforming Learning with Technology: 3-0-3

Critical examination of the role of technology and instructional design in the teaching/learning process. Review of quantitative and qualitative research relevant to student's area of interest and the impact of technology on student learning. Examination of the use of electronic portfolios to demonstrate student learning.

ITEC 8435

Program Evaluation: 3-0-3

Program Evaluation covers the theory and practice of systematic investigation of instructional programs, projects, products, and processes. The course is designed to teach practitioners how to assess the effectiveness of endeavors such as quality improvement, enhancing organizational performance, or improving school curricula. Prerequisite: ITEC 7430 or permission of instructor.

ITEC 8530

Applications of Instructional Technology: 3-0-3

Focuses on the effective utilization of technology in the instructional process and on systematic processes for using new technologies to enhance learning. Meets the Special Georgia Technology Requirement for Teacher Certification. Prerequisites: ITEC 7530 and ITEC 7430.

ITEC 8532

Multimedia Tools and Applications: 3-0-3

Covers issues in the design and development of interactive multimedia instructional lessons. Covers the tools required for the creation of interactive multimedia and is organized around individual student projects. Prerequisite: ITEC 7530 or permission of instructor.

ITEC 8630

Advanced Seminar in Instructional Technology: 3-0-3

Advanced study of theory and research related to technology mediated instruction, including technology integration for meaningful learning, systemic change with technology, legal and ethical issues, and online pedagogy.

ITEC 8839

Field-Based Research in Instructional Technology: (1-3)-0-3

In this course the student will carry out a formal research study in Instructional Technology and prepare a written and oral report. Prerequisite: EDUR 8434.

ITEC 8890

Directed Individual Study: (1-3)-0-(1-3)

The student will propose and carry out an applied or theoretical project in instructional technology. Prerequisite: Permission of advisor.

Japanese (CLASS)

JAPN 1001/1001S

Elementary Japanese I: 3-0-3

Introduction to listening, speaking, reading, and writing in Japanese and to the culture of Japanese-speaking regions.

JAPN 1002**Elementary Japanese II: 3-0-3**

Continued listening, speaking, reading, and writing in Japanese with further study of the culture of Japanese-speaking regions. Prerequisite: JAPN 1001 or equivalent.

JAPN 1060/1060S**Accelerated Elementary Japanese: 6-0-6**

An accelerated introduction to listening, speaking, reading, and writing in Japanese and to the culture of Japanese-speaking regions. Completes the elementary levels of Japanese in one semester.

JAPN 2001/2001S**Intermediate Japanese I: 3-0-3**

Building upon communication skills (understanding, speaking, reading, and writing Japanese) and cultural understanding, developed at the elementary level. Prerequisites: JAPN 1001 and JAPN 1002 or equivalent.

JAPN 2002/2002S**Intermediate Japanese II: 3-0-3**

Continued focus on communication skills and cultural understanding. Prerequisite: JAPN 2001 or concurrent enrollment in JAPN 2001 or equivalent.

JAPN 2060/2060S**Accelerated Intermediate Japanese: 6-0-6**

Accelerated intermediate Japanese with continued work on listening, speaking, reading, and writing in Japanese and the culture of Japanese-speaking regions. Completes the intermediate levels of Japanese in one semester. Prerequisite: Completion of JAPN 1002 or the equivalent.

JAPN 3090/3090S**Selected Topics in Japanese: (1-3)-0-(1-3)**

Study of a topic in Japanese literature, culture, society, thought, or language not included in the regular offering. Continued development of all five language competencies (listening, speaking, reading, writing, and culture). May be repeated for credit provided a new topic is studied. Prerequisite: JAPN 2002.

JAPN 3110/3110S**Conversation Table: 1-0-1**

This course consists primarily of guided conversation in Japanese, based on current issues as reflected in contemporary journals and newspapers.

JAPN 3130/3130S**Japanese Conversation: 3-0-3**

Continued development of all five competencies: listening, speaking, reading, writing and culture, with special emphasis on conversational skill. Prerequisite: JAPN 2002.

JAPN 3131/3131S**Reading Japanese: 3-0-3**

Introduction to the Japanese language with an emphasis on reading skills. Continued development of all five skills: listening, speaking, reading, writing and culture. Prerequisite: JAPN 2002 or equivalent.

JAPN 3230/3230S**Modern Japanese Literature in Translation: 3-0-3**

A survey of major authors and movements in Japanese literature from the Meiji period to the present, including women in literature and the relations to cultural trends and other arts, such as painting and film.

JAPN 3330/3330H/3330S**Japanese Cultural Patterns: 3-0-3**

Development of the Japanese language with a special emphasis on its culture. Development of all five language skills: listening, speaking, reading, writing and culture. Prerequisite: JAPN 2002 or equivalent.

JAPN 3331/3331H/3331S**Japanese Culture for Americans: 3-0-3**

Introduction to the Japanese culture, values, society, customs, and the language for American students.

JAPN 3530/3530S**Business Japanese: 3-0-3**

Introduction to the language and practice of business conventions in Japan. Development of all five language skills: listening, speaking, reading, writing and culture. Prerequisite: JAPN 2002 or equivalent.

JAPN 4790**Internship in Japan: (1-15)-0-(1-15)**

Internship in Japan. Prerequisites: Permission of instructor and department chair.

JAPN 4890/4890S**Directed Study: 3-0-(3-12)**

Directed study in Japanese.

Journalism (CLASS)**JOUR 2331****Introduction to Journalism: 3-0-3**

An introductory study of the role of journalism, with fundamental instruction and practice in writing for the mass media. Prerequisite: ENGL 1101 or a minimum grade of "C" in ENGL 1160.

JOUR 3030**Selected Topics in Journalism: 3-0-3**

Offers various courses in speciality areas of journalism. Prerequisite: Permission of instructor.

JOUR 3331**News Reporting and Writing: 3-0-3**

Provides theory, instruction, and practice in a variety of news gathering and writing forms and independent assignments. Prerequisite: JOUR 2331.

JOUR 3332**Feature Writing: 3-0-3**

Surveys the gathering and writing of various forms of feature stories and in-depth news stories for newspapers and magazines, emphasizing research, investigation, and interview techniques.

JOUR 3333**Photojournalism: 3-0-3**

Offers theory, instruction, and practice in the process of conducting photo assignments for the print media, with special emphasis on gathering and editing pictorial material for newspapers and magazines. Prerequisite: JOUR 2331 or permission of instructor.

JOUR/MMC 3334**Broadcast News: 3-0-3**

Provides students with techniques and experiences in facets of gathering and presentation of news and interviews for radio and television newscast presentation. Prerequisites: A minimum grade of "C" in JOUR 2331 and MMC or JOUR major.

JOUR 3335**Copy Editing: 3-0-3**

Provides instruction and practice in the fundamentals of news editing, including copy editing, grammar, journalistic style, headline writing, photo editing, and basic typography, with emphasis on editing the weekly and daily newspaper. Prerequisite: JOUR 2331.

JOUR/INTS/MMC 3336/3336S

International Media Systems: 3-0-3

Studies, comparatively, mass media systems around the world. Analyzes media systems in terms of relevant political, social, economic, and cultural factors. Diversity and change in global communication is a main theme, and the influence of rapidly advancing technology is analyzed for its dynamic impact around the world, especially in developing nations. Prerequisite: A minimum grade of "C" in COMM 2332.

JOUR/MMC 3337

Law and Ethics of Mass Communication: 3-0-3

Surveys freedom of speech and press and its limitations by laws governing libel, privacy, copyright, contempt, free press, broadcast regulation, fair trial, and reporter's shield. Broadcast industry self-regulation and ethical concerns of mass communications will be discussed. Prerequisite: COMM 2332.

JOUR/MMC 3430

Media Management and Sales: 3-0-3

This course studies the organization and operation of media operations' policies and procedures. Examines media management theory and practice, key media administrator roles, media industry processes and departments, and media manager skills in finances, personnel, programming, promotion/marketing, selling of commercial advertising in media and audience research. Prerequisites: A minimum grade of "C" in JOUR 2331, MMC or JOUR major status or 2.5 institutional GPA.

JOUR/MMC 3530

Media Ethics: 3-0-3

The study of moral and professional conduct within various mass communication contexts. Provides students with the ability to recognize and confront potential ethical, diversity and shifting cultural issues as journalists and media consumers. Prerequisite: A minimum grade of "C" in COMM 2332.

JOUR 3631

Fundamentals of Multimedia Production: 3-0-3

Focuses on new forms of journalism based on the Internet and other digital platforms. Examines the digital revolution and the creation of a global information society, with a special focus on the effects upon journalism, such as computer-assisted reporting in the area of news gathering, and media convergence in news dissemination. Prerequisites: A minimum grade of "C" in JOUR 2331, JOUR major or IT second discipline students and 2.35 GPA.

JOUR 3711/3711S

Journalism Practicum: 1-0-1

Provides limited overview and supervised practical experience in print journalism through the Office of Student Publications. A maximum of three hours will be applied towards the journalism major. Prerequisites: ENGL 1101 or a minimum grade of "C" in ENGL 1160 and permission of instructor.

JOUR/AMST/MMC 4331

History of Mass Communication: 3-0-3

This course surveys the history of newspapers, magazines, radio and television, with emphasis upon their correlations with political, social and economic trends in America. Prerequisite: A minimum grade of "C" in COMM 2332.

JOUR 4333

Opinion Journalism: 3-0-3

Analyzes the principles and roles of the various forms of opinion in journalism, including editorials, columns, and cartoons; and offers practice in the research and writing of opinion. Prerequisite: JOUR 2331 or permission of instructor.

JOUR 4334/4332S

Magazine Writing and Editing: 3-0-3

Provides instruction in magazine journalism, from editing to production techniques, circulation, art, advertising and audience analysis.

JOUR 4335

Investigative Journalism: 3-0-3

This course focuses students' skills and attention on the methods, ethics and imperatives of in-depth reporting which is designed to reveal hidden and/or systemic problems within a readership's community. Prerequisite: JOUR 3331.

JOUR 4336

Online Journalism: 3-0-3

In this course, students will examine the emerging forms of news delivery over the World Wide Web. They will practice real time reporting and writing on the Internet by utilizing basic multimedia elements such as texts, graphics, sound and animation. This is not a traditional journalism course offered online, but a course which teaches students to publish news on an Internet-based news outlet. Prerequisite: A minimum grade of "C" in JOUR 3331.

JOUR 4711

Journalism Practicum: 1-2-1

Serves as a capstone course focusing on the development of a series of journalistic pieces on a single topic for presentation to the mass audience. Attention is given to journalistic research as well as various journalism writing and reporting formats. Prerequisite: ENGL 1101 or a minimum grade of "C" in ENGL 1160 and permission of instructor.

JOUR 4712

Journalism Capstone: 1-0-1

Journalism capstone course that draws upon students' previous work within the program to generate a portfolio of material that can both demonstrate and confirm aptitude in the disciplines' skill sets and re-emphasize the overall critical importance of journalism in the life of a democratic people. Prerequisites: Prior or concurrent enrollment with a minimum grade of "C" in JOUR 4333 and JOUR 4335.

JOUR 4791

Journalism Internship: (3-15)-0-(3-15)

Provides journalism majors with supervised practical experience on a full-time basis at an approved media site. Students must have permission of instructor. Prerequisites: JOUR 3332, JOUR 3335, JOUR 4335 and permission of instructor.

JOUR 4831

Directed Study in Journalism: 3-0-3

Permits students to conduct in-depth studies of issues associated with journalism but may not replace an existing course in the catalog. Prerequisites: Permission of instructor and department chair.

Kinesiology (CHHS)

Physical Activity Program

All students are required to take two, one-hour, physical activity courses. The goal of the Physical Activity Program is to help each student attain and maintain a degree of physical fitness and motor skill, as well as, develop an interest in lifetime physical activity. This goal is accomplished through imparting knowledge, movement techniques, strategies and rules of exercise, sport and physical activities. All courses are one credit hour. All students are required to read and sign the Departmental Agreement to Participate Form prior to the first day of activity. All activities are taught at the beginning level unless described otherwise. The following courses require additional fees: KINS 1115, 2115, 1216, 2216, 1310, 2310, 1318, 2318. Please contact the Healthful Living and Physical Activity Programs Office (Hollis 1104) for detailed descriptions of all physical activity courses and for specifics regarding courses that require additional fees. Proficiency testing may be used to substitute for selected courses. Proficiency testing is offered during the 10th week of Fall and Spring Semesters. Students wishing to satisfy the physical activity requirement through proficiency testing must contact the Healthful Living and Physical Activity Programs Office (Hollis 1104) prior to the test date. Courses may not be repeated for credit. A maximum of five

physical activities may be applied to the 126 hours required for a degree.
Course offerings are listed below:

KINS 1090**Selected Topics in Physical Activity: 0-2-1**

Provides an introduction to alternative physical activity courses.

KINS 1110

Aerobics: 0-2-1

KINS 1111

Aerobic Cross Training: 0-2-1

KINS 1112

Badminton: 0-2-1

KINS 1113

Basketball: 0-2-1

KINS 1114

Body Conditioning: 0-2-1

KINS 1115

Bowling: 0-2-1

KINS 1116

Canoeing: 0-2-1

KINS 1117

Dance: Ballet: 0-2-1

KINS 1118

Dance: Clogging: 0-2-1

KINS 1119

Dance: Country Western: 0-2-1

KINS 1210

Dance: Folk: 0-2-1

KINS 1211

Dance: Line: 0-2-1

KINS 1212

Dance: Modern: 0-2-1

KINS 1213/1213S

Dance: Social: 0-2-1

KINS 1214

Dance: Square: 0-2-1

KINS 1215

Dance: Tap: 0-2-1

KINS 1216

Equestrian: 0-2-1

KINS 1217

Fencing: 0-2-1

KINS 1218

Fitness Walking: 0-2-1

KINS 1219

Football: Flag: 0-2-1

KINS 1310

Golf: 0-2-1

KINS 1311

Jogging: 0-2-1

KINS 1312

Outdoor Education Activities: 0-2-1

KINS 1313

PA for People with Disabilities I: 0-2-1

KINS 1314

PA for People with Disabilities II: 0-2-1

KINS 1315

PA for People with Disabilities III: 0-2-1

KINS 1316

PA for People with Disabilities IV: 0-2-1

KINS 1317

Racquetball: 0-2-1

KINS 1318

Scuba: 0-2-1

KINS 1319

Self Defense: 0-2-1

KINS 1410

Soccer: 0-2-1

KINS 1411

Softball: 0-2-1

KINS 1412

Swimming: 0-2-1

KINS 1413

Swimming: Aquatic Aerobics: 0-2-1

KINS 1414

Swimming: Fitness: 0-2-1

KINS 1415

Tennis: 0-2-1

KINS 1416

Tumbling: 0-2-1

KINS 1417

Volleyball: 0-2-1

KINS 1418

Weight Training: 0-2-1

KINS 1419

Water Safety: Survival Swimming: 0-2-1

KINS 1510

Mountaineering: 0-4-1

KINS 1511

Ultimate Frisbee: 0-2-1

A course designed to introduce basic ultimate Frisbee skills and knowledge.

KINS 1513**Swing/Shag: 0-2-1**

A course designed to introduce basic Swing/Shag Dance skills and knowledge.

KINS 1515**Fitness for Life: 0-2-1**

A course designed to introduce basic of weight management through exercise and nutritional education.

KINS 2110**Aerobics: Intermediate: 0-2-1****KINS 2112****Badminton: Intermediate: 0-2-1****KINS 2113****Basketball: Intermediate: 0-2-1****KINS 2115****Bowling: Intermediate: 0-2-1****KINS 2117****Dance: Ballet Intermediate: 0-2-1****KINS 2213****Dance: Social Intermediate: 0-2-1****KINS 2216****Equestrian: Intermediate: 0-2-1****KINS 2217****Fencing: Intermediate: 0-2-1****KINS 2219****Football: Flag Intermediate: 0-2-1****KINS 2310****Golf: Intermediate: 0-2-1****KINS 2317****Racquetball: Intermediate: 0-2-1****KINS 2318****Scuba: Intermediate: 0-2-1****KINS 2319****Self Defense: Intermediate: 0-2-1****KINS 2321****Clinical Skills in Athletic Training I: 0-6-2**

This course provides the student with a supervised clinical experience in athletic training. Clinical assignment, clinical skill competencies and clinical proficiency evaluation are included in this course. Content of this course includes; lower extremity taping, bracing and pad fabrication, skills in emergency and non-emergency life threatening injury and illness care. Prerequisite: Athletic Training major status.

KINS 2322**Clinical Skills in Athletic Training II: 0-6-2**

This course provides the student with a supervised clinical experience in athletic training. Clinical assignment, clinical skill competencies and clinical proficiency evaluation are included in this course. Content of this course includes; upper extremity taping, wrapping, bracing, immobilization and protective devices. Prerequisites: A minimum grade of "C" in KINS 2321 and Athletic Training major status.

KINS 2410**Soccer: Intermediate: 0-2-1****KINS 2411****Softball: Intermediate: 0-2-1****KINS 2412****Swimming: Intermediate: 0-2-1****KINS 2415****Tennis: Intermediate: 0-2-1****KINS 2417****Volleyball: Intermediate: 0-2-1****KINS 2418****Weight Training: Intermediate: 0-2-1****KINS 2419****Swimming: Water Polo: 0-0-1****KINS 2420****Lifeguard Training: 2-0-2**

Prepares students to meet the requirements of the American Red Cross and qualify for certification as a lifeguard.

KINS 2421**Water Safety Instruction: 2-0-2**

Prepares the student to meet the requirements of the American Red Cross and qualify for certification as a water safety instructor.

KINS 2431**Foundations of Health and Physical Education: 1-4-3**

Defines health and physical education and their role within the school curriculum. Introduces past, present, and future issues with school-based health and physical education. Reviews the HPE program requirements and sequence, and initiates student portfolio project. Introduces fundamental pedagogical concepts and components including instructional strategies, developmentally appropriate practice, planning, managerial strategies and assessment. Observations in a variety of public school roles including administration, physical education and health classroom teaching is required. Assist teachers in facilitating lesson segments.

KINS 2511**Human Anatomy and Physiology I Laboratory: 0-3-1**

The laboratory component of the first course in a two semester sequence in which human anatomy and physiology are studied using a body systems approach, with emphasis on the interrelationships between form and function at the gross and microscopic levels of organization. The laboratory course is intended to provide students with hands on experiences that will enhance and reinforce the content of KINS 2531. The experiences will be structured to encourage critical thinking, understanding of scientific methodology, and the application of scientific principles.

KINS 2512**Human Anatomy and Physiology II Laboratory: 0-3-1**

The laboratory component of the second course in a two semester sequence in which human anatomy and physiology are studied using a body systems approach, with emphasis on the interrelationships between form and function at the gross and microscopic levels of organization. The laboratory course is intended to provide students with hands on experiences that will enhance and reinforce the content of KINS 2532. The experiences will be structured to encourage critical thinking, understanding of scientific methodology, and the application of scientific principles.

KINS 2531**Human Anatomy and Physiology I: 3-0-3**

A two semester sequence in which human anatomy and physiology are studied using a body systems approach, with emphasis on the

interrelationships between form and function at the gross and microscopic levels of organization. Course content includes: basic anatomical and directional terminology; fundamental concepts and principles of cell biology; histology; the integumentary, skeletal, muscular, and nervous systems; special senses; and the endocrine system.

KINS 2532**Human Anatomy and Physiology II: 3-0-3**

A two semester sequence in which human anatomy and physiology are studied using a body systems approach, with emphasis on the interrelationships between form and function at the gross and microscopic levels of organization. This course is a continuation of KINS 2531 and includes the cardiovascular system, the lymphatic system and immunity, the respiratory system, the digestive system and metabolism, the urinary system, fluid/electrolyte and acid/base balance and the reproductive systems. Prerequisites: A minimum grade of "C" in KINS 2531.

KINS 3111H**Kinesiology Honors Thesis Seminar I: 1-0-1**

This is a seminar course that prepares students to complete a senior honors thesis proposal. The student will develop a research topic, a review of literature, and first draft of a research proposal. Prerequisite: Honors student standing.

KINS 3112H**Kinesiology Honors Thesis Seminar II: 1-0-1**

This is the second seminar course, students will complete the final research proposal, develop and defend an oral presentation of their research proposal, and complete IRB and IBC forms necessary to collect data for their Senior Honors Thesis. Prerequisite: Honors student standing.

KINS 3130**Research Methods in Kinesiology: 3-0-3**

Introduces the student to fundamental principles underlying research methods in kinesiology. 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 3131**Biophysical Foundations of Human Movement: 2-3-3**

Surveys biological systems and physical principles as applied to human movement and the relationship of these systems and principles to the development of the study of human movement. Prerequisites: A minimum grade of "C" in KINS 2531/KINS 2511 and KINS 2532/KINS 2512.

KINS 3132**Foundations of Exercise and Sport Psychology: 3-0-3**

Introduces the student to how individuals behave in physical activity settings. Psychological antecedents and consequences of primary and secondary involvement in exercise and sport will be explored. Prerequisite: PSYC 1101.

KINS 3133**Physiological Aspects of Exercise: 2-3-3**

Provides an in-depth perspective of physiological and biochemical responses of the human body when subjected to exercise. Prerequisites: A minimum grade of "C" in KINS 3131.

KINS 3134**Biomechanical Analysis of Movement: 2-3-3**

Focuses on the study of human motion through an examination of forces acting on the body and the effects produced by these forces. Prerequisites: A minimum grade of "C" in PHYS 1111, PHYS 1113, and KINS 3131.

KINS 3230**Motor Control, Coordination, and Skill: 3-0-3**

Focuses on the nature of motor skill performance, motor skill learning, and the factors influencing motor skill acquisition. Prerequisites: PSYC 1101, KINS 3131 or permission of instructor.

KINS 3321**Clinical Applications in Athletic Training I: 0-6-2**

This course provides the student with a supervised clinical experience in athletic training. Clinical assignment, clinical skill competencies and clinical proficiency evaluation are included in this course. Content of this course includes; therapeutic modality laboratory experience. Prerequisites: A minimum grade of "C" in KINS 2322 and Athletic Training major status.

KINS 3322**Clinical Applications in Athletic Training II: 0-6-2**

This course provides the student with a supervised clinical experience in athletic training. Clinical assignment, clinical skill competencies and clinical proficiency evaluation are included in this course. Content of this course includes; abdominal injury and illness evaluation. Prerequisites: A minimum grade of "C" in KINS 3321 and Athletic Training major status.

KINS 3330**Prevention of Injury and Illness in Athletic Training: 3-0-3**

This course provides an introduction to the profession of athletic training. The student will be acquainted with the domains of athletic training. Emphasis will be based on basic emergency management as well as injury prevention including strength and conditioning, nutrition and supplements, environmental considerations and protective equipment. Prerequisites: A minimum grade of "C" in KINS 2531, KINS 2511, KINS 2532, and KINS 2512; HLTH 2120 for non-Athletic Training majors.

KINS 3331**Pathology and Care of Athletic Injury and Illness: 3-0-3**

This course will emphasize the recognition of common athletic injuries and illness. Emphasis will be placed on pathology as well as mechanism, signs and symptoms, evaluation findings and basic management and/or referral of injuries and illness. Prerequisite: A minimum grade of "C" in KINS 3330.

KINS 3426**Coaching Baseball and Softball: 1-3-2**

Provides the prospective coach with the knowledge and understanding of basic skills, fundamentals, techniques, team organization, team strategy and conditioning in baseball and softball.

KINS 3427**Coaching Basketball: 1-3-2**

Provides the prospective coach with the knowledge and understanding of basic skills, fundamentals, techniques, team organization, team strategy and conditioning in basketball.

KINS 3428**Coaching Football: 1-3-2**

Provides the prospective coach with the knowledge and understanding of basic skills, fundamentals, techniques, team organization, team strategy and conditioning in football.

KINS 3429**Coaching Olympic Sports: 1-3-2**

Provides the prospective coach with the knowledge and understanding of basic skills, fundamentals, techniques, team organization, team strategy and conditioning in three of the following sports: golf, soccer, tennis, track and field, volleyball and other Olympic sports.

KINS 3430**Principles of Coaching: 3-0-3**

Introduces the student to the sport science principles of coaching. Topics include philosophy, psychology, pedagogy, physiology, management, first aid and injury prevention. Successful completion of the course leads to certification by the National Federation Interscholastic Coaches Education Program.

KINS 3431**Psychology of Coaching: 3-0-3**

Provides the prospective coach with the science and practice of various sport psychology principles as applied to coaching and athletic performance.

KINS 3432

Elementary Physical Education I: 1-4-3

Provides the introduction to a developmentally appropriate approach to teaching the elementary physical education content (gymnastics, games, and dance). Focus is on gymnastic and dance-like activities to build a movement foundation that encourages learners to resolve movement problems in unique ways. Balance, tumbling, movement exploration, whole and part body expression, and simple rhythms are the core to these learning activities. Students will be required to design and implement a variety of movement challenges for elementary learners. Prerequisite: Admission into the Teacher Education Program in Health and Physical Education.

KINS 3433

Elementary Physical Education II: 1-4-3

Along with KINS 3432, it is designed to focus on a developmentally appropriate approach to teaching the foundations of movement to children. Focus is on dance and game-like activities to build a movement foundation that encourages learners to resolve movement problems and manipulate objects in unique ways. Movement exploration, whole and part body expression, rhythms, game creation, game variations, game strategies and game/cooperative skills are the core to these learning activities. Also emphasizes the inclusion of fitness concepts in the elementary curriculum. Students will be required to design and implement a variety of movement challenges for elementary learners. Prerequisites: Admission into the Teacher Education Program in Health and Physical Education and a minimum grade of "C" in KINS 3432.

KINS 3435

Life Span Motor Development: 3-0-3

Develops the ability to survey the developmental perspective of motor development, the knowledge of changing motor behavior, the knowledge of the factors affecting motor development and the ability to apply information about motor development sequences and developmental constraints analysis to the teaching of motor skills. Prerequisite: Admission into Teacher Education Program in Health and Physical Education.

KINS 3436

Performance and Technique in Physical Activity I: 1-4-3

Enhances the knowledge, skill, and understanding of activities and games pertinent to middle and high school physical education. Identifies appropriate teaching sequences, assessment strategies, and developmentally appropriate modifications to enhance student learning. Reviews and analyzes "traditional" game and sports activities and concerns in regard to maximizing learning. Skill, strategy and conceptual transfer, across activities and games, will be identified to enhance learner skillfulness and adaptability. Content focus will be on traditional and non-traditional games and activities involving individual and group skills to diversify movement efficiency. Students will be required to design and implement a variety of movement challenges for middle and high school learners. Strategies for integrating fitness concepts into these activities will be addressed. Prerequisite: Admission into Teacher Education Program in Health and Physical Education.

KINS 3437

Performance and Technique in Physical Activity II: 1-4-3

Enhances the knowledge, skill, and understanding of dance, cooperative and adventure activities pertinent to middle and high school physical education. Identifies appropriate teaching sequences, assessment strategies and developmentally appropriate modifications to enhance student learning. Reviews and analyzes strategies for incorporating these activities into the middle and high school curriculum. Skill, strategy and conceptual transfer, across activities will be identified to enhance learner skillfulness and adaptability. Content focus will be on activities which develop social dance, teamwork, communication and outdoor/adventure skills and to diversify movement efficiency. Students will be required to design and implement a variety of movement challenges for middle and high school learners. Strategies for integrating fitness concepts into these activities will be addressed. This course will involve two weekend adventure experiences. Prerequisites: Admission into Teacher Education Program in Health and Physical Education and a minimum grade of "C" in KINS 3436.

KINS 4099

Selected Topics in Kinesiology: (1-3)-0-(1-3)

Provides the student with in-depth study of selected topics in kinesiology. Prerequisite: Permission of instructor.

KINS 4111H

Kinesiology Honors Thesis Seminar III: 1-0-1

In a seminar setting, students will continue writing and revising their thesis. This course provides the student with the opportunity to revise manuscript proposal based upon previous work in Honors Thesis Seminar I and II. Student will be guided through primary data collection and analysis. Student will complete writing the first draft of the Research Manuscript. Prerequisite: Honors student standing.

KINS 4112H

Kinesiology Honors Thesis Seminar IV: 1-0-1

Students will complete a Honor's Research thesis and successfully defend their original research project to their Research Director and Research Committee. Revisions to the Honor's thesis will be based upon feedback from the oral defense. To demonstrate proficiency in oral research presentation, students will present their original research at the Honor's Research Symposium and Phi Kappa Phi Research Symposium and/or a regional professional conference. Finally, students will submit the final Research Manuscript for publication in a professional peer reviewed journal. Prerequisite: Honors student standing.

KINS 4130

Administrative Principles in Kinesiology: 3-0-3

Focuses on the study of the processes of planning, organizing, directing and controlling the functioning of movement based professions (exercise science, athletic training).

KINS 4131

Population Health Care Strategies: 3-0-3

Overview of the levels of prevention, epidemiological principles and their impact on health promotion and disease prevention. A major focus is primary prevention relative to exercise/activity. Emphasis is placed on the clinical application of activity for improving health. Prerequisite: Junior/Senior level or permission of instructor.

KINS 4231

Fitness Evaluation and Exercise Prescription: 3-0-3

Provides the student with an in-depth study of fitness appraisal and exercise prescription and the development, interpretation, implementation and management of fitness programs. Prerequisites: KINS 3133 and HLTH 1520 or permission of instructor.

KINS 4330

Evaluation of Lower Extremity Injuries: 3-0-3

Presents principles and techniques in the clinical evaluation of athletic injuries and illnesses involving the lower extremities, thoracic/lumbar spine and gait analysis. Prerequisite: A minimum grade of "C" in KINS 3331.

KINS 4331

Evaluation of Upper Extremity Injuries: 3-0-3

Presents principles and techniques in the clinical evaluation of athletic injuries and illnesses involving the upper extremities, head, face and cervical spine. Prerequisite: A minimum grade of "C" in KINS 4330.

KINS 4332

Therapeutic Modalities in Athletic Training: 3-0-3

Introduces the student to the physiological effects associated with therapeutic modalities used in the treatment and rehabilitation of athletic injuries. Prerequisites: A minimum grade of "C" in PHYS 1111, PHYS 1112 and KINS 3331.

KINS 4333

Therapeutic Exercise and Rehabilitation: 3-0-3

Imparts knowledge pertaining to the physiological effects, indications, contraindications and applications of therapeutic exercise in the

rehabilitation of athletic injuries and illnesses. Prerequisites: A minimum grade of "C" in KINS 4330. Corequisite: KINS 4331.

KINS 4334

General Medical and Pharmacological Issues in Athletic Training: 3-0-3

This course acquaints the student with general medical and pharmacological issues in the athletic population. Prerequisites: A minimum grade of "C" in CHEM 1146 and KINS 3331.

KINS 4420

Sport Conditioning Laboratory: 1-3-2

Prepares students to undertake responsibilities in the areas of coaching, fitness programming and or related areas.

KINS 4421

Principles of Officiating: 1-3-2

Provides the prospective coach with the knowledge and understanding of principles and basic techniques of officiating selective sports.

KINS 4430

Instructional Design in Health and Physical Education for Elementary Students: 3-0-3

Develops skills and knowledge related to teaching physical education to young or beginning learners. Specifically the course will be oriented toward developing an understanding of the characteristics and needs of children, appropriate curriculum content in elementary school physical education and effective teaching skills for elementary school physical education. To the extent possible, the majority of the course will be conducted in elementary schools, providing continuous opportunities to observe, plan for, teach and evaluate teaching physical education lessons on a regular basis. Prerequisite: ESED 3231. Corequisite: EDUF 3232.

KINS 4431

Instructional Design in Health and Physical Education for Middle and High School Students: 3-0-3

Develops instructional skills in planning, teaching and evaluating psychomotor, cognitive and affective learning in large group settings. The emphasis will be on intermediate level learning about current health issues and health related fitness at the high school level, and game/sport, dance, and fitness activities at the middle and high school levels. Specifically the course will be oriented toward developing an understanding of the characteristics of youths in both middle school and high school, appropriate curriculum content in middle school physical education, appropriate curriculum content in high school health education, and effective teaching skills for middle school physical education and high school health education. Prerequisite: KINS 4430

KINS 4432

Adapted Physical Education: 3-0-3

This is an introductory course designed to provide students with the knowledge and basic skills required to meet the professional and legal mandates pertaining to physical education for individuals with disabilities. Prerequisites: A minimum grade of "C" in KINS 4430 and admission to Teacher Education Program. Corequisite: KINS 4431.

KINS 4617

Senior Seminar in Health and Physical Education: 1-0-1

Provides senior level health and physical education majors with a colloquium in which to discuss job search strategies, trends and current issues in the profession, certification issues in education, student teaching responsibilities and advocacy strategies for promoting the profession. Prerequisite: Completed all required coursework in the Health and Physical Education major. Corequisite: EDUF 4799.

KINS 4618

Senior Seminar in Athletic Training: 1-0-1

This course provides senior level athletic training students with a colloquium in which to discuss current athletic training issues and topics. Emphasis will be placed on professional responsibility, as well as ethical practice, and rules

and regulations that govern the practice of athletic training. Course also includes: employment opportunities, professional development and continuing education.

KINS 4619

Senior Seminar in Exercise Science: 1-0-1

Provides senior level exercise science students with a colloquium in which to discuss current issues and topics, with a focus on professional ethics, professional employment opportunities, internships, development and growth and current research themes within the profession. The course also includes preparation for the internship experience. Prerequisite: Senior level Exercise Science major status.

KINS 4721

Clinical Practicum in Athletic Training I: 2-0-2

This course provides the student with a supervised clinical experience in athletic training. Clinical assignment, clinical skill competencies and clinical proficiency evaluation are included in this course. Content of this course includes: advanced techniques in manual muscle testing, goniometric measurements and orthotic fabrication. Prerequisites: A minimum grade of "C" in KINS 3322 and Athletic Training major status.

KINS 4722

Clinical Practicum in Athletic Training II: 2-0-2

This course provides the student with a supervised clinical experience in athletic training. Clinical assignment, clinical skill competencies and clinical proficiency evaluation are included in this course. Content of this course includes: research methods, professional presentations and athletic training administration. Prerequisites: A minimum grade of "C" in KINS 4721 and Athletic Training major status.

KINS 4730

Coaching Practicum: 3-0-3

Provides the student with supervised coaching experience in a sport. Prerequisite: Beginning coaching course in the sport or permission of instructor.

KINS 4735

Practicum in Exercise Science: 3-0-3

Offers the student the opportunity to participate in appropriate laboratory techniques and practices within the biophysical and behavioral domains of exercise science. Prerequisite: Permission of Exercise Science Program Coordinator.

KINS 4799

Internship in Exercise Science: 12-0-12

Provides the senior level Exercise Science major student with a practical experience in an appropriate exercise setting. Prerequisite: KINS 4619.

KINS 4899

Directed Individual Study: (1-3)-0-(1-3)

Provides the student with the opportunity to investigate an area of interest under the direction of a faculty mentor. Prerequisite: Permission of instructor.

KINS 4999

Senior Thesis: 6-0-6

Provides the student with a capstone experience focusing on designing and conducting an original research project or assisting a faculty mentor in ongoing research. Prerequisites: 3.0 GPA and permission of Exercise Science Program Coordinator.

KINS 6130

Research Design in Kinesiology: 3-0-3

Provides the student with the opportunity to develop skill in designing, evaluating and producing research, with a focus on critical thinking and problem solving. Prerequisite: Undergraduate course in research methods or permission of instructor.

KINS 6131

Data Analysis in Kinesiology: 3-0-3

Provides the student with an advanced understanding of data analysis in kinesiology. The goal of the course is for the student to obtain advanced knowledge and skills to analyze and understand research data within the field of human movement. Prerequisite: Undergraduate course in statistics, KINS 6130 or permission of instructor.

KINS 7099

Selected Topics in Kinesiology: (1-3)-0-(1-3)

Provides the student with an opportunity for in-depth study of selected topics in kinesiology. Prerequisite: Permission of instructor.

KINS 7110

Multicultural Issues in Physical Education: 1-0-1

This course focuses on the critical analysis of multicultural issues and other ecological variables in physical activity settings including equity, accessibility, social responsibility, and cultural influences.

KINS 7111

Action Research in Physical Education: 1-0-1

The purpose of this course is to develop skills and knowledge necessary to effectively conduct research in P-12 Physical Education. Students will complete a field-based research project in physical education under the direction of a faculty mentor. Prerequisites: A minimum grade of "C" in KINS 6130 and KINS 6131.

KINS 7130

Nervous, Endocrine, Muscle, and Metabolic Exercise Physiology: 3-0-3

Explores the role of metabolism and the nervous, endocrine, and muscular systems on the response of the human body to acute and chronic exercise. Prerequisite: A minimum grade of "C" in an undergraduate course in exercise physiology or permission of instructor.

KINS 7230

Cardiovascular, Respiratory, and Environmental Exercise Physiology: 3-0-3

Focuses on the study of the effects of exercise on the physiological functions of the human organism with emphasis on cardiovascular and respiratory systems and the impact of the environment on physiological function. Prerequisite: Undergraduate course in exercise physiology.

KINS 7231

Laboratory Techniques in Exercise Physiology: 2-3-3

Acquaints the student with the use of typical laboratory equipment used in exercise physiology. Prerequisite: KINS 7230 or permission of instructor.

KINS 7232

Health Appraisal and Fitness Testing: 3-0-3

Examines advanced fitness assessments and exercise prescription. Students will learn assessment techniques for a wide variety of client categories and will be responsible for demonstrating application of measurement skill in a format similar to national certification exams. Prerequisite: KINS 7230 or permission of instructor.

KINS 7233

Fitness Program Administration: 3-0-3

Focuses on the administrative aspects involved in conducting safe and effective fitness programs. Students will learn exercise leadership, patient counseling, emergency procedures, and administrative principles as they apply to clinical exercise settings.

KINS 7234

Clinical Applications of Biomechanics: 3-0-3

Provides the student with the biomechanical knowledge essential to conduct systematic quantitative and qualitative analysis of human movement in clinical settings. Prerequisite: Undergraduate courses in biomechanics, physics and functional anatomy or permission of instructor.

KINS 7235

Instrumentation and Techniques in Biochemics: 2-3-3

Provides students with theoretical knowledge and skills for the biomechanical analysis of movement. Prerequisite: A minimum grade of "C" in an undergraduate class in biomechanics, algebra, trigonometry, or permission of instructor.

KINS 7236

Cardiopulmonary Pathophysiology and ECG Interpretation: 3-0-3

Focuses on the pathophysiology, epidemiology and rehabilitation from the effects of cardiovascular and respiratory disease. Students will learn electrocardiograph interpretation and become familiar with exercise prescriptions for persons with cardiovascular and respiratory disease. Prerequisite: KINS 7230, KINS 7232, or permission of instructor.

KINS 7237

Exercise and Special Populations: 3-0-3

Examines the various physiological processes as they are affected by pregnancy, maturation and aging, and how these changes alter a person's response to, and ability to participate in, exercise. Prerequisite: KINS 7230 or permission of instructor.

KINS 7238

Human Performance and Nutrition: 3-0-3

Examines the interaction between nutrition and physical activity, including exercise and athletic performance. Topics will include the latest research on nutrients and ergogenic aids. Prerequisite: Undergraduate course in exercise physiology or permission of instructor.

KINS 7239

Clinical Exercise Physiology: 3-0-3

Prepares the student to supervise and direct exercise for the management and rehabilitation of clinical cardiovascular, pulmonary, renal, and metabolic disease. Prerequisite: A minimum grade of "C" in an undergraduate course in exercise physiology or permission of instructor.

KINS 7310

Introduction to Clinical Instruction: 1-0-1

This course introduces the newly certified athletic trainer to the clinical instructor role in an athletic training clinical setting. Content includes; learning and instruction styles, educational competencies, legal and ethical behaviors, instructional skills of mentoring, supervision, administration, evaluation and assessment of the undergraduate athletic training student in the clinical setting .

KINS 7330

Clinical Teaching Skills in Athletic Training: 3-0-3

Exposes the student to knowledge and skills of teaching clinical education programs in athletic training. Students will be exposed to the teaching theories and schema as they relate to clinical education in athletic training. Prerequisite: Permission of instructor.

KINS 7333

Advanced Evaluation Skills in Athletic Training: 3-0-3

Focuses on the advancement of entry level knowledge and skills related to the evaluation of musculoskeletal related injury. Students will be exposed to both theoretical framework and psychomotor aspects of evaluation skills. Prerequisite: Permission of instructor.

KINS 7334

Advanced Rehabilitation Skills in Athletic Training: 3-0-3

Focuses on the advancement of entry level knowledge and skills related to the rehabilitation of musculoskeletal related injury. Students will be exposed to both theoretical framework and psychomotor aspects of rehabilitation skills. Prerequisite: Permission of instructor.

KINS 7335**Medical Aspects in Athletic Training: 3-0-3**

This course is designed to enhance the student's knowledge of pathophysiology, clinical presentation, and diagnostic tests of common general medical conditions observed in physically active individuals. Content of the course will cover the following categories/systems: cardiovascular, hematological, pulmonary, ENT, renal, gastrointestinal, hepatology and immunology.

KINS 7336**Current Issues in Athletic Training: 3-0-3**

An advanced course that focuses on current issues and/or special topics of interest to athletic clinicians. Prerequisite: Permission of instructor.

KINS 7337**Macronutrient Metabolism in Sports Nutrition: 3-0-3**

This course considers macronutrient metabolism in sports nutrition at an advanced level with respect to the metabolism, function, and requirements of macronutrients for physical activity. Prerequisite: A minimum grade of "C" in KINS 7238.

KINS 7338**Micronutrient Metabolism in Sports Nutrition: 3-0-3**

This course considers micronutrient metabolism in sports nutrition at an advanced level with respect to the metabolism, function, and requirements of micronutrients for physical activity. Prerequisite: A minimum grade of "C" in KINS 7238.

KINS 7339**Energy Balance for Weight Management: 3-0-3**

This course analyzes the importance of energy balance in weight management as well as investigates genetic, metabolic, environmental factors that contribute to overweight and obesity. Physiological and psychological consequences of overweight and obesity as well as the roles of diet, behavior, and exercise in its prevention and treatment will be discussed. Special emphasis will be placed on the application of weight management theory to the development, presentation, and analysis of weight loss and weight maintenance protocols. Prerequisite: A minimum grade of "C" in KINS 7238.

KINS 7430**Administrative Issues in Coaching: 3-0-3**

Provides the student with the opportunity to study philosophy, principles and procedures in administering an athletic team or program.

KINS 7431**Applied Sport Physiology: 3-0-3**

Focuses on the study of exercise physiology principles applied to developing training and conditioning programs for enhancing health-related fitness and performance. Prerequisite: Undergraduate course in exercise physiology or permission of instructor.

KINS 7432**Applied Sport Biomechanics: 3-0-3**

Provides the student with an in-depth study of the internal and external forces acting on the human body and the effects produced by these forces. Prerequisites: Undergraduate courses in biomechanics, algebra and trigonometry or permission of instructor.

KINS 7433**Prevention, Recognition and Care of Athletic Injuries: 3-0-3**

Focuses on the study of advanced knowledge in the concepts, practices, and procedures in the prevention, recognition and care of athletic injury and illness. Prerequisites: Undergraduate courses in anatomy, physiology and exercise physiology or permission of instructor.

KINS 7434**Current Issues in Coaching: 3-0-3**

Provides the student with an overview of the skills, techniques and knowledge involved in becoming a coach, focusing on current issues affecting the coaching profession.

KINS 7437**Analysis of Teaching Physical Education: 3-0-3**

Examines practices of effective teaching techniques and their relationship to learning. Provides the student with an understanding of opportunities to practice effective teaching strategies and skills.

KINS 7438**Motor Behavior: 3-0-3**

Presents the major theoretical frameworks for acquisition of motor skill. Emphasis is given to the understanding of concepts of motor development, motor control, motor learning and the implications for pedagogy. Prerequisite: Undergraduate course in motor behavior or permission of instructor.

KINS 7530**Psychology of Peak Performance: 3-0-3**

Examines the psychological factors that may lead to peak performances in exercise and sport. Students will be introduced to the physical, mental and emotional variables related to the readiness states of this ideal performance condition. Research and interventions associated with the common qualities of peak performance will be discussed. Prerequisite: Undergraduate course in sport psychology or permission of instructor.

KINS 7531**Team Dynamics: 3-0-3**

Provides the student with an understanding of the influence of teams/groups within exercise and sport upon the individual performer, as well as, the influence of individuals upon teams/groups. Based upon the science/practice model, thus theory, research and application within team/group dynamics. The assignments are structured to give students experience with working in teams/groups. Prerequisite: Undergraduate course in sport psychology or permission of instructor.

KINS 7533**Sport Psychology Interventions: 3-0-3**

Provides an introduction to the application of exercise and sport psychology intervention strategies to enhance performance. Students will participate in various individual-focused performance enhancement training procedures and produce a personalized performance enhancement manual. Prerequisite: KINS 7530 or permission of instructor.

KINS 7534**Current Issues in Sport Psychology: 3-0-3**

Provides student with an in-depth examination of special areas, current topics, and relevant issues in the field of sport psychology. Prerequisite: Undergraduate course in sport psychology or permission of instructor.

KINS 7535**Fitness and Wellness Education: 3-0-3**

The purpose of this course is to provide the teacher with current theories and knowledge regarding fitness and wellness education in P-12 Physical Education. The course will additionally provide the teacher opportunities to design and evaluate fitness and wellness education programs.

KINS 7536**Assessment and Technology in Physical Education: 3-0-3**

The purpose of this course is to develop skills and knowledge necessary to effectively assess student learning in P-12 Physical Education. The course will additionally provide an overview of the various types of technology that can be utilized in teaching and assessing physical education. The course includes personal computer use in creating materials to enhance instruction and aid in assessment. Also included are other technologies, such as personal digital assistants (PDA), digital cameras/camcorders, various physical education software and Internet options.

KINS 7537**Evaluation and Rehabilitation of the Lumbar Spine: 3-0-3**

This course provides the student an opportunity for advanced study of lumbar pathology, assessment, and rehabilitation. Students will be exposed to both theoretical framework as well as psychomotor aspects of assessment and rehabilitation of the lumbar spine.

KINS 7538**Clinical Gait Analysis: 3-0-3**

This course provides the student with an advanced understanding of the principles of Gait Analysis. Students will learn the determinants of normal and pathological gait and additional locomotor processes. Additionally, this course provides students laboratory experience in the acquisition, interpretation, and analysis of biomechanical data commonly assessed in the analysis of human gait. Prerequisite: A minimum grade of "B" in KINS 7234.

KINS 7630**Seminar in Kinesiology: 3-0-3**

Provides the student with an in-depth literature review and discussion of contemporary topics in kinesiology. Prerequisite: KINS 6130, KINS 6131, or permission of instructor.

KINS 7730**Practicum in Coaching: 0-9-3**

Provides the student with coaching experiences in planning, teaching skills, conducting practice sessions, organizing game situations and analysis, scouting and structuring off-season programming. Prerequisite: Permission of instructor.

KINS 7731**Clinical Practicum for Teaching Athletic Training Skills: 0-9-3**

Provides the student with an opportunity to practice knowledge and skills of teaching clinical skills in athletic training. Students will be placed in clinical environments and will assist in the teaching of clinical athletic training skills. Prerequisite: KINS 7330 or permission of instructor.

KINS 7732**Clinical Practicum for Evaluating Athletic Training Skills: 0-9-3**

Allows the student to practice knowledge and skills of evaluating clinical skills in athletic training. Students will be placed in clinical environments and will assist with the supervision and evaluation of the application of athletic training skills. Prerequisite: KINS 7333, KINS 7731, or permission of instructor.

KINS 7733**Practicum in Sport Psychology: 0-9-3**

Provides the student with the opportunity to practice knowledge and skills of sport psychology interventions. Students will be involved in supervised, applied environments that allow them to work with a team or individual. Prerequisite: KINS 7531, KINS 7533, or permission of instructor.

KINS 7799**Internship in Kinesiology: 9-0-9**

Provides the student with an opportunity to receive practical experiences in a selected movement related setting. Prerequisite: Permission of Graduate Program Director.

KINS 7899**Directed Individual Study: (1-3)-0-(1-3)**

Provides the student with an opportunity to investigate an area of interest under the direction of a faculty mentor. Prerequisite: Permission of instructor.

KINS 7999**Thesis: (1-6)-0-(1-6)**

Provides the student with an opportunity to complete an independent research project. A written and oral defense of the project is required. Prerequisite: Permission of Graduate Program Director.

KINS 8430**Supervision of Instruction in Physical Education: 3-0-3**

Assists the professional educator with acquiring the knowledge and skills essential to improving instruction and instructional programs in physical education. Supervision of novice and experienced physical education teachers will be discussed. Prerequisite: EDLD 7137.

KINS 8431**Curriculum Issues and Trends in Physical Education: 3-0-3**

Identifies theoretical frameworks of curriculum development in relationship to current issues and trends.

Latin American Studies (Interdisciplinary)**LAST 3090/3090S****Selected Topics in Latin America: 3-0-3**

Designed to provide intensive study of an area relating to the geography, history, culture and/or civilization of Latin America.

LAST/POLS 3133**Latin American Politics: 3-0-3**

An examination of the major domestic and international factors in comparative Latin American political systems. Special attention and detail is given to the challenges of development and democratization.

LAST/HIST/INTS 3537**Colonial Latin America: 3-0-3**

A political, social, and economic survey of Latin America from its pre-Columbia era to its struggles for independence.

LAST/HIST/INTS 3538/3538S**Modern Latin America: 3-0-3**

A political, social, and economic survey of Latin America from independence to the present.

LAST/ANTH 4135/4135S**Mesoamerican Archeology: 3-0-3**

An examination of the prehistoric cultures of Central America beginning with the Paleoindians and culminating with the Aztec and Maya. Materials covered include the art, iconography, architecture, religion, economy, social and political organization of the Olmec, Mixtec, Aztec, Toltec, Totanec, Maya, and Huastec Civilizations. Prerequisite: ANTH 1102 or permission of instructor.

LAST/SPAN 4231**Spanish American Life, Literature, and Thought: 3-0-3**

An exploration of the life, literature, and thought of Spanish America, with focus on building advanced-level proficiency in writing, listening, reading, and speaking. Prerequisite: A minimum grade of "C" in SPAN 3630 or permission of instructor.

LAST/GEOG 4232**Geography of Latin America: 3-0-3**

Study of the physical, cultural and economic geography of Latin America, including Mexico.

LAST 4890**Seminar in Latin American Studies: 3-0-3**

Must be taken as the final 3-hour course in the 15-hour block required for the minor in Latin American Studies, is designed to permit interdisciplinary engagement and individualized specialization so that the student can intensify his or her studies of Latin American topics. Prerequisite: Contemporary World Cultures plus three upper division courses with

significant Latin American dimension in at least two disciplines other than the major.

LAST/SPAN 5232/5232G

Studies in Hispanic Societies: 3-0-3

Practice of Superior-level Spanish-proficiency skills through the examination of the societies of the Spanish-speaking world, with particular focus on the various minority groups. Graduate students must produce an extra paper/project, give an extra conference-length presentation, and conduct extra research that is not required of the undergraduate students. Course repeatable for credit with advisor approval. Prerequisite: A minimum grade of "C" in one 4000-level Spanish course or permission of instructor.

Latin (CLASS)

LATN 1001

Elementary Latin I: 3-0-3

Introduction to the Latin language: pronunciation, fundamentals of grammar, reading, and translation.

LATN 1002

Elementary Latin II: 3-0-3

Continued study of Latin grammar and syntax begun in Latin 1001, with further reading and translation. Prerequisite: LATN 1001 or equivalent.

LATN 1060

Accelerated Elementary Latin: 6-0-6

An accelerated introduction to the Latin language: pronunciation, fundamentals of grammar, reading, and translation.

LATN 2001

Intermediate Latin I: 3-0-3

Beginning series of reading in Roman authors with emphasis on prose. Elements of grammar will also be reviewed. Discussion of Roman history and culture. Prerequisites: LATN 1001 and LATN 1002 or equivalent.

LATN 2002

Intermediate Latin II: 3-0-3

Continued reading of Roman authors with emphasis on poetry. Prerequisite: LATN 2001 or concurrent enrollment in LATN 2001 or equivalent.

LATN 2060

Accelerated Intermediate Latin: 6-0-6

Accelerated intermediate Latin with continued work on pronunciation, fundamentals of grammar, reading, and translation.

LATN 3030/3030S

Selected Topics in Latin: (1-3)-0-(1-3)

Study of a topic in Latin literature, culture, society, thought or language not included in the regular offering. May be repeated for credit provided a new topic is studied. Prerequisite: LATN 2002.

LATN/WGST 3330

Roman Women: 3-0-3

Study of the role of women in the ancient Roman world. Emphasis on their influence within the political, economic, social, religious, and intellectual life of Rome. Examination of the Roman world through the eyes of ancient Roman women from different historical periods and social status.

LATN 3131

Latin Authors: 3-0-3

Concentrated study of the works of one or more Latin authors. Themes in the literature will be studied with emphasis placed on the cultural and historical significance of the written work and its author. May be repeated for credit provided a new topic is studied. Prerequisites: Two Latin courses at the 2000 level.

LATN 4890

Directed Study in Latin: (1-15)-0-(1-15)

Concentrated study of a topic in Latin literature, culture, society, thought, or language. May be repeated for credit provided a new topic is studied. Prerequisites: Two Latin courses at the 3000 level.

Leadership (CLASS)

LEAD 2031

Principles of Leadership: 3-0-3

The Principles of Leadership course will prepare students for leadership roles in the community and in their professions. The course will provide students with the knowledge, skills, and foundation in Leadership necessary to be effective in a variety of settings. Students will develop an understanding of the components that make leadership successful. Students will gain both the theoretical and practical skills necessary for success in both their personal and professional lives. It is intended for students who are interested in gaining a foundation in leadership studies and extended coursework in applied aspects of Leadership. Prerequisite: A minimum grade of "C" in ENGL 1101 or ENGL 1160.

Linguistics (Interdisciplinary)

LING/WRIT 2090

Selected Topics in Writing and Linguistics: (1-3)-0-(1-3)

Introduces students to one or more topics preliminary to study of more specialized areas of Writing and Linguistics. Prerequisite: A minimum grade of "C" in ENGL 1101 or ENGL 1160.

LING 3030/3030S

Selected Topics in Linguistics: 3-0-3

Offers varied courses in specialized areas of the field of linguistics.

LING 3031

Phonology: 3-0-3

An in-depth introduction to sounds and sound structures within formal grammar. Relation of basic units of sound structure to major components of linguistics including syntax, morphology, and semantics. Reading and discussion of trends in phonological theory, including nonlinear phonology and current optimality approaches. Prerequisite: ENGL 1102 or a minimum grade of "C" in ENGL 1160.

LING 3032

Syntax: 3-0-3

A broad introduction to syntactic theory within historical and contemporary approaches to language and linguistic representation. Exploration of language as a systematic structure drawing on the Generative Transformational models complemented by the Minimalist paradigm. Prerequisite: ENGL 1102 or a minimum grade of "C" in ENGL 1160.

LING/FORL 3131

Greek and Latin Vocabulary: 3-0-3

Greek and Latin Vocabulary in English is a course designed to improve the student's use and understanding of the vocabulary of English through a study of the Latin and Greek elements (word roots) in English. Emphasis on words in current scientific and literary use. No knowledge of Greek or Latin required.

LING/ANTH/POLS/AAST 3337

Language, Power, Politics: 3-0-3

An in-depth investigation of the role of language in national and international power structures. Comparative evaluation of language in social organization of politics, economic policy and law as aggregated by race, culture, ethnicity, class, group ideology, and gender. Emphasis on social policy management and minority/linguistic rights. Prerequisite: ENGL 1102 or a minimum grade of "C" in ENGL 1160.

LING/POLS 3338

Language and Law: 3-0-3

A critical examination of language as a problem-solving device and tool for understanding argument and legal contestation. Delineation of individual rights, institutional authority and legal jurisdiction with emphasis on language and legal power. Analysis of the sociology of language and law within the concepts of human rights and socio-political entitlements. Prerequisite: A minimum grade of "C" in ENGL 1102 or ENGL 1160.

LING/ANTH/FORL 3533

Introduction to Language: 3-0-3

A general introduction to the nature and structure of language and its role in society.

LING 3630

Language and Linguistic Theory: 3-0-3

Critical overview, examination and evaluation of influential theories in linguistics and their insight on language. Application of basic principles of linguistic theorizing to issues of language structure and understanding. Prerequisites: ENGL 1102 or a minimum grade of "C" in ENGL 1160.

LING/AAST/AMST/ANTH 4133

Gullah and Geechee Language and Culture: 3-0-3

This course introduces students to the culture, language, folklore, traditional stories, and creative output of the Gullah and Geechee people in Georgia and South Carolina through readings, lectures, films, and hands-on experiences. Prerequisite: A minimum grade of "C" ENGL 1102 or ENGL 1160.

LING 4333

Semantics: 3-0-3

Focuses on language analysis applied to practical problems of communication in contemporary society. Prerequisite: A minimum grade of "C" in ENGL 1102 or ENGL 1160.

LING/WRIT 5130/5130G

Modern English Grammar: 3-0-3

A study of the system of rules of word formation and sentence construction that we unconsciously employ in our daily use of the English language. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Undergraduate Prerequisite: A minimum grade of "C" in ENGL 1102 or ENGL 1160. Graduate Prerequisite: A admission to graduate standing.

LING/WRIT 5330/5330G

History of English Language: 3-0-3

A study of the English language from linguistic, social, and historical perspectives. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Undergraduate Prerequisite: A minimum grade of "C" in ENGL 1102 or ENGL 1160. Graduate Prerequisite: A admission to graduate standing.

LING/ANTH/WRIT 5530/5530G

Sociolinguistics: 3-0-3

The principles and methods used to study language as a sociocultural phenomenon. These are examined both from the linguistic viewpoint and the social scientific viewpoint. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite: ANTH 1102 or SOCI 1101.

Logistics (COBA)

LOGT 3231

Principles of Transportation: 3-0-3

An introduction to the principles of transportation with emphasis on transportation modal and intermodal operations (rail, highway, air, water, and pipeline transportation) and transportation management. Consideration is given to the economic, social, political and international aspects of the transportation industry. The role of logistics information technology in modern global transportation systems is introduced via topics including

electronic data interchange, global positioning systems, and intelligent transportation systems. Prerequisite: Junior standing.

LOGT 3232

Business Logistics: 3-0-3

An introduction to and study of the fundamentals of logistics and supply chain management. Course coverage includes the flow of raw materials, work-in-progress, and finished goods through the supply chain. Particular emphasis is given to the design of channels of distribution, management of inventory, evaluation of transportation alternatives, information flow, facility location, outsourcing and third-party relationships, and the rapidly expanding field of logistics information technology. Prerequisite: Junior standing.

LOGT 4030

Special Topics in Logistics: 3-0-3

A customized course that allows students to pursue further study in a specific logistics topic at the frontier of an area of research or a contemporary topic related to current real-world events. Prerequisites: A minimum grade of "C" in LOGT 3231 and LOGT 3232.

LOGT 4231

Logistics and Intermodal Transportation Operations: 3-0-3

An examination of the design and management of supply chain operations in selected logistics settings. Particular emphasis is placed upon the areas of traffic management, carrier operations, carrier selection and contract negotiation, and warehousing. Each area is analyzed in terms of organizational differences, operational processes, variations in information needs, and performance control mechanisms. Prerequisite: LOGT 3232.

LOGT 4232

International Logistics: 3-0-3

An examination of the many differences between domestic and international supply chain management activities and functions. Considerable emphasis is placed upon the importance of ocean shipping and air transportation and their impact on international trade and global trade patterns. Other topics covered include INCOTERMS (international commercial terms), the use of EDI (electronic data interchange) in international transactions, the management of ocean carriers, the import/export process, the role of international agents and forwarders, and international sourcing decisions. Prerequisite: LOGT 3231.

LOGT 4233

Logistics Executive in Residence: 3-0-3

A capstone, integrative, case course in logistics and transportation strategy. Students participate in an Executive in Residence program that provides interaction with top-level logistics and transportation executives. Prerequisites: A minimum grade of "C" in LOGT 3231, LOGT 3232, LOGT 4231, and LOGT 4232.

LOGT 4234

Analytical Tools in Logistics: 3-0-3

This course is an examination of the principle analytical tools and methods used in logistics and transportation, including the application of analytical tools to strategic, tactical, and operational supply chain problems. Students will be required to demonstrate the ability to understand the fundamentals of the field and to stretch this understanding to comprehend the intricate processes needed by logistical and transportation managers. Prerequisites: A minimum grade of "C" in LOGT 3231 and LOGT 3232. Corequisite: LOGT 4231.

LOGT 4263

Seminar in Intermodal Distribution: 3-0-3

This course is requires knowledge of a wide range of logistics terms and concepts. Students are required to read extensively from the current literature in the field and to demonstrate proficiency in sourcing intermodal information via electronic media. A major research project is an integral part of the course, involving the analysis of organizations and/or topics directly related to intermodal distribution. Prerequisite: Prior or concurrent enrollment with a minimum grade of "C" in LOGT 4231 or LOGT 4232.

LOGT 4830**Special Problems in Logistics: 3-0-3**

A senior level course that allows LOGT majors to pursue an intensive study of a specific topic or emerging area of transportation and logistics to be developed by the instructor. Prerequisites: LOGT 3231 and LOGT 3232 or permission of instructor.

LOGT 4790**Internship in Logistics: (3-6)-0-(3-6)**

A supervised work-study program in selected logistics and intermodal transportation companies. Students will be permitted to undertake internships only after review of academic qualifications and with firm pre-approval by the faculty. Prerequisites: LOGT 3231 or LOGT 3232 and approval of the supervising faculty member.

LOGT 4890**Directed Study in Logistics and Intermodal Transportation: 3-0-3**

Independent study and research in selected areas of Logistics and Intermodal Transportation under supervision of a member of the LOGT faculty. Prerequisite: Approval of the instructor and department chair.

LOGT 7432**Logistics Fundamentals and Strategy: 3-0-3**

Develops an understanding of logistics systems. The class will apply a managerial focus approach to integrating the numerous logistical activities in the supply chain including materials management, physical distribution, third party logistics, transportation, and other topics. The class will stress practical applications through a case approach and a logistics simulation. Prerequisites: Graduate standing and the completion of the MBA prerequisites or permission of the COBA Director of Graduate Studies for non-MBA students.

LOGT 9030**Special Topics in Logistics: 3-0-3**

Addresses important Logistics topics not covered to any significant extent in other courses. The topic(s) to be covered will be announced each time the course is offered. Prerequisite: Acceptance in Ph.D.program

LOGT 9131**Introduction to Logistics and Transportation: 3-0-3**

Survey of the concepts, best practices and current research in the field of Logistics and Transportation. The subject will be studied from multiple perspectives including the design and interaction of various portions of the supply chain: logistics costs, transportation options, transaction cost economics, operations, supply chain relationships and other relevant topics. The class will provide a foundation for future materials at a doctoral level.

LOGT 9632**Logistics and Transportation Modeling: 3-0-3**

Techniques and methodology for logistics, transportation and supply chain system design, customer service, and policy formulation. Methodological focus on simulation and analytical techniques to develop empirical results documenting current and anticipated system performance.

