

## Undergraduate and graduate catalog [2005-2006]

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

---

### Recommended Citation

<http://www.collegesource.org/displayinfo/catalink.asp?pid={381A6F27-FFC8-47BA-8604-EC59B02A881B}&oig={95D44C4B-63E7-41FE-849D-A5A19A8E37DE}&vt=5>

This other is brought to you for free and open access by Digital Commons@Georgia Southern. It has been accepted for inclusion in Undergraduate and Graduate Catalogs (Prior to 2011) by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact [digitalcommons@georgiasouthern.edu](mailto:digitalcommons@georgiasouthern.edu).



GEORGIA SOUTHERN  
UNIVERSITY

2004-2005  
UNDERGRADUATE & GRADUATE CATALOG



# Georgia Southern University

2004-2005 Undergraduate and Graduate Catalog

CollegeSource

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

## Copyright & Disclaimer Information

Copyright ©1994, 1995, 1996, 1997, 1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007. CollegeSource®, Inc. and Career Guidance Foundation.

CollegeSource® digital catalogs are derivative works owned and copyrighted by CollegeSource®, Inc. and Career Guidance Foundation. Catalog content is owned and copyrighted by the appropriate school.

While CollegeSource®, Inc. and Career Guidance Foundation provides information as a service to the public, copyright is retained on all digital catalogs.

### This means you may NOT:

- distribute the digital catalog files to others,
- “mirror” or include this material on an Internet (or Intranet) server, or
- modify or re-use digital files

without the express written consent of CollegeSource®, Inc. and Career Guidance Foundation and the appropriate school.

### You may:

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

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

### Disclaimer

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

\*Because foreign-language data are subjected to a more limited quality control, CollegeSource® accepts no liability for the content of non-English materials.

# Copyright & Disclaimer Information

Copyright© 1994, 1995, 1996, 1997, 1998, 1999, 2000, 2001, 2002, 2003, 2004 CollegeSource, Inc. and Career Guidance Foundation.

CollegeSource digital catalogs are derivative works owned and copyrighted by CollegeSource, Inc. and Career Guidance Foundation. Catalog content is owned and copyrighted by the appropriate school.

While CollegeSource, Inc. and Career Guidance Foundation provides information as a service to the public, copyright is retained on all digital catalogs.

## This means you may NOT:

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

## You may:

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

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

## Disclaimer

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



# GEORGIA SOUTHERN UNIVERSITY

## UNDERGRADUATE AND GRADUATE CATALOG 2004-2005

*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) 681-5611

World Wide Web: <http://students.georgiasouthern.edu/registrar>

Georgia Southern University is accredited by the Southern Association of Colleges and Schools, 1866 Southern Lane, Decatur, GA 30033-4097, (404) 679-4501, <http://www.sacscoc.org>, to award associate, bachelor's, master's, specialist's, and doctoral degrees. The Southern Association of Colleges and Schools (SACS) should be contacted for information about the accreditation status of Georgia Southern University, not for general admission information.

## 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](mailto: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) 681-5136, 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) 681-5136, TDD (912) 681-0273, or the SDRC Director at (912) 871-1566, TDD (912) 681-0666. 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. On-campus undergraduate students are also provided with a Post Office Box. E-mail addresses and Post Office Boxes are the official means of communication between the University and the student. It is the student's responsibility to check his or her e-mail each school day and his or her P.O. Box at least once a week 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.



# Table of Contents

Academic Information .....	42
Admissions .....	20
Campus Directory - General Information (912) 681-5611 .....	478
College of Business Administration .....	75
College of Education.....	99
College of Graduate Studies, Jack N. Averitt .....	232
College of Health & Human Sciences .....	123
College of Information Technology .....	143
College of Liberal Arts & Social Sciences .....	148
College of Science & Technology, Allen E. Paulson .....	198
Core Curriculum Course Requirements .....	52
Course Descriptions .....	303
Fees .....	33
Financial Aid.....	27
General Information .....	10
Georgia Southern University Faculty 2003-2004 .....	434
Independent and Distance Learning .....	433
Index.....	467
Student Life .....	36
University Calendars .....	4
University Housing .....	35
University Programs & Courses .....	54
University System of Georgia .....	431



# University Calendars

## FALL SEMESTER 2004

June 1	Final deadline for international graduate students to apply for Fall 2004 admission
July 1	Final deadline for domestic graduate students to apply for Fall 2004 admission
July 17	Final date for graduate and undergraduate students to apply for Fall 2004 graduation
August 1	Deadline for Fall Semester 2004 Undergraduate Admissions Application
August 1	Admissions document deadline for Fall Semester 2004
August 5	Academic Standards Committee Meeting, 2:00 p.m.
August 9	Academic Year begins
August 11	University Fall Convocation (for Faculty and Staff)
August 12	Deans, Directors, and Department Chairs Workshop, 8:30 a.m.-12:00 p.m.
August 12	Employee Tuition Remission registration, 3:30-4:30 p.m., Rosenwald Building, second floor, or by web beginning at 3:30 p.m.
August 13	New Faculty Orientation and Workshop
August 13	Academic Standards Committee Meeting, 9:00 a.m.
August 13	Residence hall check-in, 9:00 a.m.-5:00 p.m.
August 14	New Student Orientation and Registration, Russell Union, 8:00 a.m. - <b>NOTE:</b> Enrolled and former students should refer to WINGS ( <a href="http://students.georgiasouthern.edu/registrar">http://students.georgiasouthern.edu/registrar</a> ) for specific registration times.
August 15	New Graduate Student Orientation, 2:00-4:00 p.m., Nessmith Lane Continuing Education Bldg.
August 16	Academic Standards Committee Meeting, 10:00 a.m.
August 17	Fee payment deadline for Fall Semester 2004
<b>August 17</b>	<b>Classes Begin</b>
August 17-20	* Drop/Add (Students are responsible for paying fees for all hours they are registered for as of the end of drop/add [5:00 p.m. on the 4 <sup>th</sup> day of classes].)
August 23	\$50 Late Registration Fee begins
September 6	Labor Day - Administrative offices closed - No classes
September 20	Deadline for M.Ed. students to register to take the Comprehensive Exams during Fall Semester 2004
October 1	Final deadline for international graduate students to apply for Spring 2005 admission
October 1	Priority deadline for domestic graduate students to apply for Spring 2005 admission
October 12	* Last day to withdraw without academic penalty
October 15-16	Homecoming - Classes canceled beginning at 2:00 p.m. on Friday, October 15
October 23	Comprehensive Exams for M.Ed. Students
October 27	Graduate registration for Spring Semester 2005 begins at 3:00 a.m.
October 29	Family Weekend
November 1	Registration for Spring 2005 begins for undergraduates (Students should view WINGS for individual date and time)
November 5	Academic Standards Committee Meeting, 2:00 p.m.
November 10	Final date to hold terminal examination, thesis or dissertation defense
November 15	Final deadline for domestic graduate students to apply for Spring 2005 admission
November 17	Deadline to submit theses and dissertations to College of Graduate Studies for final format review
November 24-26	Thanksgiving holidays for students - Administrative offices closed November 25-26 - Residence halls open
December 1	Deadline for Spring Semester 2005 Undergraduate Admission Application
December 1	Admission document deadline for Spring Semester 2005
December 3	Last day of classes
December 6-9	Final exams
December 9	Deadline to submit final thesis or dissertation copies to College of Graduate Studies for binding
December 9	Final date for graduate and undergraduate students to apply for Spring 2005 graduation
December 10	Residence halls close at 12:00 p.m.
<b>December 10</b>	<b>Commencement</b>
December 13	Christmas break for students begins
December 16	Employee Tuition Remission registration for Spring 2005, 3:30-4:30 p.m., Rosenwald Building, second floor, or by web beginning at 3:30 p.m.
Dec. 23-24 and Dec. 27-29	Christmas Holidays - Administrative offices closed

## SPRING SEMESTER 2005

December 9, 2004	Final date for graduate and undergraduate students to apply for Spring 2005 graduation
January 3	New Years Day observed
January 5	Academic Standards Committee Meeting, 2:00 p.m.
January 7	Academic Standards Committee Meeting, 9:00 a.m.
January 7	Residence hall check in, 9:00 a.m.-5:00 p.m.
January 8	New Student Orientation and Registration, Russell Union, 8:00 a.m. - <b>NOTE:</b> Enrolled and former students should refer to WINGS ( <a href="http://students.georgiasouthern.edu/registrar">http://students.georgiasouthern.edu/registrar</a> ) for specific registration times.
January 10	Fee payment deadline for Spring Semester 2005
January 10	Academic Standards Committee Meeting, 9:00 a.m.
<b>January 10</b>	<b>Classes begin</b>
January 10-13	* Drop/Add (Students are responsible for paying fees for all hours they are registered for as of the end of drop/add [5:00 p.m. on the 4 <sup>th</sup> day of classes].)
January 14	\$50 Late Registration Fee begins
January 17	Martin Luther King Holiday - Administrative offices closed - No classes
February 1	Final Deadline for international graduate students to apply for Summer 2005 admission

February 21	Deadline for M.Ed. Students to register to take the comprehensive exams during Spring Semester 2005
February 21	Graduate Registration for Summer Semester 2005 and Fall Semester 2005 begins at 3:00 a.m.
February 28	Undergraduate Registration for Summer Semester 2005 and Fall Semester 2005 begins (Students should view WINGS for individual date and time.)
March 1	Priority Deadline for international graduate students to apply for Fall 2005 admission
March 1	Priority Deadline for domestic graduate students to apply for Fall 2005 admission
March 7	* Last day to withdraw without academic penalty
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 2005 admission
March 26	Comprehensive Exams for M.Ed. students
April 1	Final deadline for domestic graduate students to apply for Summer 2005 admission
April 1	Academic Standards Committee Meeting, 2:00 p.m.
April 2	Annual Alumni Awards Dinner
April 6	Final date to hold terminal examination, thesis or dissertation defense
April 6	Honors Day, 8:30 a.m.
April 13	Deadline to submit 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 thesis or dissertation copies to College of Graduate Studies for binding
May 6	Final date for graduate and undergraduate students to apply for Summer 2005 graduation
May 7	Residence halls close, 12:00 p.m.
<b>May 7</b>	<b>Commencement</b>
May 12	Employee Tuition Remission Summer Registration, 3:30-4:30 p.m., Rosenwald Building, Second Floor, or by web beginning at 3:30 p.m.

#### SUMMER SEMESTER 2005

May 6	Final date for graduate and undergraduate students to apply for Summer 2005 graduation
May 12	Employee Tuition Remission Summer registration, 3:30-4:30 p.m., Rosenwald Building, second floor, or by web beginning at 3:30 p.m.
May 13	Academic Standards Committee Meeting, 10:00 a.m.
May 15	Residence halls open, 1:00 p.m.
May 16	Academic Standards Committee Meeting, 10:00 a.m.
May 16	New Student Orientation and Registration, Russell Union, 8:00 a.m. - <b>NOTE:</b> Enrolled and former students should refer to WINGS ( <a href="http://students.georgiasouthern.edu/registrar">http://students.georgiasouthern.edu/registrar</a> ) for specific registration times.
May 17	Fee Payment Deadline, Summer Semester 2005
May 17	Classes begin for Long Term and Term A
May 17	Classes begin for College of Business Administration Graduate Evening Session
May 17-18	Drop/Add, beginning at 8:00 a.m. on May 17 and ending at 5:00 p.m. on May 18
May 20	Deadline for M.Ed. Students to register to take the comprehensive exam during Summer
May 30	Memorial Day - Administrative offices closed - No classes
May 31	Classes begin for College of Education Graduate Evening Session
June 1	Final deadline for international graduate students to apply for Fall 2005 admission
June 2	Last day to withdraw without academic penalty, Term A
June 13	Last day to withdraw without academic penalty, College of Business Administration Graduate Evening Session
June 15	Last day to withdraw without academic penalty, Long Term
June 17	Final exams for Evening classes, Term A, 6:00-8:00 p.m.
June 17	Academic Standards Committee Meeting, 2:00 p.m.
June 17	Classes end for Term A
June 18	Term A exams
June 20	Classes begin for Term B
June 20	Final date to hold terminal examination, thesis or dissertation defense
June 22	Last day to withdraw without academic penalty, College of Education Graduate Evening Session
June 25	Comprehensive Examination for M.Ed. Students
June 27	Deadline to submit theses and dissertations to College of Graduate Studies for final format review
July 1	College of Business Administration Graduate Evening Session ends
July 1	Final Deadline for domestic graduate students to apply for Fall 2005 admission
July 4	Independence Day - Administrative offices closed - No classes
July 6	Last day to withdraw without academic penalty for Term B
July 7	Final exams for Tuesday/Thursday Evening classes, Long Term
July 13	Classes end, Long Term
July 13	Deadline to submit final thesis or dissertation copies to College of Graduate Studies for binding
July 14	Reading Day, Long Term
July 15	College of Education Graduate Evening Session ends
July 15	No classes for Term B
July 15	Final exams for Monday/Wednesday Evening classes, Long Term
July 15-16	Final exams, Long Term
July 22	Final exams for Evening Classes, Term B
July 22	Classes end, Term B
July 23	Final exams, Term B
July 23	Final date for graduate and undergraduate students to apply for Fall 2005 graduation

July 24 Residence halls close, 10:00 a.m.  
 August 4 Academic Standards Committee Meeting, 2:00 p.m.

## FALL SEMESTER 2005

July 23 Final date for graduate and undergraduate students to apply for Fall 2005 graduation  
 August 8 Academic year begins  
 August 10 University Fall Convocation  
 August 11 Deans/Directors/Department Chairs Workshop  
 August 12 New Faculty Workshop  
 August 15 Final registration  
 August 16 Fee payment deadline, Fall Semester 2005  
 August 16 Classes begin  
 August 16-19 Drop/Add  
 August 22 \$50 Late registration fee begins  
 September 5 Labor Day Holiday - No classes - Administrative offices closed  
 October 11 Last day to withdraw without academic penalty  
 October 21-22 Homecoming (Classes canceled 2:00 p.m. and after on October 21)  
 November 23 No classes - Administrative offices open  
 November 24-25 Thanksgiving Holidays  
 December 2 Last day of classes  
 December 5-8 Final exams  
 December 8 Final date for graduate and undergraduate students to apply for Spring 2006 graduation  
 December 9 Commencement

## SPRING SEMESTER 2006

December 8, 2005 Final date for graduate and undergraduate students to apply for Spring 2006 graduation  
 January 8 New Student Orientation and Registration  
 January 9 Fee payment deadline, Spring Semester 2006  
 January 9 Classes begin  
 January 9-12 Drop/Add  
 January 13 \$50 late registration fee begins  
 January 16 Martin Luther King, Jr. Holiday - No classes - Administrative offices closed  
 March 6 Last day to withdraw without academic penalty  
 March 13-17 Spring Break  
 May 1 Last day of classes  
 May 2-5 Final exams  
 May 5 Final date for graduate and undergraduate students to apply for Summer 2006 graduation  
 May 6 Commencement