LOGT 9633**Logistics Literature and Research Criticism: 3-0-3**

Survey of the past, current and possible future concepts of the Logistics and Transportation literature. The material will be discussed in a survey setting and will evaluate various research methodologies and highlight opportunities for future research. The course will help the doctoral student identify gaps in the literature, prepare research plans to address the gaps and apply the academic research process.

LOGT 9634**Current Supply Chain Management Thought: 3-0-3**

Survey of concepts of inter-organizational systems. Supply chains will be examined to include the operational, customer service and financial implications to logistics and transportation academics and professionals. The class will prepare the logistics and transportation major to effectively

integrate other business disciplines into a successful supply chain relationship.

LOGT 9797**Logistics and Transportation Teaching Practicum: 0-(1-3)-(1-3)**

A practicum of applied teaching at the undergraduate level for doctoral students. Ensures that students have the basic pedagogical foundations and classroom experience to succeed at the university level. Required for the Ph.D. in Logistics/Supply Chain Management.

LOGT 9999**Dissertation: 0-0-3**

A directed research project to develop the student's dissertation. This course will also serve as dissertation hours upon completion of the first three (3) hours. An additional 15 hours of LOGT 9999 is required at a minimum for the student to produce an acceptable dissertation.

Legal Studies (COBA)**LSTD 2106/2106H/2106S****Legal Environment of Business: 3-0-3**

Business operates in a domestic and global environment shaped by social and economic forces, made to operate on managers through government regulation and incentives. This course presents an introduction to those factors in the environment of business that shape and affirm American capitalism. Prerequisites: Completion of at least 24 semester hours including a minimum grade of "C" in ENGL 1101 or ENGL 1160.

LSTD 3130/3130S**International Trade Regulation: 3-0-3**

This course presents fundamentals of international trade operations, providing students with the experience of regulatory compliance while conducting the business of exporting. Prerequisite: Permission of instructor.

LSTD 3230**Building Construction Law: 3-0-3**

A study of the legal concepts, statutes and regulations governing the building and construction industry, including the legal framework of contract law, construction financing, property rights zoning, lien, bonding, liability, competitive bidding, dispute resolution theories and relevant/current development of government regulation of the building construction industry. Prerequisites: 30 credit hours of Building Construction and Contracting courses or permission of instructor.

LSTD 3630**White Collar Crime: 3-0-3**

This course examines the US criminal justice system along with its response to the escalating incidence of white-collar crime. Other topics include understanding human behavior, theories of crime causation, organization crime, occupational crime, and the constitutional rights of white-collar criminals. Prerequisite: Completion of a minimum of 55 semester hours.

LSTD 3631**Fraud and the Law: 3-0-3**

Fraud-fighting professionals must understand the laws governing a fraud investigation as it moves through the US legal system. This course examines the numerous legal issues associated with conducting fraud investigations including the federal rules of civil and criminal procedure along with issues involving discovery and evidence admissibility. Prerequisite: Completion of a minimum of 55 semester hours.

LSTD/MGNT 4334**Workplace Legislative Compliance: 3-0-3**

An overview of the current issues in the work environment related to the job selection process, equal employment opportunity, and the rights of workers on the market. Prerequisite: A minimum grade of "C" in MGNT 3130.

LSTD 4830

Special Problems in Legal Studies: 0-0-3

A customized course that is under the direction of a faculty sponsor. The course is designed to offer students an opportunity to pursue studies at a level or on topics not covered in scheduled courses. The scope and nature of the material covered is determined in consultation with faculty sponsor. Prerequisite: Permission of director.

LSTD 4890

Directed Study in Legal Studies: 0-0-(1-3)

Designed for independent study and research in selected areas of legal studies under faculty supervision. Prerequisite: Permission of department chair or director.

LSTD 6130

Legal Environment of Business: 3-0-3

Business operates in a domestic and global environment shaped by social and economic forces, made to operate on managers through government regulation and incentives. This course presents an introduction to those factors in the environment of business that shape and affirm American capitalism. Prerequisite: Graduate standing.

LSTD 7130

Legal and Ethical Issues in Business: 3-0-3

A survey of the legal and ethical rules which govern the managerial decision making process, particularly focusing on constitutional "Commerce Clause" interpretation, contract and agency principles, administrative agency regulations, and evolving ethical issues which influence the application of the law. The course is set in domestic law, but includes operational legal aspects of the international market place. Prerequisites: Graduate standing and the completion of the MBA core or permission of the COBA Director of Graduate Studies for non-MBA students.

LSTD 7230

Law and Ethics for Accountants: 3-0-3

An introduction to legal and ethical issues involving the Uniform Commercial Code and administrative agency regulations. Emphasis is on recognition of these issues to enhance professionalism for business administration. Prerequisites: A minimum grade of "C" in LSTD 2106 or LSTD 6130 and admission to the MAcc program or permission of the director of the School of Accountancy.

Mathematics (COST)

MATH 0091

Algebra Lab: 1-0-1

Provides additional instruction on selected topics from MATH 1111 and is open to all students. MATH 0091 is a required course for any student who makes below a "C" in MATH 1111. Students required to take MATH 0091 must take it concurrently with MATH 1111 until they make at least a "C" in MATH 1111. Topics covered include a study of functions, equations, graphing, and operations with polynomial, rational and radical expressions. Also included are appropriate study skills and the use of technology. (Corequisite: MATH 1111) Audit or institutional credit only.

MATH 0097

Beginning Algebra: 4-0-4

The first of two courses designed for students who are not prepared to enter a college core curriculum mathematics course: MATH 0097 consists of a study of the structure of the real number system, properties of real numbers, first degree equations and inequalities, applications, exponents, polynomials, functions and graphs. Students will be placed in MATH 0097 based on their score on a placement exam. Students will be allowed a maximum of 2 semesters to meet exit requirements for MATH 0097. Audit or institutional credit only.

MATH 0099

Intermediate Algebra: 4-0-4

The second of two courses designed for students who are not prepared to enter a college core curriculum mathematics course: MATH 0099 consists of a study of exponents, polynomials, rational expressions, equations, inequalities, radicals, graphing and functions. A student must demonstrate mastery of material taught in MATH 0097 prior to enrolling in MATH 0098. A student may exit at the end of any semester by passing the course with a "C" or better and meeting any system requirements. Audit and institutional credit only.

MATH 1101

Introduction to Mathematical Modeling: 3-0-3

Mathematical modeling using graphical, numerical, symbolic, and verbal techniques to describe and explore real-world data and phenomena. The investigation and analysis of applied problems and questions, and effective communication of quantitative concepts and results. Topics include linear, quadratic, polynomial, exponential and logarithmic models of real-world phenomena. Credit cannot be earned toward graduation for MATH 1111 if credit is earned for MATH 1101. Prerequisite: Two years of high school algebra or equivalent.

MATH 1111

College Algebra: 3-0-3

A functional approach to algebra that incorporates mathematical modeling of real data, business applications and use of appropriate technology. Emphasis will be placed on the study of linear, quadratic, piece-wise defined, rational, polynomial, exponential and logarithmic functions. Credit cannot be earned toward graduation for MATH 1101 if credit is earned for MATH 1111. Prerequisite: Two years of high school algebra or equivalent.

MATH 1112

Trigonometry: 3-0-3

Circular functions, solutions of triangles, trigonometric identities and equations, graphs of trigonometric functions, Law of Sines, Law of Cosines, applications, vectors, matrices, complex numbers, Euler's formula, DeMoivre's theorem. Appropriate technology will be used. Credit may not be received for both MATH 1112 and MATH 1113. Prerequisite: A minimum grade of "C" in MATH 1111 or equivalent.

MATH 1113

Pre-Calculus: 4-0-4

Emphasizes trigonometric functions and concepts and will include a review of selected topics from algebra including systems of equations and matrix algebra. The graphing calculator will be incorporated throughout the course. Prerequisite: A minimum grade of "C" in MATH 1111 or equivalent.

MATH 1232

Survey of Calculus: 3-0-3

Covers the fundamental elements of differential and integral calculus of algebraic, logarithmic and exponential functions. Topics include a brief review of algebraic principles, limits, derivatives and integrals. Appropriate technology will be incorporated throughout the course. Prerequisite: A minimum grade of "C" in MATH 1111 or MATH 1113 or equivalent.

MATH 1441/1441H

Calculus I: 4-1-4

This is the first of a sequence of courses which present a unified treatment of the differential and integral calculus. Topics include: limits, continuity, differentiation and integration, applications of the derivative and the integral. Prerequisite: A minimum grade of "C" in MATH 1112 or MATH 1113, or equivalent.

MATH 2008**Foundations of Numbers and Operations: 3-0-3**

This course is an Area F introductory course for early childhood education majors. This course will emphasize the understanding and use of the major concepts of numbers and operations. As a general theme, strategies of problem solving will be used and discussed in the context of various topics. This course is also part of the program of study for middle grade majors. Prerequisite: A minimum grade of "C" in MATH 1111.

MATH 2010**Problem Solving for K-8 Teachers: 3-0-3**

Students will learn, integrate and apply a variety of problem solving strategies to a range of mathematical problems from algebra, geometry and other areas of mathematics appropriate to the middle grades curriculum. Students will learn, integrate and apply appropriate technology as a tool in the problem solving process. For early childhood and middle grade majors only. Prerequisite: A minimum grade of "C" in MATH 3032.

MATH 2130**Discrete Mathematics: 3-0-3**

Covers important discrete mathematical objects such as sets, relations and functions, graphs and trees. An introduction to mathematical logic and reasoning, and the concept of an algorithm and its complexity will be covered. Prerequisites: Prior or concurrent enrollment in MATH 1232, or a minimum grade of "C" in MATH 1111, MATH 1112, MATH 1113, MATH 1441, or MATH 2242.

MATH 2242/2242H**Calculus II: 4-1-4**

Includes an introduction to transcendental functions, techniques of integration, improper integrals, infinite series and conics. Prerequisite: A minimum grade of "C" in MATH 1441 or equivalent.

MATH 2243**Calculus III: 4-0-4**

Topics in real valued functions of several variables. Topics include polar coordinates, parametric equations, vectors in two and three dimensions, quadric surfaces, partial derivatives and applications, multiple integrals and applications, line integrals and Stoke's and Green's theorem. Prerequisite: A minimum grade of "C" in MATH 2242 or equivalent.

MATH 2331**Elementary Linear Algebra: 3-0-3**

Matrices, solutions of linear systems, vector spaces and subspaces, orthogonality, determinants, eigenvalues and eigenvectors, linear transformation, diagonalization, and applications. Prerequisite: A minimum grade of "C" in MATH 2242.

MATH 2332**Mathematical Structures: 3-0-3**

Topics include mathematical logic, methods of proofs, induction, set theory, relations, and functions. The course is primarily intended for mathematics and mathematics education majors as a first course in studying proof techniques and foundations of mathematics. Prerequisite: A minimum grade of "C" in MATH 2242.

MATH 2430**Computing Techniques: 3-0-3**

Fundamentals of numerical methods and development of programming techniques with implementation in the computer solution of problems in engineering. Prerequisites: CSCI 1301 or ENGR 1731, MATH 2242, PHYS 2211. Corequisite: MATH 3230.

MATH 3032**Foundations of Data Analysis and Geometry: 3-0-3**

A study of basic probability, statistics and geometry, including two and three dimensional shapes and triangle congruenced similarity. For Early Childhood and Middle Grade majors only. Prerequisite: A minimum grade of "C" in MATH 2008.

MATH 3130**College Geometry: 3-0-3**

A study of absolute and Euclidean geometry. Prerequisite: A minimum grade of "C" in MATH 2332.

MATH 3230**Ordinary Differential Equations: 3-0-3**

The study of differential equations involving functions of one variable. Topics include: linear and non-linear differential equations, initial value problems, existence and uniqueness theorems, systems of differential equations, stability, computational methods and Laplace transform methods. Prerequisite: A minimum grade of "C" in MATH 2242.

MATH 3337**Probability: 3-0-3**

An introduction to probability, random variables and discrete and continuous probability distributions for students in mathematics, engineering and the sciences including the social sciences and management science. Prerequisite: A minimum grade of "C" in MATH 2242 or equivalent.

MATH 4890**Directed Study in Mathematics: (1-3)-(0-2)-(1-3)**

Directed study under faculty supervision. Well prepared math majors may be permitted to enroll in an independent study upon the recommendation of a Mathematics faculty member. Prerequisite: Permission of instructor and department chair.

MATH 4920**Undergraduate Seminar: 2-0-2**

A specialized study of various topics in mathematics with the intention to engage students in independent reading, writing and presentation of these topics under the supervision of mathematics faculty. Prerequisites: A minimum grade of "C" in MATH 2332 and MATH 2243.

MATH 4930**Senior Research Project: 3-0-3**

Main objective of this course is to engage senior undergraduate students in mathematical, statistical or computer science research and writing. Students will select advisors to work with on their projects. At least one oral presentation on the progress of their research during the semester is required. Also, a final written report on the project as well as a final oral presentation is required. Prerequisite: Students must have at least 15 credit hours of upper level mathematics, statistics and/or computer science.

MATH 5090/5090G**Selected Topics in Mathematics: (1-3)-(0-2)-(1-3)**

Specialized study in a selected area of Mathematics. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite: Permission of instructor.

MATH 5130/5130G**Statistics and Probability for K-8 Teachers: 3-0-3**

An in-depth study of topics in statistics, such as sampling and data analysis, and probability, such as counting methods, odds, and expected value. For Early Childhood and Middle Grade majors only. Prerequisite: A minimum grade of "C" in MATH 3032.

MATH 5135/5135G**Algebraic Connections for K-8 Teachers: 3-0-3**

The evolution of algebraic concepts through the curriculum will be followed by how algebra is related to other areas of mathematics and real-world applications. For Early Childhood and Middle Grade majors only. Prerequisite: A minimum grade of "C" in MATH 3032.

MATH 5136/5136G**History of Mathematics: 3-0-3**

A survey of the historical development of mathematics. The emphasis will be on mathematical concepts, problem solving, and pedagogy from a historical perspective. Graduate students will be given an extra assignment

determined by the instructor that undergraduates will not be required to do. Prerequisite: A minimum grade of "C" in MATH 2242 or permission of instructor.

MATH 5137/5137G

Geometry for K-8 Teachers: 3-0-3

A continuation of the study of geometry from MATH 3032. Focus will be on two and three dimensional geometry. Motion geometry and tessellations will also be covered. For Early Childhood and Middle Grade majors only. Prerequisite: A minimum grade of "C" in MATH 3032.

MATH 5230/5230G

Advanced Geometry: 3-0-3

Selected topics from Euclidean and Non-Euclidean Geometry. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite: A minimum grade of "C" in MATH 3130 or one year of teaching high school mathematics.

MATH 5232/5232G

Mathematical Applications Using Technology: 3-0-3

Selected mathematical topics used in research, problem solving, and demonstrations will be investigated with the use of current technologies. Intended for mathematics education majors. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite: A minimum grade of "C" in MATH 2243 and 3 hours of mathematics at the junior level or above.

MATH 5234/5234G

Number Theory: 3-0-3

Introduction to the principal ideas of elementary number theory: Divisibility, congruencies, linear Diophantine Equations, Fermat's Theorem, Euler's Theorem, Pythagorean triples and the distribution of primes. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite: A minimum grade of "C" in MATH 2332.

MATH 5236/5236G

Patterns of Problem Solving: 3-0-3

A study of patterns involved in solving problems. Particular attention is paid to Polya's heuristics and his characterization of the problem solving process. The student will also solve many problems. The application of these techniques by mathematics teachers will be stressed. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite: A minimum grade of "C" in MATH 1441 or permission of instructor.

MATH 5330/5330G

Operations Research: 3-0-3

Introduction to basic deterministic and probabilistic operations research models of decision problems. Mathematical methods of optimization for these models will be analyzed both analytically and numerically. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: A minimum grade of "C" in MATH 2331 and MATH 3337 or permission of instructor.

MATH 5331/5331G

Analysis I: 3-0-3

Provides a transition from calculus to real analysis. Emphasis will be placed on understanding and constructing mathematical proofs. Rigorous development of fundamental concepts in analysis, including topics such as relations, functions, limits of functions, cardinality, topology of the reals, completeness axiom, compact sets, sequences, subsequence, continuity and differentiability. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: A minimum grade of "C" in MATH 2243 and MATH 2332.

MATH 5332/5332G

Analysis II: 3-0-3

A continuation of Analysis I, including topics such as Riemann integration, infinite series, sequences and series of functions, metric spaces, and normed

spaces. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite: A minimum grade of "C" in MATH 5331/5331G.

MATH 5333/5333G

Modern Algebra I: 3-0-3

This course is an introduction to the fundamental algebraic structures: groups, rings and fields. Topics covered include: binary operations, groups (permutation groups, subgroups, cyclic groups, group homomorphisms, factor groups), rings (integral domains, ring homomorphisms) and fields. The historical and mathematical connections to the secondary mathematics curriculum will be incorporated as appropriate. Graduate students will be given an extra assignment not required of undergraduate students. Prerequisite: A minimum grade of "C" in MATH 2332.

MATH 5334/5334G

Modern Algebra II: 3-0-3

A continuation of the study of the fundamental algebraic structures. Topics to be covered include: isomorphism of groups, rings, fields, a deeper study of quotient structures and the isomorphism theorems, field of quotients, factorization of polynomials over a field, arithmetic properties of rings of polynomials over fields, extension fields, algebraic extensions, geometric constructions and the classic problems. Graduate students will be given an extra assignment not required of undergraduate students. Prerequisites: A minimum grade of "C" in MATH 5333/5333G.

MATH 5335/5335G

Intermediate Linear Algebra: 3-0-3

General vector spaces and bases, linear operators, least squares problems, eigenvalue problems, and applications of these concepts. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite: A minimum grade of "C" in MATH 2331 and MATH 2332.

MATH 5336/5336G

Applied Numerical Methods: 3-0-3

Introduction to scientific computation. Solutions of linear and nonlinear equations, polynomial interpolation, numerical differentiation and integration, data fitting, and other numerical methods. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: A minimum grade of "C" in MATH 2331 and knowledge of a programming language.

MATH 5337/5337G

Difference Equations: 3-0-3

This course is an introduction to the theory and applications of difference equations. Topics include the difference calculus, first order linear difference equations, results and solutions of linear equations, applications, equations with variable coefficients and nonlinear equations that can be linearized. Graduate students will be given an extra assignment not required of undergraduate students. Prerequisites: A minimum grade of "C" in MATH 2242 and MATH 2331.

MATH 5338/5338G

Methods of Applied Mathematics: 3-0-3

Methods of applied mathematics concentrating on techniques for the analysis of differential and integral equations. Topics include: Integral equations, differential operators, Fredholm alternative, distribution theory and Green's function methods. Graduate students will be given an extra assignment not required of undergraduate students. Prerequisite: A minimum grade of "C" in MATH 2331 and MATH 3230.

MATH 5339/5339G

Partial Differential Equations: 3-0-3

The study of differential equations involving functions of more than one variable. Topics include: Laplace, heat and wave equations, boundary value problems, methods of separation of variables and eigenfunction expansions, Fourier series, Green's functions, maximum principle and computational methods. Graduate students will be given an extra assignment not required of undergraduate students. Prerequisites: A minimum grade of "C" in MATH 2243 and MATH 3230.

MATH 5430/5430G**Introduction to Mathematical Biology: 3-0-3**

An introduction to applications of mathematics to various biological, ecological, physiological, and medical problems, which will be analyzed both analytically and numerically. Graduate students will be given additional assignments that will not be completed by undergraduate students. Prerequisite: A minimum grade of "C" in MATH 3230 or permission of instructor.

MATH 5431/5431G**Combinatorics and Graph Theory: 3-0-3**

The course covers basic theory and applications of combinatorics and graph theory. Combinatorics is a study of different enumeration techniques of finite but large sets. Topics that will be studied include principle of inclusion and exclusion, generating functions and methods to solve difference equations. Graph theory is a study of graphs, trees and networks. Topics that will be discussed include Euler formula, Hamilton paths, planar graphs and coloring problem; the use of trees in sorting and prefix codes; and useful algorithms on networks such as shortest path algorithm, minimal spanning tree algorithm and min-flow max-cut algorithm. Graduate students will be given extra assignments determined by the instructor that undergraduates will not be required to do. Prerequisites: A minimum grade of "C" in MATH 2332 and MATH 3337.

MATH 5433/5433G**Differential Geometry of Curves and Surfaces: 3-0-3**

Differential geometry uses tools from calculus and linear algebra to study the geometric properties of smooth curves and surfaces in Euclidean spaces. Topics include: arc length surface area, geodesics, curvature, first and second fundamental forms, Gauss-Bonnet formula. Graduate students will be assigned additional assignments and/or project. Prerequisites: A minimum grade of "C" in MATH 2243 and MATH 2320.

MATH 5434/5434G**Functions of a Complex Variable: 3-0-3**

Topics in complex variables including functions, limits, derivatives, integrals, the Cauchy-Riemann conditions, series representation of functions, Cauchy Integral formula, and elementary conformal mappings. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite: A minimum grade of "C" in MATH 2332.

MATH 5435/5435G**Introduction to Topology: 3-0-3**

An introduction to metric spaces, topological spaces, connectedness and compactness of topological spaces, and continuous functions on topological spaces. Graduate students enrolled in this course will complete one or more assignments that the undergraduate students will not be required to complete. A minimum grade of "C" in MATH 2332.

MATH 5436/5436G**Introduction to Fractals: 3-0-3**

Fractals as nonlinear systems involving feedback and iteration. Classical fractals, limits and self-similarity. Fractal dimensions. Encoding of fractals. Decoding of fractals. Iterated function systems. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: A minimum grade of "C" in MATH 2243, MATH 2332 and MATH 5335.

MATH 5437/5437G**Mathematics of Computer-Aided Design: 3-0-3**

The study of the theory and techniques used for the computer generation of curves and surfaces. Topics include Bernstein/Bezier and B-spline curves and surfaces, transformations and projections, affine spaces and maps, geometric continuity, curvature, subdivision and interpolation. This course is recommended for students in mathematics, engineering and computer science. Graduate students will be given an extra assignment not required of undergraduate students. Prerequisite: A minimum grade of "C" in MATH 2242.

MATH 5530/5530G**Mathematics for Scientists and Engineers: 3-0-3**

A survey of mathematical topics useful in the study of areas of applied sciences such as physics, engineering and computer science. Topics include: linear algebra and matrices, ordinary differential equations, partial differential equations, Fourier series, vector calculus, complex variables, numerical methods, probability and graph theory. For non-math majors only. Graduate students will be given an extra assignment not required of undergraduate students. Prerequisite: A minimum grade of "C" in MATH 2242.

MATH 5539/5539G**Mathematical Models: 3-0-3**

This course introduces students to a variety of mathematical tools used for solving real world problems, with the focus on identifying the problem, constructing an appropriate model, and finding the best available method to solve it. Graduate students will be given an extra assignment not required of undergraduate students. Prerequisites: A minimum grade of "C" in MATH 2331 and MATH 3230.

MATH 6130**Fundamental Concepts of Arithmetic and Geometry: 3-0-3**

Emphasizes the mathematical content indicated, but time is also spent in exploring concepts in basic statistics and probability. There is also a field component for this course that teachers will complete by implementing course activities in their classrooms. This course is intended for teachers seeking a P-5 Mathematics Endorsement on their teaching certificate. Prerequisite: Admission to P-5 Endorsement Program.

MATH 6131**Applications in Arithmetic and Algebra for K-5 Teachers: 0-3-3**

This is an online course intended for current K-5 teachers seeking a mathematics endorsement on their teaching certificate. The course will cover models for numbers and operations, patterns as a bridge from arithmetic to algebra, and applications of these topics to the K-5 classroom. This course cannot be taken for credit for students enrolled in a degree program outside the College of Education. Prerequisite: Current Georgia Teacher Certification.

MATH 6132**Applications in Statistics for K-5 Teachers: 0-3-3**

This is an online course intended for current K-5 teachers seeking a mathematics endorsement on their teaching certificate. The course will cover graphical methods for categorical and numerical data, measures of descriptive statistics, probability, Venn diagrams, and applications of these topics to the K-5 classroom. This course cannot be taken for credit for students enrolled in a degree program outside the College of Education. Prerequisite: Current Georgia Teacher Certification.

MATH 6133**Applications in Geometry for K-5 Teachers: 0-3-3**

This is an online course intended for current K-5 teachers seeking a mathematics endorsement on their teaching certificate. The course will cover two and three dimensional shapes and their properties, perimeter, area, volume, and measurement, and applications of these topics to the K-5 classroom. This course cannot be taken for credit for students enrolled in a degree program outside the College of Education. Prerequisite: Current Georgia Teacher Certification.

MATH 6230**Fundamental Ideas of Calculus: 3-0-3**

A review of the principal ideas of calculus, with emphases on concepts. Intended for Mathematics Education majors. Prerequisites: A minimum grade of "C" in MATH 1441 and permission of instructor.

MATH 7090**Selected Topics in Applied Mathematics: (1-3)-(0-2)-(1-3)**

Specialized study in a selected area of Applied Mathematics. Prerequisite: Permission of instructor.

MATH 7130**Mathematical Optimization Theory: 3-0-3**

Necessity and sufficiency conditions for constrained optimization problems are derived. The derived conditions are used to help answer questions concerning whether a given optimization problem has a solution, whether a solution is unique and how a solution can be found. Prerequisite: A minimum grade of "C" in MATH 3331.

MATH 7132**Methods of Optimization: 3-0-3**

Selected methods for unconstrained and constrained optimization problems with applications. Prerequisite: A minimum grade of "C" in MATH 5330/5330G or permission of instructor.

MATH 7231**Advanced Numerical Analysis I: 3-0-3**

An in-depth study of computer arithmetic, the solution of non-linear equations, the solution of systems of linear equations, eigenvalue problems and interpolation. Algorithms and methods are developed and then implemented on a computer. Prerequisite: A minimum grade of "C" in MATH 5336.

MATH 7232**Advanced Numerical Analysis II: 3-0-3**

An in-depth study of orthogonal polynomials, numerical integration, and numerical solutions of ordinary and partial differential equations. Development and computer implementation of algorithms and methods. Prerequisite: A minimum grade of "C" in MATH 7231.

MATH 7234**Advanced Linear Algebra: 3-0-3**

The study of linear maps on finite dimensional vector spaces. Topics include: diagonalization (direct sums, invariant subspaces and Cayley-Hamilton theorem for linear operators), inner product spaces (self-adjoint, orthogonal operators, orthogonal projections and the spectral theorem, bilinear and quadratic forms), canonical forms (Jordan and rational forms, minimal polynomials), special matrices (non-negative matrices), and the exponential of a linear operator. Prerequisites: A minimum grade of "C" in MATH 5335.

MATH 7235**Analytic Number Theory: 3-0-3**

A study of topics from the classical analytic theory of numbers. Topics will be chosen from arithmetic functions, the distribution of primes, congruences, the Riemann-zeta functions, the prime number theorem, Eisenstein series, quadratic residues, Dirichlet series, Euler products, the Dedekind eta function, the Jacobi theta functions, integer partitions, and modular forms. Prerequisites: A minimum grade of "C" in MATH 5234 and MATH 5434.

MATH 7236**Advanced Ordinary Differential Equations: 3-0-3**

The theory of ordinary differential equations and dynamical systems. Topics include: Sturm-Liouville boundary value problems, eigenfunction expansions, Lyapunov stability, limit cycles, Poincare Bendixson theorem, Floquet's theory and Invariance theorems. Prerequisite: A minimum grade of "C" in MATH 3230.

MATH/TMAE 7237**Mathematical Control Theory: 3-0-3**

State-space techniques from modern control system theory. Topics include realization theory for MIMO systems, state-space techniques for feedback control, closed loop observer design, and state-space techniques in optimal control. Prerequisites: A minimum grade of "C" in MATH 3230 and MATH 5336G, or permission of the instructor.

MATH 7330**Functional Analysis: 3-0-3**

The study of normed linear spaces and linear operators. Topics include: Hilbert spaces (projection theorem, Riesz representation, Parseval relation); Banach spaces (convexity, duality, bounded and compact operators,

theorems of Hahn-Banach, Banach-Steinhaus, open mapping, closed graph, Fredholm alternative); Stone-Weierstrass and Banach fixed point theorems. Prerequisites: A minimum grade of "C" in MATH 5332 and MATH 5335.

MATH 7331**Real Analysis: 3-0-3**

Theory of Lebesgue measure and integration, monotone convergence, the dominated convergence theorem, Fubini's Theorem, Radon-Nikodym theorem, Riesz representation theorem, L_p and l_p spaces, functions of finite variation, Stieltjes integral, absolute continuity. Prerequisite: A minimum grade of "C" in MATH 5332/5332G.

MATH 7332**Advanced Partial Differential Equations: 3-0-3**

The theory of linear and nonlinear partial differential equations. Topics include: Classical theory of elliptic, parabolic and hyperbolic partial differential equations and their solutions, potential theory, maximum principle, existence of weak solutions, regularity of solutions, Duhamel's principle and Cauchy's problem. Prerequisite: A minimum grade of "C" in MATH 5339/5339G or permission of instructor.

MATH 7333**Complex Analysis: 3-0-3**

An in-depth study of functions of one complex variable. Topics include: properties of holomorphic, harmonic, meromorphic and entire functions (open mapping, maximum modulus, mean value, Poisson's, Rouché's, Liouville's, Picard's and Mittag-Leffler's theorems), residue theory (residue theorem, argument principle and applications), conformal mappings (Möbius and Christoffel-Schwarz canonical transformations, Riemann mapping theorem), analytic continuation (monodromy theorem, Schwarz reflection principle, Riemann surfaces and multi-valued functions). Prerequisites: A minimum grade of "C" in MATH 5331 and MATH 5434.

MATH 7334**Approximation Theory: 3-0-3**

The study of the approximation of functions in normed linear spaces. The course emphasizes the theory of interpolation and approximation by polynomials, rational functions and spline functions. Main topics include: best approximation, order of approximation, interpolation, existence and uniqueness of best approximants, theorems by Weierstrass, Haar, Chebyshev, Bernstein, Markov, Korovkin, Schoenberg, and applications. Prerequisites: A minimum grade of "C" in MATH 5331 and MATH 5335.

MATH 7430**Abstract Algebra I: 3-0-3**

This course provides a comprehensive study of group theory. The course begins with basic concepts of group theory (binary structures, subgroups, homomorphisms) and continues with the study of normal subgroups, quotient groups and the isomorphism theorems. Further topics to be studied include group actions, Sylow's theorem and the structure of finitely generated abelian groups. Prerequisite: A minimum grade of "C" in MATH 5333/5333G or permission of instructor.

MATH 7431**Abstract Algebra II: 3-0-3**

The course provides a comprehensive study of rings and fields. The course begins with the basic concepts (rings, subrings, ideals, quotient rings, homomorphisms), continues with the arithmetic of rings, applications to rings of polynomials and field theory, and concludes with a chapter on Galois theory that links field theory and group theory. Prerequisite: A minimum grade of "C" in MATH 7430 or permission of instructor.

MATH 7432**Differential Geometry of Manifolds: 3-0-3**

The study and applications of calculus on manifolds. Topics include: atlases, tangent spaces, differentiable maps; immersions and submanifolds, submersions and quotient manifolds; matrix groups and their Lie algebras; vector fields and flows; differential forms, exterior derivative, and Lie derivative. Prerequisites: A minimum grade of "C" in MATH 3230 and MATH 5335.

MATH 7435**Elements of Algebraic Topology: 3-0-3**

The study of the topology of geometric objects from the algebraic viewpoint, in particular using homotopy and homology groups. Main topics: Topological manifolds, homotopy, fundamental group, free groups, covering spaces, and homology. Prerequisites: A minimum grade of "C" in MATH 5435 and MATH 3333.

MATH 7610**Graduate Seminar: 1-0-1**

Under supervision of one or more faculty members, each student will choose topics related to his or her concentration, or topics of interest to the class, read and research on them, then make presentations in front of the class or a larger audience. Students will also attend presentations of internal and external speakers on mathematical sciences. Prerequisites: A minimum grade of "C" in any two of the following: MATH 5332, MATH 5335, MATH 7231, STAT 5531.

MATH 7890**Directed Study in Applied Mathematics: (1-3)-(0-2)-(1-3)**

Directed study under faculty supervision. Prerequisite: Permission of instructor and department chair.

MATH 7895**Research: 0-(1-3)-(1-3)**

Graduate students will conduct a program of independent research under the direction of a thesis advisor or an advisory committee on a topic in Mathematical Sciences. Results of the research will be presented as a thesis in partial fulfillment of the requirement of the Master of Science degree.

MATH 7999**Thesis: 0-(1-3)-(1-3)**

Results of independent research conducted under the direction of a thesis advisor will be presented as a thesis in partial fulfillment of the Master of Science degree. The thesis will be defended before an advisory committee.

Middle Grades Education (COE)**MGED 3131****Nature and Curriculum Needs of the Middle Grades Learner: 3-2-3**

Examines the curriculum, instruction and organization of middle grades schools. Provides a substantial knowledge based in the nature and needs of early adolescents, as well as, in middle school curriculum and instruction. The course also includes a field component. Prerequisite: Prior or concurrent enrollment with a minimum grade of "C" in ITEC 3530 and admission to Teacher Education Program.

MGED 3232**Methods of Teaching Science in the Middle Grades: 3-2-3**

Provides an overview of the basic program of science instruction in the middle grades. Research in science education, teaching techniques and methods applicable for this age level, and organization of lessons are studied. Emphasis will be placed on science concepts and principles, an application of concepts to real life situations, science and technology and the development and implementation of hands-on activities. Includes a field based component which requires planning and teaching a science unit in a middle school classroom. Prerequisites: A minimum grade of "C" in MGED 3332, MGED 3432, MGED 3731, SPED 3332, and admission to Teacher Education Program. Corequisites: MGED 3532 and MGED 3732.

MGED 3332**Methods of Teaching Language Arts/Reading in the Middle Grades: 3-2-3**

Designed to study current trends for integrating language arts across the curriculum in the middle school setting. Emphasis is placed on the natural connections between writing, reading and oral expression. Instructional strategies that link writing, reading, literature and language across the curriculum will be explored. Appropriate language arts curriculum,

including content and pedagogy, for early adolescents will be addressed. Students will plan and teach an integrated language arts/social studies unit in a middle school classroom. Prerequisites: A minimum grade of "C" in ITEC 3530 and MGED 3131; prior or concurrent enrollment with a minimum grade of "C" in MSED 5333 and SPED 3332; and admission to Teacher Education Program. Corequisites: MGED 3432 and MGED 3731.

MGED 3432**Methods of Teaching Social Studies in the Middle Grades: 3-2-3**

A study of the role of social studies in the education of early adolescents, with emphasis on understanding the historical and philosophical foundations of social studies, curriculum organization, planning and evaluation of instruction, social studies techniques and materials appropriate for early adolescent learners and current trends in social studies. Students will plan and teach an integrated social studies/language arts unit in a middle school classroom. Prerequisites: A minimum grade of "C" in ITEC 3530 and MGED 3131; prior or concurrent enrollment with a minimum grade of "C" in MSED 5333 and SPED 3332; and admission to Teacher Education Program. Corequisites: MGED 3332 and MGED 3731.

MGED 3532**Methods of Teaching Mathematics in the Middle Grades: 3-2-3**

A study of teaching methods and materials, curriculum content, assessment strategies, and trends in middle grade mathematics. A field based component which requires planning and teaching a mathematics unit in a middle grade classroom is required. Prerequisites: A minimum grade of "C" in MGED 3332, MGED 3432, MGED 3731, SPED 3332 and admission to Teacher Education Program. Corequisites: MGED 3232 and MGED 3732.

MGED 3731**Middle School Practicum I: 0-3-3**

This practicum involves structured observations, as well as planning and teaching an integrated language art/social studies instructional unit in a middle grades classroom. Emphasis is placed on classroom management, instructional strategies for diverse populations of students, the integration of technology, classroom environment, and assessment of student learning. Prerequisites: A minimum grade of "C" in ITEC 3530 and MGED 3131; prior or concurrent enrollment with a minimum grade of "C" in MSED 5333 and SPED 3332; and admission to Teacher Education Program. Corequisites: MGED 3332 and MGED 3432.

MGED 3732**Middle School Practicum II: 0-3-3**

This practicum involves structured observations, as well as planning and teaching instructional units in mathematics and science in a middle grades classroom. Emphasis is placed on classroom management, classroom environment, instructional strategies for diverse populations of students, the integration of technology, and assessment of student learning. Prerequisites: A minimum grade of "C" in MGED 3332, MGED 3432, MGED 3731, SPED 3332, and admission to Teacher Education Program. Corequisites: MGED 3232 and MGED 3532.

MGED 5799/5799G**Student Teaching in Middle Grades Education: 0-40-9**

A period of guided teaching during which the student, under the direction of a cooperating teacher, takes increasing responsibility for leading the school experiences of a given group of learners over a period of consecutive weeks and engages more or less directly in many of the activities which constitute the wide range of a teacher's assigned responsibilities. Prerequisites: Completion of the teaching field and professional education courses and admission to the Student Teaching Program.

MGED 6131**Curriculum for the Middle Grades: 3-0-3**

An introduction to the middle school concept that emphasizes the developmental needs of early adolescents in the context of patterns of school organization and curriculum that are responsive to the intellectual, social, emotional and physical needs of adolescents. Topics will include historical development, school organization, assessments, materials to enhance student

learning, and special programs for early adolescent learners. Emphasis will be placed on lessons and units appropriate for adolescents. Candidates will design an instructional unit that demonstrates effective instructional strategies, appropriate content, multiple assessments of student learning, and a range of learning resources, including technology. Prerequisite: Admission to Teacher Education Program.

MGED 8131

Integrated Curriculum for the Middle Grades: 3-0-3

A study of middle level curriculum issues and trends that focus on a variety of strategies that integrate the curriculum. Emphasis will be placed on various models for integrating the curriculum in order to be responsive to the transitional needs of the early adolescent. Prerequisite: MAT Middle Grades candidates must have completed MGED 6131 with a minimum grade of "C".

MGED 8132

Effective Middle Schools: 3-0-3

A study of student development concepts, school structures and practices, and important teaching and learning strategies associated with effective middle level schools. Emphasis is placed upon the relationships that exist between student development, school organization and practice and strategies for supporting effective learning and interaction among diverse learners. The course includes field-based action research, participation in learning teams, and development of significant portfolio evidence of successful interaction with the course content and other learning team members. Some components will typically be network based. Prerequisite: MAT Middle Grades candidates must have completed MGED 6131 with a minimum grade of "C".

MGED 8633

Seminar in Middle Grades Education: 3-0-3

A capstone course for the M.Ed. Middle Grades program. Examines the current status and future directions in middle level education. Current research in young adolescent development, curriculum, school organization and pedagogy will serve as the focus of the course. Contains a major reading writing experience that emphasizes the relationship between theory and practice. Attention will also be given to teacher leadership roles. A field based project is included. Prerequisites: A minimum grade of "C" in MGED 8131 and MGED 8132. MAT Middle Grades candidates must also have completed MGED 6131 with a minimum grade of "C".

Management (COBA)

MGNT 3130/3130S/3130H

Principles of Management: 3-0-3

Provides an overview of the management function, with emphasis on managerial planning, organizing, leading, and controlling. Prerequisite: Pre-business and undeclared students must meet the requirements for BBA status. Students with declared majors in other fields must have completed a minimum of 55 semester hours.

MGNT 3134/3134S

Behavior in Organizations: 3-0-3

An advanced course that examines the determinants and consequences of human behavior in formal organizations. Specific focus is on the individual, interpersonal, and group processes which underlie Organizational Behavior. Prerequisites: A minimum grade of "C" in MGNT 3130.

MGNT 3234

Entrepreneurship: 3-0-3

A study of the business formation and growth processes involved in entrepreneurship. The course also focuses on the behaviors of entrepreneurs within different entrepreneurial contexts. This is a course that engages students in interactive exercises and invites local entrepreneurs into the classroom to share their experiences of setting up and running new ventures. Prerequisite: A minimum grade of "C" in MGNT 3130.

MGNT 3235

Leadership in Organizations: 3-0-3

Leadership and management are distinctly-different phenomena; to do either well requires distinctly-different skills. This course builds a bridge between the literature of leadership and its practical application. Though non-exhaustive, we explore leadership from four, broad perspectives: effective leader behaviors, the role of power and influence, the impact of situational moderators, and essential skill sets. Prerequisite: MGNT 3130.

MGNT 3334

Human Resource Management: 3-0-3

A survey course of the fundamentals of human resource management in organizations. The basics of Human Resource Management, systems, policies, and practices relative to functional areas such as workforce planning, employment, compensation and benefits, employee and labor relations, occupational health, safety and security will be covered. COBA students must earn a "C" or better in this class. Prerequisites: Pre-business students must meet requirements for BBA status. Students with declared majors in other fields must have completed a minimum of 60 semester hours. Recommend taking MGNT 3130 concurrently.

MGNT 3430

Operations Management: 3-0-3

Application of the principles of management to the planning, control, design, operation, and updating of operational systems both in the manufacturing and service sectors. Prerequisite: A minimum grade of "C" in BUSA 3131 or STAT 2231 and junior status.

MGNT 3437

Service Operations Management: 3-0-3

Students will become familiar with the various Operations Management decisions required in managing a service business. Analytical models which support these decisions will be presented and discussed. Students will also become familiar with application of these principles and models through analysis of actual firms and service firm cases. Prerequisites: A minimum grade of "C" in BUSA 3131 or STAT 2231.

MGNT 4030/4030S

Special Topics in Management: 3-0-3

A customized course that allows students to pursue further study in a specific management topic at the frontier of an area of research or a contemporary topic related to current real-world events. Prerequisite: A minimum grade of "C" in MGNT 3130.

MGNT 4230/4230S

International Management: 3-0-3

Provides an appreciation for and an understanding of the operations of the multinational firm. Prevailing management practices of selected international companies are studied in-depth. A semester long project with a cultural focus is required. Prerequisite: A minimum grade of "C" in MGNT 3130.

MGNT 4234

Small Business Management: 3-0-3

Provides an introduction to the unique attributes of small businesses. Prerequisite: A minimum grade of "C" in MGNT 3130 or permission of instructor.

MGNT 4235

Applied Small Business Management: 3-0-3

An applied course that involves interactions with actual small business owners and observations of their management practices. Prerequisite: A minimum grade of "C" in MGNT 3130 or permission of instructor.

MGNT 4236

New Venture Planning: 3-0-3

This is a project-based course in which students, working in small groups, research and develop a business plan for a new venture. With tutorial guidance, students will select an entrepreneurial idea and develop it into a comprehensive and fully detailed, written business plan. All aspects of the

business must be thoroughly researched and the written plan must include three years' financial projections. In the final week of the course, students will make a formal presentation of their plan and be interviewed by an enterprise panel with the aim of obtaining funding for the venture. The enterprise panel may include a bank manager, a business angel and/or a venture capitalist. Prerequisites: A minimum grade of "C" in MGNT 3234 and MKTG 3131.

MGNT 4332

Compensation and Benefits: 3-0-3

Designed to provide the knowledge and skills required to design and implement comprehensive compensation and benefit systems. Topics include the development of compensation strategy, internal pay structures, the role of job analysis and performance evaluation, the rewarding individuals and groups, and administration of employee benefits. Prerequisites: A minimum grade of "C" in BUSA 3131, MGNT 3130, and MGNT 3334.

MGNT 4333/4333S

Human Resource Information Systems: 3-0-3

A study of how human resource information systems are applied in organizations to support organizational strategy, improve efficiency and flexibility, increase productivity and performance, and ensure compliance with employment law. The focus will be on merging computer technology with a strategic human resource management perspective. Prerequisite: A minimum grade of "C" in MGNT 3334.

MGNT/LSTD 4334/4334S

Workplace Legislative Compliance: 3-0-3

An overview of the current issues in the work environment related to the job selection process, equal employment opportunity, and the rights of workers on the market. Prerequisite: A minimum grade of "C" in MGNT 3130.

MGNT 4335

Labor Relations: 3-0-3

A study of the history and the functions of labor organizations with reference to such areas as trade unions and public policy; the structure, government, and objectives of trade unions; the collective bargaining process; and the labor market. Prerequisite: A minimum grade of "C" in MGNT 3130.

MGNT 4338

Staffing, Training, and Development: 3-0-3

A study of human resources planning, recruiting, and selection followed by a detailed investigation of training programs, evaluation of training, and personnel development. Prerequisites: A minimum grade of "C" in MGNT 3130 and MGNT 3334.

MGNT 4431

Purchasing and Negotiation: 3-0-3

The nature of today's business environment places great importance on organizational sourcing. This course helps students to better comprehend the various supply management decisions required to effectively contribute to organizational strategies. The course will introduce key areas of purchasing (supply management) and develop skills in negotiation. Upon successful completion of the course, students will be able to apply conceptual and analytical approaches to better influence and direct decisions where supply meets demand. Prerequisites: A minimum grade of "C" in BUSA 3131 and BBA status or permission of department chair.

MGNT 4435

Management of Quality and Process Improvement: 3-0-3

Teaches how to identify, document, analyze, and improve the processes that constitute a business's operations. Begins by establishing a foundational practice of recognizing and describing key processes, using techniques such as process mapping and value stream mapping. Builds on this foundation by developing Quality Management Systems that address both corporate and tactical decisions by planning to meet customers' needs, organizing resources, managing for continuous improvement, and facilitating employee involvement. Prerequisites: A minimum grade of "C" in MGNT 3430.

MGNT 4436

Planning and Control Systems: 3-0-3

Students will learn advanced concepts and techniques in planning and controlling operations and how these concepts/techniques are applied in an organization, with emphasis placed on the utilization of these models in Enterprise Resource Planning (ERP) software systems. Prerequisite: A minimum grade of "C" in MGNT 3430.

MGNT 4438

Operations in Supply Chains: 3-0-3

The growing tendency of firms to focus on their core competences, and the resulting vertical disintegration of activities, has required a more holistic view of the operations function. Firms have increasingly extended their operations beyond the firm boundary, forming webs of interdependent interactions. This course will cover and integrate concepts and topics related to the role of operations management in the design and management of supply chains. Prerequisites: A minimum grade of "C" in MGNT 3430 and BBA status or permission of department chair.

MGNT 4790

Internship in Management: (3-6)-0-(3-6)

A supervised work-study program in selected business firms throughout the southeast. Any student enrolled in the internship program will be required to work for one full semester. Prerequisites: Total Institution GPA of 2.5 or better, permission of advisor and department chair.

MGNT 4830/4830S

Special Problems in Management: (1-3)-0-(1-3)

A customized course that is under the direction of a faculty sponsor. This course is designed to offer students an opportunity to pursue studies at a level or on topics not covered in scheduled courses. The scope and nature of the material covered is determined in consultation with the faculty sponsor. Prerequisites: A minimum grade of "C" in MGNT 3130 and permission of instructor.

MGNT 4890/4890H

Directed Study in Management: 0-0-(1-3)

Designed for independent study and research in selected areas of management under faculty supervision. Prerequisite: Permission of department chair or director.

MGNT 6330

Business Statistics using Spreadsheet Analysis: 3-0-3

Coverage of statistical techniques and concepts commonly applied by managers. Topics covered include descriptive and graphical analysis, probability, sampling, statistical inference, and regression analysis. Spreadsheet and database analysis will be included in the coverage. Provides the foundation for understanding the concepts and applications that will be studied in MGNT 7331. Prerequisite: Graduate standing.

MGNT 6331

Foundations of Management and Marketing: 3-0-3

This course is an integrated course encompassing the principles of management, organizational behavior, and human resources management and marketing. This course will show students how to place management activities within the context of a global operating environment, with consideration given to ethical, legal, and corporate social responsibility issues; plan for the future of the organization using proven planning strategies; and structure an organization effectively, given its environment and strategy. This course also provides a firm foundation for an understanding of the challenges that face the marketing environment, ethics and other current developments in marketing. Prerequisite: Graduate Standing.

MGNT 7330

Leadership and Motivation: 3-0-3

A study of leadership and motivation. This course provides an overview of existing theories and models of leadership and motivation. Using readings, cases, discussion, and guest speakers, the course explains the importance of leadership, motivation, power, and influence in organizational life. Special

emphasis is placed on leadership for change. Prerequisites: Graduate standing and completion of MBA prerequisites, or permission of Director of COBA Graduate Studies for non-MBA students.

MGNT 7331

Managerial Decision Analysis: 3-0-3

The course will provide a conceptual paradigm for decision makers to construct models and analyze decisions in today's business environment. Quantitative methods will be used to construct models with emphasis placed on representing real world problems and gaining insight and understanding of the decision making process. Specific models developed may include, but are not limited to, statistical fundamentals and probability for decision making, linear programming applications, multiple regression and forecasting models, and statistical quality control. The course will be spreadsheet based. Prerequisite: Graduate standing and completion of MBA prerequisites, or permission of Director of COBA Graduate Studies for non-MBA students.

MGNT 7332

Management for Non-profit Organizations: 3-0-3

A study of the unique aspects of managing nonprofit organizations. Their role in society is considered. Special emphasis is placed on HRM functions of the nonprofit, as well as analysis of planning, organizing, directing, and controlling. Boundary spanning activities with governments and private sector will be studied. Prerequisites: Graduate standing and completion of MBA prerequisites, or permission of Director of COBA Graduate Studies for non-MBA students.

MGNT 7333

Social Issues in Business: 3-0-3

Overview of the impact of social issues on managerial decision making. Examines the role of the businessperson in modern society. Considers business and society responsibility, pollution, employment discrimination, affirmative action, sexual harassment, consumerism, business and professional ethics, and the social responsibilities of multinational corporations. Prerequisites: Graduate standing and completion of MBA prerequisites, or permission of Director of COBA Graduate Studies for non-MBA students.

MGNT 7334/7334S

Global Management: 3-0-3

Provides the student with an understanding of the global manager's role in the global organization. Provides graduate level skills in the management functions of global planning, international organizing, leading expatriates and diverse cultures, and controlling the global organization. Prerequisites: Graduate standing and completion of MBA prerequisites, or permission of Director of COBA Graduate Studies for non-MBA students.

MGNT 7335

Entrepreneurship: 3-0-3

A study of the business formation process that focuses on the creativity, risk-taking, and planning associated with new ventures. Provides information on the entrepreneurial process starting with idea generation, idea development, feasibility analysis, resource identification, and concludes with the development of a coherent business plan. Prerequisites: Graduate standing and completion of MBA prerequisites, or permission of Director of COBA Graduate Studies for non-MBA students.

MGNT 7336

Readings in Total Quality Management: 3-0-3

Managerial issues that are important in understanding and implementing an organization-wide "Total Quality Management" process, to include organizational-level strategic quality decisions plus tactical-type decisions related to the total quality management of the organization. Prerequisites: Graduate standing and completion of MBA prerequisites, or permission of Director of COBA Graduate Studies for non-MBA students.

MGNT 7337

Managing Organizational Change and Development: 3-0-3

Provides an overview of the field of organization development (OD) and the management of change in today's organizations. Prerequisites: Graduate

standing and completion of MBA prerequisites, or permission of Director of COBA Graduate Studies for non-MBA students.

MGNT 7338

The Human Resource Process: 3-0-3

Provides a comprehensive in-depth study of the field of Human Resource Management and the interplay with other business functions and the environment. Prerequisites: Graduate standing and completion of MBA prerequisites, or permission of Director of COBA Graduate Studies for non-MBA students.

MGNT 7339

Applied Regression Analysis and Forecasting for Business: 3-0-3

The course teaches the student how to diagnose practical problems in various business disciplines, decide upon the appropriate model formulation for a given situation, and interpret the statistical results in a managerial context. The course focuses on fitting regression and time series models to real business problems. Students will use Excel and SPSS. When possible students will analyze real data sets. Prerequisites: A minimum grade of "B" in BUSA 3131 or a minimum grade of "C" in MGNT 6330.

MGNT 7430

Management of Operations for Competitive Advantage: 3-0-3

Provides an understanding of the production/operations function within an organization. It will focus on the type of decisions to be made at various organizational levels, and, where appropriate, on particular models and quantitative techniques that can be useful in making those decisions. Emphasis will be placed on how those decisions are interrelated and on their strategic implications for the firm. Finally, it will consider how the operations function fits with the other functional areas of the firm. Prerequisites: Graduate Standing and Completion of MBA prerequisite or permission of Director of COBA Graduate Studies for non-MBA students.

MGNT/CISM 7431

Project Management: 3-0-3

This course focuses on the principles and processes of project management using a systematic approach to problem solving. The project management body of knowledge areas (PMBOK) is covered, along with project management life cycle in addition to traditional project management (e.g., efficiency of the project, operational performance, planning, meeting time and budget goals). This course will give special emphasis to the management of implementation projects relevant to the students' majors, e.g. Enterprise Resource Planning (ERP) for Information Systems students or Total Quality Management (TQM) for Management students. Students are also taught how to use computer software to facilitate project management, and obtaining project management certification is emphasized. Prerequisites: Graduate standing and the completion of the MBA prerequisites or permission of the IS Department chair for non-MBA students. Prior completion of MGNT 7430 is recommended.

MGNT 9030

Special Topics in Management: 3-0-3

Addresses important Management topics not covered to any significant extent in other courses. The topic(s) to be covered will be announced each time the course is offered. Prerequisite: Acceptance in Ph.D. program.

MGNT 9631

Procurement and Sourcing Strategy: 3-0-3

This course provides a comprehensive perspective of sourcing in supply chain management (SCM) through theoretical models, industry practices and analysis of current scholarly sourcing and SCM research. Perspective and knowledge gained from this course provide a strategic sourcing framework to guide scholarly research and teaching in SCM.

MGNT 9661

Readings in Total Quality Management: 3-0-3

Surveys current research addressing issues that are important in understanding and implementing organization-wide quality management and business process improvements. Literature reviewed focuses on both

strategic issues and tactical decisions. Prerequisite: Acceptance in Ph.D.in Logistics/Supply Chain Management.

MGNT 9662

Production Planning: 3-0-3

Reviews the processes of planning and allocating resources in order to produce and maintain goods and services needed to meet customer needs. Includes research into decisions that address the quantity and timing of resource allocation to efficiently meet customer demand. Prerequisite: Acceptance in Ph.D.in Logistics/Supply Chain Management.

MGNT 9663

Inventory Control Systems: 3-0-3

Reviews systems used to ensure sufficient availability of materials to meet production and customer needs. Includes research into decisions that address the timing and quantity of material inventories in multi-echelon inventory systems in order to achieve target levels of customer service, operating costs, inventory investment, and, ultimately, competitive advantage. Prerequisite: Acceptance in Ph.D.in Logistics/Supply Chain Management.

Marketing (COBA)

MKTG 3131/3131H/3131S

Principles of Marketing: 3-0-3

A basic survey of the field of marketing with emphasis upon the problems of policy determination and marketing management. Consideration is given to the international and ethical aspects of marketing decisions. Prerequisite: Pre-business and un-declared students must meet the requirements for BBA status. Students with declared majors in other fields must have completed a minimum of 55 semester hours.

MKTG 3132

Principles of Advertising: 3-0-3

Stimulation of market demand through advertising media, including budgeting, research, developing the advertising appeal, selecting the media, placing copy and measuring results, as well as legal, ethical, economic, social and global aspects of advertising. Prerequisite: A minimum grade of "C" in MKTG 3131.

MKTG 3133

Professional Selling: 3-0-3

A study of methods of selling. Topics covered include analysis of prospects, knowledge of merchandise and its uses, preparation of sales presentations, methods of handling objections and closing sales, with emphasis of relationship selling. Videotaped role playing required. Prerequisite: A minimum grade of "C" in MKTG 3131.

MKTG 3134

Business Marketing: 3-0-3

A study of business to business marketing as a subset of the overall discipline of marketing. Prerequisite: A minimum grade of "C" in MKTG 3131.

MKTG 3135

Principles of Retailing: 3-0-3

Examines all aspects of retail store operations including store development, merchandising, human resources, promotion, and security. Prerequisite: A minimum grade of "C" in MKTG 3131.

MKTG 3136

Introduction to E-Commerce: 3-0-3

This course presents the strategic themes and issues associated with the field of e-commerce and highlights the technology, capital, public policy, and media infrastructures needed to provide the context in which business strategy operates. Prerequisite: A minimum grade of "C" in MKTG 3131.

MKTG 4030/4030S

Special Topics in Marketing: 3-0-3

A customized course that allows students to pursue further study in a specific marketing topic at the frontier of an area of research or a contemporary topic related to current real-world events. Prerequisite: A minimum grade of "C" in MKTG 3131.

MKTG 4131

Marketing Research: 3-0-3

An activity of information gathering, analysis and interpretation for input into management decision making. Application of current practices and techniques in the marketing research industry. Requires the use of statistical software. Prerequisites: A minimum grade of "C" in MKTG 3131 and BUSA 3131.

MKTG 4132

Retail Store Management: 3-0-3

A comprehensive problems analysis course that involves both qualitative and quantitative aspects of retail operations. Merchandise budgets, pricing, operations control, and environmental issues are among the topics examined in the course. Prerequisites: A minimum grade of "C" in MKTG 3131 and MKTG 3135 or permission of instructor.

MKTG 4133

Sales Management: 3-0-3

Management of sales force activities. Emphasis on organization, territory design, leadership skills, motivation, and cost analysis. Prerequisites: A minimum grade of "C" in MKTG 3131 and MKTG 3133.

MKTG 4134

Services Marketing: 3-0-3

An analysis of the marketing aspects of the largest and most rapidly growing sector of the global economy. The principles and concepts of marketing are applied within the context of both consumer services and business services, in both domestic and international settings. Emphasis is placed upon the unique problems and opportunities associated with the marketing of services and the design and implementation of marketing strategies for service organizations. Prerequisite: A minimum grade of "C" in MKTG 3131.

MKTG 4135

Buyer Behavior: 3-0-3

Application of the behavioral science approach to analysis of buyer behavior, both final consumer and industrial. Individual, social, sociocultural, and psychological factors are studied. Prerequisite: A minimum grade of "C" in MKTG 3131.

MKTG 4136/4136S

International Marketing: 3-0-3

An 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: A minimum grade of "C" in MKTG 3131.

MKTG 4137

Marketing Management: 3-0-3

An integrative course designed to demonstrate the complexity and multi-dimensional nature of marketing decisions. Marketing policies and strategy form the marketing manager's viewpoint. Prerequisites: A minimum grade of "C" in MKTG 3131 and last two semesters prior to graduation.

MKTG 4232

Advanced Selling: 3-0-3

An advanced course that integrates and extends concepts encountered in other selling and sales-related courses. Particular emphasis is placed on negotiating skills and customer relationship management (CRM), as well as general sales-related topics including sales automation and time/territory management. Students will be required to spend time in the field with

professional salespeople and to prepare and deliver several effective sales presentations. Prerequisite: A minimum grade of "C" in MKTG 3133.

MKTG 4790

Internship in Marketing: (3-9)-0-(3-9)

A supervised work-study program in selected business firms throughout the Southeast and nationally. Students will be permitted to undertake internships only after review of academic qualifications and with firms pre-approved by the Marketing faculty. Prerequisites: Senior standing. Substantive course work completed within major area of study. Approval of both the supervising faculty member and the department chair is required.

MKTG 4830/4830S

Special Problems in Marketing: 3-0-3

An intensive study of some phase or emerging phase of marketing to be developed by the instructor. Prerequisite: A minimum grade of "C" in MKTG 3131.

MKTG 4890

Directed Study in Marketing: 3-0-3

Independent study and research in selected areas of Marketing under supervision of a member of the Marketing faculty. Prerequisite: Approval of the instructor and department chairperson.

MKTG 7431

Strategic Marketing Management: 3-0-3

A strategy planning approach to marketing management from conception and application perspectives. Focus is on the strategic decision-making process supported by self-analysis and external analysis. Legal, ethical, and international aspects are also considered. Prerequisites: Graduate standing and completion of MBA prerequisites, or permission of Director of COBA Graduate Studies for non-MBA students.

MKTG 7435/7435S

Global Marketing: 3-0-3

Provides the student with a thorough examination of the mechanics of international marketing with particular focus on the influence of culture on the development of marketing strategy. Coverage of marketing topics is comprehensive with a particular focus on current events and their relationship to trade. Discussion of ethics and global responsibility are infused throughout the course. Prerequisites: Graduate standing and completion of MBA prerequisites, or permission of Director of COBA Graduate Studies for non-MBA students.

MKTG 7830

Special Topics in Marketing: 3-0-3

A standard course developed for a special or newly emerging topic in marketing. Lectures, group work, readings, research, and writing are required as in any other advanced elective course. Prerequisites: Cumulative GPA of 3.0 or better, completion of the MBA prerequisites, and permission of the director.

MKTG 9631

Seminar in Marketing Theory: 3-0-3

This course provides a comprehensive overview of the history, nature, scope, and evolution of marketing thought. Students taking this course will examine how the philosophy of science relates to the development of marketing theory, explore the history of marketing and the impact of paradigm shifts on the definition and role of marketing over time, learn how to critically assess research and theory within the discipline of marketing, and begin to define the role and responsibility of the marketing scholar.

MKTG 9671

Promotion Seminar: 3-0-3

An examination of current issues and trends in the field of promotions. Particular emphasis will be placed on Integrated Marketing Communications and the role of marketing communications in establishing and building brand equity. Prerequisite: Acceptance in Ph.D.in Logistics/Supply Chain Management.

MKTG 9672

Product and Pricing Seminar: 3-0-3

An examination of current issues and trends in the field of product development, brand management, and pricing. Emphasis will be placed on the new product development process, managing products over the product life cycle, and the analysis of the firm's product mix to enhance the firm's profitability. Various pricing theories and models will be examined and the role of pricing strategy within the firm's overall competitive strategy model. Prerequisite: Acceptance in Ph.D.in Logistics/Supply Chain Management.

MKTG 9673

Market Analysis: 3-0-3

An examination of techniques used to determine and evaluate markets. Consumer and business buying behaviors utilizing the behavioral sciences will be discussed. Advanced computer modeling techniques for determining markets will be introduced. Various techniques for researching markets, determining market potential, and forecasting will be discussed. Prerequisite: Acceptance in Ph.D.in Logistics/Supply Chain Management.

Multimedia Communications

MMC 2110

Broadcast Technologies: 1-0-1

This course introduces the student to the technical aspects of video and audio signal requirements, video and audio signal set-up, trouble-shooting signals problems, and maintenance of equipment. Prerequisites: MMC major or IT second discipline and 2.5 GPA.

MMC 2335

Introduction to Media Writing: 3-0-3

Provides the principles and techniques necessary for adapting the principles of copy writing to the electronic media, specifically radio, television and Internet. Prerequisite: A minimum grade of "C" in COMM 2332 and passage of English Proficiency Exam or a minimum grade of "C" in WRIT 3520.

MMC/POLS 3233

Politics and the Media: 3-0-3

A comprehensive overview of the institutions and processes of the mass media in American politics. Emphasis is given to the history and role of the mass media in the United States and to the use of the media in covering news events as well as in political campaigns. Prerequisites: A minimum grade of "C" in COMM 2332 and POLS 1101.

MMC 3234

Directing for the Screen: 3-0-3

Students will learn the techniques for working with actors for screen performance with particular focus on film acting. Auditioning, screen tests, and casting will also be discussed. Students will direct a minimum of three individual scenes for video. Prerequisite: A minimum grade of "C" in MMC 3434.