## SUMMER SEMESTER 2006

May 5 Final date for graduate and undergraduate students to apply for Summer 2006 graduation  
 May 15 Orientation and final registration  
 May 16 Fee payment deadline, Summer Semester 2006  
 May 16 Long Term begins  
 May 16 Term A begins  
 May 16 COBA Graduate Tuesday/Thursday classes begin  
 May 16-17 Drop/Add  
 May 17 COBA Graduate Monday/Wednesday classes begin  
 May 29 Memorial Day Holiday - No classes - Administrative offices closed  
 May 30 COE Graduate Tuesday/Thursday classes begin  
 May 31 COE Graduate Monday/Wednesday classes begin  
 June 1 Last day to withdraw without academic penalty Term A  
 June 6 Last day to withdraw without academic penalty COBA Graduate classes  
 June 14 Last day to withdraw without academic penalty Long Term  
 June 16 Term A classes end  
 June 17 Term A final exams  
 June 19 Term - classes begin  
 June 20 Last day to withdraw without academic penalty COE Graduate classes  
 June 22 COBA Graduate Tuesday/Thursday classes end  
 June 27 COBA Graduate Tuesday/Thursday final exams  
 June 28 COBA Graduate Monday/Wednesday classes end  
 June 30 COBA Graduate Monday/Wednesday final exams  
 July 4 Independence Day - No classes - Administrative offices closed  
 July 5 Last day to withdraw without academic penalty Term B  
 July 10 COE Graduate Monday/Wednesday classes end  
 July 11 COE Graduate Tuesday/Thursday classes end  
 July 12 Long Term classes end  
 July 12 COE Graduate Monday/Wednesday final exams  
 July 13 Long Term Reading Day  
 July 13 COE Graduate Tuesday/Thursday final exams

July 14-15	Long Term final exams
July 14	No Term - classes
July 21	Term - classes end
July 22	Term - final exams
July 22	Final date for graduate and undergraduate students to apply for Fall 2006 graduation

**FALL SEMESTER 2006**

July 22	Final date for graduate and undergraduate students to apply for Fall 2006 graduation
August 7	Academic Year begins
August 14	Final registration
August 15	Fee payment deadline, Fall Semester 2006
August 15	Classes begin
August 15-18	Drop/Add
September 4	Labor Day
November 22-24	Thanksgiving Holidays for students (Administrative offices will be open November 22)
December 1	Last day of classes
December 4-7	Final exams
December 7	Final date for graduate and undergraduate students to apply for Spring 2007 graduation
December 8	Commencement

**SPRING SEMESTER 2007**

December 7, 2006	Final date for graduate and undergraduate students to apply for Spring 2007 graduation
January 1	New Year's Day
January 7	Final registration
January 8	Fee payment deadline, Spring Semester 2007
January 8	Classes begin
January 8-11	Drop/Add
January 15	Martin Luther King Jr.'s Birthday
March 12-16	Spring Break
April 30	Last day of classes
May 1-4	Final exams
May 4	Final date for graduate and undergraduate students to apply for Summer 2007 graduation
May 5	Commencement

**SUMMER SEMESTER 2007**

May 4	Final date for graduate and undergraduate students to apply for Summer 2007 graduation
May 14	Orientation and Final Registration
May 15	Fee payment deadline, Summer Semester 2007
May 15	Long Term and Term A begin
May 15	COBA Graduate Tuesday/Thursday classes begin
May 15-16	Drop/Add
May 16	COBA Graduate Monday/Wednesday classes begin
May 28	Memorial Day (No Classes; Administrative offices closed)
May 29	COE Graduate Tuesday/Thursday classes begin
May 30	COE Graduate Monday/Wednesday classes begin
June 15	Last day of classes for Term A
June 16	Term A exams
June 18	Term - classes begin
June 21	Last day of classes for COBA Graduate Tue/Thur classes
June 26	Final exams for COBA Graduate Tue/Thur classes
June 27	Last day of classes for COBA Graduate Mon/Wed classes
June 29	Final exams for COBA Graduate Mon/Wed classes
July 4	Independence Day (Holiday)
July 5	Last day of classes for COE Graduate Tue/Thur classes
July 10	Final exams for COE Graduate Tue/Thur classes
July 11	Last day of classes for Long Term
July 11	Last day of classes for COE Graduate Mon/Wed classes
July 12	Long Term Reading Day (No classes for Term B)
July 13	Final exams for COE Graduate Mon/Wed classes
July 13-14	Final exams for Long Term
July 20	Last day of classes for Term B
July 21	Final exams for Term B
July 21	Final date for graduate and undergraduate students to apply for Fall 2007 graduation

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

# Institutional Testing Schedule 2004-2005

(Dates are subject to change)

## ISAT

Tuesday	July 27, 2004
Tuesday	November 16, 2004
Tuesday	April 26, 2005

## REGENTS

Saturday/Monday/Tuesday/Wednesday	October 30, November 1, 2, 3, 2004
Monday/Tuesday/Wednesday	March 7, 8, 9, 2005
Monday/Tuesday	June 20 & 21, 2005

## MAT

Saturday	May 22, 2004
Saturday	July 10, 2004
Saturday	October 2, 2004
Saturday	December 11, 2004
Saturday	February 12, 2005
Saturday	April 9, 2005

# National Testing Schedule 2004-2005

(Dates are subject to change)

## SAT

Saturday	October 9, 2004
Saturday	December 4, 2004
Saturday	January 22, 2005
Saturday	March 12, 2005
Saturday	May 7, 2005
Saturday	June 4, 2005

## PRAXIS

Saturday	September 11, 2004
Saturday	November 20, 2004
Saturday	January 8, 2005
Saturday	March 5, 2005
Saturday	April 16, 2005
Saturday	June 11, 2005

## ACT

Saturday	September 25, 2004
Saturday	October 23, 2004
Saturday	December 11, 2004
Saturday	February 12, 2005
Saturday	April 9, 2005
Saturday	June 11, 2005

## LSAT

Saturday	October 2, 2004
Saturday	December 4, 2004

## EIT

Saturday	October 30, 2004
Saturday	April 16, 2005

## PCAT

Saturday	October 23, 2004
Saturday	November 20, 2004
Saturday	January 22, 2005

# Accreditation

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

## Departments/Programs

### **Athletics Program**

### **Career Services**

### **Counseling Center**

### **Museum**

### **College of Liberal Arts and Social Sciences**

Art (Undergraduate and Graduate)  
Music (Undergraduate and Graduate)  
Public Administration

### **College of Business Administration**

Accounting (Undergraduate and Graduate)  
Business Administration (Undergraduate and Graduate)

### **College of Education**

Undergraduate and Graduate  
Georgia Professional Standards Commission

### **College of Health and Human Sciences**

Family Life Center  
Interior Design  
Nursing (Undergraduate and Graduate)

Nutrition and Food Science

Recreation

Sport Management (Undergraduate and Graduate)

Sports Medicine (Athletic Training Education)  
Coaching Education

### **Allen E. Paulson College of Science and Technology**

Building Construction and Contracting  
Chemistry  
Civil Engineering Technology

Computer Science

Electrical Engineering Technology

Industrial Engineering Technology

Mechanical Engineering Technology

Industrial Technology  
(Applied Science, Manufacturing, and Printing Management)

## Accrediting Organization

National Collegiate Athletic Association

Accreditation Council for Cooperative Education

International Association of Counseling Services

American Association of Museums

National Association of Schools of Art and Design

National Association of Schools of Music

National Association of Schools of Public Affairs and Administration

Association to Advance Collegiate Schools of Business

Association to Advance Collegiate Schools of Business

National Council for Accreditation of Teacher Education

National Association for the Education of Young Children

Foundation for Interior Design Education Research

Commission on Collegiate Nursing Education

Georgia Board of Nursing

Commission on Accreditation/Approval for Dietetics Education of  
The American Dietetics Association

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

North American Society for Sport Management

National Association for Sport and Physical Education

Commission on Accreditation of Allied Health Education Programs

National Council for Accreditation of Coaching Education Level III

American Council for Construction Education

American Chemical Society

Technology Accreditation Commission of the Accreditation Board  
for Engineering and Technology

Computing 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

Technology Accreditation Commission of the Accreditation Board  
for Engineering and Technology

National Association of Industrial Technology

## General Information

### University Mission

GEORGIA SOUTHERN UNIVERSITY is a predominantly undergraduate university devoted to “teaching first,” a student-centered residential campus that nurtures a fulfilling college experience, and a serving institution strongly identified with the heritage and hopes of its region. The University’s uncommon breadth of nationally accredited academic programs in the liberal arts and professional studies attracts a statewide enrollment of undergraduate students. As a University granting professionally-oriented doctoral degrees and an array of master’s degrees designed to meet the needs of the region, Georgia Southern University is cultivating a resident cadre of leaders with advanced education in critically-needed professions.

OUR MISSION IS ROOTED in South Georgia, a largely rural region that encompasses coastline, wetlands, cities with rich histories, and areas of endemic privation but abundant potential. Our quest is to uplift our region’s educational attainment, cultural opportunities, economic growth, environmental quality, scientific and technological progress, and social and personal well-being. 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.

MOST OF OUR STUDENTS are Georgians who begin as full-time freshmen, reflect Georgia’s and the globe’s cultural diversity, and have the motivation and ability to complete our increasingly demanding programs. Working professionals and transfer students are a growing presence. Student life is characterized by a culture of learning inside and outside the classroom. A safe campus serves as a laboratory for developing citizenship and leadership in a collegial environment. The Georgia Southern University experience promotes the development of students who value honesty, civility, and the dignity of work. Our mission is to graduate students who are knowledgeable, clear-thinking, articulate, and effective in problem-solving.

OUR COMPREHENSIVE CURRICULUM FOCUSES on undergraduate programs of high quality, enhanced by master’s and professionally-oriented doctoral programs pertinent to the region. At the University’s core is excellent instruction, strengthened by research and service. Innovative classes increasingly incorporate new instructional techniques and technologies.

THE UNIVERSITY IS A CENTER OF LEARNING APPLIED to regional planning, economic development, partnerships in schools, science, industries, international trade, community needs, and the health of South Georgians. We expand horizons through outreach in sciences and liberal arts, preservation of distinctive cultural legacies, and attention to the integrity of South Georgia’s environment. Faculty, staff, and students exemplify service, contributing time and expertise to enhance the quality of life.

SCHOLARSHIP IS CENTRAL TO THE MISSION OF THE UNIVERSITY. We practice scholarship in terms of the discovery, integration, application, and teaching of knowledge and creative activity. Scholarship of relevance to South Georgia, and of a standard that can earn national or international recognition, is especially esteemed.

GEORGIA SOUTHERN UNIVERSITY WILL BE one of the nation’s best public undergraduate universities by nurturing a faculty who are devoted to teaching able and diverse students. We will provide society with graduates who are both equipped to master a competitive world and educated to build a better civilization. Georgia Southern University exemplifies how kindness, quality, and collaboration can complement efficiency, effectiveness, and integrity. Georgia Southern University will be a catalyst for the aspirations of South Georgians and an emblem of their achievements. Approved by the Board of Regents, July 9, 1996.

### 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 July 2003, the College of Information Technology became the University’s seventh 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.



## Administrative Structure

BRUCE GRUBE, A.B., M.A., Ph.D.

President

LINDA BLEICKEN, B.B.A., M.S., Ph.D.

Interim Provost and Vice President for Academic Affairs

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

Interim Vice President for Student Affairs and Enrollment Management

JOSEPH W. FRANKLIN, BBA

Interim Vice President for Business and Finance

WILLIAM I. GRIFFIS, BBA

Interim Vice President for University Advancement

JAMES BRADFORD, B. Math, M. Math, Ph.D.

Dean, College of Information Technology

KATHLEEN M. BURKE, B.A., M.A., Ph.D.

Dean, Continuing Education and Public Service

LUCINDIA HOUSE CHANCE, B.S., M.S., Ed.D.

Dean, College of Education

JANE RHOADES HUDAK, B.F.A., Ph.D.

Interim Dean, College of Liberal Arts and Social Sciences

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

Acting Dean, Jack N. Averitt College of Graduate Studies

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

Dean of the Library and University Librarian

ANNY MORROBEL-SOSA, B.Sc., M.Sc., Ph.D.

Dean, Allen E. Paulson College of Science and Technology

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

Dean, College of Business Administration

FREDERICK K. WHITT, B.S., M.A., Ed.D.

Dean, College of Health and Human Sciences

Department of Leadership, Technology, and Human Development

Dr. Randal Carlson, Acting Chair

Department of Teaching and Learning

Dr. Ronnie Sheppard, Chair

### III. College of Health and Human Sciences

Dr. Frederick Whitt, Dean

Department of Hospitality, Tourism, and Family and Consumer Sciences

Dr. Henry Eisenhart, Chair

Giann-Ping Hsu School of Public Health

Dr. D. Richard Carter, Chair

School of Nursing

Dr. Jean E. Bartels, Chair

Center for Rural Health and Research

Dr. Stuart Tedders, Acting Director

### IV. College of Information Technology

Dr. James Bradford, Dean

Department of Computer Sciences

Dr. Robert Cook, Acting Chair

Department of Information Systems

Dr. Susan Rebstock Williams, Acting Chair

Department of Information Technology

Dr. Han Reichgelt, Acting Chair

### V. College of Liberal Arts and Social Sciences

Dr. Jane Rhoades Hudak, Interim 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. Donnie Richards, Chair

Department of History

Dr. Sandra Peacock, Chair

Department of Literature and Philosophy

Dr. Bruce J. Krajewski, Chair

Department of Music

Dr. David Mathew, Chair

Department of Political Science

Dr. Richard L. Pacelle, Jr., Chair

Department of Psychology

Dr. Richard Rogers, Chair

Department of Sociology and Anthropology

Dr. Sue Moore, Chair

Department of Writing and Linguistics

Dr. Larry Burton, Chair

### VI. Allen E. Paulson College of Science and Technology

Dr. Anny Morrobel-Sosa, Dean

Department of Biology

Dr. Stephen Vives, Chair

Department of Chemistry

Dr. Jeffrey A. Orvis, Acting Chair

Department of Geology and Geography

Dr. Dallas Rhodes, Chair

Department of Mathematical Sciences

Dr. Martha Abell, Chair

Department of Military Science

Lt. Col. William G. Roberts, Chair

## College Structure

The academic credit programs of the University are administered by seven 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 Allen E. Paulson College of Science and Technology, and the Jack N. Averitt College of Graduate Studies. Except for the College of Graduate Studies, each of these is subdivided into schools or departments. A dean directs each college, a director or chair each school, and a chair each department.

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

#### I. College of Business Administration

Dr. Ronald E. Shiffler, Dean

School of Accountancy

Dr. Lowell Mooney, Director

Department of Finance and Quantitative Analysis

Dr. Chris Paul, Chair

Department of Management, Marketing, and Logistics

Dr. Glen Riecken, Chair

School of Economic Development

Dr. Darrell Parker, Acting Director

#### II. College of Education

Dr. Cindi Chance, Dean

Department of Curriculum, Foundations, and Reading

Dr. Sandra Murray Nettles, Chair

Department of Physics  
 Dr. Arthur Woodrum, Acting Chair  
 School of Technology  
 Dr. Mohammad Davoud, Acting Director  
 Institute of Arthropodology and Parasitology  
 Dr. James Oliver, Director

VII. Jack N. Averitt College of Graduate Studies  
 Dr. Charles J. Hardy, Acting 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 in order 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 in order 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, and College of Health and Human Sciences have established advisement centers. Individual departments assume advisement responsibility for

students in the College of Liberal Arts and Social Sciences and the Allen E. Paulson College of Science and Technology. Majors in International Studies and International Trade are advised in the Center for International Studies. Graduate students are assigned faculty advisors. Advisement for students who have not declared a major along with transient, post-baccalaureate, most Non-degree students, and the Bachelor of General Studies degree program, is provided by staff and professional advisors in the Academic Advisement Center, ground floor, Williams Center.

The Academic Advisement Center is also responsible for advising freshman students in the College of Liberal Arts and Social Sciences (with the exception of Foreign Languages, History, Literature, Music, and Philosophy majors), and sophomore students majoring in Pre-Communication Arts, Justice Studies, Political Science, and Psychology.

The Director of Advisement and Retention serves as coordinator for the campus advisement program and is responsible for providing information to advisors and students, coordinating advisement activities, providing programs to improve the quality of advisement and the level of knowledge of advisors and students, and representing the concerns of advisors where needed. The Director of Advisement and Retention chairs the Academic Advisement Council.