MMC 3331

Audio Production and Announcing: 3-0-3

Introduces the fundamentals of digital audio use across multiple platforms and diverse formats. Examines the theory, principles, practices and ethical considerations of using voice, sound effects and music to produce audio. This hands-on course provides students an opportunity to explore audio story telling through commercials, newscasts, interviews and entertainment programming. Prerequisites: A minimum grade of "C" in COMM 2332 and MMC 2335; 2.5 institutional GPA for non-MMC majors.

MMC 3332/3332S

Studio Video Production: 3-0-3

Introduces multiple camera studio production. Students will participate in every studio position required to accomplish live media production. Students will be expected to grow in knowledge concerning live directing, producing, lighting, composition, set design, studio equipment operation and crew management. This is the basic multiple camera, large crew course and should prepare students for field and web studio environments. Prerequisite:

A minimum grade of "C" in MMC 2335; 2.5 institutional GPA for non-MMC majors.

MMC/JOUR 3334

Broadcast News: 3-0-3

Provides students with techniques and experiences in facets of gathering and presentation of news and interviews for radio and television newscast presentation. Prerequisites: A minimum grade of "C" in JOUR 2331 and MMC or JOUR major status or 2.5 institutional GPA.

MMC/INTS/JOUR 3336/3336S

International Media Systems: 3-0-3

Studies, comparatively, the mass media systems around the world. Analyzes media systems in terms of relevant political, social, economic, and cultural factors. Diversity and change in global communication is a main theme, and the influence of rapidly advancing technology is analyzed for its dynamic impact around the world, especially in developing nations. Prerequisite: A minimum grade of "C" in COMM 2332.

MMC/JOUR 3337

Media Law and Ethics: 3-0-3

Surveys freedom of speech and the press and its limitations by laws governing libel, privacy, copyright, contempt, free press, broadcast regulation, fair trial, and reporter's shield. Broadcast industry self-regulation and ethical concerns of mass communications will be discussed. Prerequisite: A minimum grade of "C" in COMM 2332.

MMC 3339

Field Video Production and Editing: 3-0-3

This course is designed to teach students the fundamentals of video editing and the techniques of producing, directing, and equipment operation for field (location) productions. Students will produce and direct various types of video programs shot on-location. Prerequisites: A minimum grade of "C" in MMC 2110 and MMC major status or 2.5 GPA.

MMC/JOUR 3430

Media Management and Sales: 3-0-3

Studies the organization and operation of media operations' policies and procedures. Examines media management theory and practice, key media administrator roles, media industry processes and departments, and media manager skills in finances, personnel, programming, promotion/marketing, selling of commercial advertising in media and audience research. Prerequisites: A minimum grade of "C" in MMC 2335 and MMC or JOUR major status or 2.35 or higher GPA.

MMC/FILM 3434

Introduction to Digital Filmmaking: 3-0-3

This course introduces students to the aesthetics and production of narrative short film using digital cameras. Composition, shooting, lighting, sound recording, and non-linear editing will be covered. Students will make three short films in the course. Prerequisite: A minimum grade of "C" in FILM 2331 and FILM 2531 or WRIT 2531.

MMC/JOUR 3530

Media Ethics: 3-0-3

The study of moral and professional conduct within various mass communication contexts. Provides students with the ability to recognize and confront potential ethical, diversity and shifting cultural issues as journalists and media consumers. Prerequisites: A minimum grade of "C" in COMM 2332 and MMC or JOUR major status or 2.35 institutional GPA.

MMC 3830

Multimedia Sound Design: 3-0-3

Examines audio production, psychoacoustics, sound theory and voice manipulation to expand perception and imagination in the creation of sound tracks for film and video production projects. Students utilize audio production equipment to compose a story, develop characters and create emotion through skillful creation of the sound track. Prerequisite: A minimum grade of "C" in MMC 2335.

MMC 4030

Selected Multimedia Topics: 3-0-3

Offers varied courses in specialized areas of the field of multimedia study. Prerequisites: MMC major status and permission of instructor.

MMC 4090

Broadcast Applications: 0-(2 or 4)-(1 or 2)

Practicum course providing experience in audio or video production of broadcast news, corporate news or corporate programming. Course requires three hours of approved practicum activity per week per semester hour of credit. Student must register for one hour one semester and two hours the next. Course may be repeated but only three hours count toward graduation. Prerequisite: A minimum grade of "C" in MMC 2110, MMC 2335, and MMC 3339 or permission of instructor.

MMC 4134

Advanced Digital Filmmaking: 3-0-3

This course will expand on the basic digital filmmaking principles established in MMC 3434 and will focus more on developing student's ability to tell visual stories. Prerequisite: A minimum grade of "C" in MMC 3434.

MMC 4135

Advanced Lighting and Cinematography: 3-0-3

This course will build on the basic lighting and cinematography skills established in MMC 3434. Students will learn to use more advanced equipment, develop complex compositions and camera movement, and create unique lighting schemes. Prerequisite: A minimum grade of "C" in MMC 3434.

MMC/AMST/JOUR 4331

History of Mass Communication: 3-0-3

Surveys the history of newspapers, magazines, radio and television, with emphasis upon their correlations with political, social and economic trends in America. Prerequisite: A minimum grade of "C" in COMM 2332.

MMC 4332

Specialized Video Production Topics: 3-0-3

On a thematic basis, emphasizes planning, development and production of advanced program types in long-form areas such as news, documentary and corporate training as well as uses of special effects and post production activities that support dramatic or electronic music productions. Final projects expected to be of the quality necessary for public airing or submission to competitions. May be repeated for different topics. Prerequisites: A minimum grade of "C" in MMC 2110 and MMC 3339.

MMC 4334

Advanced Audio Production: 3-0-3

Designed to plan, develop and produced a wide range of audio production types in long-form areas such as news, documentary, or uses of music and special effects to support drama and/or visual sound track activities. Final projects are expected to be of the quality necessary for public airing and submission to competitions. The topics are rotated on a thematic basis and this course may be repeated for different topics. Prerequisites: A minimum grade of "C" in COMM 2332, MMC 2335, and MMC 3331.

MMC 4337

Digital Video Editing: 3-0-3

Teaches the fundamentals of non-linear digital video editing via computer-based system. Prerequisite: A minimum grade of "C" in MMC 3339 and MMC major or 2.5 GPA.

MMC 4791

Multimedia Communication Internship: 0-400-3

Optional internship open only to broadcast majors who have earned 2.75 total institution GPA and have completed all other major requirements. Faculty place student applicants in approved electronic media facility. Requires 400 clock hours of approved and supervised site activity during semester. A maximum of three hours of internship credit may be applied

toward the MMC major. Prerequisite: 2.75 Institutional GPA, Completion of all Major course work, and Instructor Permission.

MMC 4792

MMC Internship: 0-400-6

Internship course open only to MMC majors who have earned a 2.75 cumulative GPA and completed all other major MMC degree requirements. Faculty place applicants in approved media facilities. Students must complete a minimum of 400 clock hours of supervised work during the semester, and complete required paperwork to qualify for credit. Prerequisite: Instructor Permission, all other degree work completed, and 2.75 GPA.

MMC 4891

Directed Study in Multimedia: 0-(2-6)-(1-3)

Permits students to conduct in-depth study of issues associated with multimedia. Students may enroll for one, two or three hours of credit, and may take the course more than once, but not for a credit hour total that exceeds three hours. Course designs must be approved by the instructor and the department chair. This course cannot be used to replace existing MMC major courses. Prerequisite: MMC major status and permission of instructor.

MMC 4910

Multimedia Capstone: 1-0-1

A course in which students demonstrate their mastery of the material they have learned during their major course work by producing a high-quality final project or portfolio. The product will be of a quality necessary to be entered into adjudicated competitions, for graduate school applications, or as part of a job application. A panel comprised of MMC faculty members and/or area advisory board members will evaluate the project's suitability for acceptance. Prerequisite: Senior MMC rank.

Military Science (COST)

MSCI 1111

Introduction to Military Science: 0-4-1

Instruction provides the basics of the U.S. Army and its role in National Defense. Includes the following subjects; the role of the U.S. Army in national defense, organization and branches of the U.S. Army, and its role, customs and traditions of the service, military writing, implementing a personal physical fitness program, role of the ARNG and USAR, and roles of the commissioned and non-commissioned officer.

MSCI 1122

Basic Military Leadership: 2-0-2

Continues the development of critical military skills, leadership, and management techniques. Provides basic leadership techniques and principles, professional ethics and senior subordinate relationships. Skills development includes instruction in basic marksmanship techniques including safety procedures and firing Army small arms weaponry. One weekend field trip is required.

MSCI/KINS 1510

Mountaineering: 0-4-1

A course designed to introduce mountaineering skills, fundamentals and knowledge. Corequisite: MSCI1111.

MSCI 2121

Basic Military Skills: 2-0-2

Instruction and practical exercises covering basic skills necessary as a future leader in the U.S. Army. Includes the following subjects: land navigation and map reading, basic first aid, survival and communications.

MSCI 2122

Basic Military Tactics: 2-0-2

Introduces students to the fundamentals of Army leadership and management techniques. Focus is placed on the mission, organization, and composition of small unit teams, principles of offensive operations stressing

firepower, movement, communications techniques and introduction to troop leading procedures.

MSCI 2731

Basic Military Skills Practicum (Basic Camp): 3-0-3

The Leadership Training Course is offered for those students who have not yet met the Basic Course requirements and desire to enroll in the Advanced Course program. This course is currently conducted at Fort Knox, Kentucky, during the summer. Students may earn three credit hours for attending this course through registration at the Registrar's Office upon completion of the course and coordination through the Military Science Department. Students attending this camp are paid and given a travel allowance from their home to camp and back.

MSCI 3131

Advanced Tactics and Applied Leadership I: 2-2-3

Instruction on the principles of leadership and the leader's role in directing small units in a variety of tactical scenarios. Emphasis is placed on developing and executing orders, troop leading procedures and squad tactical reaction procedures. Land navigation and communication subjects are also included in the course.

MSCI 3132

Advanced Tactics and Applied Leadership II: 2-2-3

Continued instruction on the principles of leadership and the leaders' role in directing small units in a tactical environment. Emphasis is placed on offensive and defensive tactics, patrolling techniques, and conducting after action reviews. Instruction on management and leadership techniques emphasizes Green Tab Leadership and leadership assessment.

MSCI 3731

Advanced Military Skills Practicum (Advanced Camp): 3-0-3

The ROTC Leader Development and Assessment Course (LDAC) or operation WARRIOR FORGE is the most important training event for an Army ROTC. The 32-day training event incorporates a wide range of subjects designed to develop and evaluate leadership ability. The challenges are rigorous and demanding, both mentally and physically. WARRIOR FORGE tests intelligence, common sense, ingenuity and stamina. These challenges provide a new perspective on an individual's ability to perform exacting tasks and to make difficult decisions in demanding situations. This course is mandatory for all students wishing to seek a commission in the U.S. Army but registration is not required. Students may earn three credit hours for attending this course through registration at the Registrar's office upon completion of the course and coordination through the Military Science Department. Prerequisites: A minimum grade of "C" in MSCI 3131 and MSCI 3132.

MSCI 3732

Advanced Military Nursing Skills Practicum (Advanced Camp Clinical): 3-0-3

The study and practical application of nursing skills and leadership ability during a three week (120 clinical hour) encampment experience. Encampment and training is conducted at the Army Medical Department Facility of the student's choice in a nursing area of interest to the student. Instructor to student ratio is one to one. Instruction and evaluation is done by a BSN prepared registered nurse.

MSCI 4131/4131S

Military Leadership and Management Seminar: (0 or 2)-(0 or 2)-(0 or 3)

Instruction covers U.S. Army Command and Staff functions. Military and professional knowledge topics include writing in the Army style, oral communications, conducting briefings, preparing to conduct training and evaluating training. Topics in Military Justice system will be introduced to include the Law of Land Warfare and Code of Conduct.

MSCI 4132

Transition to Lieutenant: 2-2-3

Instruction prepares MS IV cadets in their transition from Cadet/student to commissioned officer. Instruction covers leadership ethics and case studies,

personnel, logistics, intelligence systems, and additional basic knowledge an individual needs to become a professional officer. Covers Army Officer personal affairs, education, evaluation systems, counseling techniques and Officer-NCO relations.

MSCI 4890

Military Science Independent Study: (1-3)-0-(1-3)

This course is designed to complement the military education and leadership development of cadets through independent studies in such topics as mission analysis, war gaming, military decision making process, course of action development, revolutions in military affairs, application of technology in the military, troop leading procedures, and other similar topics. This course will help students remain proficient in the military skills they will need upon their commissioning and for future officer training. Prerequisites: A minimum grade of "C" in MSCI 3131, MSCI 3132, MSCI 4131, MSCI 4132, and HIST 3230.

Middle Grades and Secondary Education (COE)

MSED 5333/5333G

Literature and Writing for the Middle and Secondary

Schools: 3-0-3

An intensive study of instructional strategies appropriate for integrating literature and writing instruction. Special attention will be given to identifying and accommodating reading and writing needs of diverse adolescent learners, as well as evaluating the effectiveness of instruction. Students will learn to develop cross-curricular instruction, diagnose reading problems, provide individualization feedback, as well as employ appropriate intervention and assessment methods. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite: Admission to Teacher Education Program (initial certification candidates only).

MSED 5530/5530G

Using Calculators and Manipulatives to Teach Mathematics: 3-0-3

An in-depth study of integrating calculators and manipulatives in the middle grades and secondary mathematics curriculum. Emphasis is placed on current research findings, planning and assessing calculator and manipulatives use in the classroom. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

MSED 5531/5531G

Integrating Computer Technology and Mathematics: 3-0-3

Introduction to teaching middle grades and secondary mathematics using computer-based technology. Emphasis is placed on planning and assessing computer-based classroom instruction. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

MSED 6130

Introduction to the Middle and Secondary School: 3-3-3

This course examines the curriculum, instruction, and organization of middle and secondary schools. It provides substantial knowledge of the nature and needs of adolescent learners as well as curriculum planning and instruction. The course also includes a 50-hour field component.

MSED 6237

Science Methods: 3-0-3

This course is designed to assist students in understanding the purpose of science in the middle and secondary school curricula and becoming familiar with the trends in science instruction. Skills are developed in using classroom laboratory and field trip experiences in planning and evaluating science instruction. Major emphasis is placed on planning and presentation skills and on developing strategies to facilitate working with the diverse student populations present in the public schools. Prerequisite: Admission to Teacher Education Program.

MSED 6337

Language Arts Methods: 3-0-3

A study of methods and materials appropriate in teaching composition, literature, and oral expression in the middle and secondary school language arts/English program. Emphasis will be placed on the writing process, teaching grammar through writing, and literature for grades 4-12. Prerequisite: Admission to Teacher Education Program.

MSED 6437

Social Science Methods: 3-0-3

A study of the social sciences in the middle and secondary schools. Emphasis is placed on instructional planning for diverse classrooms; assessment of student learning; the use of multiple resources, including technology; and an application of the NCSS standards in the middle and secondary social science curriculum. Prerequisite: Admission to Teacher Education Program.

MSED 6537

Mathematics Methods: 3-0-3

A study of teaching methods and materials, curriculum content, assessment and trends in middle and secondary school mathematics. Emphasis is placed on instructional planning for diverse classrooms; assessment of student learning; the use of multiple resources, including technology; and application of NCTM standards in the middle and secondary mathematics curriculum. Prerequisite: Admission to Teacher Education Program.

MSED 6637

Business Education Methods: 3-0-3

A study of teaching methods and materials, curriculum content, and trends in teaching Business Education in the middle and secondary schools. The course also includes a study of vocational education programs. Emphasis is placed on instructional planning for diverse classrooms; assessment of student learning; the use of multiple resources, including technology; and an application of the national business education standards. Prerequisite: Admission to Teacher Education Program.

MSED 6737

Family and Consumer Sciences Methods: 3-0-3

This course assists students in understanding the purpose of family and consumer sciences programs in the secondary school curriculum and in becoming familiar with the trends in family and consumer sciences instruction. Students will develop skills in planning and evaluating family and consumer sciences instruction using the classroom as a laboratory. Major emphasis is placed on planning and presentation skills and on developing strategies to facilitate learning of diverse student populations in the public schools. Prerequisites: Admission to Teacher Education Program.

MSED 7130

Middle and Secondary School Colloquium: 3-0-3

In the M.A.T. colloquium course, students will analyze issues related to diverse school populations, classroom and behavior management, technology integration, school governance and teacher leadership, professional performance assessments, educational law, and ethics and professionalism in teaching. Prerequisite: Admission to student teaching or supervised internship. Corequisites: SCED 5799G, MGED 5799G, or ESED 6799.

MSED 7231

Hands-On Science for the Middle and Secondary Schools: 3-0-3

Designed to introduce and promote the use of curricula, resources, and activities which emphasize the use of hands-on/inquiry science appropriate for middle and secondary schools. The course focuses on: the development of hands-on and interdisciplinary science curricula; research relative to the use of inquiry-based science; classroom implementation of science programs; and the development of process and inquiry skills. Emphasis will be placed on addressing local needs and resources in the area of science instruction.

MSED 7232

Teaching the Great Ideas in Science: 3-0-3

This course is designed to enhance students' understanding of the "Great Scientific Premises" that undergird and integrate the science disciplines. Emphasis is placed on hands-on interaction with scientific principles and materials that will enhance the capacity of teachers to support their students' construction of scientific understanding. The course uses the ideas and experiences of both classical and/or contemporary scientists to engage teachers in a reflective opportunity to gain an appreciation of the rich extent of the history and nature of the scientific enterprise and to prepare them to help their students "make sense" of the science they are expected to learn. It is also designed in a way to engage teachers with the National Science Standards as they explore the science that is necessary to be a scientifically literate citizen of the United States.

MSED 7331

Early Adolescent Literature: 3-0-3

A study of pedagogical theory and practices for integrating contemporary early adolescent/young adult literature into the middle and secondary school curriculum. Course content will focus on making text selections, workshop approaches, literary circles, and reader response theory.

MSED 7333

Writing Instruction for the Middle and Secondary Schools: 3-0-3

Examines current research in the teaching of writing. Emphasis will be placed on a study of instructional strategies for prewriting, composing, revising, and editing. The course also examines models for integrating writing across subject areas in the middle and secondary schools.

MSED 7431

Teaching Geography in the Middle and Secondary Schools: 3-0-3

This course is designed to assist social studies teachers implement the National Geographic Standards. These standards identify what every public school student should learn. The course will emphasize the benchmarks that have been adopted in order to assist teachers and curriculum specialists develop guidelines for their own classrooms and school systems.

MSED 7432

Teaching Social Studies in the Middle and Secondary Schools: 3-0-3

A study of the place of social education in middle and secondary schools. In a seminar setting, students will analyze problems challenging middle and secondary school social studies educators including the knowledge base of social science education, teaching for active and responsible citizenship, making curricular choices, selecting appropriate instructional techniques, and assessing current trends in middle and secondary school social studies education. A field-based project will be included.

MSED 7535

Teaching Middle Grades and Secondary Mathematics: 3-0-3

An in-depth study of current content standards, methods and assessments strategies for teaching middle grades and secondary mathematics.

MSED 8231

Trends in Middle and Secondary Science: 3-0-3

Designed to provide an in-depth study of current issues, reforms, and trends in middle grades and secondary science.

MSED 8331

Trends in Middle and Secondary Language Arts: 3-0-3

Students will examine current trends, reform initiatives, and problematic issues related to English language arts curriculum and instruction in middle and secondary schools. Emphasis will be placed on state and national standards, assessment, technology integration, struggling readers and writers, and responding to the needs of diverse learners. The course contains a field-based research component.

MSED 8333

Research in Language Arts: 3-0-3

Explores current research in middle grades and secondary school language arts. Particular emphasis is placed on examining the theoretical and philosophical frameworks of language arts curriculum and instruction. A field-based project is included.

MSED 8434

Trends in Middle and Secondary Social Studies: 3-0-3

A study of current trends and issues in social studies curriculum and instruction. An emphasis is placed on an analysis of problems challenging social studies teachers in the middle and secondary schools.

MSED 8530

Foundations of Teaching Grades 4-12 Mathematics: 3-0-3

An in-depth analysis of the content and pedagogy of middle grades and secondary mathematics. Emphasis will be placed on a study of the research in middle grades and secondary mathematics curriculum and instruction, as well as the historical development of current mathematics content requirements. Prerequisites: A minimum grade of "B" in MSED 7535.

Applied Music (CLASS)

MUSA

Applied Music

Admission to an applied studio is by approval of the Music faculty. Instruction in various instruments and voice is offered. Undergraduate instruction is offered at preparatory, first, second, and third and fourth year levels. Graduate instruction is also offered. Credit hours available vary from 1-3 hours.

Music (CLASS)

MUSC 1100/1100S

Music Appreciation: 3-0-3

An introduction to the development of listening skills, the fundamental elements of music, a historical survey of major periods and styles in Western music, and music in selected non-Western cultures.

MUSC 1213

Percussion Class: 2-0-1

Emphasis on acquiring a theoretical and practical knowledge of percussion instruments. Includes instructional application through playing and the study of methods and materials.

MUSC 1215

String Class: 2-0-1

Emphasis on acquiring a theoretical and practical knowledge of string instruments. Includes instructional application through playing and the study of methods and materials.

MUSC 1216

Voice Class: 2-0-1

Designed to teach the elements of healthy voice production to instrumental majors in the music education program. Course includes study of breathing for singing, elements of balanced tone production, an introduction to the International Phonetic Alphabet, and instructional application through singing and study of methods and materials.

MUSC 1217

Woodwind Class: 2-0-1

Emphasis on acquiring a theoretical and practical knowledge of woodwind instruments. Includes instructional application through playing and the study of methods and materials.

MUSC 1218**Brass Class: 2-0-1**

Emphasis on acquiring a theoretical and practical knowledge of brass instruments. Includes instructional application through playing and the study of methods and materials.

MUSC 1311/1311S**Composition Class: 1-0-1**

An introductory course to begin the development of skills in melodic/harmonic music composition. Prerequisites: MUSC 1331/1513 or MUSC 1333.

MUSC 1315**Guitar Class Non-Major: 1-0-1**

This course is designed to teach the basic elements of guitar performance to non-music majors.

MUSC 1316**Voice Class Non-Major: 1-0-1**

This course is designed to teach the basic elements of voice performance to non-music majors.

MUSC 1331**Music Theory I: 3-0-3**

Development of a command of the fundamental elements in music notation and structure, paralleling the work in MUSC 1513. Emphasizes notation, scales, tonality, intervals, harmony, cadences, nonharmonic tones, texture, and melodic organization.

MUSC 1332**Music Theory II: 3-0-3**

Continuation of the manipulation of elements in music notation and structure, paralleling the work in MUSC 1514. Emphasizes voice-leading in two and four voices, harmonic progression and rhythm, the dominant seventh chord, leading-tone seventh chords, and nondominant seventh chords. Prerequisites: MUSC 1331 and MUSC 1513.

MUSC 1333/1333S**Music Fundamentals I: 3-0-3**

Basic music theory with emphasis on note reading, understanding scales and rhythms, simple chord formations and their applications, basic relationships between melody and harmony and reading melodies at sight. Prerequisite: MUSC 1100 or permission of instructor.

MUSC 1334**Music Fundamentals II: 3-0-3**

Further study in melodic and harmonic relationships with emphasis on chords, chord symbols, and chord progressions through the study and analysis of musical compositions. Prerequisite: MUSC 1333 or permission of instructor.

MUSC 1421**Group Piano: Piano Major A: 2-0-2**

Development of basic pianistic skills: scales, arpeggios, etc.

MUSC 1422**Group Piano: Piano Major B: 2-0-2**

Continuation of MUSC 1421, plus development of sight-reading, accompanying and keyboard harmony skills. Prerequisite: MUSC 1421.

MUSC 1511**Group Piano I: 0-2-1**

The study of keyboard theory and development of functional piano skills at the elementary level, with emphasis on harmonization, sight-reading, transposition, improvisation, and scales and chords.

MUSC 1512**Group Piano II: 0-2-1**

Continuation of skills begun in MUSC 1511. Prerequisite: MUSC 1511 or permission of instructor.

MUSC 1513**Sight-Singing/Ear Training I: 1-1-1**

Development in aural perception and sight-singing skills to parallel the work in MUSC 1331. Emphasizes melodic and harmonic dictation and sight-singing. Lab work will utilize the Music CAI Lab.

MUSC 1514**Sight-Singing/Ear Training II: 1-1-1**

Development in aural perception and sight-singing skills to parallel the work in MUSC 1332. Emphasizes melodic and harmonic dictation and sight-singing. Lab work will utilize the Music CAI Lab. Prerequisites: MUSC 1331 and MUSC 1513.

MUSC 1515/1515S**Technology in Music: 1-1-1**

Introduction to the uses of technology in music, including acoustics, hardware/software, digital keyboards and MIDI sequence recording and editing. Supervised lab work with digital synthesizers and computers.

MUSC 2211**Instrumental Methods I: 2-0-1**

Designed for the choral music education student. Provides the student an overview of theoretical and practical knowledge of the woodwind and string families.

MUSC 2212**Instrumental Methods II: 2-0-1**

Designed for the choral music education student. Provides the student an overview of theoretical and practical knowledge of the brass and percussion families.

MUSC 2311**Jazz Improvisation I: 1-0-1**

Theory and techniques of jazz improvisation with emphasis on functional harmony, melodic form, and development of style. Prerequisites: MUSC 1331, MUSC 1332, MUSC 1513 and MUSC 1514.

MUSC 2312**Jazz Improvisation II: 1-0-1**

Theory and techniques of jazz improvisation with emphasis on functional harmony, melodic form, and development of style. Prerequisite: MUSC 2311.

MUSC 2321/2321S**Composition I: 2-0-2**

Creative writing for small ensembles with emphasis on notation, form, and individual stylistic development. Performance of works encouraged. Prerequisites: MUSC 1332 and MUSC 1514.

MUSC 2322/2322S**Composition II: 2-0-2**

Creative writing for small ensembles with emphasis on notation, form, and individual stylistic development. Performance of works encouraged. Prerequisite: MUSC 2321.

MUSC 2333**Music Theory III: 3-0-3**

A study of traditional, chromatic and twentieth century forms and melodic/harmonic practices. Exercises in composition are included. Prerequisites: MUSC 1332 and MUSC 1514.

MUSC 2334

Music Theory IV: 3-0-3

A study of traditional, chromatic and twentieth century forms and melodic/harmonic practices. Exercises in composition are included. Prerequisites: MUSC 2333 and MUSC 2513.

MUSC 2411

Diction for Singers I: 1-1-1

Focuses on the study of the International Phonetic Alphabet and its application to the Italian, English and Latin languages within the standard vocal literature.

MUSC 2412

Diction for Singers II: 1-1-1

Focuses on the study of the International Phonetic Alphabet and its application to the German, French and Spanish languages within the standard vocal literature.

MUSC 2421

Piano Literature I: 2-0-2

The study of solo piano music from the late Baroque Period through the compositions of Beethoven, with special attention given to representative genres and composers. Prerequisite: Permission of instructor.

MUSC 2431

Piano Pedagogy I: 3-0-3

An introduction to the teaching of piano at the elementary level through an examination of beginning methods and materials, teaching techniques, and studio management.

MUSC 2511

Group Piano III: 0-2-1

Continuation of skills developed in MUSC 1512 at the intermediate level, with additional work in score reading and accompanying. Prerequisite: MUSC 1512 or permission of instructor.

MUSC 2512

Group Piano IV: 0-2-1

Continuation of skills developed in Group Piano III. Final Exam serves as the Piano Exit Exam. Prerequisite: MUSC 2511 or permission of instructor.

MUSC 2513

Sight-Singing/Ear Training III: 1-1-1

Development of aural perception and sight-singing. Emphasis on melodic and harmonic dictation and error detection. Supervised lab sessions for ear training practice. Prerequisites: MUSC 1332 and MUSC 1514.

MUSC 2514

Sight-Singing/Ear Training IV: 1-1-1

Development of aural perception and sight-singing. Emphasis on melodic and harmonic dictation and error detection. Supervised lab sessions of ear training practice. Prerequisites: MUSC 2333 and MUSC 2513.

MUSC 3031/3031S

Selected Topics in Music: 3-0-3

Topics vary with individual professor.

MUSC 3131

History of Music I: 3-1-3

A chronological survey of music from antiquity to the end of the Baroque period, emphasizing issues of style, performance practice, musical aesthetics, and cultural context. Prerequisite: HIST 1112.

MUSC 3132

History of Music II: 3-1-3

A chronological survey of music from the classic period to the present, emphasizing issues of style, performance practice, musical aesthetics, and cultural context. Prerequisite: HIST 1112.

MUSC 3231

Music For Teachers (K-4): 3-0-3

A course for education majors which provides experience in singing, movement, playing rhythm and accompanying instruments, and music skills for teachers. The emphasized music education materials are for kindergarten through grade five.

MUSC 3232

Elementary Methods and Materials in Music: 2-1-3

Designed for the music specialist in the elementary school, with an emphasis on materials and methodology used in preschool through grade eight. Opportunities will be provided for observing, planning, and teaching in the elementary school classroom. Restricted to music majors. Prerequisite: Admission to Teacher Education Program.

MUSC 3311

Jazz Improvisation III: 1-0-1

Theory and techniques of jazz improvisation with emphasis on functional harmony, melodic form, and development of style. Prerequisites: MUSC 2312.

MUSC 3312

Jazz Improvisation IV: 1-0-1

Theory and techniques of jazz improvisation with emphasis on functional harmony, melodic form, and development of style. Prerequisites: MUSC 3311.

MUSC 3321/3321S

Intermediate Composition I: 2-0-2

Creative writing using techniques of various historical periods. Emphasis on medium forms and combinations of instruments in small ensembles. Performance of works encouraged. Prerequisite: MUSC 2322.

MUSC 3322/3322S

Intermediate Composition II: 2-0-2

Creative writing using techniques of various historical periods. Emphasis on medium forms and combinations of instruments in small ensembles. Performance of works encouraged. Prerequisite: MUSC 3321.

MUSC 3331/3331S

Instrumentation: 3-0-3

The study of traditional instrumental and vocal notation, ranges, technical capabilities, basic scoring techniques. Prerequisites: MUSC 2334 and MUSC 2514.

MUSC 3411

Brass Pedagogy: 1-0-1

Survey of teaching techniques (studio teaching of instruments).

MUSC 3412

Percussion Pedagogy: 1-0-1

Survey of teaching techniques (studio teaching of instruments).

MUSC 3413

String Pedagogy: 1-0-1

Survey of teaching techniques (studio teaching of instruments).

MUSC 3414

Woodwind Pedagogy: 1-0-1

Survey of teaching techniques (studio teaching of instruments).

MUSC 3421

Piano Literature II: 2-0-2

Covers the principle genres of solo piano music from the early Romantic Period through the Impressionistic Period, with formal and stylistic analysis of specific representative works by the principal composers. Prerequisite: Permission of instructor.

MUSC 3422**Piano Literature III: 2-0-2**

Comprises the stylistic and formal analysis of representative solo piano music of the twentieth century. Prerequisite: Permission of instructor.

MUSC 3423**Vocal Literature I: 2-0-2**

Study of the historical development of the Italian, French, and Spanish song literature, focusing on selected works of representative composers in each stylistic period. Prerequisites: MUSC 2411 and MUSC 2412 or permission of instructor.

MUSC 3424/3424S**Vocal Literature II: 2-0-2**

Study of the historical development of the German and English song literature, focusing on selected works of representative composers in each stylistic period. Prerequisites: MUSC 2411 and MUSC 2412 or permission of instructor.

MUSC 3432**Piano Pedagogy II: 3-0-3**

An introduction to the teaching of piano at the pre-school, adult and intermediate levels.

MUSC 4221**Marching Band Techniques: 2-0-2**

Theoretical and practical approach to the instruction and direction of marching bands.

MUSC 4321/4321S**Advanced Composition I: 2-0-2**

Creative writing for large ensembles, using twentieth century techniques, including electronic/digital music. Performance of works emphasized. Prerequisite: MUSC 3322.

MUSC 4322/4322S**Advanced Composition II: 2-0-2**

Creative writing for large ensembles, using twentieth century techniques, including electronic/digital music. Performance of works emphasized. Prerequisite: MUSC 4321.

MUSC 4331**Analytical Techniques: 3-0-3**

Techniques for analyzing form and other stylistic elements of music, emphasizing works from the common practice period; preparation of time lines and other graphic representations; score reading of orchestral scores with transposing instruments. Prerequisite: Completion of sophomore-level music theory sequence.

MUSC 4332**Counterpoint: 3-0-3**

Practical music writing experience in sixteenth, eighteenth, and twentieth century contrapuntal styles. Prerequisites: MUSC 2334 and MUSC 2514.

MUSC 4411**Basic Conducting: 1-0-1**

A practical course directed toward the cultivation and development of the skills required for students who plan to conduct music ensembles.

MUSC 4421**Voice Pedagogy: 2-1-2**

The development of the teaching of singing through the study of its history and the investigation and application of research in vocal production and pedagogy. Supervised teaching of applied lessons and a survey of teaching materials. Prerequisites: MUSC 2512 or MUSC 1422 and MUSC 2514 or permission of instructor.

MUSC 4431**Choral Conducting and Literature: 3-0-3**

Designed to provide students with in-depth knowledge of choral conducting techniques and literature. Students will study appropriate conducting gestures specific to choral ensembles while acquiring knowledge of the great monuments of choral literature. Prerequisite: A minimum grade of "C" in MUSC 4411.

MUSC 4432**Instrumental Conducting and Literature: 3-0-3**

Development of conducting skills through the study of literature appropriate for all levels of instrumental ensembles. Prerequisite: A minimum grade of "C" in MUSC 4411.

MUSC 4531**Middle Grades Methods and Materials in Music: 3-1-3**

Designed to provide the music education candidate with rehearsal and teaching skills necessary to function in the middle grades music classroom. Through in class instruction and thirty hours of structured field experience, students will learn rehearsal and teaching techniques, management and administration strategies, and develop specific skills related to effective middle grades music teaching. Prerequisites: A minimum grade of "C" in MUSC 4431, MUSC 4432 and admission to the Teacher Education Program.

MUSC 4532**Secondary Methods and Materials in Music: 3-1-3**

Designed to provide the music education candidate with rehearsal and teaching skills necessary to function in the secondary music classroom. Through in class instruction and thirty hours of structured field experience, students will learn rehearsal and teaching techniques, management and administration strategies, and develop specific skills related to effective secondary music teaching. Prerequisite: A minimum grade of "C" in MUSC 4431 or MUSC 4432 and admission to the Teacher Education Program.

MUSC 4799**Student Teaching in P-12 Music Education: 9-0-9**

Student Teaching in Music Education is a period of guided music teaching during which the student, under the direction of a cooperating teacher, takes increasing responsibility for leading the school music 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 music teacher's assigned responsibilities. Prerequisite: Completion of all degree courses.

MUSC 4891/4891S**Special Problems in Music: (1-9)-0-(1-9)**

Topics vary with individual professor.

MUSC 5030/5030G**Selected Topics Music Literature: 3-0-3**

Specialized study of a specifically announced area in music literature. Graduate students must complete an extra project for this course.

MUSC 5031/5031G/5031S**Selected Topics in Music: 3-0-3**

Topics vary with individual professor. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

MUSC 5230/5230G**Music in the Baroque Period: 3-0-3**

A survey of major historical trends, aesthetic and stylistic developments, significant figures, and selected repertory from the Baroque period. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

MUSC 5231/5231G

Music in the Classic Period: 3-0-3

A survey of major historical trends, aesthetic and stylistic developments, significant figures, and selected repertory from the Classic period. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

MUSC 5232/5232G

Music in the Romantic Period: 3-0-3

A survey of major historical trends, aesthetic and stylistic developments, significant figures, and selected repertory from the Romantic period. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

MUSC 5233/5233G

Music in the Contemporary Period: 3-0-3

A survey for major historical trends, aesthetic and stylistic developments, significant figures, and selected repertory from the Contemporary period.

MUSC 5234/5234G/5234S

History of Opera: 3-0-3

A survey of major historical trends, aesthetic and stylistic developments, significant figures, and selected repertory in opera history. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

MUSC/AMST 5235/5235G

Music in the United States: 3-0-3

A survey of major historical trends, aesthetic and stylistic developments, significant figures, and selected repertory in American music. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

MUSC/AAST/AMST 5236/5236G

Jazz History: 3-0-3

A jazz survey course which emphasizes the historical, musical, and chronological development of jazz music. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

MUSC 5237/5237G

Symphonic Literature: 3-0-3

A survey of major historical trends, aesthetic and stylistic developments, significant figures, and selected repertory in symphonic literature. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

MUSC 5332/5332G

Jazz Styles and Analysis: 3-0-3

The study of most of the major jazz styles which have been documented in recordings. Emphasis in post-1940's styles of big bands and combos, and in the musical analysis of those jazz styles. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: MUSC 3132 and MUSC 5236.

MUSC 5411/5411G

Jazz Pedagogy: 1-0-1

Emphasizes the materials and methods available for the teaching of jazz music at all levels from middle school through university. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

MUSC 5430/5430G

Advanced Choral Arranging: 3-0-3

Practical experience in arranging for various vocal combinations, score analysis, score reading, and manuscript preparation for publishers. Graduate students must complete an extra project for the course. Prerequisite: A minimum grade of "C" in MUSC 2334.

MUSC 5431/5431G

Advanced Instrumental Arranging: 3-0-3

Study of issues and techniques in composing arrangements for various types of instrumental ensembles with practical experience. Prerequisite: A minimum grade of "C" in MUSC 2334.

MUSC 5432/5432G

Advanced Jazz Arranging: 3-0-3

Study of issues and techniques in composing arrangements for various types of jazz ensembles with practical experience.

MUSC 5530/5530G

Digital Audio Montage: 2-2-3

Explores digital audio theory and practice, sound recording techniques, sound and music representation, sound transformation, and compositional methods of morphological montage through the creation and performance of musical works in the electronic medium. Prerequisites: Experience using computers, a firm background in music theory, computer science, or visual art, basic math skills, and be familiar with elementary aspects of music technology (mixers, cables, and other studio basics).

MUSC 5531/5531G

Advanced MIDI Sequencing: 2-2-3

Explores the core concepts of acoustics and psychoacoustics, the MIDI protocol, music composition and performance using MIDI, hardware-based sound synthesis, hardware-based effects, and audio sampling through the creation and performance of musical works in the electronic medium. Prerequisites: Experience using computers, a firm background in music theory, computer science, or visual art, basic math skills, and be familiar with elementary aspects of music technology (mixers, cables, and other studio basics).

MUSC 5630/5630G

Music, Technology and Contemporary Culture: 3-0-3

Examines the development of sound technology, the impact of music technology on listeners, performers, and composers, the diversification and globalization of musical styles, and the changing sociological roles of music in contemporary culture from both historical and ethnographic points of view. Students will also explore specific topics of their own interest in a seminar setting. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

MUSC 6131

Music Reference Tools and Resources: 3-0-3

A survey of basic and advanced reference sources and tools relating to music, both printed and on-line; methods for locating, evaluating, and citing manuscript and printed musical sources, including critical editions; resources for finding music-related materials on the Internet; and tools for dealing with music reference materials in foreign languages.

MUSC 7092

Selected Topics in Music: 3-3-3

Topics vary with individual professor.

MUSC 7231

History and Philosophy of Music Education: 3-0-3

A study of historical and philosophical currents which have shaped current music education practices.

MUSC 7232

Current Trends in Music Education: 3-0-3

Survey of current trends in music education, including philosophy and practical application, based on recent research.

MUSC 7233

Methods and Materials in General Music: 3-0-3

Designed for music teachers who conduct classes for non-performers. Emphasis is given to understanding the function and structure of music in relevant form for the general student.

MUSC 7234**Twentieth Century Music Education Methodologies: 3-0-3**

A study of current and traditional methodologies in twentieth century music education, with specific emphasis on Kodaly, Ofrr, Dalcroze, MMCP, and Comprehensive Musicianship. Designed for music educators who wish to increase their knowledge and skills in providing musical experiences for primary and intermediate classrooms.

MUSC 7330**Chamber Music Analysis and Literature: 3-0-3**

Examination, discussion, and analysis of selected chamber music literature from the Baroque to the present.

MUSC 7331**Advanced Analytical Techniques: 3-0-3**

Techniques for analyzing form and other stylistic elements of music, emphasizing larger and more complex works; overview of major analytical methodologies; issues in interpreting published analytical research; combining analytical and historical research.

MUSC 7332**Twentieth Century Harmony: 3-0-3**

A study of harmonic concepts and practices in twentieth century music. Emphasis on analysis and on writing exercises.

MUSC 7333**Contrapuntal Techniques: 3-0-3**

A study of sixteenth, eighteenth, and twentieth century techniques of counterpoint, with emphasis on writing exercises in typical styles, using typical devices and forms.

MUSC 7391/7391S**Composition: (1-3)-0-(1-3)**

Development of skills in advanced composition. Prerequisite: Instructor's permission.

MUSC 7432**Choral Literature: 3-0-3**

Designed to provide students with in-depth knowledge of choral literature. Students will study the major genres from the Pre-Renaissance to the present with emphasis on the mass, motet, requiem, and oratorio.

MUSC 7434**Band Literature: 3-0-3**

Provides a survey of the historical development of wind band literature and ensembles from the Renaissance to the present, with respect to composers, composition, performers, instrumentation, and events.

MUSC 7435**Advanced Marching Band Techniques: 3-0-3**

A theoretical and practical approach to the instruction and direction of marching bands.

MUSC 7533**Sound Design and Processing: 2-2-3**

Examines sound design and processing through the use of the Supercollider 3 programming language for musical digital signal processing. Students will explore fundamentals of object-oriented computer programming and musical digital signal processing through the creation and performance of musical works in the electronic medium and the creation of their own audio synthesis and transformation software. Prerequisite: Experience using computers, a firm background in music theory and/or computer science, basic math skills, familiarity with elementary aspects of music technology (mixers, cables, etc.). A background in computer programming is helpful but not required.

MUSC 7534**Interactive Media: 2-2-3**

Examines the use of interactivity in multimedia. Students will learn high-level programming concepts, algorithmic design, and cross-modal aesthetic

principles using Max/MSP/Jitter. Prerequisite: Experience using computers, a firm background in music theory, computer science, or visual art, basic math skills, and be familiar with elementary aspects of music technology (mixers, cables, and other studio basics). A background in computer programming is helpful but not required.

MUSC 7630**Seminar in Advanced Conducting: 3-0-3**

Refinement of conducting and rehearsal techniques including issues related to preparation, gesture, blend and balance, intonation and diction, error detection, pedagogy, and rehearsal strategies. Includes supervised rehearsal and performance practicum. May be repeated for credit toward the degree. Prerequisite: Permission of the Instructor. Students must either be available to work with an assigned ensemble at the University or receive approval to work with their own ensemble (such as a secondary school band or choir).

MUSC 7631**Advanced Score Reading Techniques: 3-0-3**

A capstone course to review concepts of music theory and examine current systems and materials used in teaching music theory.

MUSC 7632**Interdisciplinary Music Education: 3-0-3**

Examines ways of integrating music education with other disciplines, focusing on social studies, language, and visual arts. Special attention will be given to using music as a tool to address issues of ethnocentricity and multiculturalism. Intended for both music and non-specialists, who will each contribute their point of view in a seminar setting.

MUSC 7633**Advanced Score Reading Techniques: 3-0-3**

Score study techniques and discussion of issues in preparation for conducting across all areas of band, choral, orchestral, and mixed ensembles.

MUSC 7891/7891S**Special Problems in Music: (1-9)-0-(1-9)**

Topics vary with individual professor.

MUSC 7931**Music Education Final Project: 0-0-3**

Planned project, written or practical, directed by the student's project advisor. Prerequisites: Permission of the student's project advisor and the graduate coordinator.

MUSC 7932**Music Technology Final Project: 0-3-3**

Planned project directed by the student's project advisor. Prerequisite: Permission of the student's project advisor and graduate coordinator.

MUSC 7999**Thesis: 0-0-(1-6)**

Planned research and writing directed by the student's thesis advisor. Prerequisites: Permission of the student's thesis advisor and the graduate coordinator.

MUSC 8231**Music Administration: 3-0-3**

An introduction to the various issues in music administration including, but not necessarily limited to, those relating to academic leadership, the decision-making process, personnel matters, problem solving, new technologies in music, resource planning, development and assessment.

Music Ensemble (CLASS)**MUSE****Ensembles**

Ensembles of various types are available to all students (some through audition), at both undergraduate and graduate levels. Ensembles carry 1 hour credit.

Nutrition and Food Science (CHHS)

NTFS 2514

Professional Practice Strategies: 1-0-1

Presents an overview of the career opportunities in nutrition, food science and dietetics. Focuses on the development of personal and professional skills required for success in the professions.

NTFS 2530

Nutrition and Health: 3-0-3

The basic principles of nutrition and their application to health and wellness. The interrelationship between personal nutrition and health maintenance throughout the life cycle is included.

NTFS 2534

Introductory Food Science: 1-4-3

Develops basic understanding of the principles of food preparation. Applies principles to food preparation for individuals, families and commercial food services.

NTFS 2535

Nutrition and Diet Therapy: 3-0-3

Provides a basic understanding of the importance of nutrition in health maintenance and disease. The role of the nurse/health care provider in the nutritional assessment and the delivery of nutrition support services for individuals with illness and physical stress are emphasized.

NTFS 3534

Human Nutrition: 3-0-3

The fundamental principles of human nutrition and their application to food selection are discussed. Emphasis is placed upon the recommended dietary allowances and other dietary guidelines which promote health maintenance and disease prevention. Prerequisite: A minimum grade of "C" in CHEM 1140 or permission of instructor.

NTFS 3535

Life Cycle Nutrition: 3-0-3

Investigates the role of nutrition and dietary factors on the growth, development and maintenance of health in individuals from birth through aging. Prerequisites: A minimum grade of "C" in NTFS 2530, NTFS 2535, NTFS 3534, or permission of instructor.

NTFS 3536

Meal Management: 1-4-3

Principles of nutrition and food science are integrated with the management process in menu planning and quality meal service. Prerequisites: A minimum grade of "C" in NTFS 2530 or NTFS 2535 or NTFS 3534 and NTFS 2534 or permission of instructor.

NTFS 3537

Advanced Food Science: 1-4-3

Considers the chemical, physical, and biological properties of food ingredients. Emphasis is placed on investigating the relationship between preparation methods, proportions of ingredients and final product quality. Prerequisites: A minimum grade of "C" in NTFS 2534, NTFS 3534, and CHEM 1140 or permission of instructor.

NTFS 3538

Quantity Food Systems Administration: 3-0-3

This course provides a general knowledge base of quantity food systems administration with a focus on leadership and managerial roles in financial, human resource, and procurement responsibilities. Knowledge and skills are developed in this course to prepare students for administrative positions in quantity food production and service and to prepare them for the application of quantity food production and service principles in a quantity food service facility. Prerequisites: A minimum grade of "C" in NTFS 3536, ACCT 2030, and MGNT 3130.

NTFS 3630

Sports Nutrition: 3-0-3

This course provides a basic understanding of the importance of nutrition in physical activity and sport performance. Topics will include energy metabolism during exercise, fluid intake and performance, common nutritional deficiencies for athletes/exercisers, and the role of nutritional supplements and ergogenic aids in physical activity. Prerequisite: A minimum grade of "C" in NTFS 2530, NTFS 2535, or NTFS 3534 or permission of instructor.

NTFS 3730

Quantity Food Practicum: 0-6-3

Food science theories and principles are applied in an institutional food service facility. Food service production and techniques are developed in this course as are skills in the application of sanitation regulations. Prerequisites: A minimum grade of "C" in NTFS 3538 and HNRM 3324 or permission of instructor.

NTFS 4534

Medical Nutrition Therapy I: 3-0-3

Investigates the role and benefits of nutritional support and therapy in the metabolic and pathophysiological changes associated with disease in humans. Teaches the application and documentation of the nutritional care process to the needs of patients. Emphasis is placed upon energy in-balance, drug nutrient interactions, metabolic disorders, and gastrointestinal, hepatobiliary, endocrine, and cardiovascular diseases. Prerequisites: A minimum grade of "C" in NTFS 3534, NTFS 3535, and prior or concurrent enrollment with a minimum grade of "C" in NTFS 4536 or permission of instructor.

NTFS 4535

Community Nutrition: 3-0-3

Explores the role of nutritionists in the delivery of nutrition services through community agencies and health and wellness programs. Planning, implementation, monitoring and evaluation of community-based programs are emphasized. The role of government and the impact of the legislative process on the provision of services is examined. Prerequisites: A minimum grade of "C" in NTFS 2530 or NTFS 2535 or NTFS 3534.

NTFS 4536

Metabolic Nutrition: 3-0-3

Considers the principles of nutrition science with special emphasis on integration of macro and micronutrient. Prerequisites: A minimum grade of "C" in CHEM 2542, KINS 2531/2511, KINS 2532/2512, NTFS 3534 or permission of instructor.

NTFS 4537

Experimental Food Science: 1-4-3

Considers the effects of composition, handling, and preparation techniques on food product quality. Emphasis is placed on basic concepts of research methodology, statistical analysis, and preparation of detailed technical reports. Prerequisites: A minimum grade of "C" in NTFS 3537 and STAT 2231 or permission of instructor.

NTFS 4538

Medical Nutrition Therapy II: 3-0-3

Investigates the role and benefits of nutritional support and therapy in the metabolic and pathophysiological changes associated with disease in humans. Teaches the application and documentation of the nutritional care process to the needs of patients. Emphasis is placed upon sepsis, burns, trauma, cancer, immune and neurological disorders, hypertension, anemia, pulmonary, bone, and renal diseases, soft tissue disorders and diseases as well as adaptive feeding techniques and specialized equipment, parenteral and enteral nutrition, and complementary/alternative nutrition and herbal therapies. Prerequisite: A minimum grade of "C" in NTFS 4534 or permission of instructor.

NTFS 4539

Issues and Trends in Food Science: 3-0-3

A study of current trends and issues in the field of food science and technology. Issues related to product development, marketing and regulations and standards will be addressed. Prerequisite: A minimum grade of "C" in NTFS 3537 or permission of instructor.

NTFS 4899

Directed Individual Study: (1-6)-0-(1-6)

Provides the student with the opportunity to investigate an area of interest under the direction of a faculty mentor. Prerequisite: Permission of instructor.

NTFS 4610

Nutrition and Food Science Senior Seminar: 1-0-1

Provides nutrition and food science seniors with a colloquium in which to prepare and deliver presentations in trends and issues in the field of nutrition and food science in a seminar forum. The course also includes the process of applications for dietetic internships and/or employment opportunities. Resume writing, portfolio review and interviewing skills will be discussed. Prerequisites: A minimum grade of "C" in NTFS 2514 and senior status.

Nursing (CHHS)

NURS 3111

Professional Practice Competencies: 0-3-1

This course prepares the professional nurse in the acquisition of safe and competent basic to advanced therapeutic nursing skills. The framework is based on the Essentials of Baccalaureate Nursing Education for Professional Practice. The course is designed to build upon a liberal education in order to develop a generalist nurse capable of delivering safe, high quality patient care as an autonomous or interdependent healthcare team member. Professional, legal, and ethical values are maintained and health care policies, cost containment, and regulatory standards are maintained. The preparation and implementation required in the delivery of care operates from a holistic perspective that is mindful of therapeutic communication strategies, population diversity, lifespan changes, patient learning styles, and the health-illness continuum. Course experiences will expose students to a range of patient care technologies such as assessment or monitoring devices and medication administration systems. Proper documentation of patient data will be addressed from the standpoint of confidentiality as well as the ethical and legal issues related to the use of information technology. Prerequisite: Admission into the undergraduate nursing program. Corequisites: NURS 3150, NURS 3221, NURS 3230, and NURS 3332.

NURS 3130

Critical Inquiry: Nursing Research: 3-0-3

Focuses upon the research process and enhancement of critical thinking skills. Students learn to critique, analyze, and apply research findings to health promotion of persons, families, groups, and communities. The relationship of nursing research to nursing theory and practice is explored. Prerequisite: STAT 2231. Corequisites: NURS 3163, NURS 3222, and NURS 3252.

NURS 3139

Conceptual Basis of Nursing: Health Promotion Throughout Life: 3-0-3

Provides an introduction to the B.S.N. Program's framework of Health Promotion Throughout Life. The concepts of person, nursing, health, environment, health promotion, human caring, communication, ethical principles, critical thinking, empowerment, research, cultural sensitivity, and healthcare technology are explored and applied to specific case situations. The student is exposed to the historical aspects of nursing and healthcare, with emphasis on the rural environment, as well as healthcare policy and financial implications in the current healthcare arena. Healthcare delivery systems, barriers to healthcare, and legal aspects of nursing are discussed. The ANA Standards of Nursing Practice are introduced in this course with specific emphasis on caring and ethics.

NURS 3150

Introduction to Professional Practice: 3-9-6

This integrated theory/clinical course builds a foundation for professional nursing practice utilizing concepts, principles, and practices which undergird professional nursing practice. Emphasis is on the acquisition of core concepts and the performance of basic nursing skills used in the provision of safe, appropriate, and compassionate care for culturally diverse populations. The course builds on knowledge gained from the arts and sciences and incorporates cognitive, interpersonal, technical and ethical/legal skills learned in adjunct courses into the clinical practice of professional nursing. Corequisites: NURS 3111, NURS 3221, NURS 3230, and NURS 3332.

NURS 3163

Nursing Care of Adults: 3-9-6

The theory portion of this course focuses on Health Promotion throughout life incorporating primary, secondary, and tertiary prevention as they apply to illnesses affecting adults. Application of the nursing process through nurse-person partnerships regarding promotion, maintenance, or restoration of health is emphasized through the use of case studies. The practicum portion of this course provides clinical experiences regarding health promotion in rural/urban primary, secondary and tertiary health care settings. Students use the nursing process and other analytical tools to provide care to persons experiencing illnesses. Students build on skills previously mastered while acquiring new skills needed to administer safe and effective care. The practicum gives students the opportunity to integrate theory with clinical practice thereby fostering critical thinking in the solution of problems. Prerequisites: A minimum grade of "C" in NURS 3111, NURS 3150, NURS 3221, NURS 3230, NURS 3332 and admission into the undergraduate nursing program. Corequisites: NURS 3130, NURS 3222, and NURS 3252.

NURS 3221

Pharmacologic and Integrative Therapeutics I: 2-0-2

The course introduces pharmacologic and other therapeutic modalities appropriate to culturally diverse populations across the lifespan. Ethical, legal, and teaching responsibilities are delineated. Emphasis is placed on roles and responsibilities of the nurse in collaboration with the multidisciplinary team to facilitate health promotion. Prerequisite: Admission into the Bachelor of Science in Nursing program. Corequisites: NURS 3111, NURS 3150, NURS 3230, and NURS 3332.

NURS 3222

Pharmacologic and Integrative Therapeutics II: 2-0-2

A continuation of pharmacologic and integrative therapies from NURS 3221, this course provides detailed coverage of additional pharmacologic and specific therapeutic modalities appropriate to culturally diverse populations across the lifespan. Emphasis is placed on roles and responsibilities of the nurse in collaboration with the multidisciplinary team to facilitate health promotion. Prerequisites: A minimum grade of "C" in NURS 3111, NURS 3150, NURS 3221, NURS 3230, NURS 3332 and admission into the undergraduate nursing program. Corequisites: NURS 3130, NURS 3163, and NURS 3252.

NURS 3230

Health Assessment Across the Lifespan: 2-3-3

The theoretical and laboratory course focuses on the physical, psychosocial, socioeconomic, nutritional, cultural, and spiritual parameters of persons across the lifespan. Facilitates the development of health assessment skills within the Health Promotion framework. Corequisite: NURS 3111, NURS 3150, NURS 3221, and NURS 3332.

NURS 3252

Mental Health Nursing: 6-3-5

The theory portion of this course introduces major theoretical concepts in mental health, which relate to the nursing care of persons, families, groups, and communities. Utilizing the Health Promotion Framework, students conceptualize how the enabling factors are incorporated into the assessment of needs and the planning of care of persons with mental health problems. Emphasis is placed on the examination of mental health alterations and the various roles and functions of the professional mental health nurse. The practicum portion of this course allows students to synthesize and apply the major mental health concepts in providing nursing care to persons, families, groups, and communities. Utilizing the Health Promotion Framework,

students integrate various factors in assessing, diagnosing, identifying outcomes, planning, implementing, and evaluating mental health nursing care. Emphasis is placed on the application of various treatment modalities, and on the roles and functions of the professional mental health nurse. Prerequisites: A minimum grade of "C" in NURS 3111, NURS 3150, NURS 3221, NURS 3230, NURS 3332 and admission into the undergraduate nursing program. Corequisites: NURS 3130, NURS 3163, and NURS 3222.

NURS 3332

Pathophysiology and Disease Processes: Application to Professional Practice: 3-0-3

This course introduces abnormal physiological health transitions across the lifespan incorporating evidence-based interaction in professional practice. Disorders affecting cells, organs, and systems involved in the regulation of structure and function within the human organism are examined. How diseases affect the structures, functions, and systems of the human organism are explored. The influence of genetics, ethnicity, environment, and age are incorporated. Prerequisite: Admission into the Bachelor of Science in Nursing program. Corequisites: NURS 3111, NURS 3150, NURS 3221, and NURS 3230.

NURS 4090/4090S

Selected Topics in Nursing: (0-3)-(0-9)-(1-6)

This course provides a mechanism for offering selected topics in nursing. Prerequisite: Permission of the instructor.

NURS 4130

Perspectives on Living While Dying: 3-0-3

The web-based course lays a foundation for students' future interaction with and care of individuals who are dying. Strategies for improving the quality of life during dying and death are examined attention to application. The physiology of dying and methods of handling circumstances surmounting the process of dying and death are included. The course is directed toward students in helping professions such as nursing, health science, sociology, psychology, and the general student population. Prerequisite: Junior/Senior level or permission of instructor.

NURS 4131

Population Health Care Strategies: 3-0-3

Overview of the levels of prevention, epidemiological principles and their impact on health promotion and disease prevention. A major focus is primary prevention relative to exercise/activity. Emphasis is placed on the clinical application of activity for improving health. Prerequisite: Junior/Senior level or permission of instructor.

NURS 4132/4132S

Complementary Therapeutic Modalities: 3-0-3

Introduces culturally specific therapeutic modalities that are complementary to western health care. These health care modalities are examined relative to their combination with scientific therapies and professional and lay healers. Ethical, legal, and teaching responsibilities are elaborated. Emphasis is placed on the roles and responsibilities of the nurse in collaboration with the client and the multidisciplinary team to facilitate health promotion.

NURS 4133

Complex Nursing Concepts: 3-0-3

The course provides an opportunity for thorough analyses of complex concepts relative to nursing such as person, environment, health, holistic nursing, caring, rurality, spirituality, and power. Multiple theoretical models are analyzed: Health Promotion, Caring, Transcultural Nursing and others. Case study analysis and other modes, including field work, are used to apply models to life events such as birth, death and changes in health status. Attention is given to the availability and use of community resources for individuals and families experiencing dynamic change and complex health events. Additionally, considerable attention is given to the impact of social, economic, cultural, legal, and ethical variables on the experience of profound life events. Prerequisite: Admitted to RN-BSN Program.

NURS 4138

Nursing Leadership and Management: Health Promotion VIII: 3-0-3

Focuses on health promotion in nursing through leadership and management in multidisciplinary environments. The importance of critical thinking to effective nursing leadership within a culturally diverse and changing health care system is emphasized. Course content includes management and leadership theories and skills, management techniques, change strategies, healthcare technology, and role transition strategies to assist the new professional nurse. Prerequisites: A minimum grade of "C" in NURS 4351, NURS 4352, and NURS 4353. Corequisites: NURS 4354, NURS 4728, and NURS 4229.

NURS 4160

Nursing Leadership and Management: Principles and Practice: 3-9-6

This combined didactic and clinical course provides the basis for enabling students to function in a collaborative role within a multidisciplinary healthcare team. Core concepts such as nursing leadership, staff and financial management, staffing models, quality and risk management, collaboration and decision making are introduced. A variety of learning strategies are incorporated into the learning environment to promote self evaluation, analysis of current related issues, skill development, leadership capacity, and critical thinking. Students use self reflection to create vision and direction in terms of leadership and professional development goals. Other learning strategies that enhance the student's ability to function at an optimal level, such as self care, time and organizational strategies, and stress management, and which are important to successful leadership, are studied and applied. Prerequisite: Admission into the RN-BSN / RN-MSN nursing program.

NURS 4229

Health Promotion: A Critical Analysis of Nursing Concepts: 1-3-2

Facilitates the synthesis and application of major concepts of the Health Promotion framework in the nursing care of persons, families, groups, and communities. Students utilize the enabling factors in leading seminar discussions and engaging in critical discourse and case analysis. Successful completion of a comprehensive summative examination is required to pass the course. Prerequisites: A minimum grade of "C" in NURS 4351, NURS 4352, and NURS 4353. Corequisites: NURS 4138, NURS 4354, and NURS 4728.

NURS 4341

Population Focused Nursing: 3-4-4

This course is designed to aid the public health nurse in developing and/or revitalizing skills essential in population-based practice in conjunction with clinical/preventive skills already obtained in the workforce. Emphasis will be on conducting community assessments, planning and implementing appropriate interventions based on assessment findings, presenting health data to groups, facilitating the development of community coalitions, and collaboration with community partners for effective change in health policy. Prerequisite: Permission of instructor.

NURS 4351

Nursing Care of Developing Families: 3-6-5

The theory portion of this course focuses on health promotion of developing families throughout the perinatal experience. Content focuses on theories of developing families, the four trimesters of pregnancy, parenting, family developments tasks, and health education. Knowledge acquired in the Nursing Care of Developing Families is utilized in planning and implementing therapeutic nursing interventions which are empowering in promoting, maintaining, and restoring their health. Students utilize the nursing process in the provision of nursing care for selected persons and families. The enabling factors of human caring, communication, ethical principles, critical thinking, empowerment, research, cultural sensitivity, and health care technology are used in the delivery of nursing care. The practicum portion of this course focuses on health promotion of developing families throughout the perinatal experience. Knowledge acquired in the Nursing Care of Developing Families is utilized in planning and

implementing therapeutic nursing interventions which are empowering in promoting, maintaining, and restoring their health. Students utilize the nursing process in the provision of nursing care for selected persons and families. The enabling factors of human caring, communication, ethical principles, critical thinking, empowerment, research, cultural sensitivity, and health care technology are used in the delivery of nursing care. Prerequisites: A minimum grade of "C" in NURS 3130, NURS 3163, NURS 3222, NURS 3252, and admission into the undergraduate nursing program. Corequisites: NURS 4352 and NURS 4353.

NURS 4352

Nursing Care of Children: 3-6-5

The theory portion of this course focuses on the role of the nurse in partnership with families for the purpose of promoting health and development of children. Family health is viewed as integral to children's health. Theory and research serve as the basis for the effective utilization of enabling factors in the nursing care of children and their families. Content focuses on the health promotion needs of infants, toddlers, preschoolers, schoolagers, and adolescents. The practicum portion of this course focuses on health promotion of children and their families. Knowledge acquired in the classroom is used in assessing, analyzing, planning, implementing, and evaluating nursing care to promote, maintain, and restore health of children. Clinical experiences are provided in rural hospitals and community settings. Prerequisites: A minimum grade of "C" in NURS 3130, NURS 3163, NURS 3222, NURS 3252, and admission into the undergraduate nursing program. Corequisites: NURS 4351 and NURS 4353.

NURS 4353

Community Health Nursing: 3-6-5

The theory portion of this course focuses on health promotion of diverse cultures in the rural community. Students synthesize and apply previously introduced health promotion concepts. Concepts of community health nursing, including principles and application of epidemiology and community assessment, are introduced. Students analyze variables that place populations at risk and design appropriate interventions. The importance of critical thinking and caring are stressed in the provision of therapeutic nursing interventions to culturally diverse persons, families, groups, and communities. The practicum portion of this course focuses on the provision of nursing within community settings. Students assess and identify health problems of persons, families, groups and communities. Focus of activities is on health promotion in partnership with selected persons, families, groups, and communities. Prerequisites: A minimum grade of "C" in NURS 3130, NURS 3163, NURS 3222, NURS 3252, and admission into the undergraduate nursing program. Corequisites: NURS 4351 and NURS 4352.

NURS 4354

Advanced Nursing Care of Adults: 3-6-5

The theory portion of this course focuses on the pathophysiological mechanisms, nursing diagnosis and management of persons experiencing complex and/or life-threatening health problems. Students analyze current trends in the provision of care to persons with medical surgical, critical, and/or end of life conditions and how these trends impact nursing, persons, and families in rural/urban settings. The practicum portion of this course focuses on the provision of nursing care to persons who are experiencing complex and/or life threatening health problems. Students work with a registered nurse mentor in rural and urban settings offering complex, critical, and/or end of life care. Students explore legal and ethical dilemmas which affect the care of persons with critical and/or end of life conditions. Prerequisites: A minimum grade of "C" in NURS 4351, NURS 4352, NURS 4353 and admission into the undergraduate nursing program. Corequisites: NURS 4138, NURS 4229, and NURS 4728.

NURS 4728

Nursing Leadership Preceptorship: Practicum VIII: 0-8-2

The practicum provides an opportunity for the student to: a) practice varied leadership roles, including the management of groups and the art of delegation and b) gain an intensive nursing experience in a clinical specialty area of interest to the student. Students work with a qualified nurse preceptor in a variety of clinical areas and locations. Prerequisites: A minimum grade

of "C" in NURS 4351, NURS 4352, and NURS 4353. Corequisites: NURS 4138, NURS 4229, and NURS 4354.

NURS 4890/4890S

Independent Study: (1-3)-(0-9)-(1-3)

Allows the individual student to study or investigate an area of interest under the direction of a faculty member. Prerequisite: Permission of instructor.

NURS 5210/5210G

Lifespan Advanced Health Assessment Clinical: 0-1-1

Group discussions provide the opportunity for learning synthesis. 90 clinical hours are required in settings which provide experience for health, developmental and diagnostic assessments; and histories and physical examinations of adults, pregnant women, children and newborns. On-campus seminar and laboratory practice and off-campus experiences in ambulatory settings with laboratory facilities serving diverse populations is required. Students taking course for graduate credit will complete additional assignments. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Corequisite: NURS 5230/5230G.

NURS 5230/5230G

Lifespan Advanced Health Assessment for APN: 3-0-3

This health assessment course builds on basic assessment to evaluate persons across the life span within a transcultural context. Principles and techniques necessary to complete a total health history, developmental assessment, nutritional evaluation, physical examination and documentation of findings to form a data base on the individual, pregnant female and newborn are included. Recognition of pathological signs and symptoms associated with illness and assessment of health promotion needs are emphasized. Selected diagnostic procedures are covered. Students taking course for graduate credit will complete additional assignments. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Corequisite: NURS 5210/5210G.

NURS 6131

Professional Roles and Issues: 3-0-3

Explores concepts that prescribe the framework of advanced practice nursing with application to APN roles. Professional, ethical, and cultural issues that impact health care will be discussed. The graduate nursing student will begin to build and shape strategies for dealing with role assimilation, positive and negative role influences, and important health care issues.

NURS 6133

Health Care Organizations and Policy for Advanced Practice Nursing: 3-0-3

Characteristics of health care organizations from rural and urban perspectives important to advanced practice nursing are examined. The American health care system, financing, health policy, national, state, and local legislative issues which impact the delivery of health care by advanced practice nurses are emphasized. Students analyze information systems and use information technologies to investigate current legislative and advanced practice nursing issues.

NURS 6134

Differential Diagnosis and Pathophysiology: 3-0-3

Explores advanced concepts of pathophysiology that alter and/or disrupt body system functioning in adults and children. Knowledge of pathophysiology concepts provide the foundation for determining differential diagnosis(es) related to presenting patient problems.

NURS 6135

Pharmacotherapeutics for Advanced Practice Nursing: 3-0-3

Builds upon the pharmacological knowledge base of the student in an advanced practice nursing major. Pharmacology and pharmacotherapeutics for selected drug classifications and prototype drugs used in primary care settings are explored. Selected primary care disorders are discussed related to appropriate pharmacological management.

NURS 6136

Family Health Promotion for Advanced Practice Nursing: 3-0-3

Family theoretical frameworks are used to explore the influence of psychological, cultural, and social aspects of rural/urban life on health. Health care problems and issues of concern to advanced practice nursing providing care to rural and urban families will be compared and contrasted. Techniques for screening at-risk families to facilitate early case finding and strategies for health maintenance and health promotion are included.

NURS 6140

Applied Theory and Research for Advanced Practice Nursing: 4-0-4

Course synthesizes the application of theory and research to utilize evidence-based practice in the APN role. Evolution of nursing theory and nursing science; critical analysis, synthesis and critique of nursing theory and research; quantitative and qualitative methodologies; and theory to practice linkages are emphasized. Theory-driven research focusing on the evaluation of outcomes applicable to nursing practice, and critical review of literature on evidence-based practice are included. Course is designed to prepare informed consumers of health care research and beginning nurse scientists. The importance of the advancement of nursing science and of the ethical conduct of nursing research are incorporated throughout the course. Prerequisite: A minimum grade of "C" in undergraduate statistics.

NURS 6211

Epidemiology and Transcultural Issues Clinical for APN: 0-1-1

Course requires the application of the principles of epidemiology and transcultural healthcare to patient populations served by advanced practice nurses (APN). A total of 90 hours will provide experiences in assessing and planning interventions for selected vulnerable populations to achieve higher levels of wellness within their cultural and environmental contexts. Corequisite: NURS 6220.

NURS 6220

Epidemiology and Transcultural Cultural Issues for APN: 2-0-2

Course provides introduction to the principles of epidemiology and transcultural healthcare competence as applied to patient populations served by advanced practice nurses (APN). Emphasis is placed on preparing APNs to utilize the principles of epidemiology to assist vulnerable populations in achieving a higher level of wellness within their cultural and environmental contexts. Corequisite: NURS 6211.

NURS 6811

Research Practicum I: 1-0-1

Course provides an opportunity for graduate nursing student to participate in a research project applicable to advanced nursing practice. Completion of the research project will occur in NURS 6812. Prerequisite: A minimum grade of "C" in NURS 6140.

NURS 6812

Research Practicum II: 1-0-1

Course provides an opportunity for graduate nursing student to complete the research investigation of an area of interest begun in NURS 6811. Prerequisite: A minimum grade of "C" in NURS 6811.

NURS 7090/7090S

Selected Topics Nursing: (1-3)-0-(1-3)

Provides a mechanism for offering courses on selected topics in nursing.

NURS 7224

Primary Care Clinical I: Women's Health: 0-2-2

This course requires the application of theoretical concepts relative to the provision of health care to the female client within the scope of practice of the family nurse practitioner. Group discussions will provide the opportunity for student learning synthesis while incorporating transcultural strategies for the client, family, and community. A total of 180 hours of clinical experience in a primary care obstetrical/gynecological setting providing care

to women experiencing reproductive or lifestyle concerns and pregnancy or gynecological conditions is required. Prerequisites: NURS 5230G, NURS 5210G, and NURS 6134. Corequisite: NURS 7231.

NURS 7225

Primary Care Clinical II: Pediatric Health: 0-2-2

This course requires the application of theoretical concepts relative to the provision of health care to the pediatric client within the scope of practice of the nurse practitioner. Group discussions will provide the opportunity for student learning synthesis while incorporating transcultural strategies for the client, family, and community. A total of 180 hours of clinical experience in pediatric ambulatory primary care setting providing care to the pediatric population is required. Prerequisites: A minimum grade of "B" in NURS 5230G, NURS 5210G, NURS 6134, and NURS 6135. Corequisite: NURS 7233.

NURS 7231

Primary Care I: Women: 3-0-3

This course explores the role of the nurse practitioner in the provision of primary health care to women in rural/urban ambulatory care settings presenting for gynecological care. Emphasis is placed on health maintenance/promotion and the management of women's health concerns within the transcultural context of family/community. Prerequisites: A minimum grade of "C" in NURS 5230G, NURS 5210G, and NURS 6134. Corequisite: NURS 7224.

NURS 7233

Primary Care II: Pediatrics: 3-0-3

This course explores the role of the family nurse practitioner in the provision of primary health care to the pediatric client in rural/urban ambulatory care settings. Emphasis is placed on health maintenance/promotion and the management of pediatric health within a transcultural context of the family/community. Prerequisites: NURS 5230G, NURS 5210G, NURS 6134, and NURS 6135. Corequisite: NURS 7225.

NURS 7234

Primary Care Clinical III: Adult Health: 1-2-3

This course requires the application of theoretical concepts relative to the provision of health care to the adult and older client within the scope of practice of the nurse practitioner. Group discussions will provide the opportunity for student learning synthesis while incorporating transcultural strategies for the client, family, and community. A total of 180 hours of clinical experience in a rural/urban ambulatory primary care setting providing care to the adult and older population is required. Prerequisites: A minimum grade of "B" in NURS 5230G, NURS 5210G, NURS 6134, and NURS 6135. Corequisites: NURS 7234.

NURS 7243

Primary Care III: Adult: 3-0-3

This course explores the role of the family nurse practitioner in the provision of primary health care to the adult client in a rural/urban ambulatory care setting. Emphasis is placed on health maintenance/promotion and management of adult health within the transcultural context of family/community. Prerequisites: NURS 5230G, NURS 5210G, NURS 6134, and NURS 6135. Corequisite: NURS 7224.

NURS 7511

Community Health Clinical I: 0-1-1

Course requires 90 hours of experience with a preceptor to apply theory, evidence-based practice and clinical knowledge in the development of culturally competent, effective care to improve the health of a selected population within a community. Population assessment; health care issues identification; and the development, implementation and evaluation of intervention strategies will be addressed. Prerequisites: NURS 5230G, NURS 5210G, NURS 6134, and NURS 6135. Corequisite: NURS 7520.

NURS 7520

Community Health I: 2-0-2

Course emphasizes application of theory, evidenced-based practice and clinical knowledge in the assessment, design, and evaluation of culturally competent, effective health care provided within systems to meet the needs

of individuals, families, groups, and communities within a health promotion framework. Prerequisites: NURS 5230G, NURS 5210G, NURS 6134, and NURS 6135. Corequisite: NURS 7511.

NURS 7521

Community Health Clinical II: 0-2-2

Course requires 180 hours of experience with preceptor to develop leadership skills within the context of community. Experiences will include program planning and evaluation; resource management to include budgeting, funding, and grant writing; strategic planning and decision making; and the CNS role as advocate and change agent. Prerequisites: NURS 5230G, NURS 5210G, NURS 6134, and NURS 6135. Corequisite: NURS 7530.

NURS 7530

Community Health II: 3-0-3

Course emphasizes application of theory and research applicable to the development of leadership skills within the context of community. Course includes program planning and evaluation; resource management to include budgeting, funding, and grant writing; strategic planning and decision making; and the CNS role as advocate, change agent and consultant. Prerequisites: NURS 5230G, NURS 5210G, NURS 6134, and NURS 6135. Corequisite: NURS 7521.

NURS 7730

Primary Care Capstone: FNP: 2-1-3

This FNP capstone course provides 90 hours of clinical experiences in a variety of rural/urban ambulatory health care settings to allow synthesis and application of theoretical, evidenced-based research and clinical knowledge gained in required courses. Emphasis is placed on the provision of care by APN to persons across the life span within a transcultural and health promotion framework. Group discussions will provide an opportunity for capstone learning synthesis of the FNP role. All courses must be completed with the exception of an elected thesis. Prerequisites: All courses except Thesis.

NURS 7731

CNS Capstone: Community Health: 1-2-3

CHCNS capstone course provides 180 hours of experience in a setting that supports synthesis and applications of theory and evidenced-based practice knowledge gained in required courses. Emphasis is placed on the development and evaluation of systems which provide care to a community within a transcultural and health promotion framework. Group discussions will provide an opportunity for capstone learning synthesis of the community health CNS role. All courses must be completed with the exception of an elected thesis. Prerequisites: All course work for major except Thesis.

NURS 7890

Independent Study Nursing: (1-3)-0-(1-3)

Allows the graduate student the opportunity to investigate an area of interest under the direction of a faculty member. Prerequisite: Permission of instructor.

NURS 7999

Thesis Nursing: (0-3)-(0-3)-(1-3)

Thesis hours are elective to the graduate nursing program of study. A thesis provides the opportunity to pursue research in an area of interest within the major under faculty direction. The student is required to demonstrate evidence of critical thinking in the development of the research design and analysis of the findings. The thesis requires a defense of design, conduct, analysis and interpretation of the findings. The thesis is completed utilizing a standard format prescribed by the College of Graduate Studies. Prerequisites: NURS 6140 and permission of instructor.

NURS 8231

Theoretical Perspectives of Teaching and Learning in Nursing Education: 3-0-3

This course explores the theoretical underpinnings that provide the foundation for teaching and learning in nursing education. A broad base of theoretical perspectives in developmental psychology and education as

applied to the needs of learners are covered. A variety of strategies to meet the teaching needs of diverse learners in diverse learning environments are explored and evaluated. Professional standards to inform the practice of instructional designers and strategies to assess learning experiences from the standpoint of learner and instructor are investigated.

NURS 8232

Instructional Design and Assessment in Nursing Education: 3-0-3

This course explores the processes of instructional design, curriculum development and assessment of learner outcomes in nursing education. The elements of the philosophical and contextual foundation of a curriculum, the application of professional standards and implementation and evaluation of both a curriculum and an educational program are explored. Course content focuses on the examination of a range of assessment methods, techniques, devices, and strategies and ways to determine appropriate assessments for measuring student learning and curricular goals.

NURS 8233

Learner-Centered Teaching: Creative Classroom and Clinical Education in Nursing: 3-0-3

This course explores a broad array of creative classroom and clinical learner-centered teaching strategies, particularly those that promote critical thinking and facilitate active student learning. Frameworks, tools, and experiences to select, evaluate, and use teaching strategies appropriate to a variety of learning environments in nursing education are explored. An assessment of learning experiences from the standpoints of self, learner and instructor as well as appropriate assessment strategies to address teaching and learning issues and situations are addressed. Course content will include a focus on the use of technology in classroom and clinical nursing education.

NURS 9121

DNP Role Transition: 2-0-2

This course explores the theoretical underpinnings that provide the foundation for the Doctor of Nursing Practice role. Nurses in this role will conceptualize solutions to the access and equity issues of twenty-first century health care.

NURS 9126

Biomedical Ethics in Practice and Leadership: 2-0-2

Course prepares the Advanced Practice Nurse (APN) to guide patients, families, communities, and organizations through the complex maze of legal and ethical dilemmas. Through the philosophical study of morality as applied to biomedical ethics in current health care dilemmas, culturally sensitive and appropriate solutions will be derived.

NURS 9131

Biometrics for Advanced Practice Nursing: 3-0-3

Course provides foundation for the application of statistical analysis to investigate underlying relationships in health care data relevant to advanced practice nursing. Students will gain an understanding of when and why to use biostatistical techniques as well as how to apply them with confidence and interpret their output, using statistical computer software.

NURS 9132

Leadership and Management in Practice Transition: 3-0-3

This course provides an opportunity for the student to develop leadership skills important to the practice environment of the advanced practice nurse and to affect health care outcomes. Content includes leadership theory, power as a leadership asset, personnel management, change theory, conflict management, marketing, communication, group dynamics, and strategic planning. The dynamic interactions of health care organizations and regulatory/funding organizations will be analyzed. Attention will be given to the legal, ethical, and cultural aspects of leadership.

NURS 9133

Applied Evidence-Based Practice: 3-0-3

Course synthesizes concepts from nursing science, and other related sciences to prepare the student for the highest level of evidence-based practice. Concepts of critical appraisal, generation, analysis, and synthesis of

evidence are included. Students are prepared to disseminate findings from evidence-based research to improve health care outcomes for individuals and populations.

NURS 9134

Health Care Financing and Policy Development: 3-0-3

This course explores the relationship of macro and micro economics to health care financing and policy development from regional, state, national, and global perspectives. Quantitative decision making models are examined, compared and contrasted with intangible aspects of decision making and policy development. Emphasis is given to financial management skills including project analysis, budgeting, variance reporting, revenue estimation, and financial risk management. Ethical inquiry addresses access to health care and utilization and dispersion of scarce resources.

NURS 9135

Outcomes Management Strategies for Improved Health Care: 3-0-3

Course provides the foundation to conduct comprehensive outcomes management initiatives to improve health care. Theoretical models, analytic methods, and evaluation strategies will be explored and critiqued as they relate to outcomes management. Connections between nursing-sensitive outcomes, outcomes management strategies, and patient population characteristics in health care systems will be emphasized.

NURS 9136

Population Focused Collaborative Initiative: 2-6-3

Course prepares the APN to investigate a vulnerable population in collaboration with health care partner in a clinical context. The student will develop the ability to assume a consultant role in procuring fiscal resources to improve health care outcomes diverse populations.

NURS 9730

DNP Capstone Practicum: 1-12-3

This capstone clinical experience course provides an opportunity to integrate the role of the DNP in a comprehensive real-world contextual practicum that includes utilization of leadership, consultation, advocacy, and collaboration. Individual experiences will be developed under the guidance of a faculty advisor.

NURS 9921

DNP Clinical Immersion Project 1 : Development: 1-6-2

In this course DNP students will design, a clinical scholarship project within their interest and expertise aimed at improving health care outcomes. The clinical project will actualize the DNP competencies inherent to the advance practice nursing role. Oversight of this clinical project will be provided by a faculty committee.

NURS 9922

DNP Clinical Immersion Project 2 : Implementation: 1-6-2

In this course students will complete the implementation and data collection for the clinical scholarship project begun in DNP Clinical Immersion Project 1: Development. Prerequisite: A minimum grade of "B" in NURS 9921.

NURS 9923

DNP Clinical Immersion Project 3 : Outcomes Analysis and Dissemination: 1-6-2

In this course students will evaluate the outcomes of a clinical scholarship project implemented in DNP Clinical Immersion Project 2: Implementation. Findings will be disseminated in a professional format. Prerequisite: A minimum grade of "B" in NURS 9922.

Public Administration (CLASS)

PBAD 7030

Selected Topics in Public Management: 3-0-3

Intensive studies of specific topics in public management not covered by other courses. May be repeated once as topics change.

PBAD 7031

Selected Communication Skills in Public Management: 3-0-3

Development of specific skills needed by public managers. This course will cover skills needed to make effective oral presentations in public settings and to conduct effective meetings. Teaches the student the formats, styles and techniques for effective writing in a public sector organization. Attention is given to memoranda, reports, speech writing, press releases, evaluations and recommendations, form letters, and individualized letters of response to citizen requests and complaints.

PBAD/POLS 7130

Ethics in Government: 3-0-3

Focuses on experiences, approaches, and strategies for confronting and solving problems. An emphasis is placed on accountability and responsibility of public officials for appropriate behavior and ethical decision-making.

PBAD 7133

Public Law and Administration: 3-0-3

Examines the legal framework in which public managers must operate in the 21st century. Particular attention is given to understanding the implications of constitutional law on administrative behavior and decisions and on administrative laws designed to ensure due process and equal treatment for all citizens. The interrelationship of law and ethics for public managers is also examined.

PBAD 7134

Public and Nonprofit Sector Management: 3-0-3

This course provides insights and skills necessary to manage and lead agency operations. It focuses on management processes such as setting strategic direction, communications, crisis management, the management of partnerships with the private and non-profit sectors, and the management of information technology.

PBAD 7230

Budgeting in the Public Sector: 3-0-3

Examines both politics and techniques used in formulating and implementing budgets by local, state, and federal governments in the United States.

PBAD 7232

Public Sector Financial Management: 3-0-3

An exploration of the management of revenue-raising and expenditure activities. Topics include understanding grants and contracts, recording of outlays, expenditures monitoring, procurement and purchasing, and financial audits of public agencies.

PBAD 7233

Information Technology for Public Management: 3-0-3

Study and demonstration of the uses of Geographical Information Systems to address public administration issues and problems, tied in with some practical experience with common tools such as spreadsheets, word processors, database management systems, presentation programs, etc.

PBAD 7235

Leadership of Public Organizations: 3-0-3

This seminar examines the extensive literature on successful leadership in public agencies and nonprofit organizations. Particular attention is given to identifying good leadership practices and distilling principles of exemplary leadership.

PBAD/POLS 7330

Intergovernmental Relations: 3-0-3

Examines the interaction between the federal, state, and local levels of government in the United States. Special attention is given to the constitutional and fiscal relationships between these levels of government and the historical evolution of the nature of the relationships.

PBAD/POLS 7331**Managing Small Cities: 3-0-3**

A systematic study of the political and administrative processes of cities, counties, and other units of local government in the United States. Special attention is given to the role of effective governance exercised by elected officials and the professional responsibilities of the city manager who often executes decisions of elected bodies.

PBAD/POLS 7332**State Government: 3-0-3**

A systematic study of the growing role of the states in the development and administration of domestic social policy in the United States. Special attention is given to the capacity building in state government and the devolution of power to the states. Specific policy areas in state government including education, crime control, and economic development are examined in-depth.

PBAD 7333**Diversity Issues in Public Management: 3-0-3**

Examines the ways in which human differences affect the work of public managers with respect to their employees, their colleagues, their supervisors, and the public which they serve.

PBAD 7334**Rural Development Management: 3-0-3**

Examines the administrative problems and salient public policy issues which persist in rural settings. Rural development theories and practices will be analyzed to enhance the student's understanding of rural development problems, types of rural communities, and the role of administrators in formulating, implementing, and evaluating policy in rural settings.

PBAD 7335**Urban Management: 3-0-3**

An examination of the problems confronting public managers in large cities and of the structure and responsibilities of urban governments in the United States. Specific policy areas such as transportation, housing, social welfare, public health, and public safety will be studied in an urban context with a focus on approaches managers have taken in addressing these issues.

PBAD/POLS 7336**Comparative Public Management: 3-0-3**

Examines public administrative structures and processes in different parts of the world cognizant of cultural and contextual variables and how they affect the administrative process.

PBAD/POLS 7337**Environmental Management and Policy: 3-0-3**

An overview of environmental and natural resource management in the United States. Particular attention will be paid to issues of regional importance, including water quality and availability, regulation and monitoring compliance, sustainable growth, and management within overlapping jurisdictions.

PBAD 7338**Managing Economic Development: 3-0-3**

Examines the strategies, tools, and techniques used by local, state, and national governments to generate economic growth and revitalization of economically depressed areas. The role played by public managers in effectively managing public/private partnerships aimed at improving the economic well-being of neighborhoods and individuals will be a particular focus.

PBAD 7339**Community Organization and Development: 3-0-3**

This course examines the history and theory behind the practice of community organizing and the concept of community development in the United States. Additional focus on specific problems faced in the students' local communities will be included as will consideration of specific organizing and development strategies and techniques that might address

those problems. Will also discuss how to locate grant opportunities and how to structure effective grant proposals.

PBAD 7430**Public Human Resource Management: 3-0-3**

The functions of public human resource management and the challenges it faces in the American society and government.

PBAD 7431**Organization Behavior in the Public Sector: 3-0-3**

A study of human behavior in organizations with special attention to the unique characteristics of the interface between behavior and organizational structures in the public sector.

PBAD 7432**Non-Profit Administration: 3-0-3**

This course is designed to examine the operation of nonprofit organizations in the United States, and the processes that help to define and shape these organizations within the contexts in which these entities operate. We will critically examine major concepts and issues such as, staffing, computerizing, planning, financing, and evaluating nonprofit organization.

PBAD/POLS 7530**Research Methods For Public Administration: 3-0-3**

An examination of quantitative techniques for public administration. Emphasis will be placed on understanding and using techniques appropriate to categorical analysis and the simple linear model. Students will also be exposed to research design, measurement, and the use of computer program packages appropriate to the public and nonprofit sectors. Prerequisite: A placement examination or completion of a program-approved statistics course with a minimum grade of "C".

PBAD/POLS 7531**Public Program Evaluation: 3-0-3**

A thorough study of the design and implementation of policy and program evaluation in public and non-profit agencies. Special attention is given to monitoring agency operations through performance measurement. The mechanics of cost benefit analysis and qualitative assessment techniques are examined. Prerequisite: Graduate research methods or permission of instructor.

PBAD/POLS 7532**Public Policy: 3-0-3**

A systematic study of how public policy is developed, implemented, and evaluated. Attention is given to the skills of policy analysis, as well as, the social problems and cultural interpretations that lead to public policy. Illustrations from domestic policy in the United States are supplemented with insights from other nations.

PBAD 7533**Public Sector Planning: 3-0-3**

Examines the scope, theories, resources, and politics of urban, regional, state, and national planning.

PBAD/POLS 7630**Seminar in American Government: 3-0-3**

A graduate introduction to the basic structures, processes, and patterns of behavior of American national government, emphasizing the interfacing of politics, economics, and public policy.

PBAD 7631**Foundations of Public Administration: 3-0-3**

Provides an overview of the tasks confronted by public managers in the American system of government at all levels: national, state, and local. The political and legal constraints on managers and the differences between problems faced by public managers when compared to private sector managers are emphasized.

PBAD 7632**Public Safety Management: 3-0-3**

Provides the basic principles for important systems in the field of public safety management: law enforcement, jail administration, fire safety, emergency services, and hazard and disaster response.

PBAD 7633**Correctional Management: 3-0-3**

Examines the correctional system, the correctional process, and the management of penal institutions. Provides an in-depth examination of prison management and the interface of the institutions with the court and the community. Studies management of community programs and special challenges.

PBAD 7634**Juvenile Justice Management: 3-0-3**

Examines the context of the administration of a Juvenile Justice system through history, philosophy, and law. Encompasses the systematic process from diversion programs to incarceration.

PBAD 7635**Police Organization and Management: 3-0-3**

Examines the managerial and leadership tasks of the police agency's chief executive officers. Particular emphasis will be on assessment and creation of policies, procedures, and budgets. Other topics will include organizational structure and design, planning, decision making, communication, and change.

PBAD 7636**Administration of Justice: 3-0-3**

Examines the legal structure which supports the criminal system. Current and future problems of law enforcement will be discussed including judicial process, community relations, and civil liberties.

PBAD/POLS 7637**Social Welfare Management: 3-0-3**

Examines the issues involved in administering social welfare programs at the local, state, and federal levels of government. Particular attention is paid to problems faced by social welfare service delivery organizations and the question of welfare reform strategy in the United States.

PBAD 7638**Capstone Seminar: 3-0-3**

Students will analyze various issues related to challenges and problems they are encountering in their work sites and internship assignments in terms of the concepts and theories of public management that they have learned.

PBAD 7730**Internship in Public Administration: 3-0-3**

Students will work 30-40 hours per week in a professional capacity with either a governmental organization, a nonprofit organization, or possibly a private sector organization which has been contracted to perform a government function. The internship will apply skills being learned in various public administration course work.

PBAD 7890**Directed Reading: (1-3)-0-(1-3)**

A structured set of readings and assignments mutually designed by the student and the instructor on a specific area of public management.

Philosophy (CLASS)**PHIL 1030/1030S****Introduction to Philosophy: 3-0-3**

An introductory course which surveys the ideas of some of the great philosophers of the Western world, focusing on issues about religion, ethics, reality, and ways of knowing.

PHIL 2232**Critical Thinking: 3-0-3**

An introduction to the concepts and skills necessary for identifying, evaluating, and constructing good arguments. Topics will include strategies that are used to strengthen or weaken an argument, spot fallacious ways of reasoning, and identify hidden assumptions. The course also studies the basic elements of deductive reasoning.

PHIL 3030/3030S**Selected Topics in Philosophy: 3-0-3**

Selected Topics in Philosophy.

PHIL/RELS 3131**World Religions: 3-0-3**

The teachings concerning people and their relations to God and the world found in the major world religions. Judaism, Christianity, Islam, Hinduism, Confucianism, Jainism, and Buddhism are among the religions studied.

PHIL/POLS 3230**Modern Political Thought: 3-0-3**

The course in modern political thought is concerned with the differentiation of politics as an activity distinct from, and independent of, religion. Political thinkers in the modern period are distinguished by their turn to scientific and other modern modes of rationality as foundations for the analysis of politics. Central concerns include delineating the rights and powers of the individual and establishing a secular basis for a just society.

PHIL/POLS 3232**Philosophy of Law: 3-0-3**

A study of major topics in the philosophy of law, all of which concern the relationship of law to morality and justice-including the nature of law in general; the importance of the rule of law and of limiting the rule of law; and some theory and practice of criminal law.

PHIL 3330/3330S**Introduction to Art and Beauty: 3-0-3**

A critical study of the philosophical theories about the nature of art and beauty drawing from both traditional and contemporary thinkers. Topics include defining art and beauty, justifying aesthetic judgments, analyzing artistic creation, and determining the value of art.

PHIL 3332**Contemporary Moral Problems: 3-0-3**

A course in applied ethics which provides a philosophic discussion of the most salient ethical problems of the day. Typically the course will cover such topics as abortion, animal rights, euthanasia, capital punishment, and suicide.

PHIL 3333**Introduction to Ethics: 3-0-3**

An introduction to the main concepts of philosophical ethics such as virtue, duty, utility, rights, and liberty. The course also introduces philosophers whose ethical theories have been historically the most influential, such as Aristotle, Kant, and Mill.

PHIL 3334**Environmental Ethics: 3-0-3**

A study of the moral relations between human beings and their natural environment. The course examines theories of valuing nature, applies ethical analysis to environmental problems, and explores the underlying causes of environmental degradation. Prerequisite: PHIL 1030.

PHIL 3431/3431S**Ancient Philosophy: 3-0-3**

The main ideas of Socrates, Plato, Aristotle, the Stoics, the Epicureans, Plotinus, and St. Augustine and a consideration of how those ideas apply to our lives.

PHIL 3432**Modern Philosophy: 3-0-3**

The main ideas held by philosophers in the seventeenth and eighteenth centuries, tracing many of the positions that lead us to think as we do today. Thinkers included are Bacon, Hobbes, Descartes, Spinoza, Leibniz, Locke, Berkeley, Hume, Kant, Galileo, Kepler, and Newton.

PHIL 3433**Nineteenth Century European Philosophy: 3-0-3**

A survey of the Continental philosophers of the nineteenth century and their ideas regarding the nature of knowledge, truth, reality, God, religion, society, and humanity. Philosophers studied include Hegel, Marx, Schopenhauer, Kierkegaard, and Nietzsche.

PHIL 3434**Contemporary Philosophy: 3-0-3**

A survey of the main philosophical movements of the twentieth century, primarily in the English-speaking world. The course will stress the importance of language in thinking about some of the traditional problems of philosophy, such as what can be known and what exists. Readings will include selections from Russell, Wittgenstein, Moore, and others.

PHIL 3531**Theory of Knowledge: 3-0-3**

A study of the main theories concerning the nature of knowledge and belief. Topics will include problems of scepticism, the reliability of perception and memory, and the sources of justification.

PHIL 3532/3532S**Metaphysics: 3-0-3**

A study of the main theories concerning the nature of reality. Topics will include what things exist, the nature of space, time, matter, self, freedom, infinity, and God.

PHIL/RELS 3635**Existentialism: 3-0-3**

A study of the existentialist movement in philosophy from its origins to the present, showing how and why the movement began, what its authors advocate, and how it has been assessed by contemporary critics. Readings will include selections from Kierkegaard, Jaspers, Heidegger, Sartre, and others.

PHIL/WGST 4130**Feminist Philosophy: 3-0-3**

An introduction to the main topics in Feminist Philosophy to include the adversary method and the 'maleness' of philosophy; dualities of mind and body, male and female, self and other; women's ways of knowing; caring and maternal thinking; and ecofeminism. Feminist philosophy addresses these ideals and assumptions in the western philosophical traditions that have oppressed women and other subordinate groups.

PHIL 4233**Introduction to Formal Logic: 3-0-3**

Fundamentals of propositional and predicate logic. Emphasis will be placed on construction of proofs in formal systems.

PHIL 4333**20th Century Ethical Theory: 3-0-3**

Main trends in twentieth century normative ethical theory in the Western world, to include Intuitionism, Emotivism, Prescriptivism, Act and Rule Utilitarianism, and Contractarianism.

PHIL 4532**Philosophy of Emotions: 3-0-3**

This course is designed to help students understand the nature of emotions, and to enable students to become better equipped to understand their own emotions. Students will study and critically evaluate the major contemporary theories of emotion as well as historical accounts of emotion.

PHIL 4533**Philosophy of Mind: 3-0-3**

An introduction to the most important questions in the philosophy of mind. The course will ask what minds are, whether statements about minds can be replaced by or reduced to statements about brains, what consciousness is, and whether there can be artificial intelligence.

PHIL/RELS 4632**Philosophy of Religion: 3-0-3**

An in-depth examination of religious teachings and basic philosophical problems associated with them. Topics considered will include creation, salvation, life after death, the origin of evil, religious experience, and God.

PHIL 5030/5030G**Selected Topics in Philosophy: 3-0-3**

Selected Topics in Philosophy. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

Public Health Leadership (COPH)**PHLD 9130****Public Health Research Methods: 3-0-3**

This course provides theoretical and applied concepts, techniques, procedures, and technologies used in scientific inquiry and reporting for applied health services delivery, systems, health administrative and managerial research.

PHLD 9131**Leadership Foundations and Strategies for Health****Organizations: 3-0-3**

This course will examine the role of leaders in improving health organizations and the relationship between situational leadership strategy, organizational culture, communication, and performance. Theoretical foundations, strategies and processes of leadership are explored and synthesized through critical thinking, self and group assessment.

PHLD 9133**Health Organization Communication: 3-0-3**

This course examines the delivery and exchange of messages within health organizations. Contexts will include conflict, negotiating, networks, channel selection, knowledge management, risk communication and public relations.

PHLD 9231**Health Informatics and Decision Making: 3-0-3**

This course focuses on the fundamental concepts of managing information as an asset in public health and healthcare delivery contexts. Emphasis will be placed on converting data into information and converting information into decision support models.

PHLD 9233**Enterprise Human and Supply Chain Resource Planning and Management in the Health Enterprise: 3-0-3**

This course provides understanding, knowledge and evaluation models to manage an organization's enterprise resource planning and management system. Healthcare human resources and supply chain management are evaluated from a financial and operations management perspective.

PHLD 9331**Health Policy, Regulation and Ethics: 3-0-3**

This course explores the policy, legal and ethical issues found in the healthcare system, and investigates the healthcare professional as decision-maker, leader and moral agent. Prerequisites: A minimum grade of "B" in PUBH 8134.

PHLD 9333**Health Organization Strategic and Contingency Planning: 3-0-3**

This course will examine the concepts, processes, and integration of management information systems, financial, human resource, and marketing plans into an organizational strategic planning system with emphasis on contingency planning as a major context and application.

PHLD 9334**Financial Management of Public Health Organizations and Programs: 3-0-3**

This course examines the structure and functioning of the finance components of the Public Health System using Federal Basis Generally Accepted Accounting Principles (FGAAP). It will provide Dr.P.H. students with the theory, concepts, and tools necessary to make better decisions regarding the acquisition and deployment of resources, and promoting the financial well being of public health organizations. The course will discuss the following topics: financial goals; time value analysis; financial risk and return, debt and equity financing; capital decisions; cost of capital; capital investment decisions; business valuation; and leasing decisions. Students will apply the material learned in real world (case) settings and, in the process, gain an appreciation of the value of spreadsheets in financial decisions.

Physics (COST)**PHYS 1111****Introduction to Physics I: 3-0-3**

This is the first of a sequence of courses which provide a working knowledge of the basic principles of physics. Topics include mechanics, oscillations and wave motion. The student should have had pre-calculus, or have an equivalent knowledge of algebra and trigonometry. Prerequisite: MATH 1113 or an equivalent knowledge of algebra and trigonometry. Corequisite: PHYS 1113.

PHYS 1112**Introduction to Physics II: 3-0-3**

This is the second in a sequence of two courses which provide a knowledge of the basic principles of physics using application that require a knowledge of trigonometry and elementary algebra. Topics include electricity and magnetism, optics and modern physics. Prerequisite: PHYS 1111. Corequisite: PHYS 1114.

PHYS 1113**Physics Lab I: 0-3-1**

This is the first of two laboratory courses that provide the laboratory part of PHYS 1111, PHYS 1112, PHYS 2211 and PHYS 2212. Provides laboratory work on mechanics, wave motion and thermodynamics. Prerequisites: Requires prior or concurrent enrollment in either PHYS 1111 or PHYS 2211. In the event the student drops the lecture portion of the course, the lab should also be dropped.

PHYS 1114**Physics Lab II: 0-3-1**

This is a set of experimental studies on electricity and magnetism, optics and modern physics. Serves as the laboratory portion of PHYS 2212 and PHYS 1112. In the event a student drops PHYS 2212 or PHYS 1112, this course may not be continued unless the student has already completed either PHYS 2212 or PHYS 1112. Prerequisites: Concurrent or prior completion of PHYS 2212 or PHYS 1112.

PHYS 1135**How Things Work: 3-0-3**

This is a non-mathematical course designed for liberal arts students. Fifty-one objects in our everyday world are examined to answer the question "How do they work?". As a result concepts of physics that everyone uses daily are revealed in an interesting and understandable manner.

PHYS 1149**Environmental Physics: 3-2-4**

A general course on the physical basis of environmental science. Emphasis is placed on the identification and effective amelioration of both natural and man made hazards to the earth's biosphere. Topics include greenhouse effects, ozone, acid rain, energy production and water disposal, radiation hazards, noise pollution and disruptive natural phenomena.

PHYS 2211**Principles of Physics I: 3-0-3**

This is the first of a sequence of two courses that provide a working knowledge of the basic principles of physics using applications requiring a knowledge of calculus. Topics include mechanics, wave motion and thermodynamics. Prerequisite: Requires prior or concurrent enrollment in MATH 1441. Corequisite: PHYS 1113.

PHYS 2212**Principles of Physics II: 3-0-3**

This is the second of a sequence of courses which provide a working knowledge of the basic principles of physics using applications requiring a knowledge of calculus. Topics include electricity, magnetism, optics and modern physics. Prerequisite: PHYS 2211. Corequisite: PHYS 1114.

PHYS 3130**Sound Waves and Acoustics: 3-0-3**

A study of the production, transformation, reflection, absorption, and general effects of vibration and sound. Prerequisites: PHYS 2211 or PHYS 1111 and PHYS 2212 or PHYS 1112.

PHYS/ASTR 3131**Optics: 3-0-3**

Geometric, physical, and quantum optics in which the general principles of wave optics and several optical devices are studied. Prerequisites: PHYS 2211 or PHYS 1111; and PHYS 2212 or PHYS 1112.

PHYS 3149**Methods of Theoretical Physics: 3-2-4**

Presents a discussion of methods for solving the equations that arise in all of the major areas of physics. Prerequisites: Requires prior or concurrent enrollment in MATH 3230, PHYS 2211 and PHYS 2212.

PHYS 3420**Advanced Physics Lab: 0-6-2**

A laboratory course where the student will learn classical laboratory techniques, computer data acquisition, statistical analysis of data and proper reporting of results. This lab can be repeated up to four times with two repetitions required of all Physics majors. Prerequisite: Permission of instructor.

PHYS 3520**Problem Solving in Physics: 2-0-2**

Improves the ability of Physics majors to rapidly consolidate and inter-relate knowledge of their physics courses by familiarization with the techniques of rapid characterization and solution of problems and by in-class practice of rapid problem-solving. Prerequisite: PHYS 3537 or permission of instructor.

PHYS 3536**Modern Physics I: 3-0-3**

Historical development of modern physics including topics on special theory of relativity, early models of the atom, atomic radiations and interaction of electrons with matter. Prerequisites: PHYS 2211 or PHYS 1111 and PHYS 2212 or PHYS 1112.

PHYS 3537**Modern Physics II: 3-0-3**

A continuation of modern physics topics including atomic and molecular physics and nuclear physics. Prerequisite: PHYS 3536.

PHYS/ASTR 3558**Introduction to General Relativity: 3-0-3**

An introduction to the metric description of different spacetimes that describe flat and various curved geometries so as to derive the laws of mechanics for planets, stars, blackholes, etc. The course also introduces a very simple model of the expanding universe and briefly introduces cosmology. Prerequisite: PHYS 3537 or permission of instructor.

PHYS 3539**Introduction to Biophysics: 3-0-3**

The physics of living organisms with emphasis on physical support, movement, sensory perception and the physical properties of plant and animal processors at the molecular and organismic levels of organization. Prerequisites: Permission of instructor.

PHYS 3542**Analog Electronics: 2-6-4**

A course in intermediate electronics with emphasis on topics of interest to students in physics. Discusses electronic instruments, transducers, diodes and power supplies. Amplifier behavior, the operational amplifier and wave shaping circuits are covered in detail. Discrete electronic devices are also discussed. Prerequisites: PHYS 2211 or PHYS 1111 and PHYS 2212 or PHYS 1112.

PHYS 3543**Digital Electronics: 2-6-4**

Presents the concepts and application of digital electronics. Digital logic concepts and techniques are presented. Flip-flops and counting circuits are studied extensively resulting in a discussion of digital instrument development. The principles of operation, general architecture and some applications of the microprocessor (the Intel 8085) are discussed. Prerequisite: PHYS 3542.

PHYS 3790**Teaching Internship in Physics: 1-(2-6)-(1-3)**

PHYS 3790 (student internship in the laboratory component of PHYS 1149 environment physics) will be under the mentorship of a faculty member. The student will participate in an introductory workshop immediately prior to the start of the semester, intern in the PHYS 1149 laboratory, and meet with the faculty mentor one hour each week. 1 credit hour per laboratory section of PHYS 1149 in which the student interns for a maximum of 3 credit hours interned multi-section.

PHYS 4131**Quantum Optics: 3-0-3**

Involves theories related to laser spectroscopy, nonlinear optics, laser pulse propagation, laser cooling and various effects in laser spectroscopy related to quantum interference. Prerequisite: A minimum grade of "C" in PHYS 3536.

PHYS 4232**Properties of Materials: 3-0-3**

Introduction to the properties of semiconductors, magnetic materials and superconductors. Particular emphasis will be placed on semiconductors with regard to developing an understanding of light emitting diodes, diode lasers and quantum well devices. Prerequisites: PHYS 2211 or PHYS 1111 and PHYS 2212 or PHYS 1112.

PHYS 4332**Principles of Lasers: 3-0-3**

An introduction to the basic principles of laser oscillation, construction and operation of the most common laser systems, based on the rate equation and laser cavity theory. This course also provides practical experience in the use of many laser systems and in laser radiation safety. Prerequisites: PHYS 2211 or PHYS 1111 and PHYS 2212 or PHYS 1112.

PHYS 4790**Internship in Physics: 0-0-(1 to 6)**

The internship allows physics majors to work in a professional setting related to their chosen concentration. Students can earn between one and six

credits for internships approved by their academic advisor and the Physics Internship Director. Students must complete a minimum of 5 hours of on-site work per week for each credit hour earned. Students must maintain contact with the Physics Internship Director through the course of the internship work, and must give an oral presentation at the end of the semester. Internship credits can be used for elective credit only and may not substitute for specific degree requirements. Prerequisite: Permission of Physics Internship Director.

PHYS 5151/5151G**Classical Mechanics: 5-0-5**

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. Prerequisites: PHYS 2211 or PHYS 1111 and PHYS 2212 or PHYS 1112 and prior or concurrent enrollment in MATH 3230.

PHYS 5152/5152G**Classical E and M Theory: 5-0-5**

Provides physics majors and students of applied mathematics and engineering with the fundamentals of electromagnetic field theory. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite: PHYS 5151.

PHYS 5490/5490G**Directed Independent Study: (1-5)-0-(1-5)**

Selected Topics in Physics. Students may be allowed to do special projects in Physics or Astronomy upon the recommendation of the Physics faculty member. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite: Permission of instructor.

PHYS 5530/5530G**Thermal Physics: 3-0-3**

A course in classical thermodynamics and kinetic theory. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: PHYS 2211 or PHYS 1111 and PHYS 2212 or PHYS 1112 and MATH 2243.

PHYS 5536/5536G**Studies in Physics for Secondary Teachers: 3-0-3**

Designed to acquaint the student with some of the problems encountered in high school physics presentations. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: MATH 1113.

PHYS 5557/5557G**Quantum Mechanics: 5-0-5**

A study of the basic postulates of quantum mechanics with solutions to Schrodinger's wave equation for simple applications: the techniques of calculating position, energy and momentum with operators and the elements of perturbation theory with application to atomic spectra. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: PHYS 3536, PHYS 3537 and prior or concurrent enrollment in MATH 3230.

Political Science (CLASS)**POLS 1101/1101S****Introduction to American Government: 3-0-3**

Surveys government and politics, with additional attention to the government and the Constitution of Georgia. Topics include the constitutional structure of American government, the role of non-governmental institutions such as interest groups and mass media, the role of governmental institutions such as Congress and the Presidency, the operation of major political process such as elections and policy making, and the interaction between institutions and processes. Satisfies the Georgia Constitution and U.S. Constitution requirements.

POLS 2101/2101S

Introduction to Political Science: 3-0-3

An introduction to the concepts that are considered in the systematic study of politics, such as justice, equity, regimes, and democracy. This course will examine the means by which political scientists explore politics theoretically and in applied settings. Required of all majors and minors in political science. Prerequisite: POLS 1101.

POLS 2130

Scope and Methods in Political Science: 3-0-3

An introduction to the major theoretical models currently used in political science and to the major research techniques and methodologies. Students will have direct experience with data gathering, statistical analysis, data processing, and research reporting. Prerequisites: POLS 1101, STAT 2231, and STAT 2232.

POLS 3111H

Honors Thesis Seminar I: 1-0-1

In a seminar setting, students will conduct readings about the research process with a focus on developing an honors thesis proposal. Prerequisite: Minimum Junior standing.

POLS 3112H

Honors Thesis Seminar II: 1-0-1

In a seminar setting, students will continue to progress toward researching and writing the honors thesis. Particular emphasis will be given to construction of a comprehensive literature review and research design. Prerequisites: A minimum grade of "C" in POLS 3111H and minimum Junior standing.

POLS 3130

Qualitative Research Methods: 3-0-3

An introduction to the major theoretical models currently used in political science and to qualitative research techniques and methodologies. Students will have direct experience in data collection, analysis, and research reporting. Prerequisites: POLS 1101 and POLS 2101.

POLS/INTS 3132/3132S

Asian Politics: 3-0-3

A study of government and politics in the larger countries in Asia. The historical, cultural, religious, and economic factors influencing the political systems of these countries are also studied in this course.

POLS/LAST 3133/3133S

Latin American Politics: 3-0-3

An examination of the major domestic and international factors in comparative Latin American political systems. Special attention and detail is given to the challenges of development and democratization.

POLS 3134

Middle East Politics: 3-0-3

Examines political change and economic development of the Middle East in the last century, focusing on colonialism, radical Islam, oil politics, Arab nationalism, the Arab-Israeli conflict, and the U.S. role in the Middle East.

POLS 3135

Legislative Behavior: 3-0-3

The ability of elected bodies whether they are local, state, regional, or national to represent the preferences of their constituents is linked to the ability of elected officials, their staffs, and the executive agency administrators to manage change in an arena of inadequate information. This course will examine decision making, agenda setting, elections, and institutional arrangements with a particular concern for the mechanisms legislatures have for processing information. Students will become familiar with the three contemporary approaches to the study of legislatures: historical, behavioral, and formal.

POLS 3136

The Presidency: 3-0-3

An analysis of the political, constitutional, behavioral, symbolic and policy roles of the President. Attention is also paid to the linkages between the Presidency and the other government and political institutions.

POLS/CRJU 3137

Judicial Process: 3-0-3

Analyzes and evaluates the judicial process by addressing the actors, institutions, processes and procedures that affect the administration of justice. Prerequisite: POLS 1101 or a minimum grade of "C" in CRJU 1100.

POLS 3138

Constitutional Law I: 3-0-3

A study of the constitutional development of the national government through landmark Supreme Court decisions. Topics include: judicial power, separation of power, federalism, and interstate commerce.

POLS 3139

Constitutional Law II: 3-0-3

The study of the Bill of Rights through landmark Supreme Court decisions. Topics include freedom of speech, press, and religion, the right to privacy, rights of the accused, search and seizure law, and equal protection of the law.

POLS/PHIL 3230

Modern Political Thought: 3-0-3

The course in modern political thought is concerned with the differentiation of politics as an activity distinct from, and independent of, religion. Political thinkers in the modern period are distinguished by their turn to scientific and other modern modes of rationality as foundations for the analysis of politics. Central concerns include delineating the rights and powers of the individual and establishing a secular basis for a just society.

POLS 3231

Environmental Politics: 3-0-3

Examines important topics in United States environmental protection policy-making. It does so within the institutional context of American politics, including the congressional, presidential, administrative, judicial, intergovernmental, and constituency components of decisions relating to environmental protection. These decisions will be examined using the focus of the regionally important aspects of environmental quality such as water, air, and land resources.

POLS/PHIL 3232

Philosophy of Law: 3-0-3

A study of major topics in the philosophy of law, all of which concern the relationship of law to morality and justice-including the nature of law in general; the importance of the rule of law and of limiting the rule of law; and some theory and practice of criminal law.

POLS/MMC 3233

Politics and The Media: 3-0-3

A comprehensive overview of the institutions and processes of the mass media in American politics. Emphasis is given to the history and role of the mass media in the United States and to the use of the media in covering news events as well as in political campaigns. Prerequisites: POLS 1101 and a minimum grade of "C" in COMM 2332 or permission of instructor.

POLS/EURO/INTS 3234/3234S

Introduction to the European Union: 3-0-3

This course will introduce students to the history, institutions, policies, and cultures of the European Union and its member states.

POLS/WGST 3235**Gender and Politics: 3-0-3**

A study of the relationship of women to political life and to political theory-building. Focuses on political socialization, behavior, and institutional impact based on gender, using a comparative cross-national approach.

POLS/INTS 3236/3235S**International Relations: 3-0-3**

Introduces students to the basic concepts of international relations, including those of war and peace, power, foreign policy, international organizations, markets, demography, ecology, and the impact of information technology. Students will be provided with the necessary concepts, theories, and methods used in the discipline including quantitative analysis in order to gain a better understanding of the nature and problems of international relations.

POLS/AAST/AMST 3237**African American Politics: 3-0-3**

A basic appreciation of the nature, processes, structures, and functions of African American politics in the domestic and international arena and how they differ from dominant assumptions, theories, approaches, and models of American politics. Focus is on how to seek and maintain empowerment.

POLS/INTS 3239/3239S**Human Rights in International Relations: 3-0-3**

This course will explore the vulnerability of various political minorities to human rights abuses at the global level and provide an assessment of the roles of states, international organizations, and non-governmental organizations in human rights issues.

POLS 3330**State and Local Government: 3-0-3**

Examines the forms of organizations, the functions, and the operations of the 50 state governments. Special attention will be given to the growing problems in the urban areas such as the interplay of politics, pressure groups, and community power structures.

POLS 3331/3331S**Introduction to Public Administration: 3-0-3**

An examination of how local, state, and federal governments make use of human resources, financial resources, and information resources to assist in policy making, provide services to citizens, and exercise the regulatory power of government.

POLS 3332**Political Parties and Elections: 3-0-3**

A comprehensive overview of the institutions and processes that connect the public to government institutions. Course emphasis is given to the history and structure of the political parties in the United States and the electoral process and voting at and below the presidential level.

POLS/AMST 3333**Southern Politics: 3-0-3**

Examines the changing political conditions and trends within the eleven states of the American south since WWII. Students will examine the events which led to the unique political environment one encounters in the south. The primary focus will be on the political environment, but also on social, cultural, and economic variables as they relate to the political system.

POLS/FILM 3334**Film and Politics: 3-0-3**

Considers how the art of film has contributed to an understanding of major twentieth-century political events and thoughts. Topics include war, nationalism, authoritarianism, the Cold War, presidential politics and campaigning, populism and the ethos of democracy in classic and contemporary film.

POLS 3335**Politics of Ethnicity: 3-0-3**

Examines the resurgence of ethnic conflict as nations fragment in the midst of regional reconfiguration among states. Assesses and analyzes the major factors which contribute towards ethnic makeup, economic conditions, the modernization process, and technology. What are the relevant indicators of ethnicity for groups and how do they change over time? What kinds of issues does a given conflict seek to resolve? How successful are different strategies in ethnic conflict resolution?

POLS 3336**Classical Political Thought: 3-0-3**

Examines political themes and thinkers from the Ancient Greeks to the Renaissance.

POLS/LING/ANTH/AAST 3337**Language, Power, Politics: 3-0-3**

An in-depth investigation of the role of language in national and international power structures. Comparative evaluation of language in social organization of politics, economic policy and law as aggregated by race, culture, ethnicity, class, group ideology, and gender. Emphasis on social policy management and minority/linguistic rights. Prerequisite: ENGL 1102 or a minimum grade of "C" in ENGL 1160.

POLS/LING 3338**Language and Law: 3-0-3**

A critical examination of language as a problem-solving device and tool for understanding argument and legal contestation. Delineation of individual rights, institutional authority and legal jurisdiction with emphasis on language and legal power. Analysis of the sociology of language and law within the concepts of human rights and socio-political entitlements. Prerequisite: A minimum grade of "C" in ENGL 1102 or ENGL 1160.

POLS/AAST 3431/3431S**African Politics: 3-0-3**

Examines salient themes and background of contemporary African political systems. The emphasis will be on government and politics of modern Africa bearing on the emergence of post-colonial states and regional and global ramifications.

POLS/IRSH 3432**Celtic Identity and Conflict: 3-0-3**

This course examines contemporary issues raised by the conflict of Northern Ireland by studying conflicts in the broader historical context of the experience of the Celtic people in Ireland, Scotland, and Wales who sought to preserve their political and cultural identities in the British Isles.

POLS 3712**Community Development: (1-2)-0-(1-2)**

Covers the various meanings of and approaches to community development. Students will be required to work with nonprofit community development organizations outside of class for either 4 hours per week (one credit) or 10 hours per week (two credits) in addition to classroom meetings. Prerequisite: POLS 1101.

POLS/INTS 3730**Introduction to United Nations: 3-0-3**

The preamble to the Charter of the United Nations identifies several ambitious goals, which framed the establishment of this international organization, including a desire "to save succeeding generations from the scourge of war" and to promote fundamental human rights, social progress, and economic development. In this course, students will be introduced to the concepts of international organizations and the part that they play today in international politics. Specifically, we will examine the United Nations, its structure and function, its failures and successes, and what the future holds for this organization.

POLS 3831**Reading For Honors: 3-0-3**

Prerequisites: Permission of the department chair and instructor.

POLS 4031/4031S

Selected Topics in Political Science: 3-0-3

Selected Topics in Political Science.

POLS 4111H

Honors Thesis Seminar III: 1-0-1

In a seminar setting, students will continue writing and revising their thesis. Prerequisites: A minimum grade of "C" in POLS 3112H and minimum Junior standing.

POLS 4112H

Honors Thesis Seminar IV: 1-0-1

Students will complete the final honors thesis and present their findings at a research symposium. Prerequisites: A minimum grade of "C" in POLS 4111H and minimum Junior standing.

POLS/AMST 4130

American Political Thought: 3-0-3

Examines political themes and thinkers from the Colonial to the Contemporary period.

POLS 4131

Public Policy: 3-0-3

A study of the policy process in the American political system focusing on the analysis, formulation, implementation, and evaluation of public policies. Specific policy areas such as welfare, information technology, education, health, and foreign policy are examined. Prerequisite: POLS 1101.

POLS/INTS 4132

U.S. Foreign Policy: 3-0-3

Provides basic information and understanding of the key elements and actions involved in the formulation and execution of U.S. foreign policy. Special attention is given to the impact of U.S. foreign policy on the international system.

POLS 4133

International Political Economy: 3-0-3

Examines the interplay between international politics and international economics or business or the process of international wealth acquisition and transfer. Emphasis will be on the dynamics that give rise to asymmetric distributions: who gets what, when and how among different players in the global economy.

POLS 4134/4134S

International Law and Diplomacy: 3-0-3

Examines the body of literature, concepts, and historical perspectives of international law and diplomacy as related to the critical problems of the Post-Cold War era. Focuses on the legal, oral, and strategic dimensions of several past, present, and proposed means of conflict resolution.

POLS/INTS 4135

International Organizations: 3-0-3

An analytical study of the organization, powers, and problems of global and regional international agencies with particular emphasis upon the European Union.

POLS/INTS 4136/4136S

Comparative Politics of Industrialized Nations: 3-0-3

A systematic review of the empirical and theoretical literature concerning the structure, function, and problems of contemporary governments in developed countries.

POLS/INTS 4137

Industrializing Nations: 3-0-3

A study of government and politics in the major developing countries of Latin America, Africa, and Asia. Historical, cultural, religious, and economic factors influencing the political systems of these countries are also studied.

POLS/INTS 4138

International Terrorism: 3-0-3

Designed to explore the political, religious, economic, and social issues which pervade the global environment. Key issues to be addressed include different forms of terrorism, conflict resolution, and at the state level reunification issues. Emphasizes the critical, and perhaps, decisive and controlling impact which terrorist groups level on policy changes.

POLS 4139

Contemporary Political Thought: 3-0-3

Theorists since the onset of the twentieth century have questioned the scientific foundations of modern political ideas and institutions. Issues to be discussed may include the nature and limits liberalism, the rise of mass politics, the benefits and dangers of modern technology, and the emergence of multiculturalism and feminism.

POLS/INTS 4238

International Conflict: 3-0-3

Examines the causes of international and civil war, including theories about alliances, power, bargaining, arms races, conventional and nuclear deterrence, nuclear weapon proliferation, and ethnicity.

POLS/INTS 4730

Model United Nations: 3-0-3

Prepares students for Georgia Southern's participation in the National Model United Nations Conference in New York City in the spring of each year. Students learn the structure, function and organization of the United Nations as well as in-depth knowledge of the particular country that they will be representing in New York. Emphasis is placed on learning parliamentary procedure and diplomatic skills as part of the research conducted for becoming an advocate of the country being represented. Prerequisite: A minimum grade of "C" in INTS 3730 or POLS 3730, or permission of instructor.

POLS/INTS 4731

Model United Nations II: 3-0-3

This course is designed for students in the second year of their participation on Georgia Southern University's National Model United Nations (NMUN) delegation. In addition to studying a different country and region of the world which requires students to learn the history, culture, and foreign policies of their assigned country, NMUN students also research and write on topics in different United Nations committees. Second-year delegates also take on added responsibility to plan, coordinate, and execute three Georgia Southern-sponsored Model United Nations conferences. Emphasis is placed on learning the intricacies and nuances of parliamentary procedure as it applies to both the Middle School and High School conferences conducted by Georgia Southern University. Prerequisite: A minimum grade of "C" in INTS 4730 or POLS 4730.

POLS/CRJU 4733

Theories of Justice: 3-0-3

A consideration of the primary theories of justice formulated through history. Examines and evaluates the theoretical foundations of conceptions of justice from a variety of perspectives. Prerequisites: POLS 1101 or a minimum grade of "C" in CRJU 1100 and junior or senior standing.

POLS 4791

Field Internship in Political Science: 0-0-(3-15)

Designed to give practical experience in a government qualified agency. Internship credit must be earned in addition to the 24 hours required for the major in political science. No more than 3 semester field internship hours can be used towards a minor in political science. Prerequisites: POLS 1101, POLS 2101 and permission of the department chair. This course may be repeated.

POLS 4890/4890S

Independent Study in Political Science: 3-0-3

Independent Study in Political Science.

POLS 5630/5630G**Seminar in American Politics: 3-0-3**

A systematic focus on major themes and issues in American public policy and their roots in American politics. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite: Undergraduate course work in American politics or permission of instructor.

POLS 5631/5631G**Seminar in Political Theory: 3-0-3**

A seminar focusing on selected theoretical topics. Emphasis will be placed on normative theory and the history of political thought. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite: Undergraduate coursework in Political Theory or permission of instructor.

POLS 5632/5632G**Seminar in Urban Politics: 3-0-3**

Focuses on the political development of urban areas in the United States from colonial to modern times, including the growth of cities, urban political machines, post-war suburbanization, the structure of urban governments, and the challenges of urban development today. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

POLS/INTS 5633/5633G/5633S**Seminar in International Politics: 3-0-3**

Designed to familiarize students with the theories which guide the conduct and analysis of international relations. These theories are examined in both their classical and contemporary context and used to evaluate and assess international relations' phenomena. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: POLS 1101, POLS 2101 and undergraduate coursework in International Politics or permission of instructor.

POLS/INTS 5634/5634G**Seminar in Comparative Politics: 3-0-3**

Provides a systematic review of the empirical and theoretical literature concerning the structure, function, and problems of contemporary governments in industrializing and industrialized countries. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: POLS 1101, POLS 2101 and undergraduate coursework in Comparative Politics or permission of instructor.

POLS/INTS 5635/5635G**Seminar in International Organizations: 3-0-3**

An analytical study of the organization, powers, and problems of global and regional international agencies with particular emphasis upon the European Union. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: POLS 1101, POLS 2101 and undergraduate coursework in International Relations or permission of instructor.

POLS 5930**Political Science Honors Thesis: 3-0-3**

A substantial research project in Political Science structured jointly by a University Honors Program student and a Political Science Department faculty member, approved by the University Honors Program Director. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

POLS 7030**Selected Topics in Political Science: 3-0-3**

An opportunity for instructors to teach special topics within the discipline.

POLS/PBAD 7130**Ethics in Government: 3-0-3**

Focuses on experiences, approaches, and strategies for confronting and solving problems, accountability and responsibility of public officials for appropriate behavior, and ethical decision-making.

POLS/PBAD 7133**Public Law and Administration: 3-0-3**

Examines the legal framework in which public managers must operate in the 21st century. Particular attention is given to understanding the implication of constitutional law on administrative behavior and decisions and on administrative laws designed to ensure due process and equal treatment for all citizens. The interrelationship of law and ethics for public managers is also examined.

POLS 7231**U.S. Foreign Policy: 3-0-3**

Designed to familiarize students with the principles underlying and the process undertaken in the formulation and execution of United States foreign policy. Special attention is given to the role of the United States in the post-World War II period.

POLS 7232**Comparative Foreign Policy: 3-0-3**

An in-depth comparative study of the foreign policy of the United States, the European Union, Russia, the People's Republic of China, Japan, and other significant actors in global politics, emphasizing comparative methodology and theoretical framework.

POLS 7234**International Political Economy: 3-0-3**

Examines the politics of international economic relations. Systemic and domestic explanations of international economic policy will be applied in various issue areas such as international wealth acquisition and transfer, strategies and the politics of development, trade, investment, exchange rates, debt, aid and relief assistance. The dynamics that give rise to asymmetric wealth distributions and hegemonic transmutations will be given emphasis.