## The Division of Continuing Education and Public Service (CEPS)

The mission of the Division of Continuing Education and Public Service is to meet the lifelong learning needs of Southeast Georgia. The division provides a variety of programs designed to facilitate degree completion, improve the skills of the region's workforce, enhance societal and cultural understanding, facilitate healthy lifestyles and constructive use of leisure time, and to address the personal development and enrichment needs of the region's citizens.

Within the Division of Continuing Education and Public Service are included the following:

- Evening and Weekend College
- Nessmith-Lane Facility and Continuing Education
- Performing Arts Center
- Georgia Southern Botanical Garden
- Georgia Southern Museum
- Center for Wildlife Education and The Lamar Q. Ball, Jr. Raptor Center
- Distance Learning Center
- Regional Centers in Dublin, Brunswick, Hinesville, and Savannah

For more information about the division, visit the website at <http://conted.georgiasouthern.edu>.

### **Evening and Weekend College**

Evening and Weekend College provides working adults an opportunity to advance their education, complete an undergraduate degree, and build career-related skills. Through Georgia Southern University's Evening and Weekend College, students can:

- Pursue the Bachelor of General Studies degree with concentrations, emphases, or minors in a variety of subject areas, including Business, Communication, Economics, Religious Studies, Spanish, Women's and Gender Studies.
- Take courses leading to graduate degrees in some disciplines.
- Complete credit and non-credit certificate programs.
- Participate in non-credit continuing education and professional development activities.

To be eligible to participate in credit courses, credit certificate programs, or to pursue the Bachelor of General Studies degree, student must be admitted to Georgia Southern University. To participate in non-credit courses, advanced course registration is required.

For more information about Evening and Weekend College, contact the Division of Continuing Education and Public Service at (912) 681-5555, or visit the website at <http://academics.georgiasouthern.edu/eveningandweekend>.

### **Nessmith-Lane Continuing Education Building and the Performing Arts Center**

The Nessmith-Lane Continuing Education Building, on the campus of Georgia Southern University, provides a leading-edge environment for lifelong learning and cultural enrichment. It is designed especially for training and development programs for adults, for hosting conferences and providing distance education, and for presentation of the performing arts. The original 28,000 square foot facility, formerly called the Southern Center, was built in 1981 and has been renovated and includes 11,600 square feet of meeting space, a 376-seat auditorium and 9 meeting rooms (12 if rooms are sub-divided). In addition to this newly renovated space, construction completed in 2001 added an additional 105,000 square feet. The facility includes an 850-seat Performing Arts Center, 600-seat multi-purpose room, other meeting rooms, office space, and a full kitchen. The Nessmith-Lane Building, with its training support systems, audiovisual equipment, and telecommunication equipment provides an excellent environment for training programs, conferences, workshops, seminars, symposia, and business meetings, as well as related functions and entertainment. The Performing Arts Center - one of the largest of its kind in Southeast Georgia - offers an 850-seat performance theater for world-class cultural programming.

### **Continuing Education**

The Continuing Education unit and its program development staff work closely with the Colleges of the University to provide programs designed for professionals in the areas served by the Colleges of Health and Human Sciences, Liberal Arts and Social Sciences, Information Technology, Business Administration, Education, and Science and Technology. Continuing Education works with businesses, non-profit entities, institutions, and government agencies to address the workforce development needs of Southeast Georgia. Professional development programs sponsored by Continuing Education offer individuals the opportunity to enhance existing personal, professional, and leadership skills.

Continuing Education program development staff also assist organizations, businesses, and the campus community with program development tasks including needs assessment, program planning, program administration and coordination, fiscal management, marketing, and program evaluation. A full range of meeting planning and conference services is available, as well as 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 (SACS), and the University System of Georgia. Continuing Education keeps records pertaining to the University's non-credit programs of instruction. Permanent records of Continuing Education Units (CEUs) earned by participants are maintained by the University Registrar. For more information, please contact The Division of Continuing Education and Public Service at (912) 681-5555 or <http://www.georgiasouthern.edu/conted>.

### **Distance Learning Center**

The Distance Learning Center at Georgia Southern University provides support for all activities of the University utilizing distance technology. Distance Learning at Georgia Southern is defined as the delivery of materials from courses, programs, activities, or events where the instructor and student are separated by time and/or space. The goal of the Center is to provide students with an educational opportunity equal to that in the traditional classroom. Electronic delivery technologies available include: satellite downlink, on-line courses, and two-way interactive video utilizing the Georgia Statewide Academic and Medical Systems Network (GSAMS).

Since 1992, Georgia Southern has served well over 40,000 students with distance learning courses in a variety of disciplines. Undergraduate courses are offered in the areas of business administration and nursing, as well as core courses for Post Secondary Option (PSO) students in area high schools. The majority of offerings are for graduate students in the following areas: business administration, nursing, education, English, political science, and public administration. Visit <http://academics.georgiasouthern.edu/dlc>.

Although the majority of distance learning programs at Georgia Southern are for college credit classes, the same technologies can be used for other types of events such as: meetings, conferences, enrichment programs, guest speakers, etc. Demonstrations of how distance learning can be used for a variety of activities are available. Admission requirements to credit-bearing distance learning courses are the same as admission requirements to courses offered in the traditional classroom.

**Interactive Video (GSAMS) Courses:** Through the GSAMS Network's 400+ sites around the state, Georgia Southern University connects its students and faculty to other public colleges and universities, adult and technical schools and colleges, K-12 schools, the Georgia General Assembly, Zoo Atlanta, and Fernbank Science Museum, as well as locations around the world. The GSAMS technology allows professors and students to see and hear each other in real time. To find out more about GSAMS, including a location near you, visit <http://gsams.gagta.com/v3/master.html>. We also offer dial-up two way interactive video conferencing through the Internet and ISDN for connectivity around the world.

**Online Courses:** Georgia Southern University offers credit courses completely on-line using the web course management tool, WebCT. Working with most internet browsers, WebCT provides students with easy access to course materials such as assignments, exams, slide shows, video and chat room opportunities. Many traditional classes also use WebCT as a supplement to their classroom instruction. To find out more, visit <http://webct.georgiasouthern.edu> or call (912) 681-0882.

### **Regional Outreach Centers**

#### **Brunswick Center**

The Brunswick Center is a consortium composed of the Coastal Georgia Community College in Brunswick, Armstrong Atlantic State University in Savannah, and Georgia Southern University in Statesboro. The Center serves as a residence center for the two Universities, and its staff assists students enrolled in either primarily undergraduate programs at Armstrong Atlantic State University or primarily graduate programs at Georgia Southern University. The director and staff are employees of Coastal Georgia Community College and serve in a joint staffing arrangement with the two universities. Georgia Southern's participation in the Brunswick Center is under the oversight of the Dean of the Division of Continuing Education and Public Service. Georgia Southern offers degrees on the campus of Coastal Georgia

Community College for the Bachelor of Business Administration - Management, Master of Business Administration, Master of Public Administration, Master of Education in early childhood, middle grades and school administration and supervision, and the Master of Science in Nursing - Family Nurse Practitioner. Contact the Brunswick Center at (912) 264-7227.

### **Coastal Georgia Center**

The Coastal Georgia Center, a University System of Georgia facility, is under the management of a director reporting to Georgia Southern University's Dean of Continuing Education and Public Service. The Coastal Georgia Center is 45 minutes from the campus of Georgia Southern and is located in Historic Downtown Savannah, Georgia, adjacent to the Savannah Visitor's Center. The original 40,000 square feet full-service conference center includes a tiered Assembly Hall with desk-front seating for 360, a 4,000-square-foot dividable multipurpose room, and 7 meeting rooms seating from 12 to 65. A new 13,000-square-foot addition to the Center has added 5 new classrooms, 2 distance learning rooms, and a new computer lab. Home to Georgia Southern's graduate course offerings of the College of Business Administration and College of Education, the facility also houses graduate programming from Savannah State University's Master of Social Work and Master of Public Administration programs, and non-credit continuing education activities by Armstrong Atlantic State University, Georgia Southern University, and Savannah State University. While graduate programming utilizes most of the facility during the evening, daytime activity at the Center includes programs that meet the wide-ranging needs of Southeast Georgia. The Center hosts a variety of federal, state, and local governmental agencies, business and civic groups, and organizations. Technology is advancing quickly at the Coastal Georgia Center with a state of the art wireless laptop computer system turning every room into a virtual computer lab at a moment's notice and several new computer labs and distance learning/computer rooms capable of live interaction between numerous sites. Inquiries may be made by calling the Coastal Georgia Center at (912) 651-2005.

### **Dublin Center**

The University System of Georgia Dublin Center, located in Dublin, Georgia, houses Georgia Southern University's Dublin office and is under the direction of the Dean of the Division of Continuing Education and Public Service. Georgia Southern programs at the Dublin Center are offered by standard classroom delivery, distance learning, internet, and WebCT. Under the coordination of Georgia Southern's Dublin Center Director, the Center offers a complement of student services for the Dublin student. Georgia Southern offers junior-and senior-level courses leading to bachelor degrees in Early Childhood, Middle Grades, Business Administration-General Management, Criminal Justice, and Nursing. Graduate programs are offered in Master of Business Administration, Educational Leadership, School Psychology, Early Childhood, Middle Grades, and Public Administration. Sharing the Dublin Center and responsible for the physical management of the Center, Middle Georgia College offers freshman and sophomore level courses leading to a two-year associate degree in more than 50 areas of study. Inquiries may be directed to GSU at the Dublin Center at (478) 275-6750. Visit the web site at <http://conted.georgiasouthern.edu/dublincenter.html>.

### **Liberty Center**

Armstrong Atlantic State University, Georgia Southern University, Savannah State University, East Georgia College, and Coastal Georgia Community College form The Liberty Center, a University System of Georgia Residence Center located at Hinesville - Fort Stewart. The Liberty Center and its director are under the management of Armstrong Atlantic State University. As a regional center for Georgia Southern University, the Liberty Center offerings for Georgia Southern are coordinated by the Dean of the Division of Continuing Education and

Public Service. Each institution offers specific degree programs ranging from associate degrees to specialist levels. Georgia Southern offers the Master of Business Administration and the Master of Public Administration. The goal of the multi-university partnership is to provide affordable post-secondary education programs that will meet individual, community, and Army needs for Fort Stewart, Liberty County, and the City of Hinesville. Inquiries may be directed to the Center at (912) 767-0812.

### **Outreach Facilities on the Georgia Southern Campus Georgia Southern University Botanical Garden**

Georgia Southern's Botanical Garden is located on an 11-acre site between Fair Road and Georgia Avenue near the southeast end of campus. 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 native plants. Features include 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 a gift shop. 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 is open from 9:00 a.m. to 5:30 p.m. on weekdays, 9:00 a.m. to dusk on Saturday, and 2:00 p.m. to 5:00 p.m. on Sunday. For information call the Garden office at (912) 871-1149 or visit the website <http://welcome.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 some fossil remains from the Vogtle Whale are among the many exhibits about our prehistoric past. The museum also hosts a variety of contemporary exhibits and programs relevant to the University's academic departments. Hands-on exhibits provide entertainment as well as education. Each spring the museum hosts an exhibit in cooperation with Georgia Southern's Center for International Studies. 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 on 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) 681-5444. Visit the website at <http://welcome.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 a 4.5 - acre nature center in the heart of campus. This facility displays 11 species of eagles, hawks, falcons, owls, and vultures in natural habitat enclosures. Flighted raptor demonstrations and reptile programs are offered to the public on weekends and to scheduled groups on weekdays. The Center houses exhibits dedicated to Georgia's wildlife as well as a lecture hall and gift shop. Built through private donations but supported operationally by Georgia Southern University, the \$2.3 million center introduces school children, families, university students, faculty, and staff to numerous live animals and particularly to raptors and reptiles. Georgia Southern University recently dedicated 12 more acres to the center's Phase II expansion to support programs on ornithology and water resource conservation. Inquiries may be directed to the Center for Wildlife Education at (912) 681-0831. Visit the website at <http://welcome.georgiasouthern.edu/wildlife>.

## **The Center for the Performing Arts**

The Center for Performing Arts is located in the Nessmith-Lane Continuing Education Building. The 34,000 square foot performing arts facility houses an 850-seat performance theater and state-of-the-art performance equipment including an orchestra pit, an orchestra shell, dressing rooms, and sound and lighting systems. In addition, the Center houses a Ticket Box Office and offices for the Director of Performing Arts and technical staff. The Center's programming is planned for a diverse audience from the campus and the community. The Center provides an excellent educational experience for Georgia Southern University students participating in music and theater programs. Inquiries regarding the Performing Arts Center may be directed to the Box Office at (912) 486-7999 or the Center's Director at (912) 486-7916. Visit the website at <http://pac.georgiasouthern.edu>.

## **University Advancement**

The Division of University Advancement builds private and public support for the University through planning and coordinating fundraising initiatives, maintaining strong relationships with governmental entities, and involving the University's graduates in a lifelong relationship with his or her alma mater through alumni activities and services.

**DEVELOPMENT** is responsible for all fundraising programs and projects that supplement state support for scholarships, academic enhancements, and cultural and educational outreach. These activities include the annual community and alumni phonathon campaigns, corporate proposal submissions, major gift solicitations, planned giving counsel, and other special initiatives. The Office of Development works in concert with the Georgia Southern University Foundation.

**GOVERNMENTAL RELATIONS** is responsible for building external relationships between the University and the Georgia General Assembly, members of the Georgia Congressional Delegation, and members of the Board of Regents of the University System of Georgia.

**The GEORGIA SOUTHERN UNIVERSITY FOUNDATION** promotes the University, expanding its educational opportunities through acquiring, investing, and administering private funds to be used as a base of supplemental funding. Incorporated in August 1962, the Georgia Southern University Foundation is composed of active volunteers from the private sector who serve as the Board of Trustees. The Foundation provides external advocacy for Georgia Southern University with regard to state, local, and regional issues that represent challenges and opportunities for the institution.

**ALUMNI RELATIONS** programs maintain ties and build support among the University's graduates by keeping them informed and involved with their alma mater through publications, social events on campus and in their communities, membership in the Alumni Association, recognition of outstanding alumni, and special services and privileges. Along with the Office of Alumni Relations, the Association plans year-round events including Homecoming activities, regional receptions, and alumni chapter meetings. Association members often assist the University in recruiting students, fundraising, and career placement for recent graduates.

## **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 service patterns established by the Library accommodate more than 3,000 users each day during the academic terms.

The Henderson Library is centrally located on campus in a four-story building constructed in 1975. The building has 158,000 square feet of space, will hold 800,000 books at total capacity, and seats 950 people in the book stack areas. The Library currently offers the most extensive operating schedule of any academic library in the state of Georgia. During the academic terms, the first and second floors of the Library remain open on a 24-hour basis 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 2003 the Library's collections contained 561,413 bound volumes; 877,364 microform units; and 693,620 government documents. The Library maintains subscriptions to 3,216 serial and periodicals titles. 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 a networked group of more than 300 microcomputers within the Library building and from any Internet-connected computer or telephone dial-in location in the world.

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. All of the Library's publicly accessible microcomputers are linked to the Internet through high-speed network connections. The Library's networked computers thus serve as one of the University's large general-purpose student computer laboratories, operated in coordination with the other student computing facilities.

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 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 100 major databases and more than 1,500 academic journals in full-text format, as well as rapid interlibrary loan across the state. Computer stations in the Library that are used to access GALILEO may also be used to access other library catalogs and databases located throughout the world via the Internet.

The Library employs more than 50 faculty and staff members and approximately 125 student assistants. The functional areas of the Library are organized into the following departments:

- Access Services
- Collection and Resources Services
- Information Services (including Government Documents) Systems

Access Services is responsible for circulation transactions, the book and periodical reshelving operation, interlibrary loan and document delivery (including off-campus library delivery services), academic reserves (including electronic reserves), audiovisual services, photocopier maintenance, and building security.