POLS/PBAD 7330**Intergovernmental Relations: 3-0-3**

Examines the interaction between the federal, state, and local levels of government in the United States. Special attention is given to the constitutional and fiscal relationships between these levels of government and the historical evolution of the nature of the relationships.

POLS/PBAD 7331**Local Government: 3-0-3**

A systematic study of the political and administrative processes of cities, counties, and other units of local government in the United States. Special attention is given to the role of effective governance exercised by elected officials and the professional responsibilities of the city manager who often executes decisions of elected bodies.

POLS/PBAD 7332**State Government: 3-0-3**

A systematic study of the growing role of the states in the development and administration of domestic social policy in the United States. Special attention is given to the capacity building in state government and the devolution of power to the states. Specific policy areas in state government including education, crime control, and economic development are examined in-depth.

POLS/PBAD 7336**Comparative Public Management: 3-0-3**

Examines public administrative structures and processes in different parts of the world cognizant of cultural and contextual variables and how they affect the administrative process.

POLS/PBAD 7337

Environmental Management and Policy: 3-0-3

An overview of environmental and natural resource management in the United States. Particular attention will be paid to issues of regional importance, including water quality and availability, regulation and monitoring compliance, sustainable growth, and management within overlapping jurisdictions.

POLS/ANTH/SOCI 7434

Research Design and Methodology: 3-0-3

Study of the role of theory, research design, sampling, measurement and instrumentation, data collection, and ethical issues related to social scientific research.

POLS/ANTH/SOCI 7436

Qualitative Research Methods: 3-0-3

Analysis and practice of qualitative methodology in social science. Topics may include participant observation, ethnographic methods, interviews, case studies, content analysis, archival research and other innovative techniques.

POLS/SOCI 7437

Quantitative Analysis: 3-0-3

Study of the techniques and statistics necessary to design and interpret quantitative social scientific research.

POLS/PBAD 7530

Research Methods for Public Administration: 3-0-3

An examination of quantitative techniques for public administration. Emphasis will be placed on understanding and using techniques appropriate to categorical analysis and the simple linear model. Students will also be exposed to research design, measurement, and the use of computer program packages appropriate to the public sector. Prerequisite: A placement examination or completion of a program-approved statistics course with a minimum grade of "C".

POLS/PBAD 7531

Public Program Evaluation: 3-0-3

A thorough study of the design and implementation of policy and program evaluation in public and non-profit agencies. Special attention is given to monitoring agency operations through performance measurement. The mechanics of cost benefit analysis and qualitative assessment techniques are examined. Prerequisite: Graduate research methods or permission of instructor.

POLS/PBAD 7532

Public Policy: 3-0-3

A systematic study of how public policy is developed, implemented, and evaluated. Attention is given to the skills of policy analysis, as well as, the social problems and cultural interpretations that lead to public policy. Illustrations from domestic policy in the United States are supplemented with insights from other nations.

POLS 7533

Qualitative Research Methods: 3-3-3

Explores the techniques useful in political science research involving case studies, ethnographic data, content analysis, elite surveys, and problems encountered when crossing disciplinary boundaries. Issues of research design, execution, the role of theory, sampling, measurement, instrumentation, data collection, and ethical quandaries will be addressed in the course.

POLS/PBAD 7630

Seminar in American Government: 3-0-3

A graduate introduction to the basic structures, processes, and patterns of behavior of American national government, emphasizing the interfacing of politics, economics, and public policy.

POLS 7631

Empirical Political Theory: 3-0-3

A survey of the prominent theoretical approaches used in empirical political inquiry. The philosophies of the social sciences and the construction of political explanation provide the foundation for embarking on original research necessary for the thesis stages of the program.

POLS 7632

Comparative Politics: 3-0-3

A systematic review of the empirical and theoretical literature concerning the structure, function, and problems of contemporary governments in developed and developing countries. Prerequisite: POLS 1101 or lower Comparative Politics course recommended.

POLS 7633

International Politics: 3-0-3

Provides graduate students with in-depth coverage of particular themes in international relations. Topics may include issues pertaining to international politics and theory, including international political economy, security studies, foreign policy decision making, international law and organization, international environmental issues, and a wide variety of regional issues.

POLS 7636

Seminar in International Law and Diplomacy: 3-0-3

Examines the body of literature, concepts, and historical perspectives of international law and diplomacy as related to the critical problems of the Post-Cold War era. The focus of the course will be on the legal, moral, and strategic dimensions of several past, present, and proposed means of conflict resolution.

POLS/PBAD 7637

Social Welfare Management: 3-0-3

Examines the issues involved in administering social welfare programs at the local, state, and federal levels of government. Particular attention is paid to problems faced by social welfare service delivery organizations and the question of welfare reform strategy in the United States.

POLS/ANTH/SOCI 7638

Social Theory: 3-0-3

This course examines the role of theory in the scientific endeavor and explores a number of theoretical perspectives, including structural-functionalism, conflict, feminist, exchange, rational choice, symbolic interaction, and the current debates over modernity and postmodernity.

POLS 7860

Internship in Political Science: 6-0-6

The internship allows students pursuing their M.A. degree to work in a professional setting relating to their chosen concentration in Political Science. Students will be required to complete a final paper detailing the experiences of their internship and defend their paper and experiences before a faculty committee.

POLS 7890

Directed Reading: 3-0-(1-3)

A structured, individualized research focus to be mutually designed by instructor and student.

POLS 7999

Thesis: 3-0-(1-6)

A major research project structured jointly by the student and instructor.

Public Relations (CLASS)

PRCA 2330

Introduction to Public Relations: 3-0-3

Introduces the history, theories, and principles of public relations, and the role and practice of public relations in various organizational contexts. Prerequisite: COMM 2332.

PRCA 3030/3030S**Selected Topics in Public Relations: 3-0-3**

Offers varied courses in specialized areas of the field of Public Relations. Prerequisite: PRCA 2330 or permission of instructor.

PRCA 3330**Public Relations Writing: 3-0-3**

Examines writing techniques employed in media management programs including the strategic design and development of multimedia messages and message dissemination. Prerequisites: JOUR 2331 and PRCA 2330.

PRCA 3331**Corporate Public Relations: 3-0-3**

Examines the role of public relations within a corporation and its responsibilities in developing and maintaining external and internal relations. Prerequisite: PRCA 2330 or permission of instructor.

PRCA 3332**Public Relations Event Management: 3-0-3**

Provides students with the opportunity to learn and implement planning techniques and strategies unique to events. Special emphasis will be placed on non-profit creation of an event to meet organizational goals. Prerequisite: PRCA 2330 or permission of instructor.

PRCA/INTS 3333/3333S**International Public Relations: 3-0-3**

Introduces the performance of public relations in international contexts. Consideration will be given to the political, economic, social, and historical contexts affecting public relations practices. Special emphasis will be placed on the interaction between government and public relations. Prerequisite: PRCA 2330 or permission of instructor.

PRCA 3339/3339S**Public Relations Publications: 3-0-3**

Provides students the opportunity to learn about and create specialized organizational print and online publications such as brochures and newsletters. Prerequisites: PRCA 2330 and PRCA 3330.

PRCA 3711**Public Relations Practicum: 0-2-1**

Provides limited practical experience in public relations projects in either an academic or a professional setting. A maximum of four hours may be applied toward a degree. Prerequisite: PRCA 3330.

PRCA 4330**Public Relations Research: 3-0-3**

Explores the role of public opinion in public relations. Students will gather, analyze and use qualitative and quantitative audience research as part of a public relations program. Prerequisite: PRCA 2330.

PRCA 4331**Public Relations Firms: 3-0-3**

Reviews the evolution and management of public relations firms and principles involved in counseling clients. Prerequisite: PRCA 3330 or permission of instructor.

PRCA 4332**Public Relations Crisis Communication: 3-0-3**

Provides understanding of how crises affect an organization's public relations efforts. Students will learn strategies for anticipating crises and developing communications responses. Prerequisite: PRCA 3330 or permission of instructor.

PRCA 4335**Senior Seminar in Public Relations: 3-0-3**

Examines ethical issues and current topics in the practice of public relations. Prerequisite: PRCA 2330, PRCA 3330, PRCA 4330 or permission of instructor.

PRCA 4339**Public Relations Campaign Strategies: 3-0-3**

An advanced course in which students analyze cases and apply principles, processes, and theories of public relations to the execution of campaigns. Prerequisites: PRCA 2330, PRCA 3330, and PRCA 4330.

PRCA 4711**Public Relations Practicum: 1-0-1**

Provides limited practical experience in public relations projects in either an academic or a professional setting. A maximum of four hours may be applied toward a degree. Prerequisite: PRCA 3330.

PRCA 4791**Public Relations Internship: (3-12)-0-(3-12)**

Provides practical experience in a professional public relations setting with public relations practitioner supervision. May be taken only by public relations majors. Prerequisites: A minimum grade of "C" in PRCA 3330 and a minimum 2.5 total institution GPA. May be taken only by public relations majors.

PRCA 4792**Public Relations Internship: 0-15-3**

Provides practical experience in a professional public relations setting with public relations practitioner supervision. May be taken only by public relations majors. Prerequisites: PRCA 2330 and PRCA 3330.

PRCA 4793**Public Relations Internship: 0-15-3**

Provides practical experience in a professional public relations setting with public relations practitioner supervision. May be taken only by public relations majors. Prerequisites: PRCA 2330 and PRCA 3330.

PRCA 4794**Public Relations Internship: 0-15-3**

Provides practical experience in a professional public relations setting with public relations practitioner supervision. May be taken only by public relations majors. Prerequisites: PRCA 2330 and PRCA 3330.

PRCA 4831**Directed Study in Public Relations: 3-0-3**

Offers students opportunities to design and conduct independent research and/or projects in specialized public relations areas. May be taken only once. Prerequisite: PRCA 2330 or permission of instructor.

Psychology (CLASS)**PSYC 1101/1101H/1101S****Introduction to Psychology: 3-0-3**

A survey of the major concepts and findings in the fundamental subfields of psychology encouraging their application to the understanding of human behavior in everyday life. Prerequisite for all upper division psychology courses.

PSYC 2210**Careers in Psychology: (1-2)-0-1**

Reviews research and theories of college student development, familiarizes students with career options in psychology, helps students clarify personal interests and career goals, and prepares them for job searching or admission to graduate school. Required of all psychology majors. Prerequisites: PSYC 1101, declaration of Psychology as major.

PSYC 2231**Psychological Statistics: 3-0-3**

Students learn to choose, execute, interpret, and present results for the statistical procedure most commonly used in psychological research. Prerequisites: A minimum grade of "C" in PSYC 1101 and MATH 1101 or MATH 1111 or MATH 1112 or MATH 1113 or MATH 1232 or MATH 1441.

PSYC 3030/3030S

Selected Topics: 3-0-3

Focuses on humanistic and transpersonal approaches to psychology, those “third” and “fourth” forces that offer a view of the person which goes beyond that offered by positivistic behavioral theory or by classical psychoanalytic theory.

PSYC 3130

Psychological Tests and Measurements: 3-0-3

Provides an overview of psychological assessment with emphasis on the construction of psychological tests. Prerequisite: A minimum grade of “C” in PSYC 1101 and STAT 2231.

PSYC 3141

Research Methods in Psychology: 3-2-4

Students learn the fundamental principles of research in psychology, including experimental, quasi-experimental, and correlational approaches. Prerequisites: PSYC 1101 and PSYC 2231.

PSYC 3230

Psychology of Adjustment: 3-0-3

Studies the factors that promote psychological adjustment with emphasis on self-help techniques. Prerequisite: PSYC 1101.

PSYC/RELS 3231

Psychology of Religion: 3-0-3

An introduction to the literature of the psychology of religion, including the functions of religiousness, types of religious experiences, religious motivation, and the relationship between religion and mental health. Prerequisite: PSYC 1101.

PSYC/WGST/INTS 3232

Psychology of Gender: 3-0-3

Examines biological and environmental determinants of gender, as well as, the role of gender in cognitive functioning, personality, physical and mental health, interpersonal relationships, and work life. Prerequisite: PSYC 1101.

PSYC 3234

Industrial/Organizational Psychology: 3-0-3

Introduction to psychological study of behavior in the workplace, including application of psychology to such areas as personnel testing, job performance, and employee morale. Prerequisite: PSYC 1101.

PSYC 3235

Behavior Modification: 3-0-3

An introductory survey of the application of learning principles and procedures used in the establishment, maintenance, and modification of complex human behavior in clinical situations, as well as, the natural environment with particular attention given to ethical issues associated with the use of behavior change techniques. Prerequisite: PSYC 1101.

PSYC 3236

Psychology of Substance Abuse: 3-0-3

An intensive and critical analysis of the normative and deviant use of various substances with emphasis placed on substance use, misuse, and abuse within a framework integrating the psychological, social, and biological aspects of substance use throughout history, including stimulant, depressant, hallucinogenic, and psychotherapeutic drugs. Prerequisite: PSYC 1101.

PSYC 3237

Psychology of Human Sexuality: 3-0-3

Focuses on sexual motivation, attraction and love, sexual orientation, sexual techniques, sexual morals and politics, paraphilias, erotica, sexual dysfunctions and therapy, and the place of sexuality in the experience of being human, with secondary attention given to sexual anatomy and physiology, and contraception. Prerequisite: PSYC 1101.

PSYC 3330/3330S

Abnormal Psychology: 3-0-3

Designed to provide an introduction to the concepts of “normal” and “abnormal” behavior, the traditional categories of psychological disorders, and the etiology of these disorders. Prerequisite: PSYC 1101.

PSYC 3331

Child Psychology: 3-0-3

Studies psychological theories, research, and application of psychology as these relate to the social and cognitive development of the child from conception through adolescence. Prerequisite: PSYC 1101.

PSYC 3332

Psychology of Adolescence: 3-0-3

Examines theories and research on physical, cognitive, personality, and social development in adolescence, emphasizing normal development. This course will not satisfy the requirements in adolescent psychology or educational psychology for teacher certification. Prerequisite: PSYC 1101.

PSYC 3333

Lifespan Developmental Psychology: 3-0-3

Provides a comprehensive overview of normal human development from conception through old age. Prerequisite: PSYC 1101.

PSYC 3334/3334S

Social Psychology: 3-0-3

Studies the social determinants of human behavior and surveys current theories and findings in such major content areas as social cognition, attitudes, prejudice, gender roles, conformity, obedience, interpersonal attraction, prosocial behavior, aggression, and group influence. Prerequisite: PSYC 1101.

PSYC 3335

Personality Psychology: 3-0-3

Surveys research findings on selected aspects of personality, as well as, determinants and development of personality, research methods, and personality assessments. Prerequisite: PSYC 1101.

PSYC/RELS 3336/3336H

Humanistic and Transpersonal Psychology: 3-0-3

This course will focus on humanistic and transpersonal approaches to psychology, those “third” and “fourth” forces that offer a view of the person which goes beyond that offered by positivistic behavioral theory or by classical psychoanalytic theory. Prerequisite: PSYC 1101.

PSYC 3890

Research Experience: (1-6)-0-(1-6)

Students work with a faculty member on his/her research to gain experience on a research project. Prerequisite: PSYC 1101.

PSYC 4131

Advanced Psychological Statistics: 3-0-3

Students learn to apply advanced statistical and research procedures used in psychology. Prerequisite: PSYC 3141.

PSYC 4143

Senior Research: 3-2-4

Students design, execute, write up, and present an original empirical research project. Prerequisite: PSYC 4131.

PSYC 4430

Cognitive Psychology: 3-0-3

Explores the nature of human intellectual functioning and the research methods for doing so. Prerequisite: PSYC 1101.

PSYC 4431

Motivation and Emotion: 3-0-3

Examines theories and research in the areas of motivation and emotion with emphasis on humans. Prerequisite: PSYC 1101.

PSYC 4432**Sensation and Perception: 3-0-3**

Presents some fundamental concepts, methodologies, and research findings in the study of human sensory and perceptual functioning. Prerequisite: PSYC 1101.

PSYC 4433**Principles of Learning: 3-0-3**

Introduces the basic principles of learning and the scientific study of learning in humans and nonhumans. Prerequisite: PSYC 1101.

PSYC 4434**Animal Behavior: 3-0-3**

A survey of methods, theories, and research in animal behavior, with attention also being given to evolutionary theories of human behavior. Prerequisite: PSYC 1101.

PSYC 4436**Theories of Psychotherapy: 3-0-3**

Provides students with a comprehensive review of the major theoretical orientations used in the practice of psychotherapy, including issues related to psychotherapy research and the applicability of these theories to a range of clients. Prerequisite: PSYC 1101.

PSYC 4630**Senior Seminar: 3-0-3**

An in-depth exploration of the theory and research finding pertaining to a broad topic integrating various areas of psychology. Prerequisite: At least 17 hours of psychology including PSYC 3141.

PSYC 4830**Field Experience: 3-0-3**

Through both classroom and field work, students gain practical experience through volunteer field work in a setting related to psychology. Prerequisite: At least 17 hours in psychology.

PSYC 4832**Directed Study: (1-6)-0-(1-6)**

Consists of in-depth investigation of an area within psychology not normally covered in the curriculum. Prerequisites: PSYC 1101 and permission of instructor.

PSYC 4841**Directed Research: 0-0-4**

Under the supervision of faculty member, the individual student completes all phases of a research project in an area of the student's interest. Prerequisites: PSYC 4131 and permission of instructor.

PSYC 5030/5030G**Selected Topics: 3-0-3**

Scheduled on an irregular basis to explore special areas in psychology not offered in the regular curriculum and will carry a subtitle. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite: PSYC 1101.

PSYC 5230**Health Psychology: 3-0-3**

Surveys the application of psychological principles in the treatment and prevention of health related problems. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite: PSYC 1101.

PSYC 5232/5232G**Psychology and Law: 3-0-3**

An introduction to the interdisciplinary study of psycholegal research and scholarship. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite: PSYC 1101.

PSYC 5330**Psychology of Aging: 3-0-3**

Examines developmental psychological processes in later adulthood, including changes with age in perception, intelligence, learning, memory, personality, and social behaviors. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite: PSYC 1101.

PSYC 5430**Physiological Psychology: 3-0-3**

A broad 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. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite: PSYC 1101.

PSYC 5431/5431G**Evolutionary Psychology: 3-0-3**

A survey of the methods and theories of the new field of evolutionary psychology emphasizing how human behavior and cognition develop from an interaction of life experiences with inherited interests, tendencies, and abilities that have been shaped by natural selection. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite: PSYC 1101.

PSYC 5530**History and Systems: 3-0-3**

Examines the development of experimental and clinical psychology with emphasis on relating the development to current issues in psychology. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite: 17 hours of psychology course credit.

PSYC 7030**Selected Topics: 3-0-3**

Scheduled on an irregular basis to explore several areas in psychology not offered in the regular curriculum and will carry a subtitle.

PSYC 7111**Supervision: 0-1-1**

Students will receive feedback and consultation designed to encourage maturation of psychotherapy skills and competencies, including therapist-client transactions, self-reflective skills, and report writing. Prerequisite: Admission to the PsyD program or permission of the instructor. Corequisites: Must be enrolled in PSYC 7730, PSYC 7731, PSYC 7732, PSYC 9731, or PSYC 9735.

PSYC 7130**Statistics for Psychology: 3-0-3**

Covers the logic of statistical inference, fundamental principles of analysis of variance, complex analysis of variance designs, selected non-parametric procedures, and a brief introduction to multivariate procedures with emphasis upon the application of these methods in psychological research. Prerequisite: An introductory course in statistics.

PSYC 7131**Research Design: 3-0-3**

An examination of research techniques for dealing with specific problems in psychology. Prerequisite: PSYC 7130.

PSYC 7132**Advanced Learning: 3-0-3**

An examination of behavior theory and the types of learning that help account for similarity and diversity in the behavior of human and nonhuman animals. Course focuses on the learning processes of habituation, classical conditioning, and operant conditioning.

PSYC 7133

Advanced Cognitive Psychology: 3-0-3

Provides an overview of contemporary cognitive psychology research and theory. Classic and recent theoretical approaches will be covered.

PSYC 7134

Physiological Psychology: 3-0-3

This course is a graduate level survey of the nervous system with emphases on functional relationships between the nervous system and behavior and on the techniques and methods used to examine the physiological bases for human and nonhuman animal behavior. Prerequisite: Admission to the PsyD program or permission of the instructor.

PSYC 7135

Health Psychology: 3-0-3

This course will serve as an examination of the psychological factors affecting health and wellness, including emotional, cognitive, social, and behavioral aspects. Students will analyze the role of psychology in preventing illness and promoting wellness, learn about the interaction of physical health and mental health, compare various health psychology theories, gain an understanding of the health challenges facing people across the life span, and learn about the integration of psychology in medical settings. Prerequisite: Admission to the PsyD program or permission of the instructor.

PSYC 7136

Geropsychology: 3-0-3

This course will cover psychological aspects of aging in relation to both theory and practice. Students will become familiar with aging related changes in mental and physical functioning, common disorders, public policy regarding age-related issues, and successful aging. Prerequisite: Admission to the PsyD program or permission of the instructor.

PSYC 7230

Research for Applied Psychology: 3-0-3

Exposes students to the terminology, methodology, and ethical considerations of quantitative and qualitative research with an emphasis on developing the skills necessary to critically read and evaluate research.

PSYC 7231

Assessment I: Psychometric Theory: 3-0-3

This course is the first in a series and provides theoretical grounding for psychological assessment. Topics to be covered include statistical properties of tests; test development, construction, and analysis; types of tests; and legal issues in testing. Prerequisite: Admission to the Psy.D. program or permission of the instructor.

PSYC 7232

Foundations of Psychotherapy I: 3-0-3

An advanced examination of several of the major therapy systems, comparing them, contrasting them, and looking for the bases of meaningful integration. Systems examined include: Psychoanalysis, Jungian analysis, and Adlerian individual psychology. Also examined will be research in psychotherapy. Prerequisite: Admission to the Psy.D. program or permission of the instructor.

PSYC 7233

Ethics and Professional Issues: 3-0-3

Designed to provide the clinician in training with a clear understanding of the legal and ethical responsibilities incurred when working with clients in a clinical capacity. Lectures and class discussions will cover specific legal and ethical principles and the application of those principles in clinical settings. Topics related to professionalism will also be covered. Prerequisite: Admission to the Psy.D. program or permission of the instructor.

PSYC 7234

Assessment II: Intellectual Assessment: 3-0-3

This course is the second of the assessment series and provides an introduction and the beginning of skill development in assessing persons'

intellectual abilities, academic achievement, and cognitive strengths and weaknesses. Prerequisite: A minimum grade of "B" in PSYC 7231.

PSYC 7235

Group Psychotherapy: 3-0-3

Provides the clinician in training with an overview of the concepts and various theories of group psychotherapy. Emphasis is placed on the process model of group psychotherapy, but other models are considered. Prerequisite: A minimum grade of "B" in PSYC 7433. Corequisite: PSYC 7633.

PSYC 7236

Neuropsychology and Neuropsychological Assessment: 3-0-3

This course serves as an introduction to the anatomical, empirical, and clinical aspects of neuropsychology, with an emphasis on clinical assessment. Prerequisite: Admission to the Psy.D. program or permission of the instructor.

PSYC 7237

Psychotherapy Skills I: 3-0-3

Practice and practical application of the theories covered in PSYC 7232. Prerequisites: Admission to the Psy.D. program or permission of the instructor.

PSYC 7238

Child Psychotherapy: 3-0-3

The general goal of this course is to provide graduate students, who are therapists in training, with a comprehensive overview of the theories and concepts of child psychotherapy. Prerequisite: Admission to the Psy.D. program or permission of the instructor.

PSYC 7239

Psychopathology: 3-0-3

Focuses on descriptions, hypothesized etiologies, and treatment modalities of major classes of mental disorders as classified by the Diagnostic and Statistical Manual of the American Psychiatric Association. Prerequisite: Admission to the Psy.D. program or permission of the instructor.

PSYC 7331

Advanced Developmental Psychology: 3-0-3

An examination of the major themes, theories, and research in developmental psychology.

PSYC 7332

Advanced Social Psychology: 3-0-3

Examines theory and research on selected topics in social psychology.

PSYC 7333

Psychotherapy Skills II: 3-0-3

Practice and practical application of the theories covered in PSYC 7433. Prerequisite: A minimum grade of "B" in PSYC 7232. Corequisite: PSYC 7433.

PSYC 7334

Couples and Family Psychotherapy: 3-0-3

Students will learn the theory and practice associated with couple and family psychotherapy, including basic principles of systems therapy, common factors and effective practice strategies in couple and family therapy, unique features of interrupting dysfunctional patterns of close relationships, and characteristics of healthy couples and families. Prerequisite: Admission to the PsyD program or permission of the instructor.

PSYC 7335

Assessment III: Personality Assessment: 3-0-3

This is the third course in the assessment series and focuses on measurement of personality constructs, attributes, and unique characteristics that organize and define an individual. Prerequisites: A minimum grade of "B" in PSYC 7234.

PSYC 7336**Child Psychopathology and Assessment: 3-0-3**

This course is oriented to teaching students the range of children's psychological problems, which are understood in the context of human development. A primary goal of the course will be to bridge the gap between research and practice. The course will teach application of a wide range of assessment procedures available to the generalist psychologist. Prerequisite: Admission to the PsyD program or permission of the instructor.

PSYC 7337**Clinical Health Psychology: 3-0-3**

Students will learn practical information and guidance on how to apply clinical health psychology research and techniques to make decisions and modify patients' behavior. Students will learn about the interaction of physical health with the individual's cognitive, emotional, behavioral, and social functions. Students will learn specific skills related to clinical health psychology. Prerequisite: Admission to the PsyD program or permission of the instructor.

PSYC 7390**Development of Original Research: 0-0-(1-6)**

Provides students with opportunity to develop an original research idea and implement it.

PSYC 7433**Foundations of Psychotherapy II: 3-0-3**

The focus of this course is to continue to study the major therapy systems, comparing them, contrasting them and looking for the bases of meaningful integration. Prerequisite: A minimum grade of "B" in PSYC 7232.

PSYC 7490**Foundations of Psychotherapy II: 3-0-3**

A directed study at the graduate level providing an examination and analysis of current literature pertaining to selected content areas in psychology.

PSYC 7531**Advanced Personality Psychology: 3-0-3**

This course provides an overview of classic personality perspectives, with in-depth investigation of current personality theories and research. Prerequisite: Admission to the Psy. D. program or permission of the instructor.

PSYC 7610**Research Seminar: 1-0-1**

An overview of ongoing research in the Department of Psychology designed to prepare students for the research requirements of the MS degree program.

PSYC 7621**Seminar in Teaching Psychology: 2-0-2**

Seminar in Teaching Psychology involves lecture, discussion, activities and homework designed to explore how to effectively teach psychology classes at the university level. Using readings from books and journals, along with personal experience, the class will discuss and apply issues such as how to plan effective lectures, test writing and grading, demonstrations, leading discussions, handling controversial issues, dealing with disruptive students, seeking out opportunities for experiential learning, and so on.

PSYC 7630**Clinical Seminar: 3-0-3**

Seminar provides the opportunity to research a clinical topic of current interest to the class and to present scholarly work before peers. Emphasis is on the development of skills in researching the literature, development of ideas through critical thinking, and oral and written presentation. May be repeated with different topics. Prerequisite: Permission of instructor.

PSYC 7633**Psychotherapy Skills III: Child and Family Interventions: 3-0-3**

This course focuses on the development of therapy skills and practices associated exclusively with children and families. Prerequisite: A minimum grade of "B" in PSYC 7238.

PSYC 7730**Practicum I: 3-0-3**

The general goal of Practicum I, II, and III is to provide graduate students, who are therapist in training, with additional support and "practice wisdom" while they are engaged in field work at various mental health settings. (These settings may include both on-campus and off-campus programs such as the GSU Psychology Clinic, GSU Counseling Center, Regents Center for Learning Disorders, outpatient community mental health centers, inpatient psychiatric/correctional/or residential treatment facilities). Prerequisite: Admission to the Psy. D. program or permissions of the instructor.

PSYC 7731**Practicum II: 3-0-3**

Continuation of Practicum I. Prerequisite: A minimum grade of "B" in PSYC 7730.

PSYC 7732**Practicum III: 0-0-3**

This course is a continuation of PSYC 7731. Prerequisite: A minimum grade of "B" in PSYC 7731.

PSYC 7733**Combined Group Practicum: 3-0-3**

This course will bring students in their first and second year of practicum into a peer supervision group focused on clinical practice, case management, and deepening of psychotherapeutic skills and techniques. Students will be engaged in field work at community mental health agencies during this course. Prerequisite: A minimum grade of "B" in PSYC 7731 or PSYC 9731 or permission of the instructor.

PSYC 7810**Research Experience: 0-0-(1-6)**

Student works with a faculty member on a research project in progress, obtaining experience and skills to enhance the student's understanding of the research process.

PSYC 7999**Thesis: 0-0-(1-6)**

Thesis.

PSYC 9235**History and Systems of Psychology: 3-0-3**

This course examines the development of experimental and clinical psychology with an emphasis on relating the development of current issues in psychology. Prerequisites: Admission to the Psy. D. Program or permission of the instructor.

PSYC 9331**Psychopharmacology: 3-0-3**

Designed to give the clinician in training a foundation in the use of drugs to treat mental disorders. Prerequisites: A minimum grade of "B" in PSYC 7236 and PSYC 7239.

PSYC 9731**Rural Practicum: 0-0-3**

This course provides supervised experience in psychological assessment and psychotherapy in rural settings. Students will be placed in rural clinical sites. May be repeated for a maximum of 12 hours. Prerequisites: Completion of at least 9 hours of practicum with grades of B or above.

PSYC 9735

Practicum in Supervision: 0-0-3

Provides supervised experience in the supervision of pre-master's degree graduate students in their psychological assessment and psychotherapy work. May be repeated for a maximum of 9 hours. Prerequisite: Completion of at least 18 hours of practicum with grades of "B" or above.

PSYC 9999

Dissertation: 0-0-(1-6)

Students are provided support and direction in completing the doctoral dissertation. The course provides guidance from both the dissertation supervising chair and the dissertation committee. The dissertation may consist of an empirical investigation, an in-depth clinical case study, or a theoretical work suitable for publication. Prerequisite: Admission to doctoral candidacy.

Public Health (COPH)

PUBH 4090

Selected Topics in Public Health: (1-3)-0-(1-3)

Allows the student the opportunity to receive specialized and/or focused instruction in a public health topic not generally offered by the College. Prerequisite: Permission of instructor.

PUBH 4890

Directed Individual Study: (1-3)-0-(1-3)

Provides the student with an opportunity to investigate an area of interest under the direction of a faculty mentor. Prerequisite: Permission of instructor.

PUBH 5520/5520G

Introduction to Public Health: 2-0-2

This course is designed to give students a foundation in the core functions of the population-based public health (assessment, policy development and assurance). In addition, this course will examine the 10 essential services of public health within these core functions. Defining effective public health practice and providing knowledge about the technical, social, and political parameters related to public health research and practice are goals for this class. Students will gain an understanding of public health as a broad area of work that applies the benefits of current biomedical, environmental, social, and behavioral knowledge in ways that maximize the health status of all populations.

PUBH 6134

Health Services Administration: 3-0-3

Examines the structure and functioning of the health care delivery system. Health care organizational components focused upon: hospitals, long-term care, ambulatory care, managed care, private and public insurance, public health, integrated delivery systems and other health care providers. Reviews principles of strategic management applied to health care organizations.

PUBH 6532

Environmental Health: 3-0-3

This course is a survey of specific environmental conditions and factors that contribute to the development of health problems in communities. Health effects, policy issues, intervention strategies and control programs for community environmental health protection are discussed.

PUBH 6533

Epidemiology: 3-0-3

This course provides an introduction to many important topics in epidemiology for public health practice, including but not limited to the evolution of the discipline, causal concepts in the natural history of disease, critical features of infectious and chronic diseases, elements of public health screening, basic measures used in epidemiology, design of epidemiologic investigations, consideration of random error and systematic bias, calculation and interpretation of confidence intervals and p values, discussion of confounding and interaction, criteria for evaluation of cause and effect relationships and the implications for ethical public health

practice. Students are expected to gain a foundation for the application of epidemiologic methods for exploration of the causes and conditions that influence the origin, propagation, mitigation, and prevention of diseases in population health.

PUBH 6534

Health Policy and Management: 3-0-3

The course provides a comprehensive introduction and overview to public health management and administration. The course context is based on managerial decision making and the practical knowledge, tools, processes and strategies required by organizational management. This course overviews the basics of administration, including public health law, human resources management, budgeting and financing, health information management, performance measurement and improvement, ethics, leadership, communication, media relations, and legislative relations in public health; introduced as processes are strategic planning, program development and evaluation, budget preparation, and constituency building for collaboration. Emerging areas of public health policy and management are also discussed as contexts to apply practical knowledge, tools and strategies.

PUBH 6535

Social and Behavioral Sciences and Public Health: 3-0-3

This course is designed to familiarize students with the history and current applications of social and behavioral sciences as they are applied to public health practice and research. It explores social and behavioral science models, theories, and approaches that inform public health, and their philosophical roots. The course also examines social and behavioral determinants of health equity across the ecological spectrum. Emphasis is placed on critical thinking skills to help students synthesize and utilize information in research and practice. An important contribution of this course is the emphasis on recognizing the contributions of social and behavioral science research and practice to enhanced public health.

PUBH 6541

Biostatistics: 3-2-4

This course examines statistics in public health and related health sciences, including sampling, probability, basic discrete and continuous distributions, descriptive statistics, hypotheses testing, confidence intervals, categorical data analysis, regression, and correlation. Emphasis will be on the development of critical thinking skills and health data analysis applications with computer software.

PUBH 7090

Selected Topics in Public Health: (1-3)-0-(1-3)

Allows the student the opportunity to receive specialized and/or focused instruction in a public health topic not generally offered by the department. Prerequisite: Permission of instructor.

PUBH 7790

Practicum in Public Health: 0-(7-20)-(1-4)

Permits the student to receive practical experience in a selected public health-related setting. Prerequisite: Permission of instructor.

PUBH 7890

Directed Individual Study: (1-3)-0-(1-3)

Provides the student with an opportunity to investigate an area of interest under the direction of a faculty mentor. Prerequisite: Permission of instructor.

PUBH 7991

Public Health Capstone Research Project: 0-(1-3)-(1-3)

Requires the completion of an independent research project in the preferred field requiring the defense of the design, methods, analysis, and interpretation of the data. Prerequisite: Permission of instructor.

PUBH 7999

Thesis: 0-(3-18)-(1-6)

Requires the completion of an independent research project in the preferred field requiring the defense of the design, methods, analysis and

interpretation of the data. Prerequisite: Permission of Graduate Program Director.

PUBH 8130

Advanced Topics in Biostatistics: 3-0-3

This course provides an overview of advanced biostatistical descriptive and inferential methods including multiple regression, logistic regression, longitudinal data, survival analysis, and repeated measures with applications to public health and biomedical studies. Emphasis will be placed on developing statistical reasoning and critical thinking skills in addition to programming skills using statistical software (SAS) to analyze public health and biomedical data.

PUBH 8132

Environmental and Occupational Health: 3-0-3

This course is designed to reinforce basic concepts of environmental and occupational health. Students will be exposed to the current impact of potential environmental and occupational health and safety hazards. Students will also be exposed to current concepts associated with environmental and occupational regulatory standards, assessment protocols, sampling and monitoring techniques, and remediation strategies.

PUBH 8133

Epidemiologic Methods: 3-0-3

An advanced epidemiology class designed to reinforce epidemiological concepts, as well as build a foundation for epidemiologic research in public health practice. Specific course content includes observational and experimental epidemiologic research methods. Emphasis will also be placed on appropriate analytic techniques necessary for biostatistical inference.

PUBH 8134

Health Economics, Policy and the Political Process: 3-0-3

Foundational economic and specific health economic theory, trends, market issues, and applications are presented to include health insurance and payment theory, processes, and applications. Comparison between rational and irrational theory is explored. Evolution of health policy, considering past, current and future major legislation and executive directives, are explored within the political process.

PUBH 8136

Theoretical Perspectives of the Social and Behavioral Sciences in Public Health: 3-0-3

This course will explore social and behavioral science theories, models, and approaches that inform public health research and practice, as well as their philosophical foundations. With emphasis on an ecological perspective, students will apply relevant theories to understanding community health issues and to developing interventions. The course also examines social and behavioral determinants of health equity across the ecological spectrum. In this course students will gain an enhanced understanding of the contributions of the social and behavioral sciences to Public Health.

PUBH 9130

Professional Seminar in Biostatistics: 3-0-3

This course focuses on study design and sampling methods as well as data analysis of small and large, national and local health surveys and vital statistics in order to gain experience describing data using effective graphical and numerical methods. Students will use statistical software (SAS) to analyze data originating from various survey designs, including data from experimental designs such as parallel, longitudinal studies that involve several treatment or intervention groups. Students will work in groups on data analysis projects and case studies in order to be exposed to others' expertise in different areas of public health and to learn effective collaboration. Readings from the literature in public health and biomedical studies will be analyzed and critiqued so that students will gain experience in distinguishing effective data analysis techniques. Emphasis will be placed on the development of critical thinking skills, statistical reasoning, and collaboration. Prerequisite: A minimum grade of "B" in PUBH 8130.

PUBH 9132

Community-Based Research in Public Health: 3-0-3

This course will familiarize students with concepts, issues, and skills needed to conduct community-based Public Health research. Emphasis will be placed on utilizing qualitative, quantitative, and mixed methods within an ecological theoretical framework. Students will gain an understanding of the Community-Based Participatory Research (CBPR) approach, amongst others. Power-based issues in research relationships and the ethics of community-based research will be discussed. Students will learn advocacy skills to catalyze community-level intervention and structural change based on research findings.

PUBH 9135

Public Health, Funding and Grantsmanship: 3-0-3

This course will review the major sources of funding for public health programs, including public and private sources, and the components of successful funding proposals. Students will gain experience in writing funding proposals and creating program budgets. Students will learn appropriate techniques to planning and writing research grants for large-scale and small-scale community projects. As a part of this process, students will learn effective means of locating and soliciting funding agencies responsible for financing public health activity.

PUBH 9790

Doctoral Preceptorship in Public Health: 0-(1-6)-(1-6)

The doctoral preceptorship/field experience consists of 250 hours of field experience under the joint direction of a public health faculty member and a qualified specialist working in selected areas of public health. A written report specifying activities, products, and outcomes of the experience is required upon completion of the preceptorship. Prerequisite: Doctoral student standing and permission of instructor.

PUBH 9999

Dissertation: 0-(1-9)-(1-9)

The doctoral dissertation is a culminating experience that requires the student to synthesize and integrate knowledge and apply theory and principles learned to an area of public health practice within the area of concentration. A written product must be submitted and must take the form of a manuscript that is suitable for publication in a national-level public health journal, a grant proposal, a technical report, a case analysis, or other similar document. The dissertation must also be presented and successfully defended before the faculty. Prerequisite: Permission of the Advisor.

Reading (COE)

READ 0099

Academic Reading: 4-0-4

Designed to prepare students to process academic information effectively and efficiently in university reading-intensive courses through the use of reading, reactive writing, and learning strategies. Emphasizes advanced reading comprehension techniques that facilitate the interpretation of printed academic materials. Students are encouraged to pursue reading as an ongoing, interactive, critical thinking process. Audit or institutional credit only.

READ 2230

Cognition and Language: 3-0-3

This course examines cognition and language and the relationships between the two systems. The course presents language as a special form of thinking and communication and as a complex, living, changing system. The course explores relevant theories of cognitive and language development and traces development from infancy to adolescence. The course emphasizes practices that promote specific language and cognitive competencies and explores their utilization in various contents and with learners representing language diversity. Prerequisite: Sophomore standing.

READ 3235

Cognitive and Language Development of the Child with Special Needs: 3-0-3

This course will examine cognitive and language development from infancy to adolescence with an emphasis on children with special needs. Language and cognitive development in children with brain damage, deafness, autism and various other cognitive disorders will be studied, as well as language development in children from diverse backgrounds, with a focus on preparing pre-service special education teachers to better meet the communicative needs of their students. Prerequisite: SPED 3130.

READ 3330

Content Literacy: 3-0-3

Addresses the development of reading and writing skills needed by students in grades 4-12. Instructional strategies focus on application of literacy skills in content subjects. Prerequisite: Admission to Teacher Education Program.

READ 4090

Selected Topics in Reading: (1-3)-0-(1-3)

Designed to provide specialized course work to meet the needs of students. Attention will be directed toward a wide range of topics as they relate to reading education. Repeatable up to 6 credit hours.

READ 4131

The Teaching of Reading: 3-0-3

Provides an overview of the basic program of reading instruction for the developmentally average child with special emphasis on adjustments and adaptations for students with special needs. Considers the stages of a child's reading development, as well as teaching and assessment techniques. Includes activities that foster the development of reading strategies, integration of the use of technology in literacy instruction, familiarity with current reading resources, and familiarity with approaches and models of instruction. Prerequisite: A minimum grade of "C" in READ 2230.

READ 4232

New Literacies and Technology: 3-0-3

This course provides an overview of the intersections between new technology-based literacies and school-based literacies. We will also examine how recent innovations in technology education have affected our definitions of literacy, both in- and outside of school, and discuss both the positive and negative effects of "new 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: A minimum grade of "C" in READ 2230.

READ 4233

Literacy: Assessment and Instruction: 3-0-3

This course examines literacy difficulties encountered by children in the classroom. It emphasizes a diagnostic-prescriptive approach to instruction which utilizes multiple indicators of literacy performance. Using data from individual cases, students practice problem solving strategies as they relate to classroom situations. Students assess literacy performance, analyze available information, and plan instruction. Prerequisite: ECED 3262 or READ 4131.

READ 7090

Selected Topics in Reading: (1-3)-0-(1-3)

Topics in Reading is designed to serve dual purposes: 1) it allows the department to respond to specific needs of area schools, and 2) it allows the department to respond to current issues and trends in reading education with topical courses. Prerequisite: Permission of instructor.

READ 7131

Approaches to Reading Instruction: 3-0-3

Provides an overview of the basic program of reading instruction. Includes activities that foster the development of strategic readers, familiarity with current reading resources, integration of technology into literacy education, and familiarity with approaches to and models of instruction. Considers the stages of an individual's reading development, as well as effective teaching strategies, assessment techniques, and organization for instruction.

READ 7132

Diagnosis and Correction of Reading Difficulties: 3-0-3

A study of the diagnosis and remediation of reading difficulties in P-12 contexts. Provides experiences in the use of diagnostic techniques and remedial procedures involving pupils with reading difficulties. Prerequisite: READ 7131.

READ 7230

Issues and Trends in Reading: 3-0-3

Designed to investigate the current issues and trends in reading instruction across levels P-12. Emphasis will be on the critical analysis of research literature that is related to the current practices and trends in the teaching of reading. Prerequisite: READ 7131, READ 7132, and READ 7330.

READ 7330

Reading in Content Areas: 3-0-3

Addresses the development of reading skills needed by students in grades P-12. Instructional strategies are presented and designed to help students transfer literacy skills into content areas.

READ 8130

Advanced Diagnosis and Correction of Reading Difficulties: 3-0-3

Involves a continued in-depth study of the administration and interpretation of reading and reading-related diagnostic strategies and of corrective and remedial strategies appropriate to the needs determined through diagnosis. Focus is on individuals experiencing substantial reading difficulties in P-12 settings. Prerequisite: READ 7132.

READ 8230

Organization and Supervision of Reading Programs: 3-0-3

A study is made of a balanced reading program and the relationship of the reading program to the total curriculum. Prerequisite: READ 7131.

READ 8839

Field Project in Reading: 1-2-3

Designed to enable students to design, organize, and report an instructional improvement research project implemented in reading. Prerequisite: EDUR 8434.

READ 8890

Directed Individual Study: (1-3)-0-(1-3)

The Directed Individual Study provides an opportunity for a student to pursue an area of interest not covered by any existing courses in a guided, independent format. The student is responsible for defining an area of study, course objectives, activities and assessment procedures and identifying a graduate faculty member in the Reading Program who will supervise the study. Prerequisite: Permission of instructor.

Recreation (CHHS)

RECR 1530

Foundations of Recreation and Leisure: 3-0-3

Historical examination of the leisure services profession; sociological, economic, psychological, political, and technological considerations for the delivery of leisure and recreation services in contemporary society.

RECR 2530

Leadership and Programming in Leisure Service: 3-0-3

Provides a basic understanding of the practice and theory of recreation program development and leadership in various service settings. Covers the process of recreation programming, principles of leadership, meeting the needs of a diversity of participants, and the implementation of programs and activities.

RECR 3130**Introduction to Therapeutic Recreation: 3-0-3**

An overview of the models of therapeutic recreation practice. Students will demonstrate an understanding of the underlying philosophical and historical underpinnings for the therapeutic recreation profession. Students will demonstrate knowledge of the rationale for the inclusion of therapeutic recreation in the health care delivery system. Students will demonstrate an understanding of the etiology of disease with the specific implications for the provision of therapeutic recreation service delivery.

RECR 3135**Therapeutic Recreation Practice Concepts: 3-0-3**

Concepts related to the practice of therapeutic recreation. Students will demonstrate an understanding of the professional organizations and their associated standards of practice; legislation impacting on the provision of TR services; reimbursement issues; and the management of therapeutic recreation services.

RECR 3230**Adventure Education: 3-0-3**

Foundation of adventure education, philosophy, ethics, benefits, theoretical underpinnings, research, model programs, and use of adventure education programs for the delivery of services to an expanding clientele base.

RECR 3235**Introduction to Natural and Cultural Resource Management: 3-0-3**

The history, philosophy, policies, and laws associated with natural and cultural resource management, and to ecological and heritage preservation concepts as they apply to resource management.

RECR 3236**Planning Recreations Areas and Facilities 3-0-3**

Basic understanding of the principles and procedures for planning, designing, and operating recreation and park areas and facilities.

RECR 3335**Dynamics of Tourism: 3-0-3**

Fundamental understanding of the dynamics and components to tourism and the tourism industry from the historical and applied perspectives.

RECR 3336**Heritage Tourism: 3-0-3**

Examines the managerial issues and promotional techniques required for the effective operation of heritage-based tourism and leisure service entities. Prerequisite: Completion of Area F requirements.

RECR 3337**International Tourism: 3-0-3**

Introduces the student to the field of international tourism from the social, scientific and applied perspectives, including such concepts as: tourist motivation, foreign exchange, migration, deviant practices associated with international tourism, and the phenomena of tourist-host relations.

RECR 3430**Conference and Event Planning: 3-0-3**

An overview of principles and practices specific to meetings and events, such as conferences, conventions, festivals, and workshops. Principles and practices related to site selection, transportation, food and beverage, exhibits, special program features, social functions, and evaluations will be addressed.

RECR 3530**Attraction and Tourism Management Consortium: 3-0-3**

Utilizes an intensive one-week field school methodology and provides students with an exposure to, and understanding of, the various attractions and infrastructure that comprise a working tourism system. Students will explore and understand a variety of managerial issues pertinent to the operation of specific attractions within the tourism system.

RECR 4110**Professional Development in Recreation: 1-0-1**

Provides students with the opportunity to practice and develop skills related to becoming a professional in the Recreation Field. Specifically, students will experience opportunities for networking, participate in professional Recreation meetings, develop cover letter and resume skills, develop interview skills, and initiate the internship process via researching multiple sites, contacting appropriate sites, and selecting an emphasis area specific site for internship. Prerequisites: A minimum grade of "C" in RECR 1530 and RECR 2530.

RECR 4130**Assessment and Documentation in Therapeutic Recreation: 3-0-3**

Provides students with knowledge related to the systems approach to the clinical concepts of therapeutic recreation. Students will demonstrate an ability to conduct assessments, document on outcomes, and participate in comprehensive program planning.

RECR 4135**Therapeutic Recreation Intervention Techniques: 3-0-3**

Provides students with the ability to utilize various intervention techniques. Students will demonstrate the ability to conduct activity and task analysis. Students will demonstrate an understanding of adaptive equipment and leisure education. Students will demonstrate an understanding of advocacy.

RECR 4230**Resource Management and Interpretation: 3-0-3**

An overview of principles and practices associated with effective management of recreation users in natural and cultural resource settings and with the concepts and techniques of interpretation.

RECR 4430**Financial and Legal Dimensions of Recreation: 3-0-3**

A basic understanding of techniques of financing and budgeting, and a knowledge of legal, legislative, and risk management concepts as they relate to recreation service delivery. Prerequisites: A minimum grade of "C" in RECR 1530 and RECR 2530.

RECR 4435**Managing Recreation Organizations: 3-0-3**

An understanding of organizational behavior, human resources management, ethical principles, and professional issues as they impact the delivery of recreation services. Prerequisite: A minimum grade of "C" in RECR 1530.

RECR 4530**Marketing Recreation Services: 3-0-3**

An understanding of marketing techniques and strategies as they apply to the delivery of recreation services, including knowledge of public relations and promotion strategies. Prerequisites: A minimum grade of "C" in RECR 1530 and RECR 2530.

RECR 4536**Evaluation and Research: 3-0-3**

A basic understanding of research and evaluation methods, design, analysis, interpretation, and report writing; and the ability to conduct, present, evaluate, and utilize research on recreation. Prerequisites: A minimum grade of "C" in RECR 1530 and RECR 2530.

RECR 4790**Internship: 12-0-12**

A sixteen-week supervised work experience related to student's emphasis area which allows application of classroom knowledge and theory to practice. Prerequisites: Total Institution GPA of 2.0 or better, completion of major core requirements, area of emphasis, non-recreation courses, 200 hours of community service, and permission of advisor.

RECR 4830

Selected Topics in Recreation: 0-0-3

Provides the student with the opportunity to study contemporary topics and issues relevant to the recreation and leisure profession in an individual setting. The student will be able to work with faculty in a rigorous, closely directed, research or exploratory environment.

RECR 6030

Selected Topics in Recreation and Sport: 3-0-3

Provides the student with the opportunity to study contemporary topics and issues relevant to recreation and sport administration.

RECR 6230

Computer Applications in Recreation and Sport Management: 3-0-3

Provides students with the ability and opportunity to apply intermediate and advanced computer skills using contemporary software applications.

RECR 7230

Research Methods and Statistical Applications in Recreation and Sport Management: 3-0-3

An operational understanding of research, evaluation methods, and statistical applications. The goal of this course is to produce intelligent consumers of research based information and to give students the opportunity to prepare for advanced graduate study.

RECR 7235

Issues and Trends in Recreation: 3-0-3

A critical understanding of the current and anticipated problems and trends in the field of recreation with particular emphasis on solutions, established and predicted, to address these problems and trends.

RECR 7236

History and Philosophy of Leisure and Sport: 3-0-3

A critical inquiry into the history and philosophies of leisure and sport to gain an understanding of the concepts surrounding, and operation of, the modern leisure and sport industries.

RECR 7237

Recreation Management: 3-0-3

An overview of recreation management with a focus on organizational behavior, personnel management, public relations, marketing, public finance, and politics and power structures in recreation and leisure service settings.

RECR 7790

Internship: 0-0-9

Provides an opportunity for a full time, 40 hour week, 15 week professional experience. Students will work in a supervised organizational setting within the Parks and Recreation, or related, profession. Prerequisite: Completion of all graduate course work.

RECR 7830

Directed Individual Study: 0-0-3

Students have an opportunity to pursue an independent recreation research project or to work with a faculty member as part of a research team.

RECR 7999

Thesis: (1-6)-0-(1-6)

Opportunity to conduct an independent research project in the preferred field of recreation, requiring the development of a thesis proposal, the execution of appropriate research, the analysis of results, and the development of a written product.

Regional Economic Development (COBA)

REDV 3130

Introduction to Regional Economic Development: 3-0-3

This course provides an overview of regional economic development programs and provides guidelines for the regional development planning process. The course addresses the regional economic development profession and associated career opportunities and discuss tools used in economic development efforts. The course requires a service project in which the student works with an outside economic development agency to apply the theories and techniques learned in class. Prerequisite: A minimum grade of "C" in ECON 2105.

REDV/ECON 4131

Applied Econometrics and Regional Analysis: 3-0-3

The course outlines analytical and empirical tools used by the contemporary economic development specialist and economist. The methodology of data collection and estimation of regression models are introduced. Moreover, the course covers methods of forecasting, linear programming, derivation of impact multiplier analysis, and cost-benefit analysis. Prerequisite: A minimum grade of "C" in ECON 2106, and BUSA 3131 or STAT 2231.

REDV/ECON 4431

Economic Development: 3-0-3

This course examines the economic and social challenges faced by rural areas of the United States and developing countries. The main concern is on what resources rural economies have, and how these resources can be used to sustain economic development. Special attention is given to economic development strategies that emphasize equity in distribution as a goal as well as access to resources by a wide cross-section of citizens. Prerequisites: A minimum grade of "C" in ECON 2105 and ECON 2106.

REDV 4730

Regional Economic Development Field Project: 3-0-3

The student will work under the supervision of both an advising faculty member and an economic development professional on a specific, well-defined economic development activity for a local business or governmental unit. Prerequisite: REDV 4131 and prior approval of the department chair.

REDV 4830

Special Problems in Regional Economic Development: 3-0-3

Students have the opportunity to pursue studies at a level or in topics not covered in scheduled courses. The scope and nature of the material covered is determined in consultation with the faculty sponsor. Prerequisites: REDV 3130, Junior standing, and permission of director.

REDV 4890

Directed Study in Regional Economic Development: 3-0-3

Designed for independent study and research in selected areas of regional economic development under faculty supervision. Prerequisites: REDV 3130; Permission of director.

Religious Studies (Interdisciplinary)

RELS 2130

Introduction to Religion: 3-0-3

Introduction to definitions, perspectives, and methods used in religious studies, as well as, to the varieties of religious issues and expressions.

RELS 3030

Selected Topics: 3-0-3

Selected topics in religious studies.

RELS/PHIL 3131

World Religions: 3-0-3

The teachings concerning people and their relations to God and the world found in the major world religions. Judaism, Christianity, Islam, Hinduism, Confucianism, Jainism, and Buddhism are among the religions studied.

RELS/HIST 3139**History of Religion in the U.S.: 3-0-3**

A survey and analysis of the major religious patterns in the United States with special attention given to belief systems, institutional forms, social composition, and historical development.

RELS/PSYC 3231**Psychology of Religion: 3-0-3**

An introduction to the literature of the psychology of religion, including the functions of religiousness, types of religious experiences, religious motivation, and the relationship between religion and mental health. Prerequisite: PSYC 1101.

RELS/HIST 3233**The Early Church: 3-0-3**

How did Christianity turn from an illegal, persecuted cult into the official religion of the Roman empire? The course will focus on the first five hundred years of the Christian church: its development, doctrine, and especially its relationship with the ancient civilizations of the Mediterranean world (Greece, Rome, and the Near East).

RELS/HIST/INTS 3250**The Muslim World to Tamerlane: 3-0-3**

A study of the rise of Islam in the seventh century and of the various Muslim societies that arose prior to the fifteenth century from the Iberian Peninsula to South Asia.

RELS/HIST/INTS 3251**The Muslim World Since Genghis Khan: 3-0-3**

A study of the global reach of Islam since the thirteenth century. The focus is on how Muslim societies have dealt with the precipitous decline in their well-being since their pinnacle of influence in the seventeenth century.

RELS 3330**Introduction to the Hebrew Bible: 3-0-3**

This course is designed to introduce the student to the fundamental ideas, themes, and trajectories in the Hebrew Bible. We shall examine the various historical, cultural, and religious contexts of the Hebrew Bible as far as this is possible, and seek to broaden our understanding of the various claims of the text, and in turn to stimulate questions and reflections on contemporary relevance. Close attention will be paid to the reading and interpretation of the text.

RELS/HIST 3334**Christian Europe 450-1750: 3-0-3**

The major theme of this course is the development of various Christian traditions in Europe from the early middle ages to the Enlightenment. Topics include the spread of Christianity, formation of distinct Christian churches, and the many wars fought in the name of Christianity.

RELS 3335**Introduction to the New Testament: 3-0-3**

This course introduces the fundamental ideas, themes, and trajectories represented in New Testament texts. We shall examine the historical, cultural, and religious contexts of the New Testament and broaden our understanding of the various claims of its texts. We shall also question and reflect upon the New Testament's contemporary relevance. Close attention will be paid to the texts.

RELS/PSYC 3336/3336H**Humanistic and Transpersonal Psychology: 3-0-3**

This course will focus on humanistic and transpersonal approaches to psychology, those "third" and "fourth" forces that offer a view of the person which goes beyond that offered by positivistic behavioral theory or by classical psychoanalytic theory. Prerequisite: PSYC 1101.

RELS/PHIL 3635**Existentialism: 3-0-3**

A study of the existentialist movement in philosophy from its origins to the present, showing how and why the movement began, what its authors

advocate, and how it has been assessed by contemporary critics. Readings will include selections from Kierkegaard, Jaspers, Heidegger, Sartre, and others.

RELS/HIST 4336**Science and Religion: 3-0-3**

Examines the interactions between science and religion from ancient times to the present.

RELS/ANTH 4337**Folklife and Folk Religion: 3-0-3**

A survey of ritual, sacred narrative, storytelling, art, music, and other expressive forms found in folk communities. Examines the creation and persistence of religious tradition in informally constituted settings, both in the United States and internationally.

RELS/PHIL 4632**Philosophy of Religion: 3-0-3**

An in-depth examination of religious teachings and basic philosophical problems associated with them. Topics considered will include creation, salvation, life after death, the origin of evil, religious experience, and God.

RELS 4890**Seminar in Religious Studies: 3-0-3**

Seminar in Religious Studies.

RELS/SOCI 5133/5133G**Sociology of Religion: 3-0-3**

Focuses on the human (especially social) aspects of religious belief and practice. Various religious groups will be examined to identify how they organize their collective religious expressions. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite: SOCI 1101.

RELS/HIST 5332/5332G**The Reformation: 3-0-3**

Focuses on the breakup of western Christian unity in the sixteenth century, particularly on the formation of Lutheran and Calvinist denominations and the social, political, and economic consequences for all Europe through the seventeenth century. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

RELS/COML/ENGL 5530/5530G**The Bible as Literature: 3-0-3**

A study of the literary dimension of the English Bible. Major emphasis is upon the literary themes, types, personalities, and incidents of the Old and New Testaments. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: A minimum grade of "C" in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or ENGL 2232 (not taken as a prerequisite).

Regents' Review Courses**RGTE 0199****Regent's Writing Skills: 2-0-2**

This course is intended to ensure that all graduates of USG institutions possess certain minimum skills in writing. Students learn to evaluate their own writing strengths and weaknesses and work on improving their writing skills so that they are able to write an essay meeting the Regents' criteria. Required of all students who have earned 45 or more hours without passing or exempting the Regent's Test essay. Not open to ESL students or students with fewer than 45 hours. Audit or institutional credit only.

RGTR 0198**Regents' Reading Skills: 2-0-2**

This course is intended to ensure that all graduates of USG institutions possess certain minimum skills in reading comprehension. Students work on improving their comprehension of material drawn from a variety of subject

areas (social science, natural science and humanities) with various modes of discourse (exposition, narration and argumentation). Critical thinking and the following four major aspects of reading are emphasized: vocabulary in context, inferential and literal comprehension, and analysis. Required of all students who have earned 45 or more hours without passing or exempting the Regent's Test reading. Not open to ESL students or students with fewer than 45 hours. Audit or institutional credit only.

Secondary Education (COE)

SCED 3237

Science Methods: 2-3-3

Designed to assist students in understanding the purpose of science in the secondary school curriculum and becoming familiar with 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 of skills and on developing strategies to facilitate working with the diverse student populations present in public schools. Prerequisite: Admission to Teacher Education Program. Corequisites: SCED 4138 and EDUF 3234.

SCED 3337

Methods of Teaching Language Arts in the Secondary School: 2-3-3

A study of methods and materials appropriate in teaching composition, literature, and oral expression in the secondary school English program. Emphasis will be placed on the writing process, teaching grammar through writing, and literature for grades 7-12. Includes a field-based component which requires teaching language arts in a secondary school classroom. Prerequisite: Admission to Teacher Education Program. Corequisites: SCED 4138 and EDUF 3234.

SCED 3437

Social Science Methods: 2-3-3

A study of the social sciences in the secondary schools with emphasis on curriculum issues, planning social science instruction, methods and materials appropriate for older adolescents and topical issues in teaching social sciences. Includes a field-based component which requires teaching social science in a social science in a secondary school classroom. Prerequisite: Admission to Teacher Education Program. Corequisites: SCED 4138 and EDUF 3234.

SCED 3537

Methods of Teaching Mathematics in Secondary School: 2-3-3

A study of teaching methods and materials, curriculum content, and trends in secondary school mathematics. Prerequisite: Admission to Teacher Education Program. Corequisites: SCED 4138 and EDUF 3234.

SCED 4137

Methods of Teaching in the Secondary School: 2-3-3

This course is designed to assist students in understanding planning and teaching practices in the secondary school and in becoming familiar with best practices in secondary instruction. Skills are developed in planning, conducting, and evaluating instruction using classroom and practicum experiences. Major emphasis is placed on planning, presentation, and assessment skills, and on developing strategies to facilitate working with the diverse student populations present in public schools. Prerequisite: Admission to Teacher Education Program. Corequisites: SCED 4138, SCED 4731, and EDUF 3234.

SCED 4138

Secondary Curriculum: 3-2-3

Addresses the linear curriculum design model for use in designing secondary school curriculum. Emphasis is placed on designing an instructional unit focusing on the selection of appropriate learning objectives related to specific knowledge and skills, selection of interactive learning activities and appropriate assessment of student progress. Consideration is given to research based effective teaching behavior. Includes a field-based component which requires planning and teaching an instructional unit in a secondary school classroom in the student's teaching field. Prerequisite:

Admission to Teacher Education Program. Corequisite: SCED 4137, SCED 4731, and EDUF 3234.

SCED 4731

Secondary School Practicum: 0-3-3

This supervised practicum is a field-based teaching experience in a secondary school classroom. Candidates will complete structured observations and plan and teach an instructional unit in one's teaching field. Emphasis is placed on lesson and unit planning, a variety of instructional strategies and use of instructional technology, and professional reflection. Prerequisites: Admission to Teacher Education program. Corequisites: SCED 4137, SCED 4138, and EDUF 3234.

SCED 5799/5799G

Student Teaching in Secondary Education: 0-40-9

A period of guided teaching during which the student, under the direction of a cooperating teacher, takes increasing responsibility for leading the school experiences of a given group of learners over a period of consecutive weeks and engages more or less directly in many of the activities which constitute the wide range of a teacher's assigned responsibilities. Prerequisites: Completion of the teaching field and professional education courses and admission to the Student Teaching Program.

SCED 6131

Curriculum for Secondary Education: 3-0-3

This course is designed to assist teacher candidates in understanding curriculum design, instructional planning and teaching practices in the secondary school and in reflecting on best practices in secondary instruction. Emphasis is placed on planning, presentation, and assessment skills, as well as developing strategies for working with the diverse student populations present in schools. Candidates will design an instructional unit focusing on the selection of appropriate learning objectives related to specific knowledge, skills, and dispositions in one's teaching field; selection of interactive learning activities and resources - including multiple technologies--; and the use of appropriate assessments of student learning. Prerequisite: Admission to Teacher Education Program.