Collection and Resources Services is responsible for purchasing all materials that are to be added to the Library's collection. This department also processes gift materials and supervises the binding of paperback books and individual periodical volumes. All activities involving serial publications, including subscriptions, cataloging, cancellations, and microformats, are also handled in the department. Faculty members in the academic departments may request materials to be ordered through their departmental library representative, who administers a special fund for this purpose and who also works in close coordination with the Collection and Resources Services staff to see that appropriate books are received by the Library automatically upon their publication through the approval purchase program. Collection and Resources Services catalogs all books and audiovisual materials added to the collection, with the exception of serials (noted above) and government documents (noted below). The Library of Congress classification system is used. The Library's on-line catalog is available on the campus network.

Information Services is responsible for assisting users with the information resources of the Library in both print and electronic formats. This department maintains a large set of electronic databases, and also supervises a traditional collection of reference books and periodical indexes. Information Services librarians are on duty at the Reference Desk (second floor) to assist users with these collections and to answer general questions about the Library, and staff members and student assistants are available at the first floor Help Desks to assist users with the resources and programs available on the many networked microcomputers and the Internet. The librarians are also available to instruct classes on the use of library materials in specific subject areas, and for individual consultations with students and faculty members.

Information Services includes the Government Documents unit, which is responsible for a large collection of federal government publications. These publications are classified and shelved according to the Superintendent of Documents classification system. The faculty and staff members within the Government Documents Department are available to assist students and faculty members with the use of this valuable collection. As a depository for publications of the United States Government, the Library has a special responsibility to make those publications available to the general public in accordance with the rules and policies of the Government Printing Office and the Federal Depository Library Program. The Library is also a depository for documents of the State of Georgia.

Systems is responsible for installing and maintaining the computers and software in the Library. This includes more than 300 public computers and the computers used by Library staff to perform the operating functions of the Library such as checking out books, ordering and cataloging materials, and using the on-line catalog.

The Henderson Library publishes a newsletter that is available in electronic form to the campus through the Library's homepage, which has links to many other information resources. Back issues of this newsletter are also available through the homepage. Through the newsletter and other avenues, the 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 Institute of Arthropodology and Parasitology (IAP) coordinates an area of interdepartmental research among the departments of Biology, Geology and Geography, Psychology, and History. 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) 681-5564.

## **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, basketball, basketball, golf, soccer and tennis, and for women in basketball, volleyball, swimming, softball, soccer, tennis, cross-country and indoor/outdoor track.

Georgia Southern student-athletes and teams have enjoyed national success as evidenced by six NCAA I-AA football championships and NCAA Tournament participation in men's and women's basketball, baseball, golf, women's tennis, and volleyball. Georgia Southern University joined the Southern Conference in 1992 and has claimed twenty-eight league titles in nine 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. If a campus mailbox has not already been assigned, one will be available a week before the term begins. If a student registers during the week prior to the term, a mailbox will be assigned within 24 hours. Your P.O. Box with combination can be obtained on WINGS <http://students.georgiasouthern.edu/registrar/> in the Personal Information section under View P.O. Box Combination. Forwarding Addresses should be left for students who will be:

- graduating
- withdrawing
- leaving for a semester
- student teaching
- interning

If you forward your mail, only your first class mail will be forwarded to your forwarding address.

Addresses can be updated on WINGS.

If you have any questions, call the Georgia Southern Postal Services at (912) 681-5232.

## 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 that accompanies their acceptance letter from the Office of Admissions. The SDRC will contact students concerning documentation standards upon receipt of that document.

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

The SDRC is located in Building 805 on Forest Drive. Please call (912) 871-1566 or TDD at (912) 681-0666.

## Regents Center for Learning Disorders (RCLD)

The Regents Center for Learning Disorders (RCLD) at Georgia Southern is one of three centers in Georgia established by the Board of Regents to provide standardized assessment, resources, and research (within the University System) related to students suspected of having learning disorders. Each RCLD serves designated colleges and universities within its geographic region. The RCLD assesses students with suspected specific learning disabilities (LD) and/or Attention Deficit/Hyperactivity Disorder (ADHD) following criteria established by the Board of Regents. The RCLD professional staff also reviews students' previous documentation/evaluation, submitted by their Office for Disabilities, to determine eligibility for services. Students may be required to provide additional information or to obtain a new evaluation.

Students who need an evaluation must contact the office for disabilities on their own campus for information. Georgia Southern students (or prospective students) should contact the SDRC (above). The office for disabilities will also provide criteria for identifying LD or ADHD, and for accepting outside evaluations (assessments completed by an agent other than one of the three Regents centers). Assessments may be obtained through the RCLD, a private evaluator, or an outside agency. For further information please call (912) 681-0100, or visit <http://services.georgiasouthern.edu/rclid/>.

## Gallery 303

Gallery 303, located on the third floor of the Foy Fine Arts Building, presents eight major exhibitions during the academic year featuring contemporary art works by professional artists, faculty, and students. They range from traditional oil paintings to "installation" works using a multimedia effort. Typically the exhibitions appear for a month. In addition to opening receptions, visiting artists meet with classes and the community in both formal and informal settings. Exhibitions are free to the public and open 8 a.m. to 5 p.m. Monday through Friday. Guided tours are available through the Betty Foy Sanders Department of Art, (912) 681-5358.

## Music Program

Each academic year, the Department of Music presents more than 100 public concerts including performances in the Faculty and Guest Artist Recital Series, concerts by large and small ensembles, and student recitals. The Department's performing ensembles include the Statesboro-Georgia Southern Symphony, Georgia Southern Chorale, University Singers, Women's Chorus,

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 at (912) 681-5396 or on our web page at <http://class.georgiasouthern.edu/music/>.

## Office of Research Services and Sponsored Programs

The Office of Research Services and Sponsored Programs (ORSSP) assists faculty and staff in securing external funding to support research, instruction, training, and public service. The Office maintains current information on funding agencies and regularly disseminates to faculty and staff information concerning grant opportunities, deadlines, and guidelines. Additionally, the office acts as liaison between the faculty and funding agencies, assists the faculty in complying with all agency and university regulations (including those associated with animal welfare, the protection of human subjects, and other research compliance issues), promotes faculty development through grant development and proposal writing workshops and presentations, and provides administrative support for the Georgia Southern Research and Service Foundation, Inc.

This Office offers a full range of services to facilitate research and the development of grant proposals: for example, identifying appropriate funding sources; assisting in conceptualizing projects, designing programs, structuring proposal narratives, and developing budgets; reviewing proposal drafts and assisting in the revision of proposals for resubmission; preparing institutional capability statements; coordinating the institutional signoff process through which university support for proposed projects is formally committed; obtaining compliance and assurance forms and signatures; and transmitting proposals to funding agencies (often using electronic protocols which are increasingly being mandated by federal and state agencies).

A number of internal support programs also are coordinated by ORSSP, including the Faculty Research Grant and Stipend competitions, the University's memberships in the National Association for the Exchange of Industrial Resources (NAEIR) and AASCU's Grants Resource Center, and the University System's membership in the Community of Scholars/Science (COS).

The Office also provides electronic access to research and grant development resources through its continually expanding Web site. Faculty and staff can access current grant announcements and download university and agency guidelines, forms, policies, and procedures through the office's homepage <http://academics.georgiasouthern.edu/research/>. Several ongoing enhancements to the office's web site enable university personnel to use their own PCs to search funding databases and to automatically receive announcements of grant opportunities that are directly related to their expertise/interest profiles. Finally, the office's web site provides immediate access to several research/grant-related ORSSP documents (for example, the Research and Service Infrastructure guide, the Grants Manual, and a Proposal Development Facts-N-Figures sheet) and University policies (for example, Intellectual Property, Scientific or Scholarly Misconduct Allegations, Animal Welfare, Protection of Human Subjects, and Grant/Contract Signoffs).

### Academic Success Center (ASC)

Located in the Academic Success Center Building, 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 an array of 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, fiscal responsibility, standardized test preparation, and computer skills; Auxiliary Instruction in regularly scheduled, out-of-class study and review sessions for selected courses; Study Group Facilitation providing study groups in residence halls, in fraternities and sororities, by discipline, and for non traditional students; Mentoring Programs to help new students become acclimated to the university experience; Virtual Resources/Electronic Community Building including computer-aided instruction, e-mail groups, online learning resources, and eventually communication with distant learners and commuters. For more information about the ASC, call (912) 681-5371 or check the Center's web page at <http://academics.georgiasouthern.edu/success/>.

### Tutoring Center

A component of the Academic Success Center is the Tutoring Center. Its mission is to provide a supportive learning environment for Georgia Southern students by offering free tutoring in mathematics, statistics, writing across the curriculum, American Government, biology, chemistry, physics, sociology, psychology, anthropology, history, and college reading/study skills.

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) 681-0321.

### 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 SAT, PRAXIS, Regents' Test, Institutional SAT (ISAT), Miller Analogies Test (MAT), ACT, Law School Admission Test (LSAT), Pharmacy College Admission Test (PCAT), 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. Persons interested in further information concerning dates, times, cost, eligibility and sign-up procedures should contact the Testing Office at (912) 681-5415 or visit the Williams Center, room 2004. Visit us online at <http://students.georgiasouthern.edu/sta/testing/>.

### Directory Information

Directory information which consists of name, post office box, telephone number, e-mail address, 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 obtained from the office of a high school or junior college counselor, by writing to the Office of Admissions, PO Box 8024, Georgia Southern University, Statesboro, Georgia, 30460-8024, by calling (912) 681-5391, or by applying online at <https://www.applyweb.com/apply/gasou/menu.html>. 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 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

The Board of Regents of the University System of Georgia requires all students to provide proof of immunization against measles, mumps, and rubella (MMR) 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.

Adequate immunization requires at least one (1) mumps, one (1) rubella, and two (2) measles vaccinations administered after the student's first birthday. For students born before January 1, 1957, proof of immunization against rubella is the only requirement.

The following three groups of students are exempted from the immunization policy: (1) those previously enrolled at Georgia Southern, (2) those with religious objections, and (3) those with bona fide medical reasons supported by a physician. The latter two groups would be restricted from all campus premises in case of an outbreak of measles, mumps, or rubella.

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://www.aux.georgiasouthern.edu/health/> for more information.

Forms and additional information may be obtained at the Department of Health Services, the Office of Admissions, or the College of Graduate Studies. Students may also visit the Health Service web site at <http://www.aux.georgiasouthern.edu/health/> to print Immunization and Medical History forms.

In addition to the required MMR immunizations, Health Services recommends and encourages that students be immunized against Meningitis, Hepatitis B, Hepatitis A, Varicella (Chicken Pox), Tetanus-Diphtheria (Td), and Polio and be tested for Tuberculosis (TB). Students are urged to acquire these immunizations, and the TB test, before arriving at Georgia Southern; however, they may also be obtained at the University Health Center. Call (912) 681-5484 for more information.

For more information about Meningitis and other diseases, visit <http://www.acha.org>, the American College Health Association (ACHA) web site, and/or <http://www.cdc.gov>, the Centers for Disease Control and Prevention (CDC) web site.

## Immunization Policy Beginning Spring Semester 2005

The list of immunizations for new students entering colleges and universities in the University System of Georgia has recently been updated by Board of Regents. The new BOR Policy, 408.02 - Immunization Requirements for Students, is effective January 2005. The purpose of this policy is to ensure that students are protected against communicable diseases that are vaccine preventable and to reduce the likelihood of an epidemic or threatened epidemic on a USG campus.

Required immunizations for 2004 include: Measles, Mumps, and Rubella (MMR); 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.

Required immunizations for 2005, in addition to MMR and Meningococcal acknowledgement, are: Tetanus-Diphtheria, Varicella (chickenpox), required of all new students; and Hepatitis B (three doses of vaccine or positive Hepatitis surface antibody), required of all students who are 18 years of age or younger.

University Health Services also requires International Students to be screened for Tuberculosis. In addition to the required immunizations, University Health Services recommends and encourages all students to be immunized against Meningitis, Hepatitis B, Hepatitis A, Varicella (Chicken Pox), Tetanus-Diphtheria (Td), and Polio and be tested for Tuberculosis (TB). For more information about Meningitis, visit the American College Health Association (ACHA) website at <http://www.acha.org> and/or the Centers for Disease Control and Prevention (CDC) website at <http://www.cdc.gov>.

## HEALTH SERVICES

P.O. Box 8043

Statesboro, GA 30460-8043

Main Office: (912) 681-5641

Main Office Fax: (912) 871-1893

Immunization Office: (912) 681-0743

Immunization Office Fax Number: (912) 681-0792

E-Mail: [health@georgiasouthern.edu](mailto:health@georgiasouthern.edu)

Web Page: <http://www.aux.georgiasouthern.edu/health/>

## Beginning Freshmen

### Requirements for Summer 2004, Fall 2004, Spring 2005

\*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 960 SAT total - or American College Test (ACT) - 20 composite;
4. U.S. Citizens or Resident Aliens for whom English is not the native language may be required to take the Michigan test 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;
6. Submission of a Medical History form (provided with acceptance for admission).

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 and satisfactory SAT or ACT scores.

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 for current admission requirements.

Please note: Students applying to the Georgia Southern nursing program must meet general admissions requirements and also 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 2004, Fall 2004, Spring 2005

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 prep and academic courses in the Academic Affairs Handbook, Section 3.01.01 It is available online at <http://www.peachnet.edu/student>.

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, and keyboarding.

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.

## Joint Enrollment Program

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 1010;
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. Dual credit (for high school and Georgia Southern) for CPC is allowed only in the final units of English, Math, and Social Science. Students must have a minimum 530 SAT verbal score or 23 ACT English score to enroll in English or Social Science courses and a minimum 530 SAT math score or 23 ACT Math score to enroll in Math courses;
6. Meet all other regular (non-provisional) admissions requirements.

## Accel Program

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 11<sup>th</sup> or 12<sup>th</sup> grader 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. College degree-level credit hours that students earned while in high school prior to Fall 2004 will not count towards the 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. The Accel Program award for private colleges and universities will be prorated based on an award of \$3,000 per academic year. The rate per credit hour is \$125 per semester hour or \$84 per quarter hour. The Postsecondary Options (PSO) program, administered by the Georgia Department of Education has been eliminated.

## Process for the Fall Term of 2004:

Accel Program will not be available for the Fall school term of 2004 to students attending private high schools, but will be available beginning with the Winter and/or Spring terms of 2005. The Georgia Postsecondary Options Program Tuition Grant Form will be used as the application for only the Fall term. The invoice process for Fall will remain the same, except that the Georgia Student Finance Commission will be invoiced rather than the Department of Education.

## Process for the Winter and/or Spring Terms of 2005:

Students must apply by submitting an Accel Program Application form. By September 1, 2004, the Georgia Department of Education (DOE) will produce and provide 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. GSFC will provide a copy of this directory to each private high school reporting HOPE eligible students in the preceding school year. By October 1, 2004, participating public and private postsecondary institutions will provide the GSFC with a list of college degree-level courses that qualify as substitutes for the specific high school courses identified in the DOE course directory. Also by October 1, 2004, each participating private high school will identify its courses that are equivalent to the eligible courses provided in the DOE course directory and submit that information to the GSFC. The DOE course directory, the list of equivalent private high school courses, and the list of eligible postsecondary courses will be updated annually by March 1<sup>st</sup> prior to the beginning of each future award year. The postsecondary institutions will invoice GSFC by a similar method as the HOPE Invoicing Process.

Georgia Student Finance Contact Information - (770) 724-9025.

Questions regarding this program should be directed to the student's high school counselor or Guidance Office.

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.

\*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.

## 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 an 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.
  - 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 or on the most recently attempted 30 semester credit hours (45 quarter).
  - 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 prep curriculum requirements. The student must also be eligible to return to their previous institution.

- e. GED transfer students 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 the successful completion of 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 classes do count toward the 30 hours 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. Students applying to the Nursing program must submit an additional application to the Nursing program and must meet additional admissions requirements. Students must be admitted to the University in order to be admitted to the Nursing 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. Credit will be allowed for college courses, completed which are parallel in nature. Below college level (remedial or refresher) courses cannot be accepted in transfer.
4. The Director of Admissions, the Registrar, or the University Ombudsperson will make judgments concerning satisfying requirements for areas A-E of the Core Curriculum.
5. Transfer students who have an academic associate's degree are granted core curriculum credit as follows:
  - a. A University System transfer will give credit for completion of core areas A-F, health and kinesiology,

provided they have not changed intended majors 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 area 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.
6. 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.
7. A maximum of 68 semester hours of work (including physical education courses) completed at a two year institution may be accepted.
8. Transfers who have earned 30 or more hours are exempt from GSU 1210.
9. A maximum of 30 semester hours of correspondence (including Advance Placement, CLEP, DANTES, Military Credit, Extension etc. ) may be accepted for transfer within the following guidelines:
  - a. Grade of "C" or higher 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. Under the College Level Examination Program, 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/>.

## 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 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, 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. 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.
2. Submission of all educational documents translated into English and be official translations.
3. 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 SAT scores.  
Native speakers of English will be required to submit satisfactory scores on the Scholastic Aptitude Test (SAT).
4. International student applicants who completed all or part of their education abroad are required to have their foreign educational credentials evaluated by an independent evaluation service. Contact the Office of Admissions for recommended foreign credential evaluators.
5. Applicants residing outside the U.S. who require an F-1 student visa, must submit an I-20/DS-2019 Request 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) 486-7435 or on the web at <http://www.georgiasouthern.edu/international.php>.

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 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 Immigrations 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.

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)

This institution 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 about \$525 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:

1. Must be a legal resident of Georgia;
  2. Must be 62 years of age or older and present proof of age at the time of registration;
  3. Must enroll as a regular student to audit or take courses offered for resident credit;
  4. Must pay for supplies, laboratory or fees.
- Individuals who do not qualify as mature students (see below) must also satisfy the following:
5. 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;
  6. If the applicant has previously attended another college or university, he or she must satisfy transfer admission requirements;
  7. 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 learning support dismissal must file an application for readmission by the published deadlines in the University Calendar.
  - a. 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.
  - b. 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.
3. Students whose most recent academic standing was exclusion.
4. Students that have earned a baccalaureate degree from Georgia Southern University who wish to enroll in additional undergraduate courses.
5. Students that wish to return as a transient student to Georgia Southern University.

## Residency

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 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 institutions' 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.)

Due to the requirement that a person prove his/her intent to have 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 purpose is denied, the student may appeal the decision at the next level.

## 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 such time as he/she shall have petitioned for reclassification in the form prescribed by the institution and shall have been 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.

## Classification of Students for Tuition Purposes

1. a. 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:

- i. A student whose parent, spouse, or court-appointed guardian is a legal resident of the State of Georgia may register as a resident providing the parent, spouse, or guardian can provide proof of legal residency in the State of Georgia for at least 12 consecutive months immediately preceding the date of registration.
- ii. 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.
- iii. Students who are transferred to Georgia by an employer are not subject to the durational residency requirement.
- b. 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.
2. 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.
3. 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 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.

4. 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.

### **Out-of-state Tuition Waivers**

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

1. 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.
2. University System Employees and Dependents. Full-time employees of the University System, their spouses, and their dependent children;
3. Medical/Dental Students and Interns. Medical and dental residents and medical and dental interns at the Medical College of Georgia (BR Minutes, 1986-87, p. 340);
4. Full-Time School Employees. Full-time employees in the public schools of Georgia or of the Department of Technical and Adult Education, their spouses, and their dependent children. Teachers employed full-time on military bases in Georgia shall also qualify for this waiver (BR Minutes, 1988-89, p. 43);
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 Georgia and on active duty, unless such military personnel are assigned as students to System institutions for educational purposes;
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 are live in an out of state county that borders Chatham County, Georgia and attend classes at the Coastal Georgia Center in Savannah are eligible for this waiver.
8. National Guard Members. Full-time members of the Georgia National Guard, their spouses, and their dependent children. (BR Minutes, April, 1998, pp. 16-17);
9. Direct Exchange Program Students. Any international student who enrolls in a University System institution as a participant in a direct exchange program that provides reciprocal benefits to University System students.
10. Families Moving to Georgia. A dependent student who, as of the first day of term of enrollment, can provide documentation supporting that his or her supporting parent or court-appointed guardian has accepted full-time, self-sustaining employment and established domicile in the State of Georgia for reasons other than gaining the benefit of favorable tuition rates may qualify immediately for an out-of-state tuition differential waiver which will expire 12 months from the date the waiver was granted. An affected student may petition for residency status according to established procedures at the institution. Spouses are not eligible for this waiver.

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 a program for teacher certification and demonstrate an intent to become a permanent resident of Georgia. This waiver may be granted for not more than one year.

# 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: assistantships, employment, grants, loans, and 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) 681-5413 for help with questions and problems. The Financial Aid Department, part of the Division of Student Affairs, is located on the ground floor of Anderson Hall. The fax number is (912) 681-0573.

Mailing address:

Department of Financial Aid

P.O. Box 8065

Georgia Southern University Statesboro,

Georgia 30460-8065

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

Five forms of financial aid are available:

- \* **Assistantships** - The Graduate School has numerous positions within the various departments on campus. Students usually work 20 hours a week and are compensated with monthly stipends and tuition supplements.
- \* **Federal Work - Study (FWS)** provides jobs to students who qualify for need-based financial aid. Students normally work two hours per day for various wages.
- \* **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. These awards may be divided into two categories: "General Scholarships" and "Departmental Scholarships." Visit the Financial Aid Office website for a list of departmental contacts for scholarships. For information regarding Athletic Scholarship programs, contact the Athletic Administration Division at (912) 681-5047.

## Application Procedures

To apply for any Federal Title IV aid:

- \* Complete and submit an Application for Admission to attend Georgia Southern University.
- \* By March 31, complete a Free Application for Federal Student Aid (FAFSA) online at [www.fafsa.ed.gov](http://www.fafsa.ed.gov), for the year you plan to enroll. You must list Georgia Southern University as one of the schools you plan to attend. Our school code is 001572.
- \* A number of programs require separate applications. Please note these and request those applications for the program in which you feel you can establish eligibility.
- \* Enrolled students should re-apply for aid by March 31 of each year.

March 31 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 for each term.

More detailed information about financial programs can be secured by writing to the Financial Aid Department at [finaid@georgiasouthern.edu](mailto:finaid@georgiasouthern.edu).

## Assistantship Programs

**Graduate Assistantships** - Qualified graduate level students may be given financial aid in the form of Assistantships. Persons holding Assistantships are expected to render certain services to the University. The head of the school, division, or department to which the graduate student is assigned will outline the required duties. Students are generally expected to work 20 hours per week. To be eligible for appointment as a graduate assistant, the applicant must be regularly admitted to the College of Graduate Studies. Schedules of stipends for graduate assistants may be obtained through the College of Graduate Studies, PO Box 8008, Georgia Southern University, Statesboro, GA 30460-8008, (912) 681-0578.

## 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 part of their educational expenses. Students must file the Free Application for Federal Student Aid and establish financial need to be awarded FWS. Applicants must be enrolled at least half-time. 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 the 15-week semester. Visit the Financial Aid Website 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 review the Department of Career Services website at <http://students.georgiasouthern.edu/career/eagletrak> in order to review the various on-campus job openings and part-time job opportunities available in the Statesboro area.

## Grant/Scholarship 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.gsfc.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 of approved Federal Pell Grant application forms.



You may receive a Pell Grant each academic year until you receive your bachelor's degree. Federal Pell Grants range from \$400 to \$4,050 per year (but may vary pending Federal enactment). Follow the instructions on the FAFSA form to apply for the Federal Pell Grant beginning January 1 of every year.

### 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. To be eligible:

- \* ~~You~~ 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, many schools deplete this fund rapidly.

### Georgia Leveraging Education Assistance Program (LEAP)

The Georgia LEAP (Leveraging Educational Assistance Program) provides educational grant assistance to undergraduate Georgia residents who demonstrate exceptional financial need who are enrolled for at least six semester hours. LEAP Grants do not have to be paid back and can be awarded in addition to the Pell Grant. The maximum award is \$1,000 a year at Georgia Southern. The amount you receive depends on when you apply, your level of need, and the funds available in the program.

## Loan Programs

### Federal and State Loan Programs

#### Federal Perkins Loan Program

The Federal Perkins Loan Program is a low-interest (5 percent) government 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 available funds.

#### Maximum Loan Amounts

You may be awarded up to \$4,000 for each year of undergraduate study. The total amount you can borrow as an undergraduate is \$20,000. However, the standard Perkins Loan awarded at Georgia Southern University is \$2000 per academic year, \$1000 per Semester.

#### Repayment Obligation

Repayment begins nine 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

- \* 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.
1. 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) 681-5974:
    - 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
2. When you graduate or withdraw from Georgia Southern University you MUST arrange for an exit interview by calling (912) 681- 5974.
3. Your first monthly payment will be due 9 months from the time you cease to be at least a half-time student.
4. Your minimum monthly payment will be at least \$40.
5. The annual percentage rate of 5 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.
6. 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.
7. 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.
8. 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.
9. You must promptly answer any communication from Georgia Southern University regarding the loan.
10. 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) 681-5974.
11. Your loan history will be reported to a credit bureau at the time of disbursement.
12. 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 promissory note to a contracted loan servicer. When loans are due, borrowers will repay them directly to the federal government through the loan servicer.

### Federal Direct Stafford Loan

The Federal Direct Student 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 can be subsidized or unsubsidized. Eligible students must be admitted and enrolled in good standing at least half-time in a program leading to a degree or certificate. If you drop below half-time status during a semester, the remainder of your loan may be canceled.

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

- \* For those who have not completed 30 earned credit hours - \$2,625 yearly.
- \* Once sophomore classification is obtained, the student may borrow \$3,500 yearly.
- \* Students who are classified as juniors or seniors may borrow \$5,500 yearly.
- \* Graduate students - \$8,500 yearly.

Repayment normally begins six months following graduation or when you cease to be at least a half-time student. Payments and the length of the repayment period depend on the size of your debt, but must be a minimum of \$600 per year. Under special circumstances, repayment of a Federal Direct Stafford Loan that is not in default may be deferred or canceled. Repayment, deferment, and cancellation are handled by a federal loan servicer. If you are eligible for a Federal Direct Stafford Loan, you will be awarded one (either subsidized or unsubsidized or a combination of both) as part of your financial aid package. Please read the following paragraphs to learn the differences between the subsidized and unsubsidized Federal Direct Stafford Loans. If you decide to borrow a Federal Direct Stafford Loan, you are required to sign a master promissory note which the university will forward to a federal loan servicer.

#### **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 cannot 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.

#### **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 cannot 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.

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.

#### **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 freshmen and sophomore undergraduate year 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 \$10,000 per academic year in addition to the loan limits mentioned previously, not to exceed the cost of education.

#### **Federal Direct Parent Loan for Undergraduate Students**

If you are a dependent student, you may be eligible for 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 amount a parent may borrow each year is the difference between the student's cost of education and any financial assistance the student will receive from the school and outside sources (including any subsidized and unsubsidized Federal Direct Stafford Loan the student is eligible to receive).

The interest rate on the Federal Direct PLUS is variable but cannot exceed 9 percent a year. Repayment begins within 60 days of the last disbursement. 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. Parent borrowers who are not eligible for PLUS loan disbursements should ask the student to contact the Financial Aid Office for assistance through other programs.

#### **Service Cancelable Loan Programs**

The Service Cancelable Loan Program provides service-cancelable loan assistance to Georgia students enrolled in approved fields of study, usually in which personnel shortages exist in the state. (Fields of study and eligibility requirements are subject to change.) Refer to <http://www.gsfc.org> for more details and application procedures. Please note the contact information beside each program for more details:

- \* Nursing (School of Nursing)
- \* Nursing Education (advanced degree) (School of Nursing)
- \* National Guard (Army and Air) (Contact your Commanding Officer)
- \* Dietetics (College of Health and Human Sciences)
- \* Medical Technology (College of Health and Human Sciences)

#### **HOPE Promise Teacher Scholarship Loan**

Students entering a teaching field with at least a 3.0 GPA at the beginning of their junior or senior year may receive \$3,000 per year from the HOPE Promise Program. Contact the College of Education or the Financial Aid Office for an application.

Funds are issued to both resident and non resident students, but students must teach in Georgia to cancel the indebtedness, or repay the funds to the state.

#### **HOPE Teacher Scholarship Loan Program**

The HOPE Teacher Scholarship is funded by the Georgia Lottery for Education and is a component of the HOPE Scholarship Program, a division of Georgia Student Finance Authority. The Service Cancelable Loan provides financial assistance to individuals who are seeking advanced teaching degrees in critical fields of study. Scholarship recipients agree to teach in a Georgia public school at the preschool, elementary, or secondary level after graduation.

## **Teacher Quality Enhancement Scholarship/Service Repayable Loan**

Funded by a federal grant, this program was designed to increase the number and diversity of qualified teachers in school districts that face a serious teacher shortage throughout Georgia.

Within six months of completing the program, the student must begin teaching in a high-need school for a period equivalent to the length of time for which he or she received the Scholarship.

Funding is limited and varies each term. For more information, contact Susan Cason in the College of Education at (912) 486-7841.

## **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>.

## **HOPE Scholarships**

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

To qualify for HOPE, students must be a legal resident of Georgia or be considered a Georgia resident for purposes of in-state tuition when first admitted to Georgia Southern University. Students that graduated from high school in 1993 or later can qualify as an incoming freshman for HOPE Scholarship with a high school core curriculum GPA of at least 3.0 for a college prep curriculum or 3.2 for a tech prep curriculum.

Students who did not qualify for HOPE as incoming freshmen may still receive a HOPE Scholarship if they were a legal resident of Georgia when first enrolled 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 receive HOPE for the current academic year is the last day of class for spring semester.

Contact a financial aid counselor for other requirements and further information, (912) 681-5413. 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 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 Perkins Loan, Federal Pell Grant, Federal Subsidized and Unsubsidized Stafford

Loan, Federal College Work Study, Federal Supplemental Educational Opportunity Grant, Federal PLUS Loan, LEAP and HOPE Scholarship.

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

### **1. 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 minimum total institution GPA to remain in good academic standing for financial aid and academic purposes. Failure to maintain the required minimum total institution 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.

### **2. Credit Hour Completion (SAP Incremental Progress Required)**

Students are required to earn a minimum number of hours attempted regardless of enrollment status. Undergraduate, post baccalaureate, and graduate students should complete a cumulative 66% of all attempted hours registered for. 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, the published degree program length is 125 credit hours, the maximum time frame would be 188 credit hours (125 X 150%). A student must have at least a 2.0 total institution GPA and be projected to receive his/her degree the term immediately after earning the maximum hours (i.e. 188 credit as stated in the above example) to be considered to be making satisfactory academic progress.

## **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 total institution 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.

Graduate 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 must have at least a 3.0 cumulative GPA and be 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 at the end of spring term and at the end of summer term for students taking summer course work.

**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 total institution 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. Class Attendance is verified by the instructor within approximately 6 to 7 days after the first day of classes. 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.

Grades of A, B, C, D, or S represent satisfactory completion of a course. Grades of F, I, W, WF, U or Audit represent unsatisfactory completion of a course. Grades of IP or V will not be included in the number of hours earned toward the completion of a degree.

**Withdrawal from School**

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, credit hour completion percentage, and total institution GPA.

**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 66% of attempted hours, or
- \* Acquiring a successful appeal through the appeal process.