SCED 8633

Seminar in Secondary Education: 3-0-3

A capstone course for the M.Ed. in each of the secondary education programs. Emphasis is placed on a study of the historical and contemporary research, instruction, and recommended practices for effective secondary schools. Current trends and issues in secondary education will be examined. A field-based study is included in the course. Prerequisite: MAT Secondary Education candidates must have completed SCED 6131 with a minimum grade of "C".

Sport Management (CHHS)

SMGT 2130

Introduction to Sport Management: 3-0-3

Introduces students to the meaning of sport management in terms of its scope, foundations, issues and future trends. Examines the job responsibilities and competencies required of sport managers in a variety of sports, or sport-related organizations. Also provides the student with an overview of the different facets and career opportunities available in the field of sport management.

SMGT 2230

Social Issues of Sport: 3-0-3

Helps the student understand the social aspect of sport. Specifically, examines such topics as how social phenomena affect sport participation and behavior, and how the dynamic nature and diverse parameters of society affect the sport industry.

SMGT 3230

Economics of Sport: 3-0-3

Examines major economic issues in the sport industry and introduces the methodology of economics that can be used to analyze these issues. Prerequisites: A minimum grade of "C" in ACCT 2030, ECON 2105,

SMGT 2130, SMGT 2230, STAT 2231; and RECR 2330 or CISM 1120 and CISM 1110.

SMGT 3236

Financial Management of Sport: 3-0-3

Examines the fundamental concepts and theories of finance applicable to the field of sport management. Prerequisites: A minimum grade of "C" in ACCT 2030, ECON 2105, SMGT 2130, SMGT 2230, STAT 2231; and RECR 2230 or CISM 1120 and CISM 1110.

SMGT 3237

International Sport Management: 3-0-3

An in-depth examination of the nature and role of sport in contrasting cultures and the matters of sport governance that cross national boundaries as well as the possibilities of formulating reform measures in sport policy and practice around the world. Prerequisites: A minimum grade of "C" in ACCT 2030, COMM 2332, ECON 2105, RECR 2330, SMGT 2130, SMGT 2230, and STAT 2231.

SMGT 3238

Management of Sport Organizations: 3-0-3

Introduces the student to the operation of actual sport enterprises. Prerequisites: A minimum grade of "C" in ACCT 2030, ECON 2105, SMGT 2130, SMGT 2230, STAT 2231; and RECR 2330 or CISM 1120 and CISM 1110.

SMGT 3330

Sport Promotion and Marketing: 3-0-3

Focuses on the application of marketing principles and practices to the sport industry. Prerequisites: A minimum grade of "C" in MKTG 3131, ACCT 2030, ECON 2105, SMGT 2130, SMGT 2230, STAT 2231; and RECR 2330 or CISM 1120 and CISM 1110.

SMGT 4090

Selected Topics in Sport Management: (1-3)-0-(1-3)

Provides a student with in-depth study of selected topics in Sport Management. Prerequisite: Permission of instructor.

SMGT 4330

Facility and Event Management: 3-0-3

Addresses the principles and procedures involved in sports facility and event management. Special emphasis will be given to sports event planning, production, and evaluation. Prerequisites: A minimum grade of "C" in ACCT 2030, ECON 2105, SMGT 2130, SMGT 2230, STAT 2231; and RECR 2330 or CISM 1120 and CISM 1110.

SMGT 4336

Sport Business Operations: 3-0-3

Teaches the student to use modern computerized programs used in the operations of the sport industry and the policies and procedures that govern their use. Prerequisites: A minimum grade of "C" in ACCT 2030, ECON 2105, SMGT 2130, SMGT 2230, STAT 2231; and RECR 2330 or CISM 1120 and CISM 1110.

SMGT 4337

Legal Aspects of Sport: 3-0-3

Helps the student understand the legal aspects of negligence, intentional torts, the essentials of contracts, and elements of constitutional law as they apply to the sport industry. Helps the student understand risk management in the sport industry. Prerequisites: A minimum grade of "C" in ACCT 2030, ECON 2105, SMGT 2130, SMGT 2230, STAT 2231; and RECR 2330 or CISM 1120 and CISM 1110.

SMGT 4338

Sport Policy Development: 3-0-3

Helps the student understand the modern administrative issues in the administration of sport related businesses. The course will focus on many of the most demanding legal concerns of running sport businesses. Prerequisites: A minimum grade of "C" in ACCT 2030, ECON 2105,

SMGT 2130, SMGT 2230, STAT 2231; and RECR 2330 or CISM 1120 and CISM 1110.

SMGT 4630

Baseball and American Culture: 3-0-3

This course is designed to provide students with an overview of the history of baseball in America, and relate the historical events and phenomena to American culture. Course work will relate class topics to historical and contemporary social, cultural, economic, and political issues. Course content will consist of lectures, readings, class discussion, video and other presentations.

SMGT 4735

Sport Management Internship: 0-40-12

The student is involved in a full-time (40 hours per week) external working experience with a host sport organization. The internship allows the senior student an opportunity to receive practical experience in a selected sport management-related setting. Prerequisites: Completion of main core requirements and permission of advisor. Requires a 2.25 GPA to enroll (reduced from 2.5). Students who do not meet 2.25 requirement may complete twelve (12) hours approved course work as substitute for the internship, with approval of department chair.

SMGT 4899

Directed Individual Study: (1-6)-0-(1-6)

Provides the student with the opportunity to investigate an area of interest under the direction of a faculty mentor. Prerequisite: Permission of instructor.

SMGT 6030

Selected Topics in Sport Management: 3-0-3

Provides students with the opportunity to study contemporary topics and issues relevant to the sport management profession.

SMGT 6131

Management of Personnel in Sport: 3-0-3

This course is a study of people at work and the accompanying attitudes, behaviors, and skills that employees exhibit during the work process. The goal of the course is first for students to understand and recognize specific workplace behaviors/attitudes and second, for students to learn various approaches to managing these behaviors/attitudes. Additionally, special attention is given to the management of volunteers in the sport industry.

SMGT 6132

Current Issues in Sport Administration: 3-0-3

This course provides insight into the past, current, and future trends in the field of sport administration. Emphasis will be placed on comprehension, assessment and problem resolution. Administrative theory and function, as well as cultural, social, legal and economic factors; and professional practices and applications within the field of sport administration are analyzed and applied to current issues and trends in the industry.

SMGT 6133

Consumer Behavior in Sport: 3-0-3

Sport spectating is an extremely popular activity in the United States and little is known about the theoretical nuances that determine spectator behavior in sport. This course is intended to provide students with comprehensive coverage of sport spectator consumer behavior. Various models and paradigms relevant to sport spectator consumption behavior will be examined.

SMGT 6134

Sport Sponsorship: 3-0-3

This course contains a detailed consideration of the relationship between sports and corporate sponsorship programs. The course focuses on alignment marketing issues, strategic communication through sponsorship programs, sponsor value, and sponsorship evaluation.

SMGT 6135

Revenue Generation in Sport: 3-0-3

This course exposes students to a broad range of topics related to Revenue Generation in the Sport Industry mostly centered around ticket sales and fundraising. Students will learn various approaches to ticket sales strategies in professional sports, the process of a sales call, specific types of inventory in professional and collegiate sport, and strategies for successful fundraising in collegiate athletics.

SMGT 6330

Social and Ethical Issues of Sport and Leisure: 3-0-3

Introduces the student to a variety of sociological principles and implications that relate to human organization and human interaction within the realm of leisure and sport. Leisure and sport are pervasive influences in American culture and in much of the developed world. It is important to understand the evolution of the leisure ethic in our society, how sport has become so important and how an individual is socialized through the forum of sport. The class will investigate the interrelationships between society, sport, popular culture and the value systems attributed to the involvement in these areas.

SMGT 6335

Sport Administration: 3-0-3

Designed to develop a futuristic understanding of the management of sport related businesses. The exponential change in the world of sport requires an understanding of successful past and present practices and the foreseeability of change. Emphasis in this class will be on strategic planning for change, NCAA change in organization and mandates, the current and future legal environment in sport including changes in "standards of care", and the managerial implications for keeping up with the changing nature of sport participants and the associated coaching changes needed to be effective.

SMGT 6337

Sport Facility and Event Management: 3-0-3

Helps the student understand contemporary sport facilities and event management. Important aspects of the class include event risk management, event planning and operations, facilities management, facility planning and development, and negotiating with promoters, independent contractors and those involved in privatization.

SMGT 7330

Research and Analysis in Sport: 3-0-3

This course offers an operational understanding of research, evaluation methods, and statistical applications in the sport industry. Students taking this course should be able to design and conduct research in sport organizations that generates trustworthy data and adequately addresses a business question.

SMGT 7335

Sport Law and Risk Management: 3-0-3

Provides an advanced understanding of legal proceedings, legal research, negligence, and risk management. Through actual experiences of advanced legal research, moot courts, and the development of a risk management plan for an actual sport business students will develop a deeper understanding of the current status of negligence as it applies to the sport industry and the development of a risk plan to reduce operational risks.

SMGT 7337

Sport Marketing: 3-0-3

Examines the unique nature of marketing sport both as a participatory and spectator event. Emphasis is upon understanding the synergy of marketing, sport and society. Consideration is given to marketing collegiate and professional sport.

SMGT 7339

Financial and Strategic Management in Sport: 3-0-3

Traditional and innovative revenue acquisition methods available to sport organizations will be examined. Particularly, the thorough financial analysis of two sport organizations competing in the same segment of the sport industry. The second half of the course focuses on macro management

strategies. Content includes low-cost provider, differentiation and niche strategies and the analysis of Porter's 5 Forces Model of sustaining competitive advantage.

SMGT 7790

Sport Management Internship: 0-40-9

Allows the student to apply the knowledge and skills acquired in class and to receive practical experience in selected sport industry settings.

SMGT 7830

Directed Individual Study: 0-0-3

Provides students with an opportunity to pursue an independent sport management research project or to work with a faculty member as part of a research team.

SMGT 7999

Thesis: 0-0-(1-6)

Opportunity to conduct an independent research project in the preferred field of sport management, requiring the development of a thesis proposal, the execution of appropriate research, the analysis of results, and the development of a written product.

Sociology (CLASS)

SOCI 1101/1101H/1101S

Introduction to Sociology: 3-0-3

The discipline of sociology and the sociological perspective as a tool for understanding society and culture, including the interpersonal, intergroup, and international dimensions of social life.

SOCI 2232

Introduction to Social Services: 3-0-3

This course is designed to introduce students to the field of social services, including the history of the profession and its knowledge, skill, and value base. Students will gain an understanding of various careers within social services and the settings in which they are practiced. They will gain an understanding of micro, mezzo, and macro type agencies.

SOCI 3094/3094S

Selected Topics in Sociology: (1-3)-0-(1-3)

Various topics.

SOCI 3231

Practice Skills: 3-0-3

An examination of the knowledge, skill, and value base for working in the social services. The emphasis is on preparation for practice in social services settings. Prerequisite: SOCI 1101 or permission of instructor.

SOCI 3331

Criminology: 3-0-3

The study of crime from a sociological perspective. Topics include definitions and measurement of crime, types of crime and crime statistics, theories of crime causation with special attention to new theoretical developments, and social policy issues involving the criminal justice system and crime prevention. Prerequisite: SOCI 1101 or permission of instructor.

SOCI 3333

Deviant Behavior: 3-0-3

The study of deviant behavior from a sociological perspective. Topics include definitions of deviance, theories of rule making and rule breaking with special attention to rule making theories, and substantive examination of forms of deviant behavior with special attention to elite deviance. Prerequisite: SOCI 1101 or permission of instructor.

SOCI 3334

Juvenile Delinquency: 3-0-3

The study of juvenile delinquency from a sociological perspective. Topics include a historical examination of delinquency, theories of delinquency with special attention to historical and classic theories, the social context of delinquency, and social policy issues involving the juvenile justice system

and youth-related social problems. Prerequisite: SOCI 1101 or permission of instructor.

SOCI/AMST 3336/3336S

Social Problems: 3-0-3

A general introduction to the study of social problems in areas such as deviance, social inequality, social change and American institutions. Prerequisite: SOCI 1101.

SOCI 3431

Sociological Theory: 3-0-3

An overview of the major classical sociological theorists, linking their contributions to contemporary issues and concerns. Covers key theorists and basic tenets of structural functionalism, conflict theory, and symbolic interactionism and introduces the process of theory construction. Prerequisite: SOCI 1101.

SOCI 3434

Methods of Social Research: 3-0-3

A review of social research methods with emphasis on design, data collection, measurement, survey and analysis. Required of all sociology majors. Prerequisites: SOCI 1101 and STAT 2231.

SOCI 4231

Child Welfare and Family Services: 3-0-3

Comprehensive study of current philosophy and practice in the various fields of child welfare, including family income maintenance programs, child protective service, adoption, foster care, institutional placement of children, home based services, family preservation, early childbearing, guardianship and custody, the family and the courts, and child advocacy. Prerequisite: SOCI 1101 or permission of instructor.

SOCI 4232

Social Welfare Policy and Services: 3-0-3

An analysis of American social welfare policy. Covers programs and policies under public, voluntary, and proprietary auspices in the areas of income maintenance, mental health and substance abuse, health care, child welfare, nutrition, housing, and employment. Prerequisite: SOCI 1101 or permission of instructor.

SOCI/WGST 4332/4332S

Sociology of Gender: 3-0-3

Explores gender identity, gender roles, and gender social structures using the sociological perspective. Prerequisite: SOCI 1101.

SOCI 4334

Organizations, Work, and Technology: 3-0-3

Examines organizations with an emphasis on the workplace. The course will explore relations within and between organizations using both classical and contemporary sociological and organizational theories. The course will examine how technology and the increasingly global economy influence these relations. Prerequisite: SOCI 1101 or permission of instructor.

SOCI 4335

Self and Society: 3-0-3

Explores the relationship between the self and society (the individual and the social milieu) using social psychological and/or symbolic interactionist perspectives. Content includes origins of the self and how it is shaped by society, formation of norms, identity management, socialization, interpersonal influence, and role behavior. Prerequisite: SOCI 1101.

SOCI/WGST 4338

Sport, Culture, and Society: 3-0-3

Examines sport as a social institution, focusing on cultural values related to sport, stratification within and among sports, and issues of power and inequality pertaining to sport. Prerequisite: SOCI 1101.

SOCI/AAST 4431/4431S

Inequality: 3-0-3

Examines the sociological approaches and theories of stratification and structured inequality, and analyzes the causes and consequences of economic, political, and social inequality. Prerequisite: SOCI 1101.

SOCI 4630

Senior Seminar: 3-0-3

A capstone course which will enhance students' knowledge, understanding, and appreciation of the discipline. Key theoretical, methodological, and substantive issues in the discipline will be discussed. Required of all senior majors. Prerequisites: SOCI 3434, SOCI 3431 and senior standing.

SOCI 4790

Field Instruction: (1-9)-0-(1-9)

Designed as an educational placement to give practical experience in a sociologically and vocationally appropriate setting to students in the B.S. program in Sociology. Prerequisite: Permission of the major advisor from the Department of Sociology and Anthropology.

SOCI 4892

Directed Individual Research: 3-0-3

Directed individual research.

SOCI 5094/5094G/5094S

Selected Topics in Sociology: (1-3)-0-(1-3)

Various topics. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

SOCI 5132/5132G

Sociology of Community: 3-0-3

Focuses on community life in the United States. Community is viewed as a social entity and an arena of social interaction. Urban, rural, and alternative communities in the U.S. are investigated to uncover their patterns of interaction and organization. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite: SOCI 1101 or permission of instructor.

SOCI/RELS 5133/5133G

Sociology of Religion: 3-0-3

A sociological study of religion focusing on the human (especially social) aspects of religious belief and practice. Various religious groups will be examined to identify how they organize their collective religious expressions. Theories and research methods used by sociologists to study religious beliefs and practices and religious institutions will be reviewed. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite: SOCI 1101 or permission of instructor.

SOCI 5134/5134G

Sociology of Childhood: 3-0-3

Focuses on childhood as a social phenomenon. Childhood is viewed as a social construction, and particular attention is paid to the cultural context in which childhood has flourished, the role of children's culture in society, and social problems that are associated with childhood. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite: SOCI 1101.

SOCI 5135/5135G

Aging: 3-0-3

Examines the impact of an aging population upon society and the effects of the socially defined experience of aging upon the individual. Special attention is given to economic factors, retirement, life-style options, health, death, and widowhood. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite: SOCI 1101 or permission of instructor.

SOCI 5137/5137G**Collective Behavior: 3-0-3**

A sociological study of social movements and such forms of collective behavior as mobs, crowds, rumors, riots, and mass hysteria. Key theories and research methods used by sociologists and other social scientists to study collective behavior will be reviewed. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite: SOCI 1101 or permission of instructor.

SOCI 5138/5138G**Sociology of the Family: 3-0-3**

A sociological study of the social forces that impinge on families, affecting the behaviors of family members and the forms that family units take. Key theories and research methods used by sociologists and other social scientists to study families will be reviewed. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite: SOCI 1101 or permission of instructor.

SOCI 5139/5139G/5139S**Sociology of Health Care: 3-0-3**

Analyzes health and illness from a sociological perspective. Attention will be given to health care institutions, roles, beliefs, and practices as well as newly emerging roles. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite: SOCI 1101.

SOCI 5140/5140G**Group Dynamics: 3-0-3**

This course will provide students with a knowledge base in group work. They will study the structure, organization, and function of groups and learn to identify stages of group development, roles group members play, and skills used by the group facilitator. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite: SOCI 1101, SOCI 2232, or permission of instructor for undergraduates only.

SOCI 5332/5332G**Death and Dying: 3-0-3**

Examines sociocultural dimensions of death, dying, bereavement, grief, and mourning, including cross-cultural comparisons and social patterns in historical perspective. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite: SOCI 1101 or permission of instructor.

SOCI/AAST/AMST 5333/5333G**Race and Ethnicity: 3-0-3**

A survey of the major concepts and theories in the study of racial and ethnic relations in the United States. The situations and experiences of various racial and ethnic groups are considered. Prerequisite: SOCI 1101.

SOCI 5433/5433G**Program Evaluation: 3-0-3**

Explores what it means to live in a society in which accountability is a thematic issue and policy and programs benefits which accrue from well-designed evaluations and proposals. Evaluation research and grant development issues, including basic design and use considerations, are discussed. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite: SOCI 1101 or permission of instructor.

SOCI/ANTH/AAST/AMST 5435**The Rural South: 3-0-3**

The lifeways and social organization of rural society with emphasis on the South. Examines social institutions, community dynamics, social change, and the cultural distinctions of the region. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite: ANTH 1102 or SOCI 1101 or permission of instructor.

SOCI/ANTH/INTS 5438/5438G**Social Issues of International Development and Change: 3-0-3**

The study of social issues of international development and change, particularly in developing countries. Through the use of lectures, discussion, and readings, students will learn about the factors affecting development and underdevelopment around the world, including globalization, health, the environment, food security, non-governmental organizations, conflict and instability, gender issues, human rights, international trade, transnational corporations, debt, demography, urbanization, informal economies, labor issues, democratization, civil society participation, and technology. Prerequisites: ANTH 1102 or INTS 2130 or SOCI 1101.

SOCI 6091**Selected Topics in Theory: (1-3)-0-(1-3)**

In-depth examination of selected theories or schools of sociological thought. Course may be repeated as topics change. Prerequisite: Undergraduate course in sociological theory or permission of instructor.

SOCI 6092**Selected Topics in Methodology: (1-3)-0-(1-3)**

In-depth examination of selected methodologies for sociological research. May be repeated as topics change. Prerequisite: Undergraduate course in methods of social research or permission of instructor.

SOCI 6093**Selected Topics in Data Analysis: (1-3)-0-(1-3)**

In-depth examination of selected data analysis techniques for sociological research. Course may be repeated as topics change.

SOCI 6631**Seminar in Self and Society: 3-0-3**

Examination of social psychological theory and research with emphasis upon the sociological perspective. Both structural and symbolic interactionist theories are explored.

SOCI 6632**Seminar in Social Change: 3-0-3**

Examines sociological approaches to and theories of change and analyzes causes and consequences of long-term structural transformations.

SOCI 6633**Seminar in Social Stratification: 3-0-3**

Examines several different approaches, methods, and data sources from the research speciality area of inequality. Introduces students to themes that are used to organize and differentiate theories of social stratification. Some familiarity with quantitative methods and empirical research will be prerequisites to successful performance in the course.

SOCI 6634**Seminar in Social Organization: 3-0-3**

Examination of theories of social organization and their application at both the micro and macro levels of analysis in groups, organizations, and societies.

SOCI 6635**Sociology of Gender: 3-0-3**

Examines the cultural construction of gender as well as the structural hierarchies of wealth, power, and prestige linked to gender.

SOCI 6636**Crime and Justice: 3-0-3**

A sociological examination of crime and justice issues. Criminological theory and social issues involving crime, delinquency, and the juvenile and criminal justice systems will be explored.

SOCI 6638**Proseminar in Social Science: 3-0-3**

Introduces students to the foundations and controversies in social scientific research.

SOCI/ANTH/POLS 7434**Research Design and Methodology: 3-0-3**

Study of the role of theory, research design, sampling, measurement and instrumentation, data collection, and ethical issues related to social scientific research.

SOCI 7435**Seminar on the Rural South: 3-0-3**

Examines the lifeways, traditions, and social organization of rural society in the American South. Uses the dynamics of class, race and gender to understand the social structure and legacies of rural southern communities.

SOCI/ANTH/POLS 7436**Qualitative Research Methods: 3-0-3**

Analysis and practice of qualitative methodology in social science. Topics may include participant observation, ethnographic methods, interviews, case studies, content analysis, archival research and other innovative techniques.

SOCI/POLS 7437**Quantitative Analysis: 3-0-3**

Study of the techniques and statistics necessary to design and interpret quantitative social scientific research.

SOCI/ANTH/POLS 7638**Social Theory: 3-0-3**

Examines the role of theory in the scientific endeavor and explores a number of theoretical perspectives, including structural-functionalism, conflict, feminist, exchange, rational choice, symbolic interaction, and the current debates over modernity and postmodernity.

SOCI 7790**Practicum: 0-(1-9)-(1-9)**

Designed as an educational placement to give graduate students a practical experience in a vocationally-appropriate setting.

SOCI 7891**Independent Study in Sociology: 0-0-(1-3)**

Independent examination of graduate course topics offered in the sociology curriculum of the Department of Sociology and Anthropology following guidelines of the College of Graduate Studies. Prerequisite: Permission of instructor.

SOCI 7892**Directed Research in Sociology: 0-0-(1-3)**

Participation in an independent or group research project. More than three hours of credit for directed research may be earned, but only three hours may be applied to the completion of minimum hours required for the M.A. Degree in Sociology. Prerequisite: Permission of instructor.

SOCI 7990**Applied Monograph: (1-6)-0-(1-6)**

A document of thesis quality and rigor which presents research and systematic observations from a practicum or field internship experience of no less than one semester. As a substitute for the traditional thesis, this option must be approved by the sociology graduate faculty of the Department of Sociology and Anthropology. Prerequisite: Permission of graduate faculty in sociology.

SOCI 7999**Thesis: (1-6)-0-(1-6)**

Research thesis. Prerequisite: Permission of major professor.

SOCI 8891**Independent Study in Sociology: 0-0-(1-3)**

Independent examination of graduate course topic offered in the sociology curriculum of the Department of Sociology and Anthropology following guidelines of the College of Graduate Studies. Designed for graduate students beyond the masters level. Prerequisite: Permission of instructor.

SOCI 8892**Directed Research in Sociology: 0-0-(1-3)**

Participation in an independent or group research project. Designed for students participating in programs of study beyond the master's level. Prerequisite: Permission of instructor.

Spanish (CLASS)**SPAN 1001/1001S****Elementary Spanish I: 3-0-3**

Introduction to listening, speaking, reading, and writing in Spanish and to the culture of Spanish-speaking regions.

SPAN 1002/1002S**Elementary Spanish II: 3-0-3**

Continued listening, speaking, reading and writing, in Spanish with further study of the culture of Spanish-speaking regions. Prerequisite: SPAN 1001 or equivalent.

SPAN 1060**Accelerated Elementary Spanish: 6-0-6**

An accelerated introduction to listening, speaking, reading, and writing in Spanish and to the culture of Spanish-speaking regions. Completes elementary levels of Spanish in one semester.

SPAN 2001/2001H/2001S**Intermediate Spanish I: 3-0-3**

Building upon communication skills (understanding, speaking, reading, and writing Spanish) and cultural understanding, developed at the elementary level. Prerequisites: A minimum grade of "C" in SPAN 1002 or SPAN 1060 or permission of instructor.

SPAN 2002/2002H/2002S**Intermediate Spanish II: 3-0-3**

Continued building upon proficiency skills (speaking, writing, listening, reading) and cultural understanding. Focus on development of the ability to create with the language, to resolve simple situations, and to ask and answer questions. After completing this course, successful students should be prepared to function minimally in a Spanish-speaking environment and to take SPAN upper-division courses. Prerequisite: A minimum grade of "C" in SPAN 2001 or permission of instructor.

SPAN 2060/2060S**Accelerated Intermediate Spanish: 6-0-6**

Accelerated intermediate Spanish with continued work on listening, speaking, reading, and writing in Spanish and the culture of Spanish-speaking regions. Completes the intermediate levels of Spanish in one semester. Prerequisite: Completion of SPAN 1002 or equivalent.

SPAN 3030/3030S**Selected Topics in Spanish: (1-3)-0-(1-3)**

Selected topics in Spanish. Prerequisite: A minimum grade of "C" in SPAN 2002 or SPAN 2060 or permission of instructor.

SPAN 3130/3130S**Conversation: 3-0-3**

Provides practice in listening, writing, reading, and speaking skills, with a focus upon speaking, using authentic cultural materials. Prerequisite: A minimum grade of "C" in SPAN 2002 or SPAN 2060 or permission of instructor.

SPAN 3131/3131S**Spanish Grammar and Composition: 3-0-3**

Provides practice in listening, speaking, reading, and writing skills, with a focus upon writing, using authentic cultural materials. Prerequisite: A minimum grade of "C" in SPAN 2002 or SPAN 2060 or permission of instructor.

SPAN 3132

Spanish Phonetics and Phonology: 3-0-3

A detailed analysis both in theory and in practice of Spanish speech patterns, vowels, consonants, and intonation. Prerequisites: A minimum grade of "C" in SPAN 2002 or SPAN 2060 or permission of instructor.

SPAN 3195/3195S

Studies Abroad: Language: 3-0-3

A course in oral and written communications in Spanish using materials and resources available in the foreign country. Prerequisite: A minimum grade of "C" in SPAN 2002 or SPAN 2060 or permission of instructor.

SPAN 3295/3295S

Studies Abroad: Literature: 3-0-3

The study of selected works of literature in Spanish which are appropriate for building on language skills or which are related thematically to the country or culture visited. Prerequisite: A minimum grade of "C" in SPAN 2002 or SPAN 2060 or permission of instructor.

SPAN 3336

Mexican Culture: 3-0-3

Focuses on improving linguistic and cultural proficiency within the context of Mexican cultural content. Course content varies; may include film, music, art, literature, history, etc. Emphasis will be placed on helping students achieve consistency with paragraph formation, narration, detailed description, and resolving a situation with a complication. The linguistic goal of the course is to help students approach the point at which they can communicate at ease with a native speaker of Spanish who is unaccustomed to speaking with non-Spanish speakers. Prerequisites: A minimum grade of "C" in SPAN 2002 or SPAN 2060 or permission of instructor.

SPAN 3337

Caribbean Culture: 3-0-3

Focuses on improving linguistic and cultural proficiency within the context of Caribbean cultural content. Course content varies; may include film, music, art, literature, history, etc. Emphasis will be placed on helping students achieve consistency with paragraph formation, narration, detailed description, and resolving a situation with a complication. The linguistic goal of the course is to help students approach the point at which they can communicate at ease with a native speaker of Spanish who is unaccustomed to speaking with non-Spanish speakers. Prerequisite: A minimum grade of "C" in SPAN 2002 or SPAN 2060 or permission of instructor.

SPAN 3338/3338S

Peninsular Culture: 3-0-3

Focuses on improving linguistic and cultural proficiency within the context of Peninsular cultural content (Spain). Course content varies; may include film, music, art, literature, history, etc. Emphasis will be placed on helping students achieve consistency with paragraph formation, narration, detailed description, and resolving a situation with a complication. The linguistic goal of the course is to help students approach the point at which they can communicate at ease with a native speaker of Spanish who is unaccustomed to speaking with non-Spanish speakers. Prerequisite: A minimum grade of "C" in SPAN 2002 or SPAN 2060 or permission of instructor.

SPAN 3339

U.S. Latino Culture: 3-0-3

Focuses on improving linguistic and cultural proficiency within the context of US Latino cultural content. Course content varies; may include film, music, art, literature, history, etc. Emphasis will be placed on helping students achieve consistency with paragraph formation, narration, detailed description, and resolving a situation with a complication. The linguistic goal of the course is to help students approach the point at which they can communicate at ease with a native speaker of Spanish who is unaccustomed to speaking with non-Spanish speakers. Prerequisite: A minimum grade of "C" in SPAN 2002 or SPAN 2060 or permission of instructor.

SPAN 3395/3395S

Studies Abroad: Culture: 3-0-3

Students become familiar with the culture of the country in which they are staying by examining selected historical, geographical, and artistic features and discussing aspects of the lifestyle of the country. Prerequisite: A minimum grade of "C" in SPAN 2002 or SPAN 2060 or permission of instructor.

SPAN 3530/3530S

Introduction to Spanish for Business: 3-0-3

Provides a basic foundation in vocabulary and discourse related to functional business areas, practice in carrying out typical business transactions in Spanish, and practice in writing commercial documents in Spanish, including translating and interpreting activities. Prerequisite: A minimum grade of "C" in SPAN 2002 or SPAN 2060 or permission of instructor.

SPAN 3335/3335S

Spanish American Culture: 3-0-3

Focuses on improving linguistic and cultural proficiency within the context of Spanish American cultural content. Course content varies; may include film, music, art, literature, history, etc. Emphasis will be placed on helping students achieve consistency with paragraph formation, narration, detailed description, and resolving a situation with a complication. The linguistic goal of the course is to help students approach the point at which they can communicate at ease with a native speaker of Spanish who is unaccustomed to speaking with non-Spanish speakers. Prerequisite: A minimum grade of "C" in SPAN 2002 or SPAN 2060 or permission of instructor.

SPAN 3630/3630S

Introduction to Hispanic Literature: 3-0-3

Introduction to literary and cultural texts in Spanish, to their production, interpretation, and signification. Selected works may include examples of poetry, narrative, drama, essay, and film. Students will study and practice the rudiments of literary analysis while they continue to work on the ability to narrate, describe, and explain in all tenses. Prerequisite: A minimum grade of "C" in SPAN 3131 and one other 3000 level course or permission of instructor.

SPAN 4130/4130S

Advanced and Applied Conversation: 3-0-3

Builds on writing, reading, listening, and oral skills, using authentic cultural materials. Focus on speaking and the acquisition of advanced grammatical concepts appropriate for more complex communicative tasks, including stating and supporting opinions, hypothesizing, and speaking in the abstract in linked-paragraph discourse. Prerequisites: A minimum grade of "C" in SPAN 3630.

SPAN 4131/4131S

Spanish Stylistics: 3-0-3

Builds on writing, reading, listening, and oral skills, using authentic cultural materials. Focus on writing and the acquisition of advanced grammatical concepts appropriate for more complex communicative tasks, including stating and supporting opinions, hypothesizing, and writing in the abstract in linked-paragraph discourse. Prerequisite: A minimum grade of "C" in SPAN 3630 or permission of instructor.

SPAN 4132/4132S

Introduction to Hispanic Linguistics: 3-0-3

What is language? How do languages function? How is human language different from other communication systems? Focusing on Spanish, this course also explores language acquisition, language contact and bilingualism. Prerequisite: A minimum grade of "C" in SPAN 3630 or permission of instructor.

SPAN 4195/4195S

Studies Abroad: Advanced Language: 3-0-3

The practice of the Spanish language and study of the supporting grammatical structures using materials and resources available in the foreign country. Prerequisites: Three Spanish courses at the 3000 level or permission of instructor.

SPAN/LAST 4231/4231S**Spanish American Life, Literature, and Thought: 3-0-3**

An exploration of the life, literature, and thought of Spanish America, with focus on building advanced-level proficiency in writing, listening, reading, and speaking. Prerequisite: A minimum grade of "C" in SPAN 3630 or permission of instructor.

SPAN 4233**Peninsular Life, Literature, and Thought: 3-0-3**

An exploration of the life, literature, and thought of Spain, with focus on building advanced-level proficiency in writing, listening, reading, and speaking. Prerequisite: A minimum grade of "C" in SPAN 3630 or permission of instructor.

SPAN 4295/4295S**Studies Abroad: Advanced Literature: 3-0-3**

An intensive study of literary works thematically related to the country or culture visited by the student. Prerequisites: Three Spanish courses at the 3000 level or permission of instructor.

SPAN 4395/4395S**Studies Abroad: Advanced Civilization: 3-0-3**

A study at the advanced level of the land, culture, civilization, monuments, and artistic achievements of the country in which the student is studying. Prerequisites: Three Spanish courses at the 3000 level or permission of instructor.

SPAN 4530/4530S**Advanced Spanish for the Professions: 3-0-3**

This course incorporates authentic cultural materials and situational practice as students explore a wide-range of advanced-level Spanish content and discourse related to professions. Prerequisites: SPAN 3530 and one additional 3000 level SPAN course or permission of instructor.

SPAN 4532**Translation and Interpretation: 3-0-3**

Introduction to the field of interpretation and translation. Comparative study of characteristic modes of expression and introduction to the theoretical aspects and practical techniques of translation and interpretation, using documents from a variety of professions. Prerequisite: A minimum grade of "C" in SPAN 3630 or permission of instructor.

SPAN 4533**Hispanic Business Through Literature and Culture: 3-0-3**

Study of authentic cultural materials that demonstrate the influence of social, economic, and political thought on business and professional practices in the Hispanic world. Prerequisite: A minimum grade of "C" in SPAN 3630 or permission of instructor.

SPAN 4635**Transatlantic Studies: 45-0-3**

In this course, proficiency skills (speaking, listening, writing, reading) are refined as depth and nuance are added to the understanding of Hispanic history, literature, culture, and contemporary events through an in-depth study of a particular topic that spans the Spanish-speaking world temporally and geographically. Prerequisite: A minimum grade of "C" in SPAN 3630 or permission of instructor.

SPAN 4790/4790S**Spanish Internship: (1-15)-0-(1-15)**

Internship in one or more Spanish speaking countries. Prerequisite: A minimum grade of "C" in SPAN 3630 and permission of instructor and of department chair.

SPAN 4890/4890S**Directed Study in Spanish: (1-15)-0-(1-15)**

Concentrated study of a topic in Spanish literature, culture, society, thought, or language. May be repeated for credit provided a new topic is studied.

Prerequisite: A minimum grade of "C" in SPAN 3630 and permission of instructor and of department chair.

SPAN 5030/5030G/5030S**Selected Topics in Spanish: (1-3)-0-(1-3)**

Selected topics in Spanish. Graduate students will be assigned extra work that undergraduates will not be required to do. Prerequisite: A minimum grade of "C" in one 4000-level Spanish course or permission of instructor.

SPAN 5230/5230G**Studies in Hispanic History: 3-0-3**

Practice of Superior-level Spanish-proficiency skills through the examination of the history of the Spanish-speaking world. Graduate students must produce an extra paper/project, give an extra conference-length presentation, and conduct extra research that is not required of the undergraduate students. Course repeatable for credit with advisor approval. Prerequisite: A minimum grade of "C" in one 4000-level Spanish course or permission of instructor.

SPAN/LAST 5232/5232G**Studies in Hispanic Societies: 3-0-3**

Practice of Superior-level Spanish-proficiency skills through the examination of the societies of the Spanish-speaking world, with particular focus on the various minority groups. Graduate students must produce an extra paper/project, give an extra conference-length presentation, and conduct extra research that is not required of the undergraduate students. Course repeatable for credit with advisor approval. Prerequisite: A minimum grade of "C" in one 4000-level Spanish course or permission of instructor.

SPAN 5234/5234G**Studies in Hispanic Literature: 3-0-3**

Practice of Superior-level Spanish-proficiency skills through the examination of the literatures of the Spanish-speaking world. Situates works in their cultural, historical, and aesthetic contexts using appropriate critical methodologies. Graduate students must produce an extra paper/project, give an extra conference-length presentation, and conduct extra research that is not required of the undergraduate students. Course repeatable for credit with advisor approval. Prerequisite: A minimum grade of "C" in one 4000-level Spanish course or permission of instructor.

SPAN 5331/5331G**Latinos in the U.S.: 3-0-3**

This course is designed to familiarize students with significant cultural, historical, and social contributions of Latinos in the United States. Emphasis will be placed on the diversity within the Latino community and the contributions of Latino literature. Graduate students will be assigned extra work that undergraduates will not be required to do. Prerequisite: A minimum grade of "C" in one 4000-level Spanish course or permission of instructor.

SPAN 5332/5332G**Studies in Hispanic Film: 3-0-3**

Practice of Superior-level Spanish-proficiency skills through study of the films of the Spanish-speaking world. Situates works in their cultural, historical, and aesthetic contexts using appropriate critical methodologies. Graduate students must produce an extra paper/project, give an extra conference-length presentation, and conduct extra research that is not required of the undergraduate students. Course repeatable for credit with advisor approval. Prerequisite: A minimum grade of "C" in one 4000-level Spanish course or permission of instructor.

SPAN 6130**History of the Spanish Language: 3-0-3**

Study of how Spanish developed from Latin to its contemporary form. Emphasis upon the external historical context in which Spanish developed, as well as an understanding of what linguists think about language change and evolution from phonological, morphological, and syntactic points of view.

SPAN 6132**Hispanic Linguistics: 3-0-3**

This course explores Spanish linguistics and establishes the basis for future application of linguistic principles. The course begins with an exploration of the sound system of Spanish and its theoretical representation. Building on this, the discussion continues with topics in Spanish morphology such as word formation and verbal inflection. This is followed by issues in syntax and semantics that are analyzed both in isolation and in terms of their relationship to each other. The goal of this course is to provide students with a level of knowledge that enables them to make connections between the structure of Spanish and relevant issues in contemporary Hispanic linguistics, such as language variation, bilingualism, and Spanish in the United States.

SPAN 6230**Early Modern Hispanic Studies: 3-0-3**

Practice of Superior-level Spanish-proficiency skills through detailed analysis of the Spanish-speaking world prior to the disintegration of the Spanish Empire. Situates content studied in its cultural, historical, and aesthetic contexts using appropriate critical methodologies. Course repeatable for credit with advisor approval.

SPAN 6231**18th- and 19th-Century Hispanic Studies: 3-0-3**

Practice of Superior-level Spanish-proficiency skills through detailed analysis of the Spanish-speaking world of the eighteenth and nineteenth centuries. Situates content studied in its cultural, historical, and aesthetic contexts using appropriate critical methodologies. Course repeatable for credit with advisor approval.

SPAN 6237**20th- and 21st-Century Hispanic Studies: 3-0-3**

Practice of Superior-level Spanish-proficiency skills through detailed analysis of the Spanish-speaking world of the twentieth and twenty-first centuries. Situates content studied in its cultural, historical, and aesthetic contexts using appropriate critical methodologies. Course repeatable for credit with advisor approval.

SPAN 7090**Selected Topics in Spanish: (1-3)-0-(1-3)**

Selected Topics in Spanish.

SPAN 7091**Seminar in Spanish: 3-0-3**

Topic selected by instructor.

SPAN 7130**Studies in Spanish Pedagogy: 3-0-3**

Practice of Superior-level Spanish-proficiency skills through the study of the history and practice of Spanish pedagogy. Emphasis placed on learning how to help Spanish-language learners become functionally proficient in Spanish. Opportunities provided for hands-on experience. Course repeatable for credit with advisor approval.

SPAN 7131**Studies in Spanish Language: 3-0-3**

Practice of Superior-level Spanish-proficiency skills through theoretical and pragmatic analysis of various branches of linguistics, with special attention to practical applications. Topics may include semantics, stylistics, morphology, phonology, dialectology, sociolinguistics, etc. Course repeatable for credit with advisor approval.

SPAN 7195/7195S**Studies Abroad: Language: 3-0-3**

Studies oral and written features of Spanish within a Spanish-speaking country using native materials and resources.

SPAN 7232**Studies in Hispanic Authors: 3-0-3**

Practice of Superior-level Spanish-proficiency skills through the study of the life, works, and criticism of a particular Hispanic author. Course repeatable for credit with advisor approval.

SPAN 7233**Periods, Genres, Themes: 3-0-3**

Practice of Superior-level Spanish-proficiency skills through the study of a particular period, genre, or theme of importance in Hispanic life, art, and literature. Course repeatable for credit with advisor approval.

SPAN 7234**Spanish Masterpieces: 3-0-3**

Practice of Superior-level Spanish-proficiency skills through the study of a Spanish masterpiece situated within both its historical moment and its critical aftermath. Works might include such titles as *Don Quijote*, *Cien años de soledad*, *La Regenta*, etc. Course repeatable for credit with advisor approval.

SPAN 7395/7395S**Studies Abroad: Culture: 3-0-3**

Studies literature, culture, and/or civilization within a Spanish-speaking country, using native materials and resources.

SPAN 7890/7890S**Directed Study in Spanish: (1-3)-0-(1-3)**

Independent Study under faculty supervision.

SPAN 7999**Thesis: 0-0-(1-6)**

Planned research and writing directed by the student's thesis director.

Special Education (COE)**SPED 3130****Characteristics of Learners with Special Needs: 3-0-3**

This course provides a review of the etiology, diagnosis, characteristics, and philosophical and educational implications of the full range of students with special needs who demonstrate a need for additional educational services in order to achieve full potential. Considerable emphasis will be placed on the delivery of educational services and social issues related to Mild Disabilities. Together with the listed co-requisites, this course is designed to meet the requirements of House Bill 671. Prerequisite: Admission into Teacher Education Program. Corequisites: SPED 3131, SPED 3134, and SPED 3711.

SPED 3131**Assessment in Special Education: 3-0-3**

This course is designed to provide an overview of a variety of assessment techniques, including observations, teacher-made tests, criterion referenced assessments, and standardized evaluation tools for use in identifying and developing programs for individuals with special learning needs. Special emphasis will be placed on interpreting assessment results for instructional planning. Prerequisite: Admission into the Teacher Education Program. Corequisites: SPED 3130, SPED 3134, and SPED 3711.

SPED 3134**Special Education Procedures: 3-0-3**

Knowledge about litigation and legislation affecting Special Education and the procedures associated with pre-referral, assessment, placement, and instruction of children with special needs. The development of eligibility reports, Individual Education Plans, and Transition Plans is included in course content.* Prerequisite: Admission into the Teacher Education Program. Corequisites: SPED 3130, SPED 3131, and SPED 3711.
*Behavior Intervention Plans are taught in SPED 3231.

SPED 3231**Classroom Management: 3-0-3**

This course is designed to initiate the preservice teacher in the basic procedures for instructional and behavior management of students with disabilities. Emphasis is placed on the understanding and development of skills in the following areas: data-based behavioral management, including several theoretical paradigms; research-based effective instructional management; and applied behavior analysis techniques. Prerequisite: SPED 3722. Corequisites: SPED 4733 and SPED 4734.

SPED 3331**Introduction to Special Education for Early Childhood Education: 3-0-3**

This course is designed to examine: (a) the characteristics of students with disabilities, (b) the educational and legal implication for working with students with disabilities and other special learning needs, (c) collaborating with other professionals to meet the needs of all students, (d) strategies for successful inclusion, and (e) instructional and curricular adaptations. Prerequisite: Admission to Teacher Education Program.

SPED 3332**Introduction to Special Education in the Middle Grades: 3-0-3**

This course is designed to examine the etiology, diagnosis, characteristics, effective teaching strategies, and philosophical, educational, and legal implications of the full range of students who demonstrate a need for additional educational services in order to achieve full potential. Prerequisite: Admission to Teacher Education Program.

SPED 3333**Introduction to Special Education: 3-0-3**

This course is designed to examine the etiology, diagnosis, characteristics, effective teaching strategies, and philosophical, educational and legal implications of the full range of students who demonstrate a need for additional educational services in order to achieve full potential. Prerequisite: Admission to Teacher Education Program.

SPED 3631**Inclusive Practices: 3-0-3**

This course is designed to focus on best practices for educating P-12 students with diverse learning needs in the general education classroom. Candidates will investigate significant legal and historical considerations related to inclusion, pedagogical and curricular issues, collaboration, best instructional practices, and current trends. Prerequisite: A minimum grade of "C" in SPED 3711.

SPED 3711**Special Education Practicum I: 0-(2-3)-1**

This practicum course is designed to provide an opportunity for students to work within the classroom to practice skills taught in corequisite courses addressing characteristics, assessment, and curricular choices for individuals with special needs. Prerequisite: Admission into the Teacher Education Program. Corequisites: SPED 3130, SPED 3131, and SPED 3134.

SPED 3722**Special Education Practicum II: 0-5-2**

This practicum course is designed to provide an opportunity for preservice teacher candidates to work within P-12 classrooms to conduct formal observations of the classroom and specific students within that context. In addition, the preservice teacher candidates are required to design a unit of instruction appropriate to the students within the two assigned classrooms to be graded in the appropriate SPED Methods course. A significant amount of tutoring in small groups is included. Prerequisite: SPED 3711. Corequisites: SPED 3631, SPED 4230, and SPED 4231.

SPED 4090**Special Education Special Topics: (1-3)-0-(1-3)**

Designed to provide additional specialized field-based experience or remedial coursework as needed to meet the needs of preservice teachers.

Attention will be focused on providing opportunities for strengthening skills necessary to special education teachers. Prerequisites: Approval of advisor, instructor, and department chair.

SPED 4230**Instructional and Behavior Management Methods, P-5: 3-0-3**

This course will provide preservice candidates with practical methods for planning and managing group and individualized instruction in all curriculum areas for individuals with Mild Disabilities, Grades 6 through 12. It includes review, demonstration and preparation of programs, methods, and materials for such instruction in both regular and special education classrooms. Instruction in methods for transitioning is one of the primary foci of this course. The course is part of the Special Education Block experience. Prerequisite: A minimum grade of "C" in SPED 3711. Corequisites: SPED 3722 and SPED 4231.

SPED 4231**Instructional and Behavior Management Methods, 6-12: 3-0-3**

This course will provide preservice candidates with practical methods for planning and managing group and individualized instruction in all curriculum areas for individuals with Mild Disabilities, Grades 6 through 12. It includes review, demonstration and preparation of programs, methods, and materials for such instruction in both regular and special education classrooms. Instruction in methods for transitioning is one of the primary foci of this course. The course is part of the Special Education Block experience. Prerequisite: A minimum grade of "C" in SPED 3711. Corequisites: SPED 3722 and SPED 4230.

SPED 4430**Family, Community and Professional Collaboration: 3-0-3**

This seminar is designed to provide preservice teachers with knowledge of effective communication skills and to present models of consultation and collaboration for use in family, community, and professional relationships. The models are applied to working with families, teachers and other community professionals involved in the provision of services to students with disabilities. Prerequisite: Completion of teaching field courses and professional education sequence. Corequisite: SPED 5799.

SPED 4733**SPED Practicum III: 0-20-3**

This practicum course will provide an opportunity for preservice candidates to work within diverse P-5 classrooms to practice instructional and classroom management skills. In addition to special education classrooms, students may be placed in inclusionary settings and/or classrooms for students identified as being "at-risk" learners. The course is part of the Special Education Block experience. Prerequisite: A minimum grade of "C" in SPED 3722. Corequisites: SPED 3231 and SPED 4734.

SPED 4734**SPED Practicum IV: 0-20-3**

This practicum course will provide an opportunity for preservice candidates to work within diverse classrooms, grades 6 through 12, to practice instructional and classroom management skills. In addition to special education classrooms, students may be placed in inclusionary settings and/or classrooms for students identified as being "at-risk" learners. The course is part of the Special Education Block experience. Prerequisite: A minimum grade of "C" in SPED 3722. Corequisites: SPED 3231 and SPED 4733.

SPED 5030**Infants, Toddlers with Disabilities Methods: 3-0-3**

This course is designed to provide the teacher candidate with the knowledge, skills, and dispositions necessary to be effective professionals in providing inclusive, culturally competent and family directed early intervention (EI) services for families, infants, and toddlers with disabilities and those at-risk for developmental delays. Course content will focus on curricular approaches in EI, specific intervention strategies, individual family service plan (IFSP) development, and curriculum planning issues. In addition, assistive technology will be included in the scope of intervention strategies and supports. Course requirements include 45 hours of field experience. Prerequisites: A minimum grade of "C" in SPED 3134, SPED 3231, SPED 3331, and CHFD 4136.

SPED 5031

PreK and Kindergarteners with Disabilities Methods: 3-0-3

This course is designed to provide teacher candidates with the practical skills and techniques for working with preschool children with disabilities and their families with respect to cultural and linguistic differences in a variety of settings. Content includes curriculum models, intervention strategies, service delivery models, technology applications and design of family-directed, culturally sensitive individual education plans (IEP). Course requirements include 45 hours of field experience. Prerequisites: A minimum grade of "C" in SPED 3134, SPED 3231, SPED 3331, and CHFD 4136.

SPED 5799/5799G

Student Teaching in Special Education: 12-0-12

Student teaching is a period of guided teaching practice. Under the direction of a supervising teacher, students gradually assume increasing responsibility for classroom instruction and management. During this experience, students are expected to engage directly in many of the activities which constitute the wide range of a teacher's responsibility. Prerequisites: Completion of all other teaching field courses and professional education sequence and must meet requirements for admission to Student Teaching. Corequisite: SPED 4430.

SPED 6130

Introduction to Special Education: 3-0-3

Designed to examine the etiology, incidence, diagnosis, characteristics and philosophical and educational implications of the full range of students who demonstrate a need for additional educational services in order to achieve full potential. It is a prerequisite to Master's level coursework in Special Education and meets the educational requirements mandated by H.B. 671.

SPED 6230

Assessment and Procedures in Special Education: 3-0-3

This course is designed to provide graduate students with pre-requisite skills in procedures, and assessment in Special Education. More specifically, this course provides a review of a variety of assessment techniques, including observations, teacher-made tests, criterion referenced assessments, curriculum-based assessment, and standardized evaluation tools for program planning purposes for individuals with special learning needs. In addition, this course provides knowledge about legislative requirements and the procedures associated with assessment, placement, and instruction of students with disabilities. Prerequisite: SPED 6130.

SPED 6231

Special Education Laws and Procedures: 3-0-3

This course provides knowledge about legislative requirements and the procedures associated with assessment, placement, and instruction of children with special needs. Individual Education Plans, eligibility reports, and transition plans are designed within the current legal and legislative context of special education. Prerequisite: SPED 6130.

SPED 6330

Classroom Management: 3-0-3

This course is designed to provide graduate students with pre-requisite skills in classroom management and procedures. More specifically, this course provides an overview of basic procedures for instructional and behavior management of students with disabilities. In addition, this course provides knowledge about legislative requirements and the procedures associated with instructional and behavioral management. Also included in this course is a review of a variety of assessment techniques including observation, interviews, and other informal assessment techniques for use with individuals with disabilities. Prerequisite: SPED 6130.

SPED 7090

Selected Topics in Special Education: (1-3)-0-(1-3)

Designed to promote specialized training in new and/or emerging topics related to the preparation of practitioners in the field of special education. Attention will be given to a range of special needs as they reach special significance in local systems. Prerequisite: Permission of instructor.

SPED 7133

Collaboration Across the Life Span: 3-0-3

An in-depth examination of the issues confronted by individuals with disabilities and their families across the life span is provided. The consultative and collaborative skills necessary to work with students with disabilities, parents, student services personnel, and community agencies across the life span are taught. Emphasis is placed on planning and implementing transitions at all stages.

SPED 7136

Language Development: 3-0-3

Provides a review of the types and causes of language problems found in exceptional child populations. Provides instruction and demonstration in diagnostic and developmental/remedial techniques in the area of speech/language.

SPED 7630

Seminar in Special Education: 3-0-3

Requires students to address a series of topics central to current research and practice in Special Education as they relate to a specific area of disability. Students will be required to prepare for and lead class discussion on a topic of their choice. Prerequisite: Completion of 30 hours in M.Ed. Program.

SPED 7631

Perspectives on Mild Disabilities: 3-0-3

This course is designed to provide graduate students with a review of the characteristics of students with mild disabilities and the implications for their education and development. In addition, graduate students will reflect on the inter- and intra- individual differences which define the uniqueness of students with mild disabilities. Course content will integrate legal and social issues related to the instruction of students with mild disabilities. Prerequisites: Prior or concurrent enrollment in SPED 6230 and SPED 6330.

SPED 7632

Methods for Mild Disabilities: 3-0-3

This course is designed to provide graduate students with skills in social and learning methods for students with mild disabilities. More specifically, this course provides an overview of basic methodology for academic and social instruction for students with disabilities. In addition, this course provides knowledge about the identification and implementation of a variety of teaching methodologies appropriate for learners with mild disabilities. Prerequisite: SPED 7631.

SPED 7633

Introduction to Augmentative Language: 3-0-3

This course is an introduction to Augmentative Language and is designed to develop conversational signing skills at the beginning level. Candidates will develop expressive and receptive sign skills, and learn the manual alphabet, numbers, and sign vocabulary. Other topics include grammar, history, fingerspelling, terminology, and Deaf culture.

SPED 7634

Characteristics and Assessment of Low Incidence

Populations: 3-0-3

This course is designed to provide the graduate candidate with an introduction to the characteristics and assessment of students with moderate to severe disabilities in low incidence categories including mental retardation, sensory impairments, physical disabilities, multiple disabilities, chronic health impairments, autism, and traumatic brain injury. Historical and philosophical perspectives of programs related to students with moderate to severe disabilities using a life-span approach will be explored. Positive behavioral support strategies will be introduced. Developmentally appropriate formal and informal assessment will be addressed. In addition, this course will include reflection on multicultural, diversity, technology, employment and community living issues facing this population of individuals with disabilities.

SPED 7635**Methods for Low Incidence Populations: 3-0-3**

This course is designed to provide students with practical techniques of structuring group and individualized instruction in all curriculum areas for individuals with moderate to severe disabilities. It includes review, demonstration, and preparation of programs, methods, and materials for such instruction, with special emphasis on application of the diagnostic-prescriptive process. Prerequisite: SPED 7634.

SPED 7736**Internship in Special Education: 0-10-3**

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. Prerequisites: A minimum grade of "B" in SPED 7632 and SPED 7635.

SPED 8130**Administration in Special Education: 3-0-3**

Designed to develop the skills necessary to organize, house, equip, staff, supervise, and provide specialized educational environments and services for children with disabilities.

SPED 8131**Critical Issues in Special Education: 3-0-3**

Students will identify and address a series of critical issues in special education from the standpoint of how such issues impact on the practice of education in their classroom, school, and system. Historical and current research will be reviewed as they relate to identified issues. Discussions of methods for addressing such issues within the context of the public schools will be a major focus of this course.

SPED 8838**Qualitative/Applied Behavioral Analysis Research: 3-0-3**

Designed to provide an in-depth study of the methodology involved in qualitative and ABA research. Provides students with a foundation of skills which will allow them to conduct research independently. In addition, a major goal of this course is to facilitate the development of critical thinking skills which will enable students to make reflective decisions within their professional domain. Prerequisite: EDUR 8131.

SPED 8890**Directed Individual Study: (1-3)-0-(1-3)**

The student will propose and carry out an applied or theoretical project in Special Education. Prerequisite: Permission of program faculty.

Statistics (COST)**STAT 2231****Introduction to Statistics I: 3-0-3**

An introductory statistics course which covers descriptive statistics, probability, random variables and selected probability distributions, statistical inference including confidence intervals and hypothesis tests. Appropriate technology will be used for simulation and to solve statistical problems. Neither a background in calculus nor experience with computers is required. Prerequisite: A minimum grade of "C" in MATH 1101, MATH 1111, MATH 1112, MATH 1113, MATH 1232, or MATH 1441.

STAT 2232**Introduction to Statistics II: 3-0-3**

A continuation of STAT 2231. The focus is on inferential procedures to compare the same characteristic between two or more populations and inferential procedures to investigate the relationship between two or more variables from the same population. Topics include tests of association, regression, correlation, and analysis of variance. The statistical software package SPSS is used. Prerequisite: A minimum grade of "C" in STAT 2231.

STAT 3130**Applied Statistics: 3-0-3**

An introductory course in applied statistics for students in the natural sciences, social sciences, health and professional studies, technology, and business. The material covered will provide an introduction to statistical concepts and terminology while focusing on descriptive and inferential methods of data analysis. Both parametric and nonparametric methods are presented for the analysis of central tendency, variability, proportions, and categorical data. Topics covered also include regression and correlation. Prerequisite: MATH 1111 or equivalent.

STAT 4090**Selected Topics in Statistics: (1-3)-(0-2)-(1-3)**

Specialized study in a selected area of Statistics. Prerequisite: Permission of the instructor.

STAT 4890**Directed Study in Statistics: (1-3)-(0-2)-(1-3)**

Directed study under faculty supervision. Well-prepared statistics students may be permitted to enroll in an independent study upon the recommendation of a Statistics faculty member. Prerequisites: Permission of instructor and department chair.

STAT 5130/5130G**Sampling and Survey Methods: 3-0-3**

An introduction to the design and analysis of sample surveys suitable for students in business, social sciences, and biological sciences in addition to the mathematical sciences. Comparison of simple random sampling, stratified, systemic, cluster and multistage sampling. Emphasis on appropriate sample type and estimation of parameters. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite: A minimum grade of "C" in STAT 2231 or, with permission of instructor, any course in introduction to statistics.

STAT 5330/5330G**Introduction to Mathematical Statistics: 3-0-3**

An introductory course intended to present a solid foundation in statistical theory, and, at the same time, to provide an indication of the relevance and importance of the theory in solving practical problems in the real world. Topics include, moments and moment-generating functions, point and interval estimation, test of statistical hypothesis, contingency tables and goodness-of-fit, nonparametric methods, and introduction to linear models. This course covers part of the material outlined in the Society of Actuaries' course 110. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite: A minimum grade of "C" in MATH 3337.

STAT 5531/5531G**Statistical Methods I: 3-0-3**

This is the first of a two course sequence in applied statistics. The material covered will provide an introduction to statistical concepts and terminology while focusing on descriptive and inferential methods of data analysis. Topics include descriptive statistics, parameter estimation, tests of significance, confidence intervals, analysis of variance, simple linear regression and correlation. Both parametric and nonparametric methods are presented for the analysis of central tendency, variability, proportions and categorical data. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite: A minimum grade of "C" in MATH 3337.

STAT 5532/5532G**Statistical Methods II: 3-0-3**

This is the second of a two course sequence in applied statistics. The material covered will provide an introduction to the ideas of linear models and experimental design while focusing on methods of data analysis using regression and analysis of variance. Topics include multiple regression analysis, analysis of variance with multiple classification, analysis of covariance, repeated measures analysis of variance, multiple comparison techniques, and diagnostic procedures and transformations. Suitable for students in business administration, economics, and the social, health and

biological sciences. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite: A minimum grade of "C" in STAT 5531 or, with permission of instructor, a one semester introduction to applied statistics at the junior level or above.

STAT 7090**Selected Topics in Statistics: (1-3)-(0-2)-(1-3)**

Selected study in a selected area of Statistics. Prerequisites: STAT 5531 and permission of instructor.

STAT 7130**Applied Multivariate Statistical Analysis: 3-0-3**

Estimating and inference from the multivariate normal distribution, Hotelling's T^2 , multivariate analysis of variance, multivariate regression, multivariate experimental design, principle component analysis, factor analysis, discriminate analysis and cluster analysis. Prerequisite: STAT 5531.

STAT 7132**Applied Nonparametric Statistics: 3-0-3**

Review of probability and statistical inference; binomial, quantile and sign tests; contingency tables; methods based on ranks. Prerequisite: STAT 5531.

STAT 7134**Applied Regression Analysis: 3-0-3**

Simple and multiple linear regression, model selection, residual analysis, influence diagnostics, transformation of data to fit assumptions, multicollinearity and an introduction to nonlinear regression. Prerequisite: STAT 5531.

STAT 7135**Analysis of Discrete Data: 3-0-3**

The study of discrete univariate and multivariate distributions and generating functions, two-way and higher dimensional contingency tables, chi-squared and other goodness-of-fit tests, Cochran-Mantel-Hanzel procedure, binary and multinomial response models, log-linear models, theoretical foundations for the generalized linear models, mixed generalized linear models, longitudinal and spatial data analysis. Prerequisites: A minimum grade of "C" in STAT 5531 and STAT 7331.

STAT 7231**Design of Experiments I: 3-0-3**

Various statistically designed experiments are introduced including randomized blocks designs, Latin squares, incomplete block designs, factorial and fractional factorial designs with and without confounding and nested designs. Prerequisite: STAT 5531.

STAT 7232**Design of Experiments II: 3-0-3**

Response surface methodology is introduced. First- and second-order models and designs are studied which includes determining optimum conditions and methods of estimating response surfaces. Multiresponse experiments, nonlinear response surface models, and mixture designs are also studied. Prerequisite: STAT 7231.

STAT 7234**Statistical Process Control: 3-0-3**

Philosophy of statistical process control is studied along with SPC techniques of control charts, process-capability, designed experiments and acceptance sampling. Prerequisite: STAT 5531.

STAT 7331**Mathematical Statistics I: 3-0-3**

Random variables, density functions, mathematical expectation, discrete and continuous distributions, moments and moment-generating functions and limiting distributions. Prerequisites: MATH 2242 and MATH 3337.

STAT 7332**Mathematical Statistics II: 3-0-3**

Rigorous introduction/development of interval estimation, test of significance, comparison of "k" means, randomized block design, multiple comparison procedures, nonparametric test and linear regression. The general linear model will be introduced. Prerequisite: STAT 7331.

STAT 7430**Actuarial Mathematics: 3-0-3**

Survival distributions and life tables, life insurance, life annuities, net premiums, multiple life functions, multiple decrement models, valuation theory for pension plans, collective risk models, population theory and theory of pension funding. Prerequisite: STAT 7331.

STAT 7432**Applied Stochastic Processes: 3-0-3**

Poisson process, renewal theory, Markov chains, Brownian motion, random walks and Martingales and stochastic order relations. Prerequisite: STAT 7331.

STAT 7434**Applied Time Series Analysis: 3-0-3**

Basic ideas of stochastic model building techniques with applications are discussed. Properties of the autocorrelation function and the spectrum of stationary processes are investigated. Models studied include the linear stationary ARMA and linear nonstationary ARIMA models along with forecasting models. Prerequisite: STAT 7331.

STAT 7436**Reliability Analysis: 3-0-3**

Probabilistic models for the reliability of coherent systems, statistical models for lifetimes of components and repairable systems, including the nonhomogeneous Poisson process, reliability estimation and prediction, MIL standards and accelerated life testing. Prerequisite: STAT 7331.

STAT 7530**Statistical Computing I: 3-0-3**

Basic computer organization and computer arithmetic are investigated. Programming languages and statistical software packages are explored. Methods for approximating cumulative distribution function and percentage points of a probability distribution are studied including nonparametric procedures. Multiple comparison procedures are also examined. Random number generation and statistical tests for testing random number generators are explored. Prerequisite: STAT 7331.