**Appeal Process****Financial Aid Excluded Due to Failure to Meet Academic GPA Requirements**

Students requesting an appeal to remain in school through the Academic Standards Committee may use the same process to request an appeal for receiving financial aid. Should the academic appeal process determine that a student may remain enrolled in

school, he/she will also be allowed to continue to receive financial aid, provided that the student is also earning the required percentage of attempted hours.

**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 contacting their financial aid counselor and completing a SAP Financial Aid Appeal form.

This appeal should explain the reason(s) for not meeting the Satisfactory Academic Progress standards and outline the steps that the student is taking to meet the requirements in the future. All appeals must be in writing and should be directed to the Financial Aid Appeals Committee. The Financial Aid Appeals Committee will review appeals and may request additional documentation from the student. Students will be notified of the appeal decision. While completing the appeal process students are required to pay current term fees by the published fee payment deadline.

**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**

Student athletes must meet NCAA requirements to maintain eligibility for institutional aid. Student athletes must earn 12 credit hours per term to maintain institutional aid.

**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, 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. 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 are physically handicapped. For further information, write directly to the division of Rehabilitation Services, Department of Human Resources, Two Peachtree St., N.W., Floor #35, Atlanta, GA 30303-3142.

### **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.

# Fees

## 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 insure financial operation in conformity with Board of Regents policies, fee payment regulations must be observed. All fees and charges are due and payable by the first day of class. Students are responsible for checking their account balance via WINGS at <http://students.georgiasouthern.edu/registrar/> and ensuring fee payment by the published fee payment due dates. Fees and charges may be paid in cash, check, or by Visa or MasterCard in the exact amount of the student's invoice; payment by credit card may be made via WINGS. Nonpayment of all fees and charges by the first day of 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 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) Invoices will not be mailed to students effective Fall 2004.

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 2004 and Spring 2005. As soon as they are available, Tuition and Fees will be posted on our website at <http://services.georgiasouthern.edu/revenue/tuitionandfees/main.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 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.

## In-State Tuition\*

Tuition is charged to all students based on the number of credit semester hours for which the student is registered. In-state undergraduate students registering for 12 or more hours will be charged \$1,106\* per semester; students registering for fewer than 12 hours will be charged \$93\* per semester hour.

In-state graduate students registering for 12 or more hours will be charged \$1,327\* per semester; students registering for fewer than 12 hours will be charged \$111\* per semester hour.

## Out-of-State Tuition\*

Non-residents of Georgia are required to pay tuition at an out-of-state rate based on the number of credit semester hours for which the student is registered. Out-of-state undergraduate students registering for 12 or more semester hours will be charged \$4,424\* per semester. Out-of-state undergraduate students registering for fewer than 12 hours will be charged \$369\* per semester hour.

Out-of-state graduate students registering for 12 or more semester hours will be charged \$5,308\* per semester; students registering for fewer than 12 hours will be charged \$443\* per semester hour.

## University Fee

Cultural, social, and athletic activities as well as good health care 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 \$312\* 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.

## Technology Fee

A \$38\* per semester Technology Fee is charged to all Georgia Southern University students. 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 2003 & Spring 2004. At press time, Tuition and Fees were unavailable for Fall 2004 and Spring 2005. As soon as they are available, Tuition and Fees will be posted on our website at <http://services.georgiasouthern.edu/revenue/tuitionandfees/main.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 \$50.

## Parking Permits

All vehicles parking on campus are required to have a parking permit which is available from the Parking and Transportation Office located on Sweetheart Circle next to the Welcome Center. Resident and General Commuter permits are \$66 and Priority Permits are \$120. We also have Free parking available for those who are willing to walk from the east and west perimeters of campus and Car Pool permits are available for a reduced price. If registering a vehicle for the first time, a copy of your vehicle registration form is required. Residents of some apartment complexes in close proximity to Campus do not qualify for parking permits. For details, please call Parking at 681-0702 or visit our web site at <http://www.aux.georgiasouthern.edu/park/>.

Visitors parking on campus are asked to obtain a complimentary visitor's pass from the "Welcome Center" on Sweetheart Circle.

## Graduation Fee

A graduation fee of \$50 for graduate and undergraduate students must be paid at the beginning of the semester in which the student completes requirements. This fee includes the application process, graduation attire, payment for diploma, and mailing fee. 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 \$485, 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 exceed 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 \$500. 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 from 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, bowling) 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.

Housing deposits are released to the student account after the student vacates housing. A refund is issued after all outstanding account obligations have been paid. Please see Georgia Southern University Housing Office policies.

### 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, Federal Supplemental Educational Opportunity Grant and other Federal Title IV assistance. 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 Fees 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 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 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 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 Fees located on the first floor of Deal Hall.

### Meal Plans

Five types of meal plans are available. Registration of contract meal plans may be done via the Housing Agreement on the web, at the Food Service Office in the Russell Union, or on the Food Service website at <http://www.aux.georgiasouthern.edu/food/>. Contract meal plans are accepted at all food establishments.

#### Contract Meal Plans

- (1) 19 meals/week(Monday-Sunday) \$1,166.00/semester\*
- (2) 14 meals/week(Monday-Sunday) \$1,060.00/semester\*
- (3) 10 meals/week(Monday-Sunday) \$ 870.00/semester \*
- (4) 5 meals/week (Monday-Sunday) \$ 435.00/semester\*
- (5) The EAGLEXPRESS account is a stored value account which may be used in all Food Service and retail outlets. Accounts can be opened or added to at the Food Service Office in the Russell Union, the Pickle Barrel, The University Store, the Lakeside Café, or on the Food Service website at <http://www.aux.georgiasouthern.edu/food/>.

\*Rates quoted are for Fall 2004 and Spring 2005. Please see website for up to date charges.

Entering freshmen who live in residence halls must purchase a 10 meal or greater contract meal plan. Freshmen housed on campus are not eligible for the 5 meal plan. Please note that the housing contract contains a freshmen meal 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 meal plans desired or a combination of EAGLEXPRESS and one of the contract plans.

### EAGLEXPRESS

EAGLEXPRESS is a stored value account which means that a student deposits funds into an account prior to making purchases, and then uses a Georgia Southern I.D. Card to make purchases. 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.

# University Housing

The Department of University Housing at Georgia Southern University operates eleven housing units providing a living-learning environment for approximately 3300 students and offering a variety of facilities, services, and programs. In addition to providing a reasonably priced housing alternative, Georgia Southern University also strives to provide a positive environment conducive to the development and academic pursuits for 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.

## Residency Requirements/ Eligibility

Georgia Southern University currently does not have a residency requirement. Any student, regardless of classification, has the option to live off campus. To be eligible to live in University housing, one must be enrolled at Georgia Southern and maintain a minimum of three hours per semester.

## Applying for Campus Housing

Only students accepted for admission to Georgia Southern University may apply for campus housing. Housing information will be mailed 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 with the exception of specifically designated units.

## Removal from Housing

Judicial reasons, nonpayment of tuition, University fees, housing, and contract meal charges can result in a student's removal from housing.

## 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://students.georgiasouthern.edu/housing/>.

## Learning Communities

Living/Learning Communities (LLCs) are the building blocks of the residence life system at Georgia Southern. They are composed of students who live together in a residence hall and have a common interest or purpose that serves as the focal point of the community. With the help of trained residence hall staff members, students structure programming and community norms to promote their interest or purpose.

What are the advantages of Living/Learning Communities? Research indicates there are many. Compared with their peers who live at home or in off-campus apartments, students in Living/Learning Communities do better academically. They are also likely to be more satisfied with their college experience and therefore to persist in college at higher rates. Finally, students in LLCs feel more comfortable approaching faculty members for advice and letters of recommendation.

All Living/Learning Communities have an academic resource room with study-skills information, reference books, and a small library donated by faculty members. Students in each LLC have access to internet-ready computers in their own or a nearby residence hall.

Some LLCs with a specific academic focus are designated 24-hour quiet communities, which means music and group conversations should be contained within student rooms at all times. These LLC are noted below. All other Living/Learning Communities have quiet hours beginning at 8 pm on weeknights and 10 pm weekends.

Please note that each year the Department of University Housing examines the interest level for each Living/Learning Community to determine the best fit between the LLCs and Georgia Southern's residence halls.

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) 681-5406  
 FAX: (912) 871-1148  
[housing@georgiasouthern.edu](mailto: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 is responsible for 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 influence 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 Business Office, Academic Advisement, University Housing, and faculty. It is a team approach that begins with prospective students, continues throughout the college experience, and extends as students become successful alumni.

### Student Conduct Code

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

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) 681-0059.

## Support Services

### 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 eight 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 M-F, 8 to 5, is (912) 681-5541, or after hours, (912) 681-5234.

### 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) and received Georgia Southern University's 1999 President's Staff Team Award for Excellence in Service to Students.

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.

Health Services is available to Georgia Southern students for consultation, examination, diagnosis, and treatment of illnesses and injuries. The University Health Center is located 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.

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. This entitles those students to unlimited office visits during the semester for examination and treatment. Students taking less than four (4) semester hours may choose to prepay the health fee to receive the same benefits.

**A valid Georgia Southern University identification card is required to access services at the University Health Center.**

The competent and friendly Staff of Health Services include physicians, nurse practitioners, nurses, clerical staff, a radiology technologist, a laboratory technologist, a certified respiratory therapy technician, and a health educator. Pharmacy personnel are employed by a contract pharmacy.

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 University Health Center facility, and confidentiality to the extent of the law. We are proud that our staff consistently receives high ratings for “Confidentiality” on our patient satisfaction surveys.

While the health fee allows students unlimited visits throughout the semester, there are additional costs for such items as prescriptions and immunizations. Payment for these services is due at the time of the visit. Health Services accepts cash, check, VISA, MasterCard, or **EAGLEXPRESS**. Health Services does not file insurance claims, but will provide a detailed invoice for insurance purposes upon request.

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’ plan, Health Services has arranged for a Student Accident and Sickness Insurance Plan. Students may purchase the plan to cover themselves as well as their spouse and dependent children. To get an application or for more information about the insurance company or plan, please visit our web site at <http://www.aux.georgiasouthern.edu/health/> or contact our office directly at (912) 681-5641. 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) 681-5234** 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. 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.

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.

#### HEALTH SERVICES

P.O. Box 8043  
Statesboro, GA 30460-8043  
Main Phone: (912) 681-5641  
Fax: (912) 871-1893  
Immunization Office Phone: (912) 681-0743  
Immunization Office Fax: (912) 681-0792  
Appointment Office Phone: (912) 681-5484  
E-Mail: [health@georgiasouthern.edu](mailto:health@georgiasouthern.edu)  
Web Page: <http://www.aux.georgiasouthern.edu/health/>

### 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 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 upon graduation. Workshops, class presentations, and PowerPoint presentations on our home page prepare students in the areas of effective job search and networking strategies, cover letter and resume development, interviewing techniques, negotiation strategies, and making the transition from college to the world of work. Our department attracts a variety of industries and organizations to recruit Georgia Southern University seniors and alumni through resume referrals,

on-campus interviewing, and employer web-sites located on our homepage. Five major Career Fairs are held during the academic year, two Eagle Expos, Graduate School Fair and two Education Career Fair(s). 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) 681-5197.

### Financial Aid

Georgia Southern University offers a comprehensive program of financial aid. For more information, please see FINANCIAL AID Section in this catalog.

### The Multicultural Student Center

The Multicultural Student Center (MSC) promotes awareness of all cultures and fosters educational and developmental opportunities for all students regardless of ethnic heritage or national origin. The department is designed to educate and celebrate the cultural diversity of students, staff, and the community of Georgia Southern University through a series of support services, programs, activities, and student organizations. Additionally, the MSC promotes academic, cultural and social responsibility among all students while educating the campus community on multiculturalism, inclusion and pluralism. The thrust of MSC is to ensure that students are adequately prepared for the diverse communities they will encounter both on and off campus.

The MSC has three main components: The Minority Advisement Program, Multicultural Programs, and the GLBT Resource Center. The MSC staff serves as advocates of under-represented groups. As an office, the MSC presents programs and diversity workshops in a continuous effort to promote multicultural awareness among students, faculty, and staff. The *Multicultural Programs* include but are not limited to the following: Women's Awareness Week, Hispanic Heritage Day, Black Awareness Month, National Coming Out Day and Religious Awareness Week. The *GLBT Resource Center* provides support to students who live alternative lifestyles. GLBT Literary resources, counseling referrals, and a video resource center are available to any interested student, faculty or staff member. The *Minority Advisement Program* is a retention program that is designed to assist incoming freshmen and new transfer students in making the transition to Georgia Southern University. This is done through mentoring, personal support and academic assistance. All of the Multicultural Student Center's programs promote cultural awareness and cultural understanding, enhance the academic experience, and create a sense of belonging by everyone in the campus community.

### 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) 681-5409; Fax (912) 486-7437 or write the MSC at Georgia Southern University, P.O. Box 8068, Statesboro, GA 30460.

### Office of Judicial Affairs

The judicial process at Georgia Southern University is an integral part of the educational mission of the University. The philosophy is educational as opposed to punitive and is designed to be proactive in nature. A developmental approach toward discipline is emphasized, allowing for maximum student growth. The use of developmental sanctions, (community service hours, academic papers, substance abuse seminars, etc.) as a part of a penalty are encouraged. For more information call the Office of Judicial Affairs at (912) 681-0059.

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

Once accepted for admission, a student 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 the University life and provides academic advisement, an opportunity to register for classes, and *The Eagle Eye: New Student Handbook* and other resource materials. Invitations to SOAR are mailed approximately two months before the beginning of the semester for which a student plans to enroll. Parents are invited and encouraged to attend SOAR. There is a fee for both students and parents to attend SOAR.

For Fall Semester enrollment, freshmen students can attend one of seven two-day SOAR sessions during the months of June and July. Transfer students can attend one of three one-day SOAR sessions during the months of June and July. The Office of Orientation also provides pre-semester SOAR sessions, just days prior to the beginning of each semester. For more information about SOAR contact the Office of Orientation at (912) 871-1987, [orientation@georgiasouthern.edu](mailto:orientation@georgiasouthern.edu), or <http://admissions.georgiasouthern.edu/orientation>.

### Off-Campus Housing

Off-Campus Housing provides information and support for students who do not live in university owned residence halls. By serving as a referral service for local realtors and property managers, this program maintains listings of vacant property and students looking for roommates. In addition to the listings, Off Campus Programs coordinates the Community Advisor Program, through which cooperating apartment complexes employ Georgia Southern University students to assist off-campus students with community and personal development. The office of Off-Campus Housing is located in the Rosenwald Building, suite 1046. For more information, call (912) 871-1435, or e-mail [offcamp@georgiasouthern.edu](mailto:offcamp@georgiasouthern.edu).

## Student Media

Georgia Southern's campus media include a student newspaper, (*The George-Anne*) published three times a week, a monthly general interest "yearbook magazine" (*Southern Reflector*), an annual magazine of the arts (*Miscellany*), and campus radio station (WVGS/FM). In addition, two student groups—Photography, Art, Graphics, Electronic Systems, (PAGES) and Advertising/Distributing Services (ADS)—provide technical and business support for the print-based student media. Student editors and managers are selected by the Student Media Advisory Board of the Division of Student Affairs and Enrollment Management, a panel that also provides oversight to student media operations. The goal of student media at Georgia Southern University is to provide news and information in a timely manner, to provide entertainment that reflects the institution's diversity, and to provide an open forum for the exchange of views on issues of current interest to the university community.

## 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 Postbaccalaureate Achievement Program make up the Office of Educational Opportunity Programs. Upward Bound (1980), Educational Talent Search (1991) and the Ronald McNair (1998) have been responsible for placing more than 90% of their graduates in postsecondary education programs. More than 46% of the former participants have graduated from college and more than 42% are currently enrolled in a postsecondary education program.

Educational Talent Search provides 825 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, Burke, 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
- be at least 11 years of age, or be a veteran, regardless of age

Upward Bound provides 105 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 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 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 admission, 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
- Referrals To Regional Summer Math and Science Programs
- Summer Research and Internships (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) 681-5458. E-Mail: [eop@georgiasouthern.edu](mailto:eop@georgiasouthern.edu); Homepage: <http://students.georgiasouthern.edu/eop/>.

## Campus Life and Activity Programs

### Russell Union

The Russell Union serves as the official center of student, faculty, and staff life. It provides the services, conveniences, and amenities that the members of the university family need in their daily lives on campus. Cultural, social, and recreational programs enhance out-of-class experiences and enable participants to develop leadership skills.

Included in the 110,000 square foot Russell Union facility is a 750-seat ballroom, a 444-seat movie theatre/auditorium, student office spaces, 15 meeting rooms, a game room, two TV lounges, the I.D. Center, two computer labs, two restaurants, an information center, a catering kitchen, and several areas throughout the building to sit and relax. These facilities support programs such as Eagle Entertainment, Student Government Association, student clubs and organizations, Leadership and Outreach Programs, and Greek Life.

### Eagle Entertainment

Eagle Entertainment is the programming arm of the Russell Union, which provides campus-wide social, educational, cultural, and entertainment events throughout the year. Eagle Entertainment is a student-run organization built on a structure of several programming teams, providing the Georgia Southern University community with a variety of movies, comedians, musical events, shows, and colorful cultural expositions. Eagle Entertainment also plays a major role in university-wide events such as Homecoming, Welcome Week, Miss Georgia Southern University Scholarship Pageant, and Spring Fest.

All students are encouraged to become volunteer members of Eagle Entertainment. Active committee members participate in the selection, planning, promotion, and production of events. Involvement in Eagle Entertainment opens doors for meeting new people and getting “behind the scenes” experience in special event planning. For additional information, contact Eagle Entertainment in the Student Activities Center of the Russell Union, or call (912) 486-7270.

## 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.

CRI produces a pocket calendar each semester that provides participants with program information, such as facility hours, scheduled activities, proposed trips, intramural sports, tournaments, and special events. Pocket calendars are available at the CRI office in the Recreation Activity Center (RAC), CRI facilities and other locations on or near campus. CRI provides safe, clean, quality, dependable and enjoyable programs and services. Campus Recreation & Intramurals is divided into six separate recreational programs: Aquatics, Club Sports, Fitness, Informal Recreation, Intramural Sports and Southern Adventures.

**Aquatics** is a program for those participants who enjoy swimming, diving or simply relaxing in a pool. CRI currently utilizes one indoor pool.

**Club Sports** are unique student organizations that receive funding assistance through CRI. 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 baseball, bowling, climbing, cycling, equestrian, fencing, grappling, lacrosse, martial arts, judo, ju-jitsu, kung fu, rugby, soccer, swimming, ultimate Frisbee, volleyball and wrestling. Any group of students is welcome to consult with the club sports director about their interests.

**Fitness Programs** promote and educate participants in the pursuit of a healthier lifestyle through a variety of opportunities, ranging from free weights to circuit training equipment. Group Exercise classes allow participants to increase cardio respiratory fitness, and nutrition workshops provide education on a healthy diet. Fitness levels can be evaluated with periodic fitness assessments and personal training opportunities.

**Informal Recreation** is a program that allows participants to engage in a variety of unstructured recreational activities such as basketball, walking, jogging, volleyball, racquetball, etc. There are several locations on and near campus that provide opportunities on a drop-in basis.

**Intramural Sports** provide participants of all levels with competitive and recreational experiences. Participants compete in men’s, women’s and co-rec league settings in a variety of sports including flag football, basketball, indoor/outdoor soccer, ultimate Frisbee, bowling, tennis, volleyball, golf and others. Some sports, like softball, are offered all year long. In addition to seasonal sports, weekend tournaments and special events are offered periodically.

**Southern Adventures** encourages participants to discover the great outdoors. Southern Adventures provides outdoor rental equipment - tents and sleeping bags - for a nominal fee. Southern Adventures is a resource center for information regarding recreational areas with staff available to assist in planning trips. Weekend adventure trips, such as white water rafting, canoeing and others are planned each year. A challenge course is designed to provide exciting, experiential opportunities that focus on leadership, communication, problem-solving and inter-personal skills. The climbing wall, for beginning and advanced climbers, located in the Recreation Activity Center, allows participants to engage in a different type of exercise. Instructional clinics are offered throughout the year.

Participation in the Campus Recreation and Intramurals program is completely voluntary. It is strongly recommended that all participants consult a physician and/or have a physical exam prior participation. Participants are also urged to secure adequate personal medical coverage.

**Satellite Facilities** provide participants with recreational opportunities in a variety of locations throughout the campus, as listed below.

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

**Recreation Activity Center (RAC):** main gym (3 courts), climbing wall, racquetball, auxiliary gym, weight room (circuit, free and cardio equipment), group exercise room, multipurpose room, elevated track and administrative offices  
**Multiplex and CRIBB:** multipurpose playing fields (softball, soccer, flag football), restrooms and intramural office  
**Club Sports Field:** multipurpose playing fields (primarily used for clubs, i.e., rugby, lacrosse, soccer, and ultimate Frisbee)

**Club Building:** restrooms and storage rooms

**Outdoor Pavilion:** The pavilion is a versatile area perfect for a picnic. This area is available for individual drop-in use or group reservations by recognized student organizations, and university organizations and departments.

### Hanner - Fair Road and Herty Drive

**Hanner Field house:** main court, old Hanner gym, activity room, indoor pool, outdoor lighted tennis courts  
**Sport Complex:** two softball fields

### Marvin Pittman - behind Hendricks Residence Hall

**Marvin Pittman Gym:** multipurpose space (primarily used for clubs, i.e., cheerleading, dance, fencing, martial arts, wrestling, volleyball)

## 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 large variety of general books and “How-To” manuals. The avid and even the not-so-avid reader can value the growing selection of romance, spiritual, classical, and motivational novels.

Georgia Southern students can enjoy the convenience of one-stop shopping! The University Store is the only 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 at the end of each semester. If the book is required for a course the following semester, the Store will pay 50% of the new book price, unless a quota has already been met. On the other hand, if the book hasn’t been ordered by a professor, it can still be bought by 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 at <http://www.gsustore.com>.

## Student Organizations

More than 190 student organizations contribute to each student’s education by providing for the development of individual talents outside the classroom through participation in one or more of a variety of organizations and activities on campus. The Student Activities Center in the Russell Union provides services to all recognized student organizations and is responsible for recognizing and maintaining informational files on student organizations.

The Center for Leadership Development and the Student Activities Center of the Russell Union share the responsibilities of providing leadership retreats, receptions, seminars, and workshops for student organizations. Organizations range from honor and recognition societies, special interest groups, professional and departmental organizations, and religious organizations to the Student Government Association.

### 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.

## Greek Life

Greek Life is an active part of student life on campus. Approximately 11 percent of full time undergraduate students are members of 13 fraternities and 6 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) 681-5185 or access their web site at: <http://students.georgiasouthern.edu/greeklife/>.

# Academic Information

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

## 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
	Additional Requirements .....	5 Hours
Area F	Introductory Courses to major .....	18 Hours
	Upper Division Requirements and Electives, to total a minimum of 125 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.

## General Academic Information

The University is organized on the semester system with each of the two terms (Fall and Spring) in the regular session extending over a period of approximately 15 weeks. Summer semester consists of five different terms (Long, A, B, COBA and COE). Long term lasts approximately ten weeks. Terms A and B are scheduled to last four weeks. COBA and COE terms last seven to eight weeks.

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 12-18 hours. Twelve or more hours is considered a full-time load for determination of tuition and financial aid benefits 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.

## Attendance Verification

Each Semester, during the first six days of class, instructors are required to report attendance verification for all students registered in their classes. Students are strongly advised to attend each class to

be sure they are reported as attending. This applies to all classes, on-campus and off-campus, distance learning via GSAMS or Internet. For classes that begin later in the semester, the instructor will also verify attendance during the first days of class. Emails will be sent to students via their campus email addresses concerning their enrollment if they are reported as not attending. (All official notifications to students will be sent to their campus email addresses). If the student receives such an email, and is attending the class he/she should contact the instructor of the class and ask to be reported as attending. If the student receives an email concerning nonattendance in a class and he/she is not attending, the student should contact the Registrar’s Office for instructions to drop the class. Students who are reported as not attending may receive an Administrative Withdrawal or an “F” grade for that class.

Students may check their attendance status in their classes each semester via WINGS. To retrieve this information, the student must log into WINGS and click on “Student Services and Financial Aid.” Next, the student must click “Attendance Verification” and submit the term in which the student wants to view their attendance status (Fall, Spring or Summer semester). After the term is submitted, the student will view the enrolled classes with the comment “Attended” by the course if the student has been verified as attending by the instructor or “Has not attended” if the student has not been verified by the instructor as attending.

## Class Attendance

Each professor has the responsibility for setting specific policies concerning class attendance. 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.

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.

## Grades and Grade Points

The “A” grade may be interpreted to mean that the instructor recognized exceptional capacities and exceptional performance.

The grade of “B” signifies that the student has, for any combination of reasons, demonstrated a significantly more effective command of the material than is generally expected in the course.

The “C” grade is the instructor’s certification that the student has demonstrated the required mastery of the material.

The student is graded “D” when his/her grasp of the course is minimal.

The “F” grade indicates failure to master the essentials and the necessity for repeating before credit may be allowed.

Symbols used in reporting grades and grade points are as follows:

<u>Symbols</u>	<u>Explanation</u>	<u>Grade Points</u>
A	Excellent	4.0
B	Good	3.0
C	Satisfactory	2.0
D	Passing	1.0
F	Failure	0.0
I	Incomplete	0.0
*IP	In Progress	0.0
<i>*IP grades may be assigned only to courses which may extend over more than one term. No credit is earned until the course is completed.</i>		
W	Withdrew	0.0
WF	Withdrew Failing	0.0
V	Audit	0.0
S	Satisfactory	0.0
U	Unsatisfactory	0.0
WM	Withdrew - Military	0.0

**Other Transcript Designations**

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

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. The instructor assigning an “I” grade must submit justification for this grade to the Registrar’s Office. An “I” must be removed by the end of the third term (one calendar year) following the term in which it was recorded. 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 at the appropriate time it will be changed to an “F”.

A “W” indicates official withdrawal from a course without penalty. It is assigned when a student withdraws before the last day to drop without academic penalty. No withdrawal from an individual course is permitted after the last day to drop without Academic Penalty. A “W” is not considered in computing the GPA.

A “WM” grade indicates that the student was called for active duty in the military and withdrew from all classes. Students who receive a Military withdrawal are withdrawn from the university as of the first day of classes. A 100% refund is issued to the student. The student will receive “W” grades for all courses that he/she registered for and all hours are counted as attempted. 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 assigns a “W” if passing at the time of withdrawal or a “WF” if the student is failing at that time. The grade is the prerogative of the instructor. The “WF” is computed as an “F”. If a grade of “W” or “WF” is not assigned by the instructor, the Registrar’s Office will enter in a grade of “W” for the student.

A not reported grade (NR) indicates that a grade has not been reported for the course. The student should contact the course instructor for his/her grade.

An “S” indicates satisfactory performance and that credit has been given for completion of course requirements.

The symbol “U” indicates unsatisfactory performance. Neither “S” nor “U” is included in the computation of the GPA.

The symbol “V” indicates that a student audited the course.

The symbol “K” indicates that credit was given for the course by an examination program (See “Credit by Examination”).

**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, nor from credit to audit status after the last day of Drop/Add. After registering to audit a course, students who do not attend 75 percent of the classes will receive a “W” (administrative withdrawal). A grade of “V” (audit) is entered on the record for satisfactory class attendance. The student will be responsible for all fees charged for the audited course.

**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.

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 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, then 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, then 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.

**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 GPA is based only on the course work done at Georgia Southern University and does not include transfer course work.

Undergraduate students will have calculated for them a total institution GPA as well as the official cumulative GPA. The

cumulative GPA (Regents' GPA) is the average of all grades in college credit courses the student has taken at Georgia Southern. The total institution GPA is used for determining a student's academic standing. If a student repeats a course, the last grade in the course counts and only the last grade is calculated in the total institution GPA. However, 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 as a masters student will have one GPA for all undergraduate course work and one GPA for masters course work.

**Dropping a Course**

Dropping a course after the last day of registration (Drop/Add) can be done by either submitting a drop form to the Registrar's Office or by processing over WINGS prior to the last day to drop without academic penalty (this date is published in the University Calendar for each semester). Any student who registers for a course must either complete course requirements or officially drop before the last day to drop without academic penalty. An "F" will be assigned to any student who discontinues attending class without officially dropping the course before the last day to drop without academic penalty. With the proper procedures followed by the student, a "W" grade will be issued for any course dropped after the Drop/Add period but before the last day to drop without academic penalty. Fees will not be reduced if the course is dropped after the Drop/Add dates.

**Withdrawal from School**

Prior to the first day of classes, a student should complete a Voluntary Cancellation Form obtained from and returned to the Office of Student Affairs and Enrollment Management. Any student who wishes to withdraw from school during the term must present an Official Withdrawal Form to the Office of Student Affairs and Enrollment Management. Failure to do so will result in the assignment of failing grades in all courses for which the student registered. Withdrawal is not permitted after the last day of class. Grades of "W" will be given for all courses if withdrawal is before the last day to drop without academic penalty. If withdrawal is completed after the last day to drop, instructors are given the option of assigning "W" or "WF" grades. A "WF" grade is calculated in the 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. The web product prevents students from withdrawing from their last course over the web. A withdrawal form must be submitted to the Office of Student Affairs and Enrollment Management in order to be withdrawn properly from Georgia Southern University.

**Medical Withdrawals**

A student may be administratively withdrawn from the University when it is determined 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 rights of other students or 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 final decision concerning his or her continued enrollment at the institution. Medical withdrawals are not permitted after the last day of class.

**Petition to Drop Without Penalty**

In every case in which a student drops a course before the last day to drop without academic penalty, a “W” is assigned. No petition is involved. Simply complete a drop form through the Office of the Registrar or drop the course via WINGS. For a student to drop without penalty from individual courses after the last day to drop without academic penalty, the instructor must certify all four of the conditions below and recommend withdrawal.

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

The Department Chair also must recommend the drop. After conferring with the instructor and department chair, the student must submit the completed “Petition to Drop a Specific Course” form to the Dean of his/her college. The Dean will submit the petition to the Office of the Registrar. This form may only be obtained from the Office of the Registrar.

**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 or higher will be placed on the Dean’s List. The Dean’s List Certificate will be awarded by the appropriate Dean.

**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.

**Transcripts**

A complete copy of the student’s academic record (transcript) may be obtained by the student presenting a written request to the Office of the Registrar. Telephone requests will not be honored. Requests may be faxed to (912) 871-1448. One week must be allowed for processing a transcript request. There is no charge for transcript services. Students may print unofficial transcripts from WINGS (Web Interactive Network for Georgia Southern). Please visit the Registrar’s Office Web Page at <http://students.georgiasouthern.edu/registrar/>.

**Registration Time Tickets**

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 to the Georgia Southern Registrar’s Web Page <http://students.georgiasouthern.edu/registrar/>. A student’s time ticket on WINGS is found by first clicking on the “Student Services and Financial Aid” menu. After choosing this menu, the student will click on “Registration,” then click on “Check Your Registration Status.”

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.

**Transient Students**

Georgia Southern University students 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: (Must have a 2.0 Georgia Southern University GPA)

1. Student is not on academic probation or disciplinary dismissal (exclusion).
2. Student must complete a “Transient Form” (available in the Registrar’s Office) 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 Learning Support Department Chair.
5. Students may be approved for transient status for only one term at the time.
6. Students must make a “C” or better grade 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.
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.