STAT 7532**Statistical Computing II: 3-0-3**

Various computational methods in linear algebra as applied to such statistical methods as multiple linear regression, designed experiments, multivariate analysis and the general linear model. Further topics include computational methods for unconstrained optimization, nonlinear regression and model fitting based on criteria other than least squares. Prerequisites: STAT 5532 and STAT 7331.

STAT 7890**Directed Study in Statistics: (1-3)-(0-2)-(1-3)**

Directed study under faculty supervision. Prerequisites: Permission of instructor and department chair.

STAT 7895**Research: 0-0-1**

Graduate students will conduct a program of independent research under the direction of a thesis advisor or an advisory committee on a topic in Statistics. Results of the research will be presented as a thesis in MATH 7999 for partial fulfillment of the requirement of the Master of Science Degree in Mathematics with an emphasis in Statistics.

STAT 7899**Research Project in Statistics: (1-6)-(0-4)-(1-6)**

Research project addressed toward a real world problem. Prerequisites: Permission of project advisor and department chair.

Technology Education (COE)**TCED 7131****Organizing and Implementing Programs of Technology Education: 3-0-3**

An analysis of existing, emerging and proposed Technology Education programs. Content provides a foundation for the planning and implementation of quality programs of instruction at different levels.

TCED 7132**Designs for Technology Education Teachers: 3-0-3**

Explores new development in the field of drafting and design emphasizing the relationship of material and form in the selection and design of projects. Participants obtain hands on experience through actual design problems and their solutions. Prerequisite: Beginning course in drafting or equivalent.

TCED 7630**Seminar in Technology Education: 3-0-3**

An advanced study of Technology Education for experienced teachers, administrators and supervisors. Emphasis is placed on the development of sound principles and practices for initiating, conducting and evaluating programs. Participants will gain practical experiences and conduct intensive research on individual and group problems. Prerequisite: TCED 7131.

TCED 8131**Philosophy of Technology Education: 3-0-3**

A survey of past and present philosophies that have influenced the development of Technology Education. Inclusion of movements, leaders and events will be interjected as appropriate. Emphasis will be placed on the development and/or strengthening of a personal philosophy.

TCED 8132**Administration and Supervision of Technology Education: 3-0-3**

A comprehensive study of organizational structures functioning as a continuum in the public schools. Explores appropriate school facilities in light of their recognized organizational structures. Emphasis will also be placed on the development of guidelines for administration and supervision. Prerequisite: TCED 7131.

Civil Engineering Technology (COST)**TCET 2241****Surveying: 2-4-4**

Principles of the level, theodolite, EDM, total station and global positioning systems, taping, note keeping, coordinate geometry, control surveys, triangulation, trilateration, plane coordinate systems, azimuth and topographic mapping. Laboratory includes use of level, theodolite, EDM, total station, GPS, transverse closure, level net closure, topographic mapping, measuring distances and heights using coordinate geometry calculations. Prerequisite: MATH 1113.

TCET 3141**Environmental Pollution: 3-2-4**

Review of role of EPA in environmental protection. Basic hydrology of catchments. Causes, estimation and control of storm waters. Surface water, groundwater, air and noise pollution, plus control methodology. Principles of solid waste systems, and hazardous waste control. Standard EPA approved laboratory tests to evaluate environmental pollution. Stream sanitation and DO sag curve. Computer programs to trace movement and concentration of pollutants in rivers, estuaries, and aquifers, plus aquifer rehabilitation using injection and pumped wells. Prerequisite: CHEM 1147.

TCET 3142**Structural Analysis: 3-3-4**

Introduction to types of structures and loads. Analysis of statically determinate and intermediate structures by classical and other methods. The types of structures covered include beams, plane trusses and plane frames. Topics include external and internal reactions, deflections, moving loads and influence lines, approximate methods (including portal method and cantilever method), classical slope-deflection and moment distribution methods, and an introduction to matrix method. Computational laboratory activities in support of instruction, including use of industry-standard structural analysis software. Prerequisites: TENS 2138, TENS 2143, and MATH 2242.

TCET 3233**Transportation Systems: 3-0-3**

Overview of transportation engineering with respect to operational and traffic characteristics of land, air and water transportation systems. Emphasis on design and traffic control devices. Laboratory involves data measurement and analysis techniques associated with transportation engineering. Prerequisite: Junior standing in Civil Engineering Technology.

TCET 3234**Construction Materials: 2-3-3**

Introduction to engineering properties of common civil engineering materials including metals, soils, aggregates, Portland cement concrete, asphalt concrete, wood, and masonry. Laboratory involves performance of standard tests on aggregates, concretes, wood; emphasizing data analysis and application of test results to design specifications. Prerequisite: TENS 2143.

TCET 3236**Project Cost Analysis, Planning and Management: 3-0-3**

This course focuses on the cost estimating process related to the site work and highway construction industry, and examines construction drawings and specifications documents as they relate to cost estimation process. The course also covers key aspects of project planning, scheduling, and management. Topics include: bid documents, estimating process, cost of labor and equipment, handling and transporting materials, earthwork and excavation, computerized estimating, techniques for economy studies of multiple alternatives, project scheduling, project management, and safety. Prerequisite: Junior standing in Civil Engineering Technology. Corequisite: TCET 3234.

TCET 4141**Water Supply Systems: 3-2-4**

Parameters, equations and procedures for the design of wastewater and storm water collection systems, parameters, equations and procedures for the design of water distribution systems, pumps, pump curves, pumping stations, sizing storage tanks and wetwells. Design of wastewater and stormwater collection systems. Rainfall-runoff computations. Hardy-Cross method for pipe networks. Design of culverts, drop structures, sheet flow, computer programs for unlined channel design. Prerequisite: TENS 2144.

TCET 4142**Reinforced Concrete Design: 3-2-4**

Characteristics of concrete materials, introduction to ACI building code requirements for reinforced concrete, strength design of slabs, beams, columns and footings. Design/computational laboratory activities in support of instruction. Prerequisite: TCET 3142.

TCET 4146**Structural Steel Design: 3-2-4**

Characteristics of structural steels introduction to AISC Load and Resistance Factor Design (LRFD) Specifications. Design of tension members, columns, beams, beam-columns, and connections. Design/computational laboratory activities in support of instruction. Prerequisite: TCET 3142.

TCET 4243**Highway Design: 3-3-4**

A synthetic approach to highway design based on considerations of geometric controls, structural requirements, drainage needs, and economy. Laboratory includes design projects, field stake out of horizontal curves, cross-sectioning, and slope staking. Prerequisites: TCET 2241, TCET 3234, and TCET 3233.

TCET 4244**Soil Mechanics and Foundations: 3-3-4**

Introduction to soil mechanics and foundations, including: soil composition, index properties, classification, exploration, compaction, permeability and seepage, stress distribution, consolidation, settlement, shear strength, bearing capacity, lateral earth pressure; and application of soil mechanics to design of footings and analysis of retaining walls and pile foundations. Laboratory includes evaluation of soil properties, using the test results in design and analysis. Prerequisites: TENS 2138 and TENS 2143.

TCET 4245**Water-Wastewater Treatment: 3-3-4**

Sources and characteristics of water and wastewater. Principles of design for units and processes in water and wastewater treatment plants. Treatment standards. Standard laboratory tests used to control the operation of water and wastewater treatment plants. Field trips to water and wastewater treatment plants. Computer program design of water treatment units. Prerequisites: TCET 3141 and TENS 2144.

TCET 4536**Senior Project: 0-6-3**

Designed to be the culmination of the undergraduate civil engineering technology education, the course draws together diverse elements of the Civil Engineering Technology curriculum to provide intergrading experiences and to develop competence in focusing both technical and nontechnical skills in solving problems. The project involves design and analysis of a new or modified civil engineering project or system with demonstrated feasibility. Prerequisites: TCET 4142, TCET 4146, senior standing in Civil Engineering Technology, and approval of the instructor.

TCET 4890**Special Problems in CET: (1-4)-(0-4)-(1-4)**

Individual and specialized study in areas of civil engineering technology (CET) not otherwise covered in the student's program. Prerequisites: Senior standing, identification and definition of a problem or study in area and approval of the instructor.

General Technology (COST)**TCGT 1530****Technology, Science and Environment: 3-0-3**

A systematic investigation of the constructs of technology in terms of its bases in scientific principles and its impact on the global environment.

TCGT 4090/4090S**Selected Topics in Technology: (0-3)-(0-6)-(1-3)**

Scheduled on an infrequent basis to explore special areas in technology and will carry a subtitle. Keeps 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.

TCGT 7532**Global Technology: 3-0-3**

An examination of the developments of technology and industry worldwide and the effects upon international relations.

Construction Management (COST)**TCM 1120****History of Architecture and Construction: 2-0-2**

A study of the history of architecture and construction with emphasis on nineteenth and twentieth century America. Topics include architectural styles, historically significant buildings and construction methods, notable events, architects and builders.

TCM 1130**Architectural Graphics and Print Reading: 2-2-3**

A study of construction working drawings. Topics include sketching and drafting techniques for the presentation of floor plans, elevations, sections, and building components. Students will be introduced to the application of CAD (Computer Aided Design) in studying the topics above. Prerequisites: A minimum grade of "C" in CISM 1110, CISM 1120, and MATH 1112 or MATH 1113 or MATH 1441.

TCM 1131**Building Materials and Systems: 3-0-3**

The materials, systems and methods of construction. Topics include material properties, selection and application criteria and construction processes. Covers divisions 7-14 of the CSI Master format, but with an emphasis on divisions 7-9.

TCM 2233**Construction Surveying: 2-2-3**

Introduction to the equipment and techniques used for construction surveying, including measurement of distances, horizontal and vertical angles, and differences in elevation. Emphasis is placed on accuracy of measurements, precise operation of instruments, completeness in laboratory exercises, and accurate field notes. Prerequisites: A minimum grade of "C" in TCM 1130; and MATH 1112, MATH 1113, or MATH 1441.

TCM 2240**Introduction to Structures: 3-2-4**

The theory of structures and its applications to building construction. Topics include analysis of coplanar force systems, analysis of trusses and frames, friction, centroids and moment of inertia, stresses and strains, properties of materials, bending, shear, deflections in beams, combined stresses and analysis of columns. Prerequisite: A minimum grade of "C" in PHYS 1111 or PHYS 2211, and PHYS 1113.

TCM 2241**Mechanical and Electrical Equipment and Systems: 4-0-4**

A study of mechanical and electrical equipment and systems as related to the building construction industry. The course is composed of three basic parts. Part one addresses available energy courses, thermoflow and ventilation characteristics, air handling systems, and mechanical codes. Part two addresses domestic water and waste systems, fire sprinklers and stand pipe systems and plumbing codes. Part three addresses electrical power, lighting and communication systems and electrical codes. Prerequisites: A minimum grade of "C" in TCM 1130, PHYS 1111, and PHYS 1113.

TCM 2430**Construction Safety: 3-0-3**

Safe building construction management techniques. Topics include workers' compensation insurance, OSHA regulations, construction disasters, safe construction training and planning, and the hidden costs of accidents. Prerequisite: Sophomore status.

TCM 3230**Wood Structures: 2-2-3**

Wood construction materials, methods and systems and the application of structural theory for analyzing framing in building construction. Topics include properties and characteristics of wood, strength analysis of wood and wood fasteners, introduction to wood framed systems, an analysis of the methods used in the design, production and erection of wood construction. Prerequisites: A minimum grade of "C" in TCM 1130 and TCM 2240.

TCM 3231**Steel Structures: 2-2-3**

Steel materials, systems, construction methods and strength analysis as applied to building construction. Topics include fundamental properties and characteristics of steel, strength of steel framed systems and an analogy of the methods used in the design, production and erection of structural steel. Prerequisites: A minimum grade of "C" in TCM 1130 and TCM 2240.

TCM 3232**Concrete and Masonry Structures: 2-2-3**

Concrete, concrete formwork and masonry construction. Topics include concrete formwork design and construction, concrete reinforcing and accessories, fundamental properties of concrete, concrete handling, field testing, finishing, curing, mortar materials and masonry construction. Prerequisites: A minimum grade of "C" in TCM 1130 and TCM 2240.

TCM 3320**Building Codes: 2-0-2**

A study of codes applicable to the building construction industry with emphasis on the Standard Building Code. An introduction to construction related federal regulations with an emphasis on labor related issues; construction labor unions and the collective bargaining process. Prerequisite: A minimum grade of "C" in TCM 1131 or permission of instructor.

TCM 3330**Quantity Estimating: 2-2-3**

Construction estimating with emphasis on quantity take-off and specifications, including techniques of interpreting a visualizing construction drawings. Prerequisites: Prior or concurrent enrollment with minimum grade of "C" in TCM 3230, TCM 3231, and TCM 3232.

TCM 3331**Construction Finance: 2-2-3**

A study of financial management for contractors with special emphasis on project level financial controls, cost accounting and variance analysis, the time value of money, cash flow management, overhead and break-even analysis, banking and bonding, financial statements and ratios. Prerequisites: A minimum grade of "C" in ACCT 2030, CISM 1110, CISM 1120, and ECON 2105.

TCM 3332**Construction Equipment Management: 3-0-3**

The various aspects of heavy equipment management and ownership. Topics include equipment acquisition and disposition options, production costs and productivity, cost analysis and control, management staffing and responsibilities, selected topics in maintenance, depreciation and economic life.

TCM 3890**Special Problems in Construction: (1-4)-(0-4)-(1-4)**

Individualized study in the area of building construction and contracting not otherwise available in the student's program. Prerequisite: Permission of instructor six weeks prior to beginning of term in which study is to take place.

TCM 4090**Selected Topics in Construction: (1-3)-(0-2)-(1-3)**

Scheduled on an infrequent basis to allow the exploration of undergraduate topics within building construction and contracting. Course shall carry a subtitle for topic identification. Prerequisite: Permission of instructor.

TCM 4431**Construction Cost Estimating: 2-2-3**

Methods and procedures in 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. Prerequisites: A minimum grade of "C" in TCM 3330 and TCM 3331.

TCM 4432**Construction Administration: 2-2-3**

Terms, documents and operations inherent in building construction management. Topics include business ownership, company organization, project bidding/negotiating methods, construction contracts, bonds, insurance and accounting. Prerequisites: A minimum grade of "C" in TCM 3331 and Junior status.

TCM 4433**Project Planning and Scheduling: 2-2-3**

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. Prerequisites: CISM 1110 and CISM 1120.

TCM 4434**Site Construction: 2-2-3**

The site development construction process with an emphasis on soils as a construction material. Topics include soils investigation, testing, classification, engineering properties and modification techniques, excavation equipment, construction dewatering, slope stability and support, layout and grade staking, sediment and erosion control, foundations, underground utilities and pavements. Prerequisites: A minimum grade of "C" in TCM 2233 and TCM 3332.

TCM 4540**Senior Project: 1-6-4**

An exercise in estimating and scheduling from construction documents of an actual building project utilizing major elements of the CM program. Project includes developing a fictitious construction company organization, production of a project estimate and schedule and preparing a construction bid and construction documentation. Prerequisites: A minimum grade of "C" in TCM 4431 and TCM 4433.

TCM 4740**Internship: 0-0-4**

Designed for students to receive practical work experience with an approved construction firm. A total of 560 contact hours with the construction firm is required. Prerequisites: A minimum grade of "C" in TCM 2430, TCM 4431, TCM 4432, and TCM 4433.

Electrical Engineering Technology (COST)**TEET 2143****Circuit Analysis I: 3-2-4**

An introduction to basic circuit analysis including DC and AC circuits, network theorems and Kirchoff's laws. Laboratory activities in support of instruction. Prerequisites: MATH 1441 and TENS 2146 or permission of program coordinator.

TEET 2441**Digital Circuits: 3-2-4**

A study of basic asynchronous and synchronous logic circuits. Topics include logic functions, Boolean operations, logic families, combinational logic, flip-flops, counters, registers, and memory systems. Also includes laboratory activities in support of instruction. Prerequisite: TENS 2146 or permission of program coordinator.

TEET 2443**Microcontrollers: 3-2-4**

Study and applications of the 8051 Microcontroller. Course topics include microcontroller architecture, memory, peripheral devices, interfacing, and programming. Also includes laboratory activities in support of instruction. Prerequisite: TEET 2441 or permission of program coordinator.

TEET 3145

Circuit Analysis II: 3-2-4

A continuation of Circuit Analysis I. Topics include AC Power, Polyphase Circuits, Transformers, Resonant Circuits, LaPlace Transforms in Circuit Analysis, Transfer Functions, Fourier Analysis. Laboratory activities in support of instruction. Prerequisites: TEET 2143 and MATH 2242 or permission of program coordinator.

TEET 3241

Electronics I: 3-2-4

An introduction to basic solid state devices, including diodes, BJTs and FETs; their applications in rectifiers, amplifiers, and power supplies. Also includes laboratory activities in support of instruction. Prerequisites: A minimum grade of "C" in TEET 2143 or equivalent or permission of program coordinator.

TEET 3243

Electronics II: 3-2-4

A continuation of TEET 3241. Topics include FET and BJT small signal amplifiers, power amplifiers, tuned amplifiers, multistage amplifiers, feedback amplifiers, operational amplifiers, oscillators, and regulated power supplies. Prerequisites: A minimum grade of "C" in TEET 3241 or equivalent or permission of program coordinator.

TEET 3246

RF Amplifier Design: 3-2-4

An introduction to modern techniques for RF amplifier design. The course concentrates on lumped element circuits in the frequency range 1-1000 MHZ, RF amplifiers, oscillators, mixers and RF receivers. Prerequisite: A minimum grade of "C" in TEET 3241 or equivalent.

TEET 3341

Electric Machines: 3-2-4

DC and AC (single and polyphase) motors and generators, energy converters and transformers. Also includes laboratory activities in support of instruction. Prerequisite: TEET 3145 or permission of program coordinator.

TEET 3343

Electrical Distribution Systems: 3-2-4

This course is a study of electrical power generation, transmission, and distribution. It primarily focuses on the parameters affecting the transfer of electric power over the transmission lines, with emphasis on power flow control and NEC regulations. The course also includes laboratory activities in support of instruction. Prerequisite: TEET 3145.

TEET 3890

Directed Independent Study: (1-3)-0-(1-3)

An individualized study involving research and applications pertaining to Electrical Engineering Technology. Prerequisites: Senior standing, identification and definition of a problem or study area and approval of the instructor.

TEET 4090

Selected Topics in Electrical Engineering Technology: (1-6)-0-(1-6)

Designed to provide for study of Electrical Engineering Technology course topics not generally offered by the program.

TEET 4237

Fiber Optic Communications: 3-0-3

Fiber optic technology as applied to communication system. Study of various types of optical fibers, LASER and LED, photo diodes, optical connectors, and optical systems. Prerequisite: TEET 3233, TEET 4235, or permission of instructor.

TEET 4540

Automatic Controls: 3-2-4

An introduction to control feedback theory including block diagrams transfer functions, stability properties of feedback, and classical design methods. This course includes laboratory activities in support of instruction. Prerequisite: A minimum grade of "C" in TENS 2146 or equivalent.

TEET 4610

EET Senior Project I: 1-2-1

Team efforts toward submitting a successful project proposal. Emphasis on engineering project development, project specifications, tasks scheduling, project management, and ethical or societal issues involved. Students are expected to perform research and start basic project design including component layouts, computer simulations and parts specifications. Prerequisites: TEET 2443 and TEET 3243 and senior standing or permission of program coordinator.

TEET 4620

EET Senior Project II: 1-3-2

This course is the second stage of the senior design project. In this segment students start the actual implementation of their projects that includes building of electrical and/or mechanical systems, CAE/CAD software development, program writing, printed circuit board fabrication, systems testing, and performance evaluation. Requirements include weekly progress reports, oral presentations, a comprehensive final report, and a final project demonstration. Prerequisites: TEET 4610 and senior standing or permission of program coordinator.

TEET 4890

Special Problems in EET: (1-3)-0-(1-3)

Individual and specialized study in areas of electrical engineering technology not otherwise covered in the student's program. Prerequisites: Senior standing, identification and definition of a problem or study area and approval of the instructor.

TEET 5238/5238G

Industrial Electronics: 2-2-3

A study of industrial applications of electronic devices including SCR's, triacs, switching circuits, timers, logic control circuits, optical devices, and sensors. The course also includes laboratory activities. Graduate students will complete an additional independent research project that involves a written report with an oral presentation. Prerequisites: TEET 3243 or TMAE 5132/5132G or permission of program coordinator.

TEET 5245/5245G

Electronic Communication Systems:3-2-4

In this course students will study basic principles, devices and circuits in modern electronic communications systems. Topics include systems and signal analysis, spectrum analysis, amplitude modulation and detection, frequency modulation and detection and oscillators. Graduate students will complete an additional independent research project. Prerequisites: TEET 3145, and TEET 3241 or ENGR 2341; or TMAE 5132/TMAE 5132G or permission of program coordinator. Undergraduate Corequisite: TEET 3243.

TEET 5340/5340G

Digital Communications: 3-2-4

Students will investigate digital modulation techniques including ASK, FSK, BPSK, QAM and M-ary schemes; gain in-depth knowledge of analog-to-digital conversion principles; and explore practical real-world communications applications including wireless communications, cell phone technology, and consumer communications systems. Also includes laboratory activities in support of instruction. Graduate students will be required to complete an independent research project, not required of undergraduate students. Undergraduate Prerequisite: TEET 5245. Graduate Prerequisite: TMAE 5132G.

TEET 5531/5531G**Programmable Logic Controllers: 2-2-3**

A study of sequential programmable logic controllers (PLCs) as applied to industrial processes with emphasis on ladder diagrams, input/output devices, application programming design of beginning through advanced functions, systems and networking. Also includes laboratory activities in support of instruction. Graduate students will complete an independent research project which involves a written and oral presentation. Prerequisite: TENS 2146 or permission of instructor.

TEET 5542/5542G**Computer System Design: 3-2-4**

This course is an in-depth study of the inner-workings of modern digital computer systems and trade offs present at the hardware-software interface. Activities will include the design process in the context of a complex hardware system and practical experiences with computer-aided design tools. Topics include: instruction set design, computer arithmetic, controller and data path design, memory systems, input-output systems, pipelining, performance and cost analysis. Graduate students will be required to complete an additional research project. Prerequisites: TEET 2443, or ENGR 2332, or TMAE 5132/TMAE 5132G or permission of program coordinator.

Engineering Science (COST)**TENS 2138****Digital Computation: 2-2-3**

An introduction to engineering technology problem solving using the computer. Emphasis is placed on the application of advanced software, programming logic/structure, and programming languages. Exploration of a range of problems that are suitable to be solved using computers and the software tools which provide the best fit for these problems.

TENS 2135**Thermodynamics: 3-0-3**

An introduction to thermodynamics. First and second law analysis of thermal systems. Use of property charts, tables and equations of state in analyzing common thermal processes of technological importance. Prerequisite: MATH 1441.

TENS 2137**Engineering Economy: 3-0-3**

Introduction to the time value of money and its effect on economic decisions. The principles and techniques needed to make decisions about the acquisition and retirement of capital goods, the output and life of equipment, operating costs, depreciation rates and economic selection. Prerequisite: MATH 1111.

TENS 2141**Statics: (0 or 3)-(0 or 2)-(0-4)**

The study of force systems and equilibrium of bodies at rest. Forces in plane trusses machines and frames, centroids and moments of inertia, and friction. Includes problem solving session in support of above topics. Prerequisite: MATH 1113.

TENS 2142**Dynamics: (0 or 3)-(0 or 2)-(0-4)**

The study of kinematics and kinetics of particles and rigid bodies; work and energy and impulse and momentum as applied to particles. Includes problem solving sessions in support of the above topics. Prerequisites: MATH 1441 and TENS 2141 or ENGR 2231.

TENS 2143**Strength of Materials: (0 or 3)-(0 or 2)-(0-4)**

Introduction to concepts of stress and elastic deformation under axial, torsional, flexural and combined loadings and beam loading. Also includes laboratory activities in materials testing and problem solving. Prerequisites: MATH 1441 and TENS 2141.

TENS 2144**Fluid Mechanics: (0 or 3)-(0 or 2)-(0-4)**

Fundamentals of fluid statics and fluid dynamics for incompressible fluids, fluid properties, static and dynamic forces, Bernoulli's equation, pipe flow and losses, open channel flow and flow measurement. Also includes methods, procedures and the use of equipment and meters to measure standard fluid properties and phenomena. Prerequisites: MATH 1441 and TENS 2141.

TENS 2146**Electrical Devices and Measurements 3-2-4**

An introduction to basic electrical devices and measurements. Coverage includes analog/digital systems and computer simulation. Also includes laboratory activities in support of instruction. Prerequisite: MATH 1441 or MATH 1232.

Technology Fort Gordon (COST)**TFG 7531****Telecommunication Systems: 3-0-3**

This course will provide students the ability to design a secure voice and data network for subscribers. A systems approach will be used to study telecommunications networks for the understanding of the function of individual components and subsystems. Attention will be given to the theory of different existing and emerging technologies. Students will receive an overview of public and private telecommunications systems, fundamentals of traffic engineering, switching, transmission, and signaling. Emphasis will be placed on the function of discrete components as well as complete systems. Prerequisite: Admission to Fort Gordon Cooperative Educational Degree Program.

TFG 7532**Network Operations and Management: 3-0-3**

This course examines the management tools and software applications needed to manage the variety of local and wide area networks. The course will address data communication devices, telecommunication devices, simple network management protocol, remote monitoring, telecommunication management, and network operation and security. Prerequisite: Admission to Fort Gordon Cooperative Educational Degree Program.

TFG 7533**Network Security: 3-0-3**

This course provides an in-depth study of network Security. Students will gain a respect for the threats and vulnerabilities facing U.S. voice and data networks and learn how networks are protected through organizational policy, software application, methodologies, and equipment. Topics discussed are: cryptography, Public Key Infrastructure (PKI), Internet Protocol Security (IPSEC), IP and bulk encryption, firewalls, intrusion detection systems, Certification and accreditation processes. Prerequisite: Admission to Fort Gordon Cooperative Educational Degree Program.

TFG 7534**Network Design: 3-0-3**

This course examines a structured, systematic, top-down process to design telecommunications networks. Some specific objectives are: students will understand the structured network design process, the logical and physical design process for access, distribution and core networks and the planning processes for host/network security and management. Prerequisite: Admission to Fort Gordon Cooperative Educational Degree Program.

Graduate Engineering Technology (COST)**TGET 7134****Construction Planning and Administration: 3-0-3**

An in-depth treatment of the process of developing capital construction projects from the point of conception through the preliminary planning and budgeting to final design, contract or selection, and finished construction of the desired end product.

Theatre (CLASS)

THEA 1100/1100S

Theatre Appreciation: 3-0-3

An introductory study of dramatic literature and its relationship to the theatrical arts including set, costume, lighting design, acting, and directing.

THEA 1250

Introduction to Production Concepts: 3-0-3

Students will be introduced to script analysis and concept development through a combination of lecture, analysis and group work. Three distinct genres will be used for script analysis: Shakespeare, Realism, and Non-realism. Students will work in collaborative groups to develop conceptual approaches to the individual scripts from the perspective of director and designer.

THEA 1331

Stage Make-up: 3-0-3

Offers students an introduction to make-up materials and techniques of application. Included with the basic techniques will be work with aging, wounds, scars, prosthetics, and other types of make-up.

THEA 1711

Theatre Practicum: 1-2-0

Provides students with opportunities to take an active part in a theatrical production. A maximum of four hours may apply toward a degree. Thirty clock hours of work will equal one hour of credit.

THEA 1712

Puppetry Practicum: 1-2-0

Provides students with opportunities to take an active part in puppetry production. A maximum of 4 hours may apply toward a degree. Thirty clock hours of work will equal one hour of credit.

THEA 2332

Stagecraft: 3-0-3

Provides students with basic instruction in principles of scenic construction, design, drafting, and painting. Designed as preparatory course to production and performance.

THEA 2333

Fundamentals of Acting: 3-0-3

Includes history of actor training, the influence of Stanislavsky, the playing of objectives, character development, and rehearsal discipline.

THEA 2712

Puppetry Practicum: 1-2-0

Provides students with opportunities to take an active part in puppetry production. A maximum of four hours may apply toward a degree. A minimum of thirty clock hours of activity required to receive credit.

THEA 3030/3030S

Selected Topics in Theatre: 3-0-3

Offers varied courses in specialized areas in the field of theatre.

THEA 3230

Voice for the Stage: 3-0-3

Students learn how to use their voices in a variety of performance situations.

THEA 3231

Movement for the Actor: 2-2-3

This course will introduce the student to various movement techniques used in the theatre. These techniques are intended to increase the individual's ability to inhabit the physicality of the character. Each time the course is offered it will pursue a specific technique or combination of techniques that will be determined by the instructor of the class. May be repeated once for credit.

THEA 3232

Vectorworks for the Stage: 2-2-3

This course will introduce the student to various 2D and 3D computer aided drafting techniques used in the theatre. These techniques are intended to increase the individual's ability to present construction drawings, elevations, groundplans and lighting plots for industry needs. Prerequisite: A minimum grade of "C" in THEA 2332.

THEA 3234

Acting for the Screen: 3-0-3

Students will learn acting for screen performance techniques with particular focus on film acting. Auditioning, screen tests, and casting will also be discussed. Students will perform in a minimum of two scenes for video. Prerequisite: A minimum grade of "C" in THEA 2333.

THEA 3330

Acting: Scene Study: 3-2-2

Broadens student understanding of the craft of acting. Special emphasis will be placed on character study through the extensive use of scene work from twentieth century drama.

THEA 3331

Advanced Stagecraft: 3-0-3

Examines construction principles and techniques applied to stage scenery and design. Also, focuses on maintenance of stage facility and shop equipment. Prerequisite: THEA 2332.

THEA/AAST/AMST 3332

African American Theatre: 3-0-3

Investigates the contributions of black playwrights, actors, and directors to American theatre.

THEA/IRSH 3333

Irish Theatre: 3-0-3

Studies the theatre of Ireland from the Abbey Theatre through the present. Covers Irish theatre movement and plays by significant playwrights from W.B. Yeats to Brian Friel. Prerequisite: Permission of instructor.

THEA 3334

Sound Design for the Theatre: 3-0-3

Teaches the process of sound design for theatrical production with basic instruction in the use of equipment. Teaches techniques necessary to reproduce sound effects and music for the stage. Prerequisites: A minimum grade of "C" in THEA 1250 and THEA 2332 or permission of instructor.

THEA 3335

Scene Painting: 3-0-3

History and techniques of scene painting including back drops, three dimensional textures, and trompe l'oeil effects. Course will cover a variety of paint media including transparent dye and application of gold leaf.

THEA 3336

Theatre Management: 3-0-3

Provides students with an introductory study of the principles and practices of theatrical management. Provides a systematic examination of the role of the theatre stage manager.

THEA 3337

Play Directing: 3-2-2

Includes conceptualization, communication with actors and designers, and casting and rehearsal techniques necessary to stage a play for the theatre. Prerequisites: A minimum grade of "C" in THEA 1250 and THEA 2333 or permission of instructor.

THEA 3338

Rehearsal and Performance: 0-12-3

This course will enable a student to receive credit for intensive participation in a theatrical production over the course of a 4-to-7 week period. The student will participate in a number of different activities: acting, set design and construction, costume design and construction, lighting design and

implementation, publicity, stage management, property design and construction, house management, and others.

THEA 3711

Theatre Practicum: 1-2-0

Provides students with opportunities to take an active part in a theatrical production. A maximum of four hours may apply toward a degree. Thirty clock hours of work will equal one hour of credit.

THEA 3712

Puppetry Practicum: 1-2-0

Provides students with opportunities to take an active part in puppetry production. A maximum of four hours may apply toward a degree. Thirty clock hours of work will equal one hour of credit.

THEA 4330

Theatre History: To the Elizabethans: 3-0-3

Surveys the physical structure, production methods, and acting and stage design of the theatre up to the Elizabethan period. Includes the study of ritual and oriental theatre as well as Western European drama. Prerequisite: Permission of instructor.

THEA 4331/4331S

Theatre History: Elizabethan to Modern: 3-0-3

Surveys the physical structure, production methods, and acting and stage design of Western theatre from the Elizabethan through the modern period. Prerequisite: Permission of instructor.

THEA 4332

Children's Theatre and Storytelling: 3-0-3

Examines play theory, storytelling, and creative drama techniques for the staging of plays with and for children.

THEA 4333/4333S

Acting Styles: 3-2-2

Specialized study of the techniques needed to perform in a particular style of theatre or in the work of a particular playwright. Topics include Shakespeare and verse drama, Brecht and Epic theatre, improvisational comedy, and Greek and Roman tragedy. May be repeated once for credit.

THEA 4334

Drama in Performance: 3-0-3

Examines the relationship between the play in performance and the dramatic text with special attention to historical theories of acting which influence the literary works.

THEA 4335

Scene Design: 3-0-3

Emphasizes interpretation of plays through visual images and the creation of physical spaces for performances. Includes traditional drafting and computer assisted design technologies, scale model making, perspective drawing and painted or air brushed rendering of the set. Prerequisites: A minimum grade of "C" in THEA 1250 and THEA 2332 or permission of instructor.

THEA 4336

Lighting Design: 3-0-3

Theory and practice of lighting for a variety of stages including proscenium, thrust, and arena stage production. A practical study of the equipment and the aesthetics of lighting for the theatre. Prerequisites: A minimum grade of "C" in THEA 1250 and THEA 2332 or permission of instructor.

THEA 4337

Costume Design: 3-0-3

The history and applied theory of theatrical costume design. An exposure to costume materials and concepts executed and demonstrated through watercolor and charcoal rendering. Prerequisites: A minimum grade of "C" in THEA 1250 and THEA 2332 or permission of instructor.

THEA 4338

Seminar: World Theatre: 3-0-3

This course is a study of one of the forms of theater engaged in by different cultures around the world. Each course will focus on one specific area of theater chosen from: People's Theatre, Russian Theatre, Asian Theatre, Classic Greek Theatre, Neo-Classic Theatre, or some other area within the Instructor's expertise.

THEA 4711

Theatre Practicum: 0-2-1

Provides students with opportunities to take an active part in a theatrical production. A maximum of three hours may apply toward a degree. Forty clock hours of work will equal one hour of credit.

THEA 4712

Puppetry Practicum: 1-2-0

Provides students with opportunities to take an active part in puppetry production. A maximum of four hours may apply toward a degree. A minimum of thirty clock hours of activity required to receive credit.

THEA 4831

Directed Study in Theatre: 3-0-3

Permits students to conduct in-depth study of issues associated with theatre. This course cannot be used to replace existing courses in the catalog. Must be approved by the department chair and the instructor.

THEA 5530/5530G

Playwriting: 3-0-3

The study, analysis, and practice in the art and craft of writing plays for the stage or for dramatic television and film. Undergraduates complete one act play while graduate students complete a first draft for a full length play.

THEA 5531/5531G

Puppetry: 3-0-3

Acquaints the student with puppetry as an art and an educational medium. Emphasizes effective use of puppetry in the development of individual and group resources, creativity, self expression, and emotional adjustment. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

Applied Engineering (COST)

TMAE 5131/5131G

Essentials of Applied Mechanical Engineering: 2-3-3

This is a course for students with no mechanical engineering experience. The principles of engineering mechanics are developed from a work/energy point of view. Survey topics include a review of the fundamentals of mechanics, elastic behavior of materials, stress-strain relationships and measurements, elasticity theory, stability, dynamics, and vibration theory. Graduate students will be required to complete a case study or other individualized advanced activity that undergraduate students will not be required to complete. Prerequisite: Permission of instructor. Should not be taken by graduate students with a B.S. in Mechanical Engineering.

TMAE 5132/5132G

Essentials of Applied Electrical Engineering: 2-3-3

This is a course for students with no electrical engineering experience. Survey topics include electrical energy sources, DC circuits, resistive networks, network theorems, inductance, capacitance, natural and step responses of RL, RC, and RLC circuit, sinusoidal steady state analysis, Three-phase circuits, computer circuit analysis, non-linear, active components such as diodes, transistors (both bipolar and MOSFET), and operational amplifiers. Graduate students will be required to complete a case study or other individualized advanced activity that undergraduate students will not be required to complete. Prerequisite: Permission of instructor. Should not be taken by graduate students with a B.S. in Electrical Engineering.

TMAE 5133/5133G**Production Planning and Facilities Design: 3-1-3**

The methods used to plan and control the efficient and effective use of equipment, tooling, people, materials, and other resources to manufacture products. This will lead to the examination of the fundamental theories, practices, and methods for the design of manufacturing and service facilities to enable productive flow of goods and services. Emphasis is placed on applied exercises utilizing spreadsheet and CAD software that culminates in a semester project. Graduate students will be required to complete a case study, or research project not required of undergraduate students. Prerequisite: TMET 3431.

TMAE 5134/5134G**World Class Manufacturing: 3-1-3**

A comprehensive study of world class manufacturing. Topics include Just-In-Time production, Total Quality Control, Total Productive Maintenance, and Total Employee Involvement. Manufacturing systems are designed and developed and trial runs are conducted and evaluated. Students will be required to conduct an analysis of a real world case relevant to the course. Graduate students will be required to complete a case study or other individualized advanced activity that undergraduate students will not be required to complete. Prerequisite: TMET 3431.

TMAE 5139/5139G**Renewable Energy: 2-2-3**

The design, operation, and environmental and socio-economic impact of renewable energy systems will be presented with an engineering emphasis. Additionally, cycle evaluation and analysis of the renewable energy systems, the efficiency and power output of renewable energy systems, their benefits and costs will be determined. Graduate students will be required to complete an additional design project that involves a class presentation with a more advanced technical analysis. Prerequisites: TMET 3232 and TMET 3233 or permission of instructor.

TMAE 5890/5890G**Selected Topics in Applied Engineering: (1-3)-(0-2)-(1-3)**

This course is scheduled on an infrequent basis to explore special areas in applied engineering. Graduate students will be required to complete a case study, or research project not required of undergraduate students. Prerequisite: Permission of the instructor.

TMAE 7136**Mechatronics I: 2-3-3**

This course is designed to build a working familiarity with the electronics and techniques needed in the design and control of electro-mechanical systems. The topics in this course include integrated use of mechanical, electrical, and computer systems for control of machines and devices, system modeling, sensors and actuators, basic electronics design, signal processing, grounding, and interfacing techniques. Prerequisite: TMAE 5131 and TMAE 5132 or permission of instructor.

TMAE 7137**Mechatronics II: 2-3-3**

This course is designed to provide further fundamental information to understand the fusion of mechanical engineering, electrical engineering, and computer data acquisition/programming and their relationship to the field of Mechatronics. This course emphasizes the interfacing of microcomputers with sensors and actuators, hybrid (analog/digital) design, digital logic and analog circuitry, micro-computer architecture, assembly language programming, signal conditioning, filters, analog-to-digital and digital-to-analog conversion, and the interface of data acquisition systems with the control process. Prerequisite: A minimum grade of "C" in TMAE 7136 or permission of instructor.

TMAE/MATH 7237**Mathematical Control Theory: 3-0-3**

State-space techniques from modern control system theory. Topics include realization theory for MIMO systems, state-space techniques for feedback control, closed loop observer design, and state-space techniques in optimal control. Prerequisites: A minimum grade of "C" in MATH 3230 and MATH 5336G.

TMAE 7430**Industrial Case Study Analysis: 3-0-3**

The systems approach and case study format are utilized for the resolution of current technical management problems of various industries. Problem solving methods are presented, discussed, and utilized in student activities.

TMAE 7431**Advanced Quality Control: 3-0-3**

A study of modern philosophies, methodologies, and technologies for quality control and improvement with emphasis on total quality management, statistical process control, quality improvement methods and acceptance sampling.

TMAE 7432**Advanced Engineering Economy: 3-0-3**

Consideration of probability and risk effects on estimates, selection of the minimum, attractive rate of return, capitol rationing, among competing projects and economic analysis in government.

TMAE 7433**Facilities Planning: 3-0-3**

An organized approach for planning a facility that achieves facilities location and design objectives, including how the activity's tangible assets best support achieving the activity's objectives. It is a composite of facilities location and facilities design with the approach based on the engineering design process. Techniques can be applied equally for non-manufacturing applications.

TMAE 7435**Manufacturing Systems Analysis: 3-0-3**

A study of the analysis of manufacturing systems, systems analysis and problem solving in manufacturing. The tools of systems analysis will be used to formulate the real problems of manufacturing, identify where computer systems can help, and solve challenging manufacturing systems problems.

TMAE 7530**Research in Applied Engineering: 3-0-3**

A study of modern research methods and their application to the preparation of the thesis and technical reports.

TMAE 7890/7890S**Selected Topics in Applied Engineering: 3-0-3**

This course is scheduled on an infrequent basis to explore special areas of applied engineering.

TMAE 7891**Independent Study: (1-3)-(1-3)-(1-3)**

Independent study is available for students to undertake individualized experimentation, research, study related to applied engineering, or a capstone project. The specific topic will be approved by a faculty member in the program, and credit will be assigned commensurate with the magnitude of the study.

TMAE 7895**Special Problems in Applied Engineering: 0-(1-3)-(1-3)**

Individual and specialized study in the areas of applied engineering not otherwise covered in the program. Students must submit a proposal of the special problem for approval by the faculty member of record. Credit will be assigned commensurate with the magnitude of the study.

TMAE 7999**Thesis: 0-0-(1-6)**

This course focuses on the preparation and completion of the thesis.

Mechanical Engineering Technology (COST)

TMET 2128

Solid Modeling and Analysis: 0-4-2

Students will develop a working proficiency in parametric solid modeling software, such as Pro/Engineer. In addition to creating solid models, students will develop a basic understanding of structural and thermal analysis. The skills learned in the course will be applied in junior and senior level MET courses. Prerequisite: ENGR 1133 or TMFG 2522, and prior or concurrent enrollment in TENS 2143, or permission of instructor.

TMET 2521

Introduction to Mechatronics: 1-2-2

Lecture and laboratory instruction in the theory and practice of engineering technology measurements and their application to controlled activities. A familiarity with traditional measuring devices, and a proficiency with data acquisition packages will be developed. The packaging of results in reports and presentations will be emphasized. Prerequisites: TENS 2146 and prior or concurrent enrollment in TENS 2143, or permission of instructor.

TMET 3130

Mechanism Design: 2-2-3

Kinematic analysis and design of the basic machine components and an introduction to mechanism synthesis and analysis. Extensive use of commercial mechanism analysis software. Prerequisite: TENS 2142.

TMET 3135

Machine Design: 3-0-3

Principles of mechanical design, the design of machine elements with consideration given to strength requirements, fatigue, material properties and modes of failure. Computer applications are stressed. Prerequisite: TENS 2143.

TMET 3136

Machine Component Design: 3-0-3

The detailed design of components such as springs, belts, clutches, brakes, chains, bearing, gears, lubrication, and welded and riveted connections. Prerequisite: TMET 3135.

TMET 3232

Thermodynamics II: 3-0-3

A second course in thermodynamics that expands upon first and second law analysis techniques developed in an introductory thermodynamics course. Includes an in-depth analysis of power and refrigeration cycles. Serves as an introduction to combustion processes. Prerequisites: TENS 2135, TENS 2144, and prior or concurrent enrollment in CHEM 1145 or permission of instructor.

TMET 3233

Heat Transfer: 3-0-3

An introduction to basic energy transport by conduction, convection and radiation. Applications to extended surfaces, heat exchanger, etc. Prerequisites: MATH 2242 and TENS 2135.

TMET 3341

Materials Science: 3-3-4

Study of engineering materials such as metals and alloys. Atomic structure and arrangement; control of the microstructure and mechanical properties of materials, mechanical testing, solidification, cooling curves, and phase diagrams and various strengthening mechanisms. Laboratory includes problem solving sessions and experiments on materials related to strengths, toughness, solidification, and metallography. Prerequisite: CHEM 1147

TMET 3343

Materials Processing: 3-2-4

Traditional as well as modern processing techniques. Limitation on use of different materials and their processing, metal-casting processes and equipment, forming and shaping processes and equipment, joining processes and equipment. Laboratory includes problem solving sessions and experiments on the metallurgy of materials. Prerequisite: TMET 3341.

TMET 3431

Free Enterprise Simulation: 2-3-3

A synergistic, hands-on, activity-based study of the planning, setup, and operation of a private enterprise. Students will study and experience the full scope of leadership and functional management roles as they organize, own, and operate a simulated private enterprise company by developing, producing, and marketing a competitive product for actual profit.

TMET 3711

Mechanical Engineering Technology Seminar I: 0-2-1

Students are introduced to numerical methods and problem solving skills essential to solving applied engineering problems. Concepts will be presented in an introductory seminar period, and the remaining time will be used by students to solve related applied engineering problems in the laboratory. Prerequisite: Junior MET standing or permission of instructor.

TMET 3712

Mechanical Engineering Technology Seminar II: 0-2-1

Students are introduced to topics essential for improving performance on the Fundamentals of Engineering Exam. Topics such as engineering economy, ethics, and global citizenship are reinforced, while topics such as electrical devices, mechanics, energy science, and numerical methods are reviewed. Prerequisite: Senior MET standing or permission of instructor.

TMET 4090

Selected Topics in Mechanical Engineering Technology: (1-6)-(1-6)-(1-6)

Provides for study of Mechanical Engineering Technology course topics not generally offered by the program.

TMET 4123

Vibration: 2-0-2

Free and forced vibration of one, two and multi-degree-of-freedom systems. Theory is developed and applied to practical cases. Prerequisites: TENS 2142 and MATH 2242.

TMET 4225

Thermal Science Lab: 0-4-2

Laboratory activities in support of instruction in thermodynamics, heat transfer, and HVAC. Prerequisites: TMET 3232 and TMET 3233, or permission of instructor.

TMET 4890

Special Problems in Mechanical Engineering Technology: (1-3)-0-(1-3)

Individual and specialized study in areas of mechanical engineering technology not otherwise covered in the student's program. Prerequisites: Senior standing, identification and definition of a problem or study area and approval of the instructor.

TMET 4899

Directed Independent Study: (1-3)-0-(1-3)

An individualized study involving research and applications pertaining to Mechanical Engineering Technology. Prerequisites: Senior standing, identification and definition of a problem or study area and approval of the instructor.

TMET 5133/5133G

Vibration and Preventive Maintenance: 2-3-3

An introduction to mechanical vibrations and preventive maintenance. Emphasis is placed on: undamped and damped free vibration of single degree of freedom systems, vibration analysis of system with multiple degrees of freedom, and forced vibration analysis with different excitations. Students will engage in hands-on experimental studies and develop analysis technique using vibration data. Preventive maintenance topics will also be studied. Graduate students will be required to complete additional laboratory and research assignments. Prerequisites: TMET 2521, TMET 3130, and TMET 3135; or permission of instructor.

TMET 5134/5134G

Introduction to Finite Element Analysis: 1-4-3

An introduction to the fundamentals of Finite Element Analysis. Students will develop a working knowledge of a commercial FEA software package. Students will model and analyze mechanical and thermal engineering problems using a commercial FEA package. Students will develop an ability and competence in interpretation and analysis of FEA results. Graduate students will be required to complete additional laboratory and research assignments. Prerequisites: TMET 2128, TMET 3136, and TMET 3233; or permission of instructor.

TMET 5136/5136G

Mechanical Controls: 2-3-3

An understanding of the elements of classical control theory will be developed. Students will be introduced to the concept of feedback and its properties; the concept of stability and stability margins; and the different tools that can be used to analyze these properties. Students will also develop a working knowledge of the basics of linear control techniques. Graduate students will be required to complete additional laboratory and research assignments. Prerequisites: TMET 2128 and TMET 3130; or permission of instructor.

TMET 5137/5137G

Mechanical System Design: 0-6-3

A capstone design course requiring that students call upon all of their academic preparations in the solution of mechanical system problems. Graduate students will be required to complete a case study or other individualized advanced activity that undergraduate students will not be required to complete. Prerequisite: Senior standing or approval of the instructor.

TMET 5234/5234G

HVAC: 2-3-3

Introductory course in Heating, Ventilating, and Air Conditioning (HVAC) systems. HVAC processes are analyzed and load calculations are performed in accordance with ASHRAE practices. Design projects are included. Graduate students will be required to complete a case study or other individualized advanced activity that undergraduate students will not be required to complete. Prerequisite: TMET 3232 and TMET 3233; permission of instructor for graduate students.

TMET 5431/5431G

Automation and CIMS: 2-3-3

A capstone course in materials science and processing. Fundamental manufacturing, automation, and topics in production and related control systems are covered. Numerical control, computer integrated manufacturing, and flexible manufacturing systems are included. Laboratory includes work with a Mini-CIM system. Graduate students will be required to complete a case study or other individualized advanced activity that undergraduate students will not be required to complete. Prerequisites: ENGR 1133, TENS 2138, and TMET 3343 or permission of instructor.

Manufacturing Technology (COST)

TMFG 1111

Manufacturing Seminar: 1-0-1

A seminar aimed to allow the student seeking a degree in the Manufacturing program to gain an understanding of the Manufacturing Degree program (courses, sequencing, purpose) and the Industrial Management major and how it integrates with other related sciences such as engineering. One single lecture period.

TMFG 1121

Technical Drafting: 1-2-2

A basic drafting course with emphasis on manual drafting skills and projection theory and practice.

TMFG 1123

3D Computer Drafting: 1-2-2

A computer aided drafting course with emphasis on the application of 3D parametric solid modeling CAD. Study includes the features and applications of AutoDesk Inventor. Creating 3D components, assembling a 3D product and animation of presentation will be discussed in this course.

TMFG 2522

Computer Drafting: 1-3-2

A basic computer drafting course. Prerequisites: TMFG or permission of instructor.

TMFG 3131

Manufacturing Processes and Materials: 2-3-3

A study of the industrial processes used in the manufacturing of products. Emphasis is placed on the selection of materials for processing based on their properties, characteristics, and adaptability to automated manufacturing processes.

TMFG 3132

Materials Machining Technology: 2-3-3

An experience centered course dealing with the operation of machine tools. Emphasis is placed on machining technologies used to process a variety of manufacturing materials. Both traditional and computer control machining processes are explored.

TMFG 3133

Forming and Fabrication: 2-3-3

A study of forming and fabrication technology and applications, including material properties, product design considerations, and issues impacting quality and productivity. Emphasis is on methods, tooling, and machinery involved in forming, piercing, and assembly processes for sheet, plate, tubing, wire forms and structural shapes. Laboratory activities involve experiments and projects designed to provide hands-on familiarity with typical industrial methods and equipment. Prerequisites: ENGR 1133 and TMFG 3131.

TMFG 3134

Electrical Technology: 2-3-3

Assumes that the student has had no prior knowledge of electricity and electrical/electronic concepts in that it is an introductory course designed to acquaint the student with the basic concepts governing electrical energy. Basic electrical/electronic principals and concepts are covered including DC circuits, AC circuits, elementary electronics and Programmable Logic Controllers (PLCs). Prerequisite: MATH 1111.

TMFG 3230

Productivity Measurement and Improvement: 2-2-3

A study of various methods and tools used in industry and business to measure work productivity and the methods and tools used to improve work procedures. Content areas include: methods study, motion study, time study, pre-determined time standards systems, work factors, work sampling, incentive systems, ergonomics, safety, and other special topics for methods improvement and work measurement. MS Excel will be used to solve problems. Prerequisite: TMET 3431.

TMFG 3231

Introduction to Industrial Management: 3-0-3

The development, organization and operation of manufacturing industries. Topics include: organization, engineering considerations, the manufacturing system, manufacturing cost control, materials flow control, quality assurance, and human resources. Prerequisite: TMET 3431.

TMFG 3232

Applied Industrial Statistics and Quality Assurance: 2-3-3

Statistical process control in manufacturing. Topics include evaluation of the process control system, defining problems and setting priorities, analyzing the process, describing data, process capability and pre-control charts, control charts, and determining cause. Prerequisite: TMET 3431.

TMFG 4121**Machining, Forming and Fabrication Practicum: (1-3)-0-(1-3)**

A general study and practicum of machining, forming and fabrication techniques utilized in industry including conventional machining, CNC machining, layout development, beginning and forming press work, foundry mechanical assembly and welding. Prerequisite: ENGR 1133.

TMFG 4130**Plastics Materials and Processes: 2-2-3**

A study of plastics and organic composites material, their properties, uses, and the manufacturing processes used to produce products from them. Reinforces and expands upon concepts and technical knowledge introduced in the prerequisite overview course. Familiarity with common processing properties, tools and equipment will be provided through laboratory work. Prerequisite: Three hours of introductory level industrial materials and processes.

TMFG 4132**Power Systems and Control Application: 2-3-3**

The study of the conversion, transmission, storage and control of energy. Emphasis is placed on hydraulics, pneumatics, and electro-mechanical machine control through programmable logic control (PLC) and computer control technologies. Prerequisite: MATH 1111.

TMFG 4293**CO-OP: 1-0-1**

CO-OP.

TMFG 4299**Manufacturing Internship: (1-6)-0-(1-6)**

Provides practical application and experience in cooperating industry and business. Designed to permit attendance at an approved industry-sponsored work experience for the purpose of providing the student with advanced related occupational or technical training. Prerequisite: Senior standing, preferably last semester before graduation.

TMFG 4330**Cost Engineering: 3-0-3**

Cost engineering is concerned with the cost determination and evaluation of engineering design, including the various types of cost estimates, cost information, and cost assurance. Prerequisite: TMET 3431.

TMFG 4531**Plant Layout: 2-2-3**

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 MS Excel and AutoCAD software that culminates in a semester project. Prerequisite: TMET 3431.

TMFG 5133/5133G**Automated Manufacturing Systems: 2-3-3**

Computer integrated manufacturing (CIM) concentrating on advanced computer numerical control machining, and the interface of robotics systems in manufacturing. Experiences using programming techniques, production equipment simulations and rapid prototyping are emphasized. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: ENGR 1133 and TMFG 3132, or permission of instructor.

TMFG 5230/5230G/5230S**International Manufacturing: 3-0-3**

A study of opportunities, issues, and problems involved in manufacturing products for import and export, and in dealing with global suppliers of materials, parts, and assemblies. Focus is on those aspects unique to the management of technical operations, such as ISO (International Organization for Standardization) quality standards, scheduling, and technology transfer. Additional topics may include transportation, Customs documentation, global trends and trade policies, and cultural issues.

Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

TMFG 5233/5233G**Manufacturing Applications in Information Technology: 3-0-3**

A senior level seminar emphasizing the application of commercially available software to solve manufacturing production problems. Topics include Theory of Constraints, Failure Mode and Effect Analysis, Flow Charting, and Project Management. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: Senior standing, three hours of statistics or quality assurance, and three hours of technical processes, or permission of instructor.

TMFG 5234/5234G**Introduction to Technical Management & Leadership: 2-3-3**

A study in the application of modern technical management and leadership principles to individuals and groups. This course is directly linked to the knowledge and applications learned in the technical manufacturing courses taken in the Industrial Management Program. Graduate students are required to complete an advanced level assignment in addition to all undergraduate course requirements. Prerequisite: TMET 3431.

Safety and Environmental Technology (COST)**TSEC 5331/5331G****Occupational Safety: 3-0-3**

The technical aspects of developing and implementing occupational safety programs in manufacturing industries. Emphasis on hazard identification and control. Topics include: OSHA compliance, accident investigation, fire protection, machine guarding, noise abatement, and electrical safety. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

TSEC 5332/5332G**Ergonomics: 3-0-3**

The human machine interface in manufacturing industries as it relates to the well-being of workers and efficiency of production systems. The application of human factors from both physiological and psychological perspectives are examined. Emphasis is placed on regulatory compliance. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

TSEC 5333/5333G**Industrial Hygiene and Ergonomics: 3-1-3**

A study of the techniques used by health and safety professionals to anticipate, recognize, evaluate, and control those environmental factors or stresses arising in or from the workplace that adversely affect an employees' health, comfort, and performance. Ergonomic tool and work area design and work procedures are emphasized. Regulatory agencies, compliance, and program management issues are discussed. Graduate students are required to complete an advanced level assignment in addition to all undergraduate course requirements. Prerequisite: One chemistry course or permission of instructor.

TSEC 5334/5334G**Hazardous Waste Management: 3-0-3**

A study of hazardous waste substances as they are created by various industries and their proper management by combining planning, organizing, and controlling techniques with a knowledge of generating, storing, transporting, treating, recycling and disposing of hazardous materials. Issues of environmental impact, regulatory compliance, ethics, and program management are discussed from a technical management perspective. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite: One chemistry course or permission of instructor.

TSEC 5335/5335G

Systems Safety in Manufacturing: 3-0-3

A study of the application of systems safety concepts to manufacturing and production systems. Emphasis is placed on the critical analysis of systems through modeling and the development of control strategies to reduce the frequency and severity of industrial accidents. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

TSEC 5336/5336G

Environmental Law: 3-0-3

A course designed to provide an introduction and overview (for those without legal or specific scientific training) of the system through which our nation attempts to preserve the environment. The U.S. legal system, national, and international environmental policy is reviewed. Emphasis is placed on the control of air quality, water quality, toxic substances, and hazardous releases as it relates to environmental regulation of industry. Graduate students will be required to complete an additional project or assignment in addition to the undergraduate course requirements.

University Honors (VPAA)

UHON 1191

Freshman Honors Seminar: (1-3)-0-(1-3)

Students will reflect on the role that leadership plays in service, citizenship, and social change. Students will read, discuss, and write about different leadership styles as they explore their own leadership abilities in their service experience. Students will synthesize their coursework and their service to write a term paper.

UHON 2120

Sophomore Honors Seminar: 2-0-2

An enrichment course designed to supplement the standard curriculum. Topics will vary, but will always concern a specific thought-provoking issue or problem. In a seminar setting, students and their instructor will engage the chosen topic by employing innovative and interdisciplinary approaches. Prerequisite: A minimum grade of "C" in UHON 1191.

UHON 3090

Honors Enrichment Seminar: (1-3)-0-(1-3)

An in-depth exploration of a special topic in an honors seminar setting. Reserved for students in the Honors Programs. Topics to be selected by Honors Council based on proposals submitted by faculty. Prerequisite: Honors student status.

UHON 3111

Honors Thesis Seminar I: 1-0-1

In a seminar setting, students will conduct readings about the research process with a focus on developing an honors thesis proposal. Prerequisite: Honors student standing.

UHON 3112

Honors Thesis Seminar II: 1-0-1

In a seminar setting, students will continue to progress toward researching and writing the honors thesis. Particular emphasis will be given to construction of a comprehensive literature review and research design. Prerequisite: Honors student standing.

UHON 3190

Honors Junior Research Seminar: (1-3)-0-(1-3)

In a seminar setting, students will conduct readings about the research process with a focus on developing an honors capstone topic. Prerequisite: A minimum grade of "C" in UHON 2120 and minimum junior standing.

UHON 4111

Honors Thesis Seminar III: 1-0-1

In a seminar setting, students will continue writing and revising their thesis. Prerequisite: Honors student standing.

UHON 4112

Honors Thesis Seminar IV: 1-0-1

Students will complete the final honors thesis and present their findings at a research symposium. Prerequisite: Honors student standing.

Web Information Technology (CIT)

WBIT 1100

Introduction to Information Technology: 0-3-3

This course is an introductory course in information technology. Topics include foundation in hardware, software, data and an overview of the information technology in organizations. Additional topics include structured programming techniques, systems development, database design and networking, with an emphasis on appropriate business ethics, interpersonal skills and team building.

WBIT 1310

Programming and Problem Solving I: 0-3-3

This course helps students to develop basic problem-solving skills using the Java programming language. Students are introduced to fundamentals of Java programming language with emphasis on primitive data types, control structures, methods, arrays, classes, objects, abstraction, inheritance and polymorphism. Students learn basic techniques of good programming style, design, coding, debugging, and documentation. Students are able to create programs to solve basic practical problems. Prerequisites: A minimum grade of "C" WBIT 1100 and in an Area A mathematics course.

WBIT 2000

The Enterprise and IT: 0-3-3

This course will look at the structure and management of an information technology infrastructure. From the management aspect the course will touch on principles and practices of managing both people and technology to support an organization. The course will emphasize how to make an information technology infrastructure effective, efficient, and productive. The management of hardware, software, data, networks and other supporting IT functions will be studied. Prerequisite: Prior or concurrent enrollment with a minimum grade of "C" in WBIT 1100.

WBIT 2300

Discrete Mathematics for IT: 0-3-3

Discrete (as opposed to continuous) mathematics is of direct importance to the fields of Computer Science and Information Technology. This branch of mathematics includes studying areas such as set theory, logic, relations, graph theory, and analysis of algorithms. This course is intended to provide students with an understanding of these areas and their use in the fields of Computer Science and Information Technology. Prerequisites: A minimum grade of "C" in MATH 1113, MATH 1232, and MATH 1441.

WBIT 2311

Programming and Problem Solving II: 0-3-3

The emphasis of this course is on advanced programming techniques in Java including GUIs, software reuse through component libraries, recursion, event-driven programming, database processing, file processing, and exception handling. Students are able to create event-driven, graphical programs or text-based programs solving practical problems incorporating databases and external files. Prerequisites: A minimum grade of "C" in WBIT 1310 and WBIT 2300.

WBIT 3010

Technical Communication: 0-3-3

This course covers workplace communication at the intermediate level. Topics include audience analysis, research proposal and report writing, document and visual design, editing and presentation design. Prerequisite: A minimum grade of "C" in ENGL 1102 or ENGL 1160.

WBIT 3110

Systems Analysis and Design: 0-3-3

This course introduces the fundamental principles of the design and analysis of IT applications. In this course, students will learn to apply the tools and techniques commonly used by systems analysts to build and document IT

applications. Classical and structured tools for describing data flow, data structure, process flow, file design, input and output design, and program specification will be studied, as will object-oriented techniques. Prerequisites: A minimum grade of "C" in WBIT 1310 and WBIT 2000.

WBIT 3111

Information Technology Project Management: 0-3-3

Project management techniques and tools as applied to information systems projects including resource and personnel management and allocation, product testing, scheduling, and project management software. Students will study examples of both successful and unsuccessful projects and apply lessons learned to a class project. Prerequisites: A minimum grade of "C" in WBIT 3110 and STAT 3010.

WBIT 3200

Database Design, Development and Deployment: 0-3-3

This is an advanced course in database design, development and deployment. Course emphasizes database design drawing distinctions between data modeling and process modeling using various modeling techniques including Entity-Relationship Modeling, Object Modeling and Data Flow Diagramming; database development using the relational model, normalization, and SQL; database deployment including control mechanisms, forms, reports, menus and web interfaces. Additional topics include procedures, functions, packages and triggers. Students will design, create and process a database to demonstrate competency in the course content. Prerequisite: Prior or concurrent enrollment with a minimum grade of "C" in WBIT 2311.

WBIT 3400

Introduction to Multimedia: 0-3-3

This course covers the basic design principles and tools for creating and editing digital media elements. Examples of these elements include graphics, animation, audio, video, virtual space and simulation. Prerequisite: A minimum grade of "C" in WBIT 1100.

WBIT 3410

Web Applications Development: 0-3-3

The course provides a survey of techniques and tools for developing basic web pages for delivery of text and graphic information; focus on page markup languages, client-side scripting, page design principles, page layout techniques, markup language syntax, and page styling methods. Prerequisite: A minimum grade of "C" in WBIT 1310.

WBIT 3500

Architecture and Operating Systems: 0-3-3

This course introduces students to the architectures of computer systems and the operating systems that run on them. It explores and gives experience with some common computer designs and operating systems. Topics include basic computer architecture, instruction set architecture, memory, memory management, processes, and file systems. Prerequisite: A minimum grade of "C" in WBIT 1310.

WBIT 3510

Data Communications and Networking: 0-3-3

This course covers computer network and communications concepts, principles, components, and practices; coverage of common networking standards, topologies, architectures, and protocols; design and operational issues surrounding network planning, configuration, monitoring, troubleshooting, and management. Prerequisite: A minimum grade of "C" in WBIT 3500.

WBIT 3600

Introduction to E-Commerce: 0-3-3

The emphasis of this course is on basic principles and practices of E-business and E-commerce. Topics include infrastructures and applications of Ecommerce, E-Tailing, E-Marketing, advertisement, B2B, B2C, C2C, E-Government, M-Commerce, E-Learning, electronic payment systems, security, and legal issues. Students also learn to build simple dynamic Ecommerce sites using server-side scripting. Prerequisites: A minimum grade of "C" in WBIT 3110 and WBIT 3410.

WBIT 4020

Professional Practices and Ethics: 0-3-3

This course covers historical, social, economic and legal considerations of information technology. It includes studies of professional codes of ethical conduct, philosophy of ethics, risk analysis, liability, responsibility, security, privacy, intellectual property, the internet and various laws that affect an information technology infrastructure. Prerequisite: Senior standing.

WBIT 4030

Senior Project: 0-3-3

A capstone course for WebBSIT majors. Students will be expected to complete a final team or individual project. The project may be an approved industry internship or a project developed and designed by faculty of the WebBSIT. Students will apply skills and knowledge from previous WebBSIT courses in project management, system design and development, digital media development, eCommerce, database design, and system integration. Prerequisites: Senior standing and program approval.

WBIT 4112

Systems Acquisition, Integration and Implementation: 0-3-3

Most IT applications used by organizations are configured from components that have been purchased from third-party vendors. This includes both hardware components and, increasingly, software components. In this course, students will study the component acquisition process, and methods and techniques for integrating these components into an existing IT infrastructure. Prerequisites: A minimum grade of "C" in WBIT 3110, WBIT 3200, and WBIT 4520.

WBIT 4120

Human-Computer Interaction: 0-3-3

The emphasis of this course is on fundamentals of human-machine interfaces, both cognitive and physical. Learning styles and effects of short-term memory on cognition and reaction will affect hardware and software development. Students will design a prototype interface. Prerequisites: A minimum grade of "C" in WBIT 2311 and WBIT 3400.

WBIT 4520

Information Security: 0-3-3

This course is an introduction to information assurance and security in computing. Topics include computer, network (distributed) system and cyber security, digital assets protection, data backup and disaster recovery, encryption, cryptography, computer virus, firewalls, terrorism and cyber crimes, legal, ethical and professional issues, risk management, information security design, implementation and maintenance. Prerequisites: A minimum grade of "C" in WBIT 3500 and current enrollment or prior completion with a minimum grade of "C" in WBIT 3510.

WBIT 4601

Customer Relationship Management: 0-3-3

The applications of IT applications has allowed many organizations to collect large amounts of data on their clients and to use such data to improve the relationships with their customers. In this course, students will study customer relationship management systems, including the reasons for their emergence, the functionalities that they provide and the issues one would have to face to successfully introduce a Customer Relationship Management System into an organization. Prerequisites: A minimum grade of "C" in WBIT 3200 Database and WBIT 3600.

WBIT 4602

IT Strategy, Design and Development: 0-3-3

Students will gain an understanding of the complexities of IT systems development and will demonstrate effective strategies commonly used by IT professionals. The course will include surveys of security issues, Internet technologies, web development software, e-commerce models, purchase and payment systems, interfaces with business systems, legal issues, international issues, and marketing and promotion of information technology systems. Students will develop prototypical systems. Prerequisites: A minimum grade of "C" in WBIT 3111, WBIT 3200, WBIT 3600, and WBIT 4120.

WBIT 4610

IT Policy and Law: 0-3-3

This course will focus on the legal implications of conducting business in the information technology age. Topics will include current understanding of Internet contracts, copyright, trademark and patent law. Further, this course will examine cutting-edge cases relating to security, e-commerce, and emerging ethical issues and trends. Prerequisite: A minimum grade of "C" in WBIT 3600.

Women's and Gender Studies (Interdisciplinary)

WGST 2530

Introduction to Women and Gender Studies: 3-0-3

A multidisciplinary course designed to introduce students to the field of women and gender studies. Students will examine traditional and alternative perspectives on women's and men's experiences.

WGST 3090

Selected Topics in Women and Gender Studies: (0-15)-0-(0-15)

Various Selected Topics.

WGST/HIST/AMST 3137

Topics in U.S. Women's History: 3-0-3

Examines the experiences of women in the United States from colonial times to the present within the overall framework of American history. Explores the impact of major historical events on women; the contributions of women to the social, political, cultural and economic development of the US; and the changing roles of women within the family and the workplace. Topic varies. May be repeated for credit.

WGST/PSYC/INTS 3232

Psychology of Gender: 3-0-3

Examines biological and environmental determinants of gender, as well as, the role of gender in cognitive functioning, personality, physical and mental health, interpersonal relationships, and work life. Prerequisite: PSYC 1101.

WGST/POLS 3235

Gender and Politics: 3-0-3

A study of the relationship of women to political life and to political theory-building. Focuses on political socialization, behavior, and institutional impact based on gender, using a comparative cross-national approach.

WGST/ENGL 3237

Women and Literature: 3-0-3

A study of the literature by and about women, which reflects some of the myths, legends, and social forces molding the female character. Prerequisites: A minimum grade of "C" in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or 2232 (not taken as a prerequisite).

WGST/LATN 3330

Roman Women: 3-0-3

Study of the role of women in the ancient Roman world. Emphasis on their influence within the political, economic, social, religious, and intellectual life of Rome. Examination of the Roman world through the eyes of ancient Roman women from different historical periods and social status.

WGST/COMS 3333

Communication and Gender: 3-0-3

Introduces students to the literature of gender and communication. Considers how men's and women's self-perceptions and resulting communication patterns evolve as a function of cultural influences.

WGST 4090

Independent Study in Women's and Gender Studies: 0-0-(1-4)

The opportunity to design and conduct independent research and/or projects under the direction of a WGST faculty member in specialized areas of

Women's and Gender Studies. Prerequisite: WGST 2530 or permission of instructor.

WGST/PHIL 4130

Feminist Philosophy: 3-0-3

An introduction to the main topics in Feminist Philosophy to include the adversary method and the 'maleness' of philosophy; dualities of mind and body, male and female, self and other; women's ways of knowing; caring and maternal thinking; and ecofeminism. Feminist philosophy addresses these ideals and assumptions in the western philosophic traditions that have oppressed women and other subordinate groups.

WGST/COMM 4331

Gender, Media, and Representation: 3-0-3

Examines the implicit gender messages that are communicated through mass media. Focuses on the representation of gender in the media and how media both reflects and creates cultural values and ideals pertaining to gender.

WGST/SOCI 4332/4332S

Sociology of Gender: 3-0-3

Explores gender identity, gender roles, and gender social structures using the sociological perspective. Prerequisite: SOCI 1101.

WGST/HIST 4335

"Woman Question" in Europe: 3-0-3

An intellectual history course focusing on the debate over women's nature, women's roles, and the notion of "woman." Although the "woman question" has a history spanning the entire modern period, this course will examine the period 1848-1950 when many of the classic texts appeared.

WGST/SOCI 4338

Sport, Culture, and Society: 3-0-3

Examines sport as a social institution, focusing on cultural values related to sport, stratification within and among sports, and issues of power and inequality pertaining to sport. Prerequisite: SOCI 1101.

WGST/HIST/AAST 4530

Revelation and Revolution: 3-0-3

Explores issues of gender, spirituality, and power within the context of African history.

WGST 5131/5131G

Sex, Violence, and Culture: 3-0-3

Uses feminist theories of gender, sexuality, and patriarchal culture to explore the relationship between public and private violence. Placing private violence in a global perspective, this course critiques the gender stakes of economies of domination and exploitation, the war system, and ideologies of family and nation. Prerequisite: WGST 2530.

WGST/ANTH 5331/5331G

Gender and Anthropology: 3-0-3

An examination of the biocultural and multi-cultural perspectives of gender provided by anthropology. Theories and case examples of gender studies from selected cultures will be examined using insights from physical anthropology, archeology, cultural anthropology, and linguistics. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite: ANTH 1102 or permission of instructor.

WGST/ENGL/AAST 5539/5539G

Literature by Women: 3-0-3

A study of classic, contemporary, and experimental writing by women in all genres, with special emphasis on the polemical and theoretical bases of and critical approaches to such texts. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisites: A minimum grade of "C" in all of the following: ENGL 2231 or ENGL 2232; ENGL 2331 or ENGL 2332; and prior or concurrent enrollment in ENGL 2131 and either ENGL 2231 or ENGL 2232 (not taken as a prerequisite).

WGST/WRIT 5633/5633G**Writing the Body: 3-0-3**

Writing the Body explores the ways in which written discourse is an intellectual, social, creative, and educational practice that is always also material and corporeal. As an introduction to discipline-specific foundations in writing theory and methodologies, this course engages students in both the analysis and production of written texts and enables them to explore the ways in which identity narratives are embodied and performative. Graduate students will be given additional assignments not required of undergraduate students. Undergraduate Prerequisite: A minimum grade of "C" in ENGL 1102 or ENGL 1160. Graduate Prerequisite: A admission to graduate standing.

WGST/ENGL 6635**Women's and Gender Issues: 3-0-3**

A study of women's and gender issues and concerns in the context of important works of literature.

WebMBA Consortium (COBA)**WMBA 6000****Human Behavior in Organizations: 3-0-3**

This course provides an overview of existing theories and models of human behavior in organizations. Using readings, cases, discussion, and guest speakers, the course explains the importance of leadership, motivation, power and influence in organizational life. Special emphasis is placed on leadership for change. Prerequisite: Completion of WebMBA Prerequisite Cycle.

WMBA 6010**Managerial Accounting: 3-0-3**

A study of management accounting and control information. This course shows to make pricing and product mix decisions, how to improve existing activities and processes, how to measure performance in decentralized operating units, and how to align organizational activities with long-term strategic objectives, both in a domestic and international setting. Prerequisite: Completion of WebMBA Prerequisite Cycle.

WMBA 6020**Managerial Communications: 3-0-3**

This course is designed to meet the needs of the practicing manager. Included are the communications carried out by managers in organizations and the organizational and human variables which influence these communications. Included is the management of information systems. Communication styles of managers from different cultures are discussed. Prerequisite: Completion of WebMBA Prerequisite Cycle.

WMBA 6030**Global and International Business: 3-0-3**

This course presents fundamental considerations for managers of international trade operations. This course is designed to provide graduate level skills in the management functions of global strategic planning, international organizing, leading expatriates and diverse cultures, and controlling the global organization. Prerequisite: Completion of WebMBA Prerequisite Cycle.

WMBA 6040**Managerial Decision Analysis: 3-0-3**

This course is designed to expose students to the types of decision making situations they will face as managers. It will introduce students to advanced quantitative concepts and state-of-the-art techniques. By the end of the course students will be expected to be able to analyze a problem statement, develop alternative solution procedures and select the one that most successful solutions to business problems require the ability to integrate concepts from non-quantitative fields with the quantitative results. Prerequisite: Completion of WebMBA Prerequisite Cycle.

WMBA 6050**Strategic Marketing: 3-0-3**

A strategy planning approach to marketing management from conception and application perspectives. Focus is on the strategic decision-making process supported by self-analysis and external analysis. Legal, ethical, and international aspects are also considered. Prerequisite: Completion of WebMBA Prerequisite Cycle.

WMBA 6060**Managerial Finance: 3-0-3**

A study of financial risk and return, capital budgeting, valuation, capital structure, working capital management and current topics in financial management. Prerequisite: Completion of WebMBA Prerequisite Cycle.

WMBA 6070**Entrepreneurship-New Venture Analysis: 3-0-3**

A study of the business formation process which focuses on the creativity, risk-taking, and planning associated with new ventures. The course will provide information on the entrepreneurial process starting with idea generation, idea development, feasibility analysis, resource identification, and concluding with the development of a coherent business plan. Prerequisite: Completion of WebMBA Prerequisite Cycle.

WMBA 6080**Management Information Systems: 3-0-3**

This course focuses on information technology and systems from a general management perspective. Topics of discussion include the management of the systems development process, the organizational cycle of information, technology planning, evaluation, selection, and strategic uses of information technology. Prerequisite: Completion of WebMBA Prerequisite Cycle.

WMBA 6090**Information Technology Management (ERP): 3-0-3**

This course is designed to enable the manager to effectively explore and evaluate new technologies in an applied business environment. The course focuses on the evaluation, selection, implementation process, and use of advanced ERP systems, i.e. SAP R/3. This course will concentrate on the managerial, not the technical aspects, of information technology management. The use of relevant readings and cases are used to apply the concepts and techniques presented in the course. The course will offer the rewards for the successful implementation. Prerequisite: Completion of WebMBA Prerequisite Cycle.

WMBA 6100**Production Operations Management: 3-0-3**

This course is designed to provide an understanding of the production/operations function within an organization. It will focus on the types of decisions to be made at various organizational levels and, where appropriate, on particular models and quantitative techniques that can be useful in making those decisions. Emphasis will be placed on how those decisions are interrelated and on their strategic implications for the firm. Finally, it will consider how the operations function fits in with other functional areas of the firm. Prerequisite: Completion of WebMBA Prerequisite Cycle.

WMBA 6110**Business Strategy: 3-0-3**

This course focuses on global strategic management and encourages the analysis and development of business strategies within a global environment. Prerequisites: Completion of WebMBA Prerequisite Cycle and completion of WMBA 6010, WMBA 6050, and WMBA 6060.

Writing (CLASS)**WRIT/LING 2090/2090S****Selected Topics in Writing and Linguistics: (1-3)-0-(1-3)**

Introduces students to one or more topics preliminary to study of more specialized areas of Writing and Linguistics. Prerequisite: A minimum grade of "C" in ENGL 1101 or ENGL 1160.

WRIT 1101**English Composition for Non-native Speakers: 2-2-3**

For students whose native language is not English. Concentrates on developing the student's skills in thinking, reading and writing. Emphasis is placed on the reading and understanding of prose selections and on the writing of clear, logical, well-constructed essays that are relatively free from serious grammatical faults. Includes a research paper. Credit for this course will be accepted in lieu of credit for ENGL 1101. Upon completion of this course, the student will enroll in ENGL 1102. Prerequisite: This course must be completed with a minimum grade of "C" before the student may enroll in ENGL 1102.

WRIT 2130**Technical Communication: 3-0-3**

Teaches students to improve written, oral, and visual communication by requiring assignments relevant to their proposed professions. The focus is on the type of communication required by the scientific and engineering discourse communities. Prerequisite: A minimum grade of "C" in ENGL 1102 or ENGL 1160.

WRIT 2131**Everyday Creative Writing: 3-0-3**

Investigates the uses of creative writing in "everyday" forums such as music, advertisements, radio, television, and other forms of popular culture. Students will learn the elements common to all types of creative writing -- word play, figurative expression, sound effects, concrete language, attention to detail -- and apply these elements in their own creative writing exercises and projects.

WRIT 2133**Forms in Creative Writing: 3-0-3**

A workshop course that focuses on the writing of a specific creative form or genre. The form being studied and practiced varies, but may include Science Fiction and Fantasy; Spiritual Autobiography; Humor and Satire; Prose Poetry, Horror, and additional forms not covered in other creative writing courses. Prerequisite: A minimum grade of "C" in ENGL 1101 or ENGL 1160.

WRIT 2230**Careers in Writing and Linguistics: 3-0-3**

This course focuses on the broad employment opportunities available in the field of writing and linguistics, provides students with an understanding of their realistic options, and presents criteria for planning a focused job search in the field. This course situates an individual career search in a larger framework that addresses the economic, cultural, and social changes that have resulted in major shifts in the field.

WRIT/FILM 2531**Introduction to Screenwriting: 3-0-3**

This course introduces students to creative process of scriptwriting for film and television through workshops, screenings, and examination of screenplays. Plot, character development, writing for visual media, and other elements of screenwriting will be covered. Students will develop a minimum of two short film scripts and one television dramatic or comedy script (spec script). Prerequisites: A minimum grade of "C" in ENGL 1102 or ENGL 1160; and FILM 2331 or ENGL 2434; or passage of Grammar Proficiency Exam or WRIT 3520.

WRIT 2533**Writers on Writing: 3-0-3**

Examines the lived experience of working writers, their diverse composing practices and motivations for writing, and studies how writers write. Through selected memoirs and other readings, students will investigate how writers use their writing to shape meaning and identity and how scholars study writing processes.

WRIT 2535**Writing and Place: 3-0-3**

This course examines the relationship between language and location by analyzing print and visual rhetorics of social and natural environments.

Students explore such environments by focusing on travel writing, ecomposition, or globalization and writing.

WRIT 3030/3030S**Selected Topics in Writing: 3-0-3**

Offers varied courses in specialized areas of the field of writing.

WRIT 3130/3130S**Creative Writing: 3-0-3**

The writing of poetry and fiction through close analysis of poetic and narrative forms with the purpose of encouraging students to develop their creative writing abilities and their awareness of creative writing techniques and strategies.

WRIT 3131**Teaching Writing: 3-0-3**

An introduction to the theory and practice of teaching writing, including making the writing assignment, pre-writing, revising writing, and evaluating student writing. Prerequisite: ENGL 2111 or ENGL 2112.

WRIT 3140**Writing for Young Readers: 3-0-3**

A workshop course that focuses on writing for children and young adults. Students read and discuss theoretical as well as creative texts, write in multiple forms, such as poetry, fiction, creative nonfiction, and multimedia, and produce a portfolio of work. Prerequisite: A minimum grade of "C" in ENGL 1101 or ENGL 1160.

WRIT 3220**Foundations in Professional and Technical Writing: 3-0-3**

Surveys the field of professional and technical writing, its various areas of interest, and potential career paths. The course explores the histories, theories, and research methodologies of professional and technical writing, which may include new media studies; cultural studies; rhetorics of science, technology, and the workplace; and usability. Prerequisite: A minimum grade of "C" in ENGL 1102 or ENGL 1160.

WRIT 3230**Writing in the Workplace: 3-0-3**

Prepares students from all disciplines to be effective communicators in their chosen professions. Students learn to write and prepare a variety of documents, including memos, letters, reports, proposals, critical studies, and recommendations. Prerequisite: A minimum grade of "C" in ENGL 1102 or ENGL 1160.

WRIT 3232**Document Creation for Technical and Professional Writers: 3-0-3**

Overviews theories of document creation, including human perception, psychology of color, and principles of design as they relate to needs of professional and technical writers. Students will learn to apply these theories by producing technical documents and projects which incorporate the principles of visual communication and usability. Prerequisite: A minimum grade of "C" in ENGL 1102 or ENGL 1160.

WRIT 3233**Technical and Professional Editing: 3-0-3**

Encompasses the ideas of editing as a professional writing skill, with a focus on the job of a technical editor. Emphasizes proofreading skills and the manipulation of documents from inception through presentation as finished products. Layout, document design, and contemporary production processes are also emphasized. Prerequisite: A minimum grade of "C" in ENGL 1102 or ENGL 1160.

WRIT 3234**Research Methods for Technical and Professional Writers: 3-0-3**

Introduction to quantitative and qualitative research designs in professional and technical communication. Intensive study of planning and research designs including primary (surveys, interviews, experiments, questionnaires,

field research, etc.) and secondary research tools (i.e., Internet, print sources, bibliographies). Prerequisite: A minimum grade of "C" in ENGL 1102 or ENGL 1160.

WRIT 3430

Linguistics and Grammar for Teachers: 3-0-3

Through lecture, workshops, and projects about writing, students will develop a metalanguage for teaching grammar and usage in order to effectively teach basic grammatical, mechanical, and usage concepts. Prerequisite: A minimum grade of "C" in ENGL 1102 or ENGL 1160.

WRIT/COMM/AMST 3433

Comic Book Writing in American Culture: 3-0-3

Investigates multiple dimensions of and models for comic book writing as it traces the medium's history, development of new genres, and narrative conventions since its origins in the 1930s. Teaches the comic book's use of iconography, cultural tropes, and cognitive closure in the construction of sequential narratives. Prerequisites: A minimum grade of "C" in ENGL 1101 and ENGL 1102 or ENGL 1160.

WRIT 3435

Writing and Healing: 3-0-3

Introduces students to the physical, intellectual, and spiritual benefits of writing personal/cultural stories in classrooms, community groups, websites, and public memorials. By analyzing current theories and their own and each other's narratives, students learn the connections between writing and health, silence and sickness. Prerequisite: A minimum grade of "C" in ENGL 1102 or ENGL 1160.

WRIT 3520

Revision, Grammar and Culture: 3-0-3

Offers strategies for revision; surveys the social forces underlying standardization and the processes of language change; addresses and reinforces current standards of grammar and usage in the United States. Emphasizes sentence and paragraphs as well as complete pieces of writing. Prerequisites: A minimum grade of "C" in ENGL 1101 and ENGL 1102 or ENGL 1160.

WRIT 3531

Introduction to Writing Studies: 3-0-3

Introduces students to the field of writing studies and contemporary issues in the areas of literacy, composition, and rhetoric, with special attention to the ways in which culture shapes and is shaped by writing. Prerequisite: A minimum grade of "C" in ENGL 1102 or ENGL 1160 or permission of instructor.

WRIT 4130

Creative Non-fiction: 3-0-3

Provides a workshop environment for writing a wide variety of expository material generally not covered in freshman English. Students are encouraged to try forms, topics, and voices which broaden their writing experience. Prerequisite: A minimum grade of "C" in ENGL 1102 or ENGL 1160.

WRIT 4430

Poetry Writing: 3-0-3

A creative writing workshop in which students review and practice the fundamentals of poetry writing, such as use of imagery, figurative language, and sound effects; and also learn and practice more complex aspects of poetry writing, such as writing in specific forms and genres. Students read and discuss poetry by established poets, evaluate the work of their peers, and produce a portfolio of instructor-assigned and self-generated poems. Prerequisites: WRIT 2131 or a minimum grade of "C" in WRIT 3130 or permission of instructor.

WRIT 4530

Fiction Writing: 3-0-3

A creative writing workshop in which students review and practice the fundamentals of fiction writing, such as the importance of beginnings, scene building, narrative drive, stance, character development, endings; and also

learn and practice more complex aspects of literary fiction strategies in specific genres (the traditional short story, magical realism, flash fiction, novellas). Students read and discuss fiction by established writers, evaluate their work and the work of their peers, and produce a portfolio. Prerequisites: WRIT 2131 or a minimum grade of "C" in WRIT 3130 or permission of instructor.

WRIT 4550

Literacy and Identity: 3-0-3

Examines the ways literacy shapes identity and is shared and used by individuals, families, and cultures. Special attention to relationship between cultural and literate practices, and to political, social, and personal implications of literacy. Prerequisite: A minimum grade of "C" in ENGL 1102 or ENGL 1160 or permission of instructor.

WRIT 4560

Writing Argument: 3-0-3

Explores the centrality of rhetoric to writing effective arguments on a range of controversial topics with emphasis on local, contingent contexts and on persuasive writing strategies. Prerequisite: A minimum grade of "C" in ENGL 1102 or ENGL 1160 or permission of instructor.

WRIT 4570

Writing, Rhetoric, and Culture: 3-0-3

Explores the interaction of writing, rhetoric, and culture and the relationship between public and private discourses; emphasizes rhetorical traditions in the field of writing studies and rhetorical practices in public discourse. Prerequisite: A minimum grade of "C" in ENGL 1102 or ENGL 1160 or permission of instructor.

WRIT 4790

Internship in Writing and Linguistics: 0-(1-12)-(1-6)

This course is an opportunity for students to gain professional writing experience. The semester prior to the internship, the student will find an internship, write a proposal that describes the internship and submit the proposal for approval to the department chair, who will assign a supervising faculty member. The student will provide periodic progress reports and either a portfolio or a final report. Prerequisites: A minimum grade of "C" in WRIT 3130, WRIT 3220, WRIT 3531, or LING 3630.

WRIT 5030/5030G

Selected Topics in Writing: 3-0-3

A course on particular topics in rhetoric and composition, the teaching of writing, English as a Second Language, linguistics, and creative writing not covered by other courses. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do.

WRIT/LING 5130/5130G

Modern English Grammar: 3-0-3

A study of the system of rules of word formation and sentence construction that we unconsciously employ in our daily use of the English language. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Undergraduate Prerequisite: A minimum grade of "C" in ENGL 1102 or ENGL 1160. Graduate Prerequisite: A admission to graduate standing.

WRIT/LING 5330/5330G

History of English Language: 3-0-3

A study of the English language from linguistic, social, and historical perspectives. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Undergraduate Prerequisite: A minimum grade of "C" in ENGL 1102 or ENGL 1160. Graduate Prerequisite: A admission to graduate standing.

WRIT 5430/5430S/ 5430G/5430S

Advanced Poetry Writing: 3-0-3

A creative writing workshop which focuses primarily on the students' own poems. The course deepens and expands the poetry writing skills and knowledge developed in lower-level creative writing workshops. Students

will read and discuss poetry by established writers, evaluate their work and the work of their peers and produce a portfolio. Undergraduate Prerequisite: A minimum grade of "C" in ENGL 1102 or ENGL 1160. Graduate Prerequisite: A admission to graduate standing.

WRIT/ANTH/LING 5530/5530G

Sociolinguistics: 3-0-3

The principles and methods used to study language as a sociocultural phenomenon. These are examined both from the linguistic viewpoint and the social scientific viewpoint. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Prerequisite: ANTH 1102 or SOCI 1101.

WRIT 5531/5531G

Advanced Creative NonFiction: 3-0-3

A creative writing workshop which focuses primarily on the students' own creative nonfiction. The course deepens and expands the writing skills and knowledge learned in undergraduate expository writing courses and allows students to specialize in a specific genre, such as the memoir, the personal essay, travel writing, etc. Students read and discuss creative nonfiction by established writers, evaluate their work and the work of their peers, and produce a portfolio. Prerequisite: A minimum grade of "C" in WRIT 4130 or permission of instructor.

WRIT 5540/5540G

Advanced Fiction Writing: 3-0-3

A creative writing workshop which focuses primarily on the students' own fiction. The course deepens and expands the fiction writing skills and knowledge developed in lower-level creative writing workshops. Students will read and discuss fiction by established writers, evaluate their work and the work of their peers, and produce a portfolio. Undergraduate Prerequisite: A minimum grade of "C" in ENGL 1102 or ENGL 1160. Graduate Prerequisite: A admission to graduate standing.

WRIT 5550/5550G

Technologies of Writing: 3-0-3

Analyzes the meanings and implications of the new technologies on reading and writing as well as explores the relationship between a culture's technologies of writing and cultural narratives of identity, subjectivity, and agency. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Undergraduate Prerequisite: A minimum grade of "C" in ENGL 1102 or ENGL 1160. Graduate Prerequisite: Admission to graduate level standing.

WRIT 5632/5632G

Writing Flash Prose: 3-0-3

A creative writing workshop in which students study and write short prose forms such as the short-short story, brief creative nonfiction, and prose poetry. Graduate students will be given an extra assignment determined by the instructor that undergraduates will not be required to do. Undergraduate Prerequisites: A minimum grade of "C" in ENGL 1101 or ENGL 1160 and WRIT 2131 or WRIT 2133 and WRIT 3130 or permission of instructor. Graduate Prerequisite: Admission to graduate level standing.

WRIT/WGST 5633/5633G

Writing the Body: 3-0-3

Writing the Body explores the ways in which written discourse is an intellectual, social, creative, and educational practice that is always also material and corporeal. As an introduction to discipline-specific foundations in writing theory and methodologies, this course engages students in both the analysis and production of written texts and enables them to explore the ways in which identity narratives are embodied and performative. Graduate students will be given additional assignments not required of undergraduate students. Undergraduate Prerequisite: A minimum grade of "C" in ENGL 1102 or ENGL 1160. Graduate Prerequisite: A admission to graduate standing.

WRIT 5650/5650G

Writing for Publication: 3-0-3

This course prepares students for writing for publication in a digital age. Students are encouraged to pursue various areas of research and interests as

they learn how to locate suitable venues for publication, write query letters to publishers, format manuscripts for submission, and deal with revision and editing in today's technological environment. Graduate students will be expected to do an extra project. Prerequisite: Undergraduate Prerequisite: A minimum grade of "C" in ENGL 1102 or ENGL 1160. Graduate Prerequisite: A admission to graduate standing.

WRIT 5930/5930G

Technical Writing: 3-0-3

A required course for all Writing and Linguistics majors in the professional and technical communication area, this course offers study in technical communication topics relevant to the profession, such as usability, freelancing, document analysis, ethics, medical writing, or rhetoric of science and technology. Graduate students will complete an additional assignment determined by the instructor. Undergraduate Prerequisite: A minimum grade of "C" in ENGL 1102 or ENGL 1160. Graduate Prerequisite: A admission to graduate standing.

WRIT 7260

Writing Project: 6-0-6

The intensive teachers-teaching-teachers course, based on the Bay Area Writing Project, incorporates teaching of writing, researching learning methods/theories, personal writing, and presenting workshops using writing-to-learn activities. Collaborative and individual exercises will emphasize writing across the curriculum, which supports required student learning outcomes. Because the content (readings, activities, workshops) changes each year, this invitational institute can be taken more than once. Prerequisites: Minimum 3 years teaching experience preferred, unless site director approves less experience; recommendation of College of Education advisor, Writing Project Consultant, or school administrator. Selection approval by Writing Project Director. This is an invitation-only course designed for teachers in any discipline and grade level. Participants must be Georgia state residents.

Yoruba (CLASS)

YORU 1001

Elementary Yoruba I: 3-0-3

Introduction to listening, speaking, reading, and writing in Yoruba and to the culture of Yoruba speaking regions.

YORU 1002

Elementary Yoruba II: 3-0-3

Continued listening, speaking, reading, and writing in Yoruba with further study of the culture of Yoruba speaking regions. Prerequisite: YORU 1001 or equivalent.

YORU 2001

Intermediate Yoruba I: 3-0-3

Building upon communication skills (understanding, speaking, reading, and writing Yoruba) and cultural understanding, developed at the elementary level. Prerequisite: YORU 1002 or equivalent.

YORU 2002

Intermediate Yoruba II: 3-0-3

Continued development of communication skills (understanding, speaking, reading, and writing Yoruba) and cultural understanding, developed at elementary and intermediate I levels. Prerequisite: YORU 2001.

YORU 3030

Selected Topics in Yoruba: (1-3)-0-(1-3)

Study of a topic in Yoruba literature, culture, society, thought, or language not included in the regular offering. Continued development of all five language competencies (listening, speaking, reading, writing, and culture). May be repeated for credit provided a new topic is studied. Prerequisite: YORU 2002.

YORU 3130**Yoruba Conversation: 3-0-3**

Continued development of all five language competencies (listening, speaking, reading, writing, and culture) with special emphasis on Yoruba conversation. Prerequisite: YORU 2001 or equivalent.

YORU/AAST 3330**Yoruba Culture and Civilization: 3-0-3**

Introduction to Yoruba culture in Nigeria and other west African societies as well as the Diaspora.

YORU/AAST 4890**Directed Study in Yoruba: (1-15)-0-(1-15)**

Concentrated study of a topic in Yoruba literature, culture, society, thought, or language. May be repeated for credit provided a new topic is studied. Prerequisite: Two Yoruba courses at the 3000 level.

The University System of Georgia

The University System of Georgia's Board of Regents was created in 1931 as part of a reorganization of Georgia's state government. With this act, public higher education in Georgia was unified for the first time under a single governing and management authority. The Board oversees 35 institutions: 4 research universities, 2 regional universities, 13 state universities, 8 state colleges, and 8 two-year colleges. These institutions enroll more than 283,000 students and employ more than 40,000 faculty and staff to provide teaching and related services to students and the communities in which they are located.

The governor appoints members to the Board, who each serves seven years. Today the Board of Regents is composed of 18 members, five of whom are appointed from the state-at-large, and one from each of the 13 congressional districts. The Board elects a chancellor who serves as its chief executive officer and the chief administrative officer of the University System, but is not a member of the Board. The Chair, the Vice Chair, and other officers of the Board are elected by the members of the Board. The System's programs and services are offered through three major components: Instruction, Public Service/Continuing Education, and Research.

INSTRUCTION consists of programs of study leading toward degrees, ranging from the associate (two-year) level to the doctoral level, and certificates. Instruction is conducted by all institutions. Requirements for admission of students to instructional programs at each institution are determined, pursuant to policies of the Board of Regents, by the institution. The Board establishes minimum academic standards and leaves to each institution the prerogative to establish higher standards. Applications for admission should be addressed in all cases to the institutions.

A core curriculum, consisting of freshman and sophomore years of study for students whose educational goal is a degree beyond the associate level, is in effect at the universities and two-year colleges. This curriculum requires 60 semester credit hours, including 42 in general education--humanities and fine arts, mathematics and natural sciences, and social sciences--and 18 in the student's chosen major area of study. It facilitates the transfer of freshman and sophomore degree credits within the University System.

PUBLIC SERVICE/CONTINUING EDUCATION consists primarily of non-degree activities and special types of college-degree-credit courses. Non-degree activities may include short courses, seminars, conferences, lectures, consultative, and advisory services in many areas of interest. Non-degree public service/continuing education is conducted by all institutions. Typical college-degree-credit public service/continuing education courses are those offered through extension center programs and teacher education consortia.

RESEARCH encompasses investigations conducted primarily for discovery and application of knowledge. These investigations include clearly-defined projects in some cases, non-programmatic activities in other cases. Research is conducted both on and off campus and explores a variety of matters related to the educational objectives of the institutions and to general societal needs.

The policies of the Board of Regents for the government, management, and control of the University System and the administrative actions of the Chancellor provide autonomy for each institution. The executive head of each institution is the President, whose election is recommended by the Chancellor and approved by the Board.

System Institutions

Research Universities

Georgia Institute of Technology, Atlanta
Georgia State University, Atlanta
Medical College of Georgia, Augusta
University of Georgia, Athens

Regional Universities

Georgia Southern University, Statesboro
Valdosta State University, Valdosta

State Universities

Albany State University, Albany
Armstrong Atlantic State University, Savannah
Augusta State University, Augusta
Clayton State University, Morrow
Columbus State University, Columbus
Fort Valley State University, Fort Valley
Georgia College and State University, Milledgeville
Georgia Southwestern State University, Americus
Kennesaw State University, Kennesaw
North Georgia College and State University, Dahlonega
Savannah State University, Savannah
Southern Polytechnic State University, Marietta
University of West Georgia, Carrollton

State Colleges

Abraham Baldwin Agricultural College, Tifton
College of Coastal Georgia, Brunswick
Dalton State College, Dalton
Gainesville State College, Gainesville
Georgia Gwinnett College, Lawrenceville
Gordon College, Barnesville
Macon State College, Macon
Middle Georgia College, Cochran

Two-Year Colleges

Atlanta Metropolitan College, Atlanta
Bainbridge College, Bainbridge
Darton College, Albany
East Georgia College, Swainsboro
Georgia Highlands College, Rome
Georgia Perimeter College, Decatur
South Georgia College, Douglas
Waycross College, Waycross

System Administration

Members of the Board of Regents*

	District	Term Ends
Felton Jenkins, Madison	(State-at-Large)	2013
Larry R. Ellis, Atlanta	(State-at-Large)	2016
Robert F. Hatcher, Macon	(State-at-Large)	2013
Donald M. Leebern, Jr., McDonough	(State-at-Large)	2012
Larry Walker, Perry	(State-at-Large)	2016
James A. Bishop, Brunswick	(1st District)	2011
Doreen Stiles Poitevint, Bainbridge	(2nd District)	2011
Allan Vigil, Morrow	(3rd District)	2010
Wanda Yancey Rodwell, Stone Mountain	(4th District)	2012
Frederick E. Cooper, Atlanta	(5th District)	2017
Kessel Stelling, Jr., Alpharetta	(6th District)	2015
Richard L. Tucker, Lawrenceville	(7th District)	2012
W. Mansfield Jennings, Jr., Hawkinsville	(8th District)	2013
James R. Jolly, Dalton	(9th District)	2015
William H. "Dink" NeSmith, Jr., Atlanta	(10th District)	2015
Willis J. Potts, Jr., Rome	(11th District)	2013
Benjamin J. Tarbutton, Sandersville	(12th District)	2013
Kenneth R. Bernard, Jr., Douglasville	(13th District)	2014

Officers and Staff Members of the Board of Regents

Robert F. Hatcher, Chairman
 Willis J. Potts, Jr., Vice Chairman
 Erroll B. Davis, Jr., Chancellor
 J. Burns Newsome, Secretary to the Board

* For the most recent information, refer to <http://www.usg.edu/regents/members/>.

University of Georgia Independent and Distance Learning

Information

University of Georgia Independent and Distance Learning
Georgia Center for Continuing Education
1197 S. Lumpkin Street, Suite 193
Athens, Georgia 30602-3603
Phone: (706) 542-3243
Toll Free USA: 1-800-877-3243
FAX: (706) 542-6635
E-Mail: idl@georgiacenter.uga.edu
Web Site: <http://www.georgiacenter.uga.edu/idl>

Mission: The mission of University of Georgia Independent and Distance Learning (IDL) is to offer University System academic credit courses to University System students and individuals who are interested in earning academic credit through distance learning methods and technologies. IDL strives to increase access to higher education by transcending barriers of geography and time, while meeting the highest academic standards, encouraging academic rigor, and requiring equivalent levels of student achievement and quality of courses regardless of delivery format. It allows flexibility of registration, permitting students to register at any time and take up to three courses simultaneously with nine months to complete each course.

Academic credits earned through IDL are recorded on the student's transcript in the University of Georgia Registrar's Office and may be used for degree requirements according to the regulations of the college or university from which the student plans to graduate. The total number of hours earned through IDL that may be applied toward a baccalaureate degree program within the University System of Georgia may not exceed one-fourth of the hours required for graduation.

Tuition Fees: Tuition for IDL courses is \$203 per semester hour. Fees paid to IDL are in addition to other tuition fees paid to an institution. All fees are subject to change at the end of any academic term. Contact IDL for tuition information, or visit the IDL website at <http://www.georgiacenter.uga.edu/idl> for current fee information.

The IDL academic calendar registration date will be utilized to assign a student registration to a particular academic term for purposes of enrollment certification, financial aid, and enrollment reporting. The grade earned in an IDL course will be credited to the term of registration.

Registration: Students may register online with credit card payment from the IDL Web site <http://www.georgiacenter.uga.edu/idl> or by obtaining a registration form from the IDL office, catalog, or from the web site and online catalog (printable form).

The registration form with the fees payment (follow instructions on form) should be mailed to the following address:
Independent and Distance Learning
Suite 193
Georgia Center for Continuing Education
University of Georgia
Athens, Georgia 30602-3603

IDL registration is continuous throughout the year (the office is closed during University of Georgia holidays). Office hours are Monday - Friday, from 8:00 a.m. to 5:00 p.m.

Advisement: To ensure appropriate course selection, particularly in the major field of study, students should seek approval from the advisors of their degree programs. IDL is not responsible for misadvisement, changes in programs of study, or other actions resulting in improper selection of courses.

Prerequisites/Recommendations

Students should consult with their academic advisors regarding prerequisites and recommendations listed in the course descriptions.

Technology Options

A growing number of IDL courses available as web courses are available for registration. These are indicated in the printed catalog and on the IDL website (<http://www.georgiacenter.uga.edu/idl>).

Web Courses

Web Courses are taken completely online, with the exception of the course midterm and/or final examinations. (All IDL examinations must be taken at an official test site.) Web Courses offer a variety of features online, such as course guides, lesson submission, internet resources, and e-mail links to IDL. Selected courses may offer self-assessments with immediate feedback, and interaction with faculty and other students.

NOTE: *Georgia Southern students should request transient approval from Georgia Southern University when enrolling in these classes.*

Georgia Southern University Faculty, Fall 2009

This list includes full-time faculty for Fall 2009. The date enclosed in parentheses indicates the year the faculty member joined the staff of Georgia Southern University. The asterisk denotes Graduate College faculty (members and affiliates).

Faculty A

***CHERYL AASHEIM, Associate Professor of Information Technology**

B.S., University of Florida, 1991;
M.S.T., University of Florida, 1993;
Ph.D., University of Florida, 2002. (2002)

LISA L. ABBOTT, Assistant Professor of Theatre

B.S., Colorado State University, 1988;
M.F.A., The University of Portland, 1999. (2008)

***MARTHA L. ABELL, Professor and Chair, Department of Mathematical Sciences**

B.S., Mercer University, 1984;
M.S., Georgia Institute of Technology, 1987;
Ph.D., Georgia Institute of Technology, 1989. (1989)

***DEBOPAM ACHARYA, Assistant Professor of Computer Sciences**

B.S., Ambedkar University, 2000;
M.S., Jawaharalal Nehru University, 2002;
Ph.D., University of Missouri, 2006. (2006)

MARIA ADAMOS, Associate Professor of Philosophy

B.A., Middlebury College, 1992;
M.A., University of California-Santa Barbara, 1994;
Ph.D., University of California-Santa Barbara, 2000. (2000)

STERLING CAMERON ADAMS, Professor Emeritus of Music

B.M., Cincinnati Conservatory of Music, 1949;
M.M., Cincinnati Conservatory of Music, 1951;
Ph.D., Indiana University, 1962. (1965)

DAVID W. ADDINGTON, Professor Emeritus and Chair Emeritus, Department of Communication Arts

B.A., Palos Verdes College, 1954;
M.A., University of California-Los Angeles, 1960;
Ph.D., State University of Iowa, 1963. (1987)

***EVANS AFRIYIE-GYAWU, Assistant Professor of Public Health**

B.S., Texas A&M University, 1998;
M.P.H., Texas A&M University System-Health Science Center, 2000;
Ph.D., Texas A&M University, 2004. (2008)

***ELEANOR F. AGNEW, Associate Professor Emerita of Writing and Linguistics**

B.A., University of Vermont, 1970;
M.A., University of Maine, 1981;
Ph.D., Louisiana State University and A&M College, 1991. (1989)

MOHAMMAD ABDUL AHAD, Temporary Assistant Professor of Electrical Engineering

B.E., Bangladesh University of Engineering and Technology, 1998;
M.E., University of Tennessee, 2007;
Ph.D., University of Tennessee, 2007. (2009)

MAHBUB K. AHMED, Temporary Assistant Professor of Mechanical Engineering Technology

B.Sc., Bangladesh University of Engineering and Technology, 1997;
M.S., Lamar University, 2001;
Ph.D., University of Texas-El Paso, 2008. (2008)

INSOOK AHN, Assistant Professor of Fashion Merchandising and Apparel Design

A.A.S., Fashion Institute of Technology, 1995;
B.H.E., Chung-Ang University, 1992;
M.A., Savannah College of Art and Design, 1997;
Ph.D., Chung-Ang University, 2003. (2005)

KARELLE S. AIKEN, Assistant Professor of Chemistry

B.A., Williams College, 2000;
Ph.D., University of New Hampshire, 2005. (2007)

SAIDA AKBAROVA, Adjunct Instructor of Russian

B.A., Uzbek State World Languages University, 1999;
M.A., Uzbek State World Languages University, 2001;
Ph.D., Uzbek State World Languages University, 2005. (2009)

***MARIA DEL ROCIO ALBA-FLORES, Assistant Professor of Electrical Engineering Technology and Engineering Studies**

B.S., National Polytechnic Institute, 1978;
M.S., National Institute of Electronics, 1981;
M.S., Tulane University, 1998;
Ph.D., Tulane University, 1999. (2008)

***JUNE E. ALBERTO, Professor of Nursing**

B.S.N., Spalding College, 1973; M.S.N.,
University of Kentucky, 1978; D.N.S.,
Indiana University, 1990. (1991)

***KATHY S. ALBERTSON, Associate Professor of Writing and Linguistics**

B.A., Armstrong State College, 1988;
M.A., Georgia Southern University, 1990;
Ph.D., Indiana University of Pennsylvania, 2006. (1990)

CLARK R. ALEXANDER, JR., Director, Applied Coastal Research Laboratory, and Adjunct Professor of Geology

B.S., Humboldt State University, 1983;
B.A., Humboldt State University, 1983;
M.S., North Carolina State University, 1985;
Ph.D., North Carolina State University, 1990. (1994)

***NATHANIEL C. ALEXANDER, Professor Emeritus of Teaching and Learning**

B.S., Clemson Agricultural College, 1966;
M.Ed., North Carolina State University, 1970;
Ed.D., North Carolina State University, 1974. (1990)

***DEBORAH ALLEN, Assistant Professor of Nursing**

A.H.S., Trident Technical College, 1993;
B.S.N., Liberty University, 1997;
M.S.N., Old Dominion University, 1998;
Ph.D., Hampton University, 2006. (2007)

***DAVID C. ALLEY, Professor of Spanish**

B.A., Macalester College, 1975;
M.Ed., University of Georgia, 1981;
Ed.D., University of Georgia, 1988. (1988)

***WILLIAM T. ALLISON, Professor and Chair, Department of History**

B.A., Texas A&M University-Commerce, 1989;
M.A., Texas A&M University-Commerce, 1991;
Ph.D., Bowling Green State University, 1995. (2008)

ALAN ALTANY, Director of Teaching and Learning Initiatives and Adjunct Professor

B.A., St. John's University, 1976;
M.A., St. John's University, 1977;
Ph.D., University of Pittsburgh, 1987. (2006)

***HEIDI M. ALTMAN, Associate Professor of Anthropology**

B.A., Florida State University, 1987;
M.A., Florida State University, 1990;
M.A., Florida State University, 1996;
Ph.D., University of California-Davis, 2002. (2005)

PAMELA F. ALTMAN, Director, Archives and Records Management, and Adjunct Instructor

B.S., Georgia Southern University, 1995;
M.A., Georgia Southern University, 2002. (1996)

ARCHIE WOOD AMMONS, Temporary Assistant Professor of Biology

B.S., Texas A&M University-Galveston, 1995;
Ph.D., Texas A&M University-College Station, 2007. (2008).

***WILLIAM A. AMPONSAH, Associate Professor of Economics**

B.S., Berea College, 1984;
M.S., University of Kentucky, 1986;
Ph.D., The Ohio State University, 1991. (2006)

***LORIE. AMY, Associate Professor of Writing and Linguistics**

B.A., University of Hawaii, 1985;
M.A., University of California-San Diego, 1987;
Ph.D., University of Florida, 1996. (1999)

REBA BARNES ANDERSON, Assistant Professor Emerita of Sport Science and Physical Education

B.S., Georgia Southern College, 1961;
M.Ed., Georgia Southern College, 1962. (1962)

EARL RAYMOND ANDREWS, Associate Professor Emeritus of Technology

B.S., University of Minnesota, 1952;
M.A., University of Minnesota, 1962;
Ed.D., University of Missouri, 1968. (1967)

URKOVA JACOBS ANDREWS, Assistant Professor of Public Relations

B.S., Georgia Southern University, 2002;
M.P.H., Georgia Southern University, 2004. (2004)

DMITRY APANASKEVICH, Assistant Curator, U.S. National Tick Collection, Assistant Professor of Biology, and Member, Institute of Arthropodology and Parasitology

B.Sc., Saint Petersburg State University, 1998;
M.Sc., Saint Petersburg State University, 2000;
Ph.D., Russian Academy of Sciences, 2004. (2006)

***OLA OBA FRANK ARASANYIN, Associate Professor of Writing and Linguistics**

Dipl., Université de Paris (Sorbonne), 1976;
B.A., Université Catholique de Louvain, 1979;
M.L.S., Rutgers University, 1991;
M.A., Université Catholique de Louvain, 1981;
Ph.D., Northwestern University, 1986. (2001)

JOHN ARD, Lecturer of Library Science

B.A., Georgia Southern University, 1989;
M.L.S., University of South Carolina, 2000. (2009)

JULIUS FELLOWS ARIAIL, University Librarian Emeritus and Associate Professor Emeritus

A.B., Emory University, 1967;
M.S., Florida State University, 1976;
M.A., Georgia Southern College, 1980. (1976)

HARRY JOSEPH ARLING, Professor Emeritus of Music

B.M., Southern Illinois University, 1965;
M.M., Southern Illinois University, 1965;
D.M., Indiana University, 1979. (1974)

***DONALD J. ARMEL, Professor of Industrial Technology**

B.S., Indiana State University, 1977;
B.S., Indiana State University, 1978;
M.S., Indiana State University, 1980;
Ph.D., Southern Illinois University, 1995. (1996)

***CASSANDRA ARROYO, Assistant Professor of Public Health**

B.S., University of Maryland-Eastern Shore, 1998;
M.S., Harvard University, 2000;
Ph.D., Harvard University, 2003. (2006)

L. ARTHUR, Professor of Foreign Languages and International Coordinator

B.A., Oglethorpe College, 1972;
M.A., University of Georgia, 1973;
Ph.D., University of Georgia, 1979. (1989)

***LINDA M. ARTHUR, Assistant Professor of Educational Leadership**

B.A., Valdosta State University, 1970;
M.Ed., Valdosta State University, 1977;
Ed.S., Georgia State University, 1979;
Ed.D., University of Georgia, 1993. (2005)

PRANOTIM. ASHER, Associate Professor of Geology

B.Sc., University of Bombay, 1984;
M.Sc., University of Bombay, 1986;
Ph.D., University of Connecticut, 1995. (1997)

FRANK ATUAHENE, Assistant Professor of Construction Management

B.Sc., University of Science and Technology, 1979;
M.C.E., University of Delaware, 1983;
M.Engr., Pennsylvania State University, 1993;
Ph.D., Rutgers University, 1998. (2005)

***JOHN E. AVERETT, Professor Emeritus of Biology**

B.S., Sul Ross State College, 1966;
M.A., Sul Ross State College, 1967;
Ph.D., University of Texas-Austin, 1970. (1994)

***JULIANNA AVILA, Assistant Professor of Reading Education**

B.S.Ed., University of Redlands, 1997;
M.A.Ed., University of California-Berkeley, 2002;
Ph.D., University of California-Berkeley, 2007. (2007)

MARIA AVILES, Temporary Instructor of Information Systems

B.C.E., Escuela Politécnica del Ejercito, 2001;
M.B.A., Georgia Southern University, 2004. (2002)

Faculty B

***SAHAR BAHMANI, Assistant Professor of Economics**

B.A., University of Wisconsin-Madison, 2003;
M.A., University of Wisconsin-Milwaukee, 2004;
Ph.D., University of Wisconsin-Milwaukee, 2007. (2008)

MICHAEL W. BACKUS, Adjunct Associate Professor of Public Health

B.S., Hampton Institute, 1970;
M.S., Georgia Southern University, 1998. (2009)

***CARRIE L. BAILEY, Assistant Professor of Counselor Education**

B.S., The College of William & Mary, 1994;
M.S.Ed., Old Dominion University, 2000;
Ph.D., The College of William & Mary, 2009. (2009)

DAVID BAILEY, Temporary Instructor of Writing and Linguistics

B.A., Armstrong Atlantic State University, 2006. (2008)

SAMUEL ZEBULON BAKER, Temporary Instructor of History

B.A., Georgia Southern University, 2001;
M.A., University of Alabama, 2003;
Ph.D., Emory University, 2009. (2009)

ANAND BALARAMAN, Temporary Assistant Professor of Physics

B.Sc., Bharatidasan University, 1993;
M.Engr., Indian Institute of Science, 1998;
M.S., University of Florida, 2005;
Ph.D., University of Florida, 2007. (2007)

DORSEY KAYE BALDWIN, Assistant Director, Career Services, and Adjunct Instructor

B.S.P.E., Valparaiso University, 2001;
M.S., Georgia Southern University, 2004. (2005)

***BARRY J. BALLECK, Associate Professor of Political Science**

B.A., Brigham Young University, 1987;
M.A., Brigham Young University, 1989;
Ph.D., University of Colorado, 1994. (1995)

***ANTHONY G. BARILLA, Associate Professor of Economics**

B.A., Eastern Illinois University, 1988; M.A.,
Eastern Illinois University, 1989; Ph.D.,
Kansas State University, 2002. (1999)

***JOHN BARKOULAS, Associate Professor of Finance**

B.B.A., Athens School of Economics and Business Science, 1983;
M.B.A., West Texas A & M University, 1986;
Ph.D., Boston College, 1994. (2003)

NANCY C. BARRETT, Assistant Professor Emerita of Spanish

A.B., Woman's College of the University of North Carolina-Greensboro,
1956;
M.A., University of North Carolina-Chapel Hill, 1959. (1967)

RACHAEL A. BARRETT, Career Services Specialist and Adjunct Instructor

B.S., St. Mary's Dominican College, 1983;
M.Ed., University of New Orleans, 2001. (2001)

ROBERT M. BARROW, Associate Professor Emeritus of History

A.B., University of North Carolina, 1959;
A.M., College of William and Mary, 1960;
Ph.D., University of Virginia, 1967. (1967)

***SHARON M. BARRS, Instructor of Mathematics**

B.S., University of South Carolina, 1990;
M.S., University of South Carolina, 1992. (2007)

***JEAN E. BARTELS, Professor and Chair, School of Nursing**

B.S.N., Alverno College, 1981;
M.S.N., Marquette University, 1983;
Ph.D., University of Wisconsin-Milwaukee, 1990. (1999)

AMAL EID HUSSEIN BASHA, Assistant Professor of Construction Management

B.Sc., Cairo University, 1975;
M.Arch., Oklahoma State University, 1977. (2005)

ISMAIL MOHAMMED BASHA, Associate Professor of Construction Management

B.Sc., Cairo University, 1971;
M.S., Oklahoma State University, 1976;
Ph.D., Oklahoma State University, 1979. (2005)

***ROBERT K. BATCHELOR, Associate Professor of History**

A.B., Cornell University, 1990;
M.A., University of California-Los Angeles, 1992;
D.Phil., University of California-Los Angeles, 1999. (2002)

W. DIANNE BATH, Visiting Goizueta Professorship of Educational Administration and Leadership and Temporary Instructor of Educational Leadership

B.S.Ed., Georgia Southern College, 1972;
M.Ed., Georgia Southern College, 1981;
Ed.S., Georgia Southern College, 1990. (2007)

***DOROTHY A. BATTLE, Professor of Curriculum, Foundations, and Reading**

B.S.Ed., Winston Salem State College, 1970;
M.Ed., University of Georgia, 1983;
Ed.D., University of Georgia, 1987. (1990)

***EDWARD J. BAYENS, Director, Judicial Affairs, and Adjunct Instructor**

A.B., Western Kentucky University, 1971;
M.A., Western Kentucky University, 1975;
Ph.D., Florida State University, 1987. (1989)

CHYNARA BAZARBAEVA, Adjunct Professor of Public Health

Dipl., Kyrgyz State Medical Institute, 1985;
Dipl., Kyrgyz State Medical Institute, 1987;
Ph.D., Novosibirsk Medical Academe, 2006. (2009)

***JOHN J. BEASLEY, Professor of Child and Family Development**

B.A., East Carolina College, 1969;
M.S., Virginia Polytechnic Institute and State University, 1972;
Ph.D., Virginia Polytechnic Institute and State University, 1978. (1988)

***LORENZA BEATI, Associate Professor of Biology, Curator, United States National Tick Collection, and Member, Institute of Arthropodology and Parasitology**

M.D., University of Lausanne, 1990;
Ph.D., University of Aix-Marseilles, II, 1992. (2004)

***SCOTT A. L. BECK, Associate Professor of Teaching and Learning**

A.B., Cornell University, 1988;
M.Ed., University of North Carolina-Greensboro, 1994;
Ph.D., University of Georgia, 2003. (2000)

DEBORAH A. BELL, Assistant Professor of Mathematics

A.S., Abraham Baldwin College, 1969;
B.S.Ed., University of Georgia, 1971;
M.Ed., University of Georgia, 1974;
Ed.S., Georgia Southern University, 1993;
Ed.D., Georgia Southern University, 2003. (1986)

KERA Z. BELL, Assistant Professor of Computer Sciences

B.S., Spelman College, 1996;
M.S., Clark Atlanta University, 1999;
Ph.D., North Carolina State University, 2006. (2006)

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. BEREZCZ, Director, Center for Forensic Studies in Accounting, and Clinical Lecturer of Forensic Accounting**

B.B.A., Western Illinois University, 1978; M.B.A.,
Western Illinois University, 1981. (2007)

***JAMES J. BERGIN, Professor of Leadership, Technology, and Human Development**

B.A., Saint Mary of the Lake Seminary, 1967;
M.Ed., Loyola University, 1971;
Ed.D., College of William and Mary, 1974. (1992)

***SHONDA L. BERNADIN, Assistant Chair and Coordinator of Engineering Studies Program and Assistant Professor of Engineering Studies**

B.S., Florida A&M University, 1997;
M.S., University of Florida, 1999;
Ph.D., Florida State University, 2003. (2005)

***EDNILSON SANTOS BERNARDES, Assistant Professor of Operations Management**

B.B.A., Federal University of South Mato Grosso, 1998;
M.B.A., Federal University of South Rio Grande, 2000;
Ph.D., University of Minnesota, 2006. (2005)

KELLY S. BERRY, Associate Professor of Theatre and Technical Director, Theatre

B.A., Coastal Carolina University, 1996;
M.F.A., University of Hawaii, 2003. (2003)

***JAMES D. BIGLEY, JR., Associate Professor of Recreation**
 B.S., Slippery Rock State College, 1980;
 M.S., Slippery Rock State College, 1982;
 Ph.D., Texas A&M University, 1989. (1991)

***GALE A. BISHOP, Professor Emeritus of Geology and Adjunct Member, Institute of Arthropodology and Parasitology**
 B.S., South Dakota School of Mines and Technology, 1965;
 M.S., South Dakota School of Mines and Technology, 1967;
 Ph.D., University of Texas, 1971. (1971)

T. PARKER BISHOP, Professor Emeritus of Middle Grades and Secondary Education
 B.S., Carson-Newman College, 1959;
 M.S., Emory University, 1963;
 Ph.D., The Clemson Agricultural College, 1968. (1967)

CHARLENE R. BLACK, Professor Emerita of Sociology and Dean Emerita
 A.B., University of Georgia, 1964;
 M.A., University of Georgia, 1966;
 Ph.D., Vanderbilt University, 1969. (1971)

REBECCA BLACK, Clinical Instructor of Health and Kinesiology
 B.S.H.E., Georgia Southern University, 1981;
 M.S., Medical College of Georgia, 1996. (2005)

HARLEY JOE BLANKENBAKER, Professor Emeritus of Health and Kinesiology
 B.S., Ball State Teachers College, 1965;
 M.A., Appalachian State University, 1970;
 Ph.D., University of Maryland, 1973. (1973)

LINDA BLANKENBAKER, Assistant Professor Emerita of Recreation
 B.S., Georgia Southern College, 1970; M.R.A., Georgia Southern College, 1971; Ed.S., Georgia Southern College, 1982. (1977)

REBECCA BOBBITT, Temporary Instructor of Writing & Linguistics
 B.A., University of Tennessee, 2000;
 M.A., Murray State University, 2003. (2009)

JOE BOCCHI, Senior Lecturer of Managerial Communications and Director of the WebMBA Program
 B.A., College of Oneota-State University of New York, 1977.
 M.A., University at Albany State University of New York; 1981;
 D.A., University of Albany-State University of New York, 1985. (2008)

***KENT D. BODILY, Assistant Professor of Psychology**
 B.S., Utah State University, 2001;
 M.S., Auburn University, 2004;
 Ph.D., Auburn University, 2008. (2008).

***YASAR BODUR, Assistant Professor of Elementary Education**
 B.S., Gazi University, 1993;
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Campus Map and Legend

NOTE: For the latest, up-to-date campus map and legend information, please visit our web site at <http://www.georgiasouthern.edu/map/>.

Campus Directory* - General Information (912) 478-5611

	Building	Number
Academic Success Center	Cone Hall	478-5371
Admissions	Lewis Hall	478-5391
Advisement: Business	Business Administration	478-0085
Advisement: Education	Education	478-0698
Advisement: Graduate Students	Call department or Graduate Studies	-----
Advisement: Health and Human Sciences	Hollis	478-1931
Advisement: Information Technology	Information Technology	478-7667
Advisement: Liberal Arts and Social Sciences	Foy	478-7740
Advisement: Public Health	Call Advisor or College of Public Health	-----
Advisement: Science and Technology	Science and Technology	478-0649
Athletics - Tickets	Cowart Building - Paulson Stadium	478-9467
Campus Recreation and Intramurals	Recreation Activity Center (RAC)	478-5436
Career Services	Williams Center	478-5197
Cashier's Office	Deal Hall	478-0020
College of Business Administration	Business Administration	478-5106
College of Education	Education	478-5648
College of Graduate Studies, Jack N. Averitt	Veazey Hall	478-0578
College of Health and Human Sciences	Hollis	478-5322
College of Information Technology	Information Technology	478-7412
College of Liberal Arts and Social Sciences	Foy Fine Arts	478-5434
College of Public Health, Jiann-Ping Hsu	Cone Hall	478-2674
College of Science and Technology, Allen E. Paulson	Science and Technology	478-5111
Continuing Education and Public Services	Nessmith Lane	478-5555
Counseling and Career Development Center	Counseling Center	478-5541
Diversity Services	Rosenwald	478-5136
Eagle Print Shop	Centennial Place	478-5697
Emergency	-----	(9) 911
Emerging Technology Center	Education	478-0882
Financial Aid	Rosenwald	478-5413
First Year Experience	Williams Center	478-5401
Graduate Studies, Admissions	Lewis Hall	478-5384
Health Services	Health Center	478-5641
Honors Program	Edison House	478-7926
I.D. Office	Russell Union	478-5311
Information Technology Services	Marvin Pittman Administration Bldg	478-5429
International Student Office	Forest Drive	478-0693
Library	Henderson Library	478-5115
Multicultural Student Center	Russell Union	478-5409
Museum	Rosenwald	478-5444
Parking and Transportation Services	Building 114	478-7275
Performing Arts Center	Nessmith Lane	478-0830
Postal Services	Landrum Center	478-5232
President, Office of	Marvin Pittman Administration Bldg	478-5211
Public Safety	Public Safety	478-5234
Regents Center for Learning Disorders	Cone Hall	478-0100
Registrar, Office of	Rosenwald	478-5152
Resident Life (Housing)	Watson Hall	478-5406
Russell Union Information	Russell Union	478-0399
Student Disability Resource Center	Cone Hall	478-1566 or TDD 478-0666
Student Accounts	Deal Hall	478-0999
Student Leadership & Civic Engagement	Russell Union	478-1435
Teacher Certification	Education Building	478-0698
Testing Office	Cone Hall	478-5415
University Store	University Store	478-5181
Vice President for Academic Affairs (Provost)	Marvin Pittman Administration Bldg	478-5258
Vice President for Business and Finance	Marvin Pittman Administration Bldg	478-5491
Vice President for University Advancement	Marvin Pittman Administration Bldg	478-5253
Vice President for Student Affairs & Enrollment Management	Marvin Pittman Administration Bldg	478-5256