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

**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 cumulative 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 cumulative GPA reaches 2.0. If at the end of two successive terms of enrollment the total institution cumulative GPA has not reached 2.0, the student will be placed on Restricted Enrollment or Exclusion.

Students who have earned less than 30 hours will be required to comply with the Academic Intervention Policy.

If a student returns to satisfactory status (2.0 or better total institution cumulative GPA) and later falls below again, the student will again have two successive terms to reach a total institution cumulative 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 cumulative GPA is 1.5 or below must meet the following conditions (This policy also applies to transfer students):

1. May enroll in no more than 13 hours until the total institution cumulative 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 grade of "C" or better 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 Director of Advisement and Retention. 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 cumulative GPA is below 2.0, or fails to earn a total institution cumulative GPA of at least 2.0 within two terms after placement on Restricted Enrollment, the student will be excluded.

A student placed on Restricted Enrollment should consider repeating courses in which he/she has earned "D" or "F" grades. The student should meet with his/her academic advisor to discuss ways to regain good standing.

**Exclusion**

An 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 cumulative 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 Learning Support office at (912) 681-5371. Appeals must be received in the Learning Support office 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 standing, 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 written 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 classes for the term a student is seeking admission or 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, academic exclusion results from 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.

**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. In computing the total institution GPA, only the most recent grade will be used (the earlier grade will remain on the transcript and in the Regents' 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.
  - 1.1 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.
  - 1.2 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.
  - 1.3 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.
  - 1.4 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.
  - 1.5 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.
  - 2.1 The Academic Renewal GPA begins with the first semester following re-enrollment.
3. Reentry 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' remedial 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.

**Degree Requirements****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.

**When:**

Students must take both portions of the test during their first semester of enrollment unless they meet one or both of the exemptions listed below. Those who do not take the test while enrolled in ENGL 1101 cannot enroll in ENGL 1102 until they have taken the Regents' Test. 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 Registrar's 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.

**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 their first term of enrollment.

**Exemptions:**

Students with SAT- I Verbal 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.

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 II 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.

A student holding a baccalaureate or higher degree from a regionally accredited institution of higher education will not be required to complete the Regents' Test in order to receive a degree from a University System institution.

#### Review Course:

If a student has earned 45 semester hours of degree credit, the student must take a review or remedial course (Reading and/or Essay) each semester in attendance until both portions of the test have been passed, whether English 1101 or 1102 has been completed.

#### Transfer Students:

All transfer students must take the test during their first semester of enrollment. Those who have not passed the test before their third semester of enrollment are subject to the remediation requirement if they have earned 45 or more hours.

#### Regents' Remedial Courses:

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.

#### IMPORTANT NOTE FOR FINANCIAL AID RECIPIENTS:

The U.S. Department of Education has determined that Regents' Test remediation courses **are not** eligible for Title IV federal financial aid funds. Title IV funds include Pell Grant, SEOG, LEAP Grant, College Work-Study, Perkins Loan, Stafford Loan, and PLUS. Beginning Spring semester 2004, enrollment for federal financial aid will be based on the number of hours enrolled minus the Regents' remediation course(s). For example, if you are enrolled in 12 hours including two hours of Regents remediation, your charges will be for a full-time student. However, your Pell Grant will be adjusted down to that of a  $\frac{3}{4}$  time (9-11 hours) student. To receive a federal student loan, you must be enrolled in at least 6 hours in addition to Regents' remediation. If you have questions, please contact your financial aid counselor from the financial aid website at <http://students.georgiasouthern.edu/finaid/main/contact.html> or call (912) 681-5413.

#### READING: 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.

#### ESSAY: 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 required to take review courses 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. If a student required to take remedial courses misses 50% of the sessions of the remedial course, he will be suspended from school for the subsequent semester.

#### 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 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. He will appoint three members of the English 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 a knowledge of the history and constitution of the United States and Georgia. These requirements may be met by passing examinations offered each term 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 U.S. Constitution
- HIST 2110/2110H satisfies Georgia History and U.S. History
- POLS 1101 satisfies Georgia Constitution
- HIST 4130 satisfies Georgia Constitution and Georgia History

The requirements are satisfied by completing Georgia Southern University's Core Curriculum. Equivalent courses taken at other institutions may not meet these requirements. Therefore, students who transfer courses from other colleges should have their transcripts evaluated by the Registrar at Georgia Southern University no later than the beginning of their senior year to see if these courses satisfy the requirements.

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.

### 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

1. BA Degree Requirements in Foreign Languages (BA degree) students must complete through FORL 2002 (Intermediate II) course or its equivalent. Equivalence may be demonstrated by:
  - a. secondary school background showing four (4) years or more of preparation in a single language;
  - b. taking and passing a placement test which grants credit through the FORL 2002 course;
  - c. 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 FORL 1001 or higher and complete the foreign language sequence through FORL 2002 (Intermediate II). 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 FORL 2001 (Intermediate I) and/or FORL 2002 (Intermediate II). Students who receive credit for FORL 2001 but not FORL 2002 may then enroll in FORL 2002.  
enroll in one or more elementary foreign language course(s) (FORL 1001/FORL 1002) as well as the two Intermediate level courses (FORL 2001/FORL 2002). All Accelerated Elementary and Intermediate (FORL 1060 and FORL 2060) courses count toward graduation.

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

### BS Degree Requirements in Foreign Languages

1. BS degree students whose programs specify a foreign language or allow for the option of a foreign language must complete through the FORL 2001 (Intermediate I) course or equivalent. Equivalence may be demonstrated by:
  - a. secondary school background showing three (3) years or more of preparation in a single language;
  - b. taking and passing a placement test which grants credit through the FORL 2001 course;
  - c. 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 FORL 2001 (Intermediate I).
- take a placement test for credit for FORL 2001 (Intermediate I). Students who are admitted with three or more years of preparation in a single language may want to seek credit for FORL 2001 or higher placement through testing or advisement.
- enroll in one or more elementary foreign language course(s) (FORL 1001/FORL 1002) as well as the Intermediate level course (FORL 2001). All Accelerated Elementary and Intermediate courses count toward graduation.

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

*NOTE: Intermediate I (FORL 2001) and Intermediate II (FORL 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 the semester before degree requirements are expected to be completed.

The graduation fee must be paid and all other financial obligations or "holds" must be satisfied or removed before students can have their degree awarded.

Students must earn at least 30 percent (38 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.

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 125 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 125 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 125 semester hours) applying to the degree must be 2.0.

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.

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 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.

For students enrolled Fall 1998 and after, a change of major does not constitute a change of catalog. A student may change to the current catalog at any time if approved by the advisor. Advisors may recommend course substitutions when deemed necessary by submitting the request for approval to their department head. The substitution is then submitted to the Registrar who will review each request in accordance with the Board of Regents and institutional policies.

For non-music majors no more than six semester hours in performing groups (MUSE) and applied music courses (MUSA) may apply toward satisfying the minimum of 125 semester hours required for the degree.

For students whose initial enrollment is Fall 1998 and after, GSU 1120-Methods of Learning may 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 125 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 125 hours required for a degree.

Students typically satisfy the requirements for graduation listed in the catalog when they initially enroll at Georgia Southern University. 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. After Fall 1998, if a major is changed, 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.

### Second Majors

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.

### Second Degrees

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

1. The major is a different field from the major of the first degree earned.
2. Satisfy all major requirements listed for the chosen program of study.
3. Complete the legislative and constitution requirements.
4. A minimum of 38 additional semester hours must be earned at Georgia Southern.
5. At least 50% of the credits toward the major must be earned 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.

### 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 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.
2. To be considered for honors at the commencement ceremony, a student must have completed and earned at least 50 hours of credit in regularly scheduled academic courses in which "A", "B", "C", "D", or "F" grades are assigned. Prior to Spring graduation, Spring grades for May graduation and Spring grades for Summer candidates who elect to participate in May graduation will not be considered. 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.

#### **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 The Alumni Association Scholarship Award, Excellent Scholarship, selection to the Honor Society of Phi Kappa Phi and other honor societies, Who's Who Among Students in American Universities and Colleges, and Leadership/Service. 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 Excellent Scholarship, the student must have earned at Georgia Southern University a cumulative 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 the upcoming graduation and have completed at least 50 GPA hours with a 3.90 or higher cumulative GPA at Georgia Southern will be recognized on stage.

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

1. A cumulative 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 and for Leadership/Service awards. Final selections will be made by the Honors Committee from these nominations. These awards will be presented on stage.

The Honors Committee will make the final selections for the Leadership/Service awards from the group that includes currently enrolled undergraduate students, undergraduate students who have completed requirements for graduation, and baccalaureate students working toward a second degree.

Selections for Leadership/Service awards will be made on the basis of the following criteria:

1. A cumulative GPA of 2.8 or above.
2. Must not have been selected for Who's Who.
3. Number selected cannot exceed the Who's Who allotment.
4. Points system used in the Who's Who criteria will be used for Leadership and Service.

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 Committee. New awards to be presented on Honors Day must be submitted for approval by the Honors 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 Committee for review.



## Core Curriculum Course Requirements

AREA A	Essential Skills	Total: 9 Hours
--------	------------------	----------------

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

ENGL	1101	Composition I .....	3 Hours
ENGL	1102	Composition II (Prerequisite ENGL 1101) .....	3 Hours

*One math course from the following:*

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

*\*Satisfies Area A in CLASS Programs and some CHHS Programs.*

*\*\*MATH 1112 - Fulfills the MATH 1113 requirement for most students.*

AREA B	Institutional Options	Total: 4 Hours
--------	-----------------------	----------------

HIST	1112	World History II: The Emergence of the Modern Global Community .....	3 Hours
IDS	2210	Turning Points and Connections (Prerequisite HIST 1112) .....	1 Hour

AREA C	Humanities and Fine Arts	Total: 6 Hours
--------	--------------------------	----------------

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

(Option 1)

*One literature course from the following:*

ENGL	2111	World Literature I (Prerequisites ENGL 1101 & 1102) .....	3 Hours
ENGL	2112	World Literature II (Prerequisites ENGL 1101 & 1102) .....	3 Hours

*One humanities/fine arts course from the following:*

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

(Option 2)

*Both of the following humanities courses:*

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

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

AREA D	Science, Mathematics, and Technology	Total: 11 Hours
--------	--------------------------------------	-----------------

*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)**

*One traditional laboratory science course from the following:*

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

## Core Curriculum Course Requirements

### Section II - Environmental Science with Lab (4 Hours)

*One environmental science course with lab from the following:*

BIOL	1210	Environmental Biology Lab .....	1 Hour
BIOL	1230	Environmental Biology .....	3 Hours
CHEM	1040	Chemistry and the Environment with Lab .....	4 Hours
GEOL	1310	Environmental Geology Lab .....	1 Hour
GEOL	1330	Environmental Geology .....	3 Hours
PHYS	1149	Environmental Physics with Lab .....	4 Hours

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

*One mathematics, science or technology elective can be chosen from either section I, II or III in Area D.*

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

<b>AREA E</b>	<b>Social Science</b>	<b>Total: 12 Hours</b>
---------------	-----------------------	------------------------

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

*One social science elective course from the following;*

ANTH	1102	Introduction to Anthropology .....	3 Hours
GEOG	1130	World Regional Geography .....	3 Hours
PSYC	1101	Introduction to Psychology .....	3 Hours
SOCI	1101	Introduction to Sociology .....	3 Hours

<b>Additional Requirements</b>		<b>Total: 5 Hours</b>
--------------------------------	--	-----------------------

GSU	1210	University Orientation I .....	1 Hour
HLTH	1520	Healthful Living .....	2 Hours
		2 Physical Activity Courses (1 hour each) .....	2 Hours

# University Programs & Courses

## Bachelor of General Studies Degree (B.G.S.)

The Bachelor of General Studies 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.

The program is administered by the Academic Advisement Center.

### Requirements

The degree requires fulfillment of the core curriculum (Areas A, B, C, D and E) including the requirements for health and kinesiology.

### Area F

Humanities and Fine Arts .....	3-9 Hours
Social Sciences .....	3-9 Hours
Mathematics and Science .....	0-8 Hours
Any course approved by advisor in Areas C-E .....	0-9 Hours
Total .....	18 Hours

### 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.

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, which must be approved by the appropriate department chair;
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. Students must have a 2.0 AGPA overall and an AGPA of 2.0 in each concentration (or minor).

The remaining hours to meet the required 125 total hours will be electives approved by the advisor. The following concentration areas are available:

### Approved Concentrations (18 Hours)

Administration of Justice  
Africana Studies  
American Studies  
Applied Integrated Manufacturing

Asian Studies  
Business  
Communication Arts  
Culture and Society  
Education  
European Studies  
French  
Geographical Information Systems  
German  
Individual Emphasis  
Industrial Management  
International Studies  
Latin American Studies  
Linguistics  
Political Analysis  
Printing Management  
Religious Studies  
Southern Studies  
Spanish  
Technical Writing  
Visual Communications Design  
Women's and Gender Studies

### Approved Minors (15 Hours)

Africana Studies  
American Studies  
Anthropology  
Art  
Art History  
Biology  
Broadcasting  
Business  
Classical and Medieval Studies  
Chemistry  
Child and Family Development  
Community Health  
Comparative Literature  
Computer Science  
Economics  
English  
Exercise Science  
*Option 1: Exercise Behavior*  
*Option 2: Coaching*  
Fashion Merchandising and Apparel Design  
French  
Geographic Information Systems  
Geography  
Geology  
German  
Health Behavior  
History  
Hotel and Restaurant Management  
Industrial Safety and Environmental Compliance  
International Studies  
Irish Studies  
Journalism  
Justice Studies  
Latin American Studies  
Linguistics

Manufacturing  
 Mathematics  
 Military Science  
 Music  
 Nutrition and Food Science  
 Philosophy  
 Physics  
 Political Science  
 Printing Management  
 Psychology  
 Public Relations  
 Religious Studies  
 Sociology  
 Spanish  
 Speech Communication  
 Sports Medicine - Athletic Training  
 Theatre  
 Women's and Gender Studies  
 Writing

## Center For International Studies

Director: Dr. Nancy W. Shumaker  
 Forest Drive Bldg. #1313C  
 P.O. Box 8106  
 (912) 681-0332  
 E-mail: shumaker@georgiasouthern.edu

Assistant Professor: Dr. Darin Van Tassell  
 Forest Drive Bldg. #1326  
 P.O. Box 8106  
 (912) 681-1588  
 E-mail: dvantass@georgiasouthern.edu

Assistant Professor: Dr. Barry Balleck  
 Forest Drive Bldg. #1325  
 P.O. Box 8106  
 (912) 681-5929  
 E-mail: bballeck@georgiasouthern.edu

### Mission

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

### Objectives:

- To implement degree programs in International Studies and International Trade
- To enhance the international dimension in other degree programs through interdisciplinary minors, concentrations, and relevant international content courses
- To develop study abroad, exchange, and internship programs by establishing linkages with foreign institutions of higher education
- To provide services and programs for international students at the university
- To improve and expand foreign language instruction

- To organize faculty workshops designed to increase interaction among academic disciplines related to international studies
- To promote extracurricular programs aimed at increasing international awareness on the Georgia Southern campus, in the Statesboro community, and throughout Southeast Georgia
- To provide services to regional businesses and industries interested in conducting business in the global marketplace

## Undergraduate Academic Programs

### B.A. - International Studies

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

### B.S. - International Trade

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.

### Minor In International Studies

The minor in International Studies provides an opportunity to develop an international perspective and to focus on those global issues that have significant meaning for and impact on today's interdependent world. The minor complements many Georgia Southern degrees and increases the graduating student's marketability. It consists of two required courses, Global Issues and Contemporary World Cultures, and three elective courses chosen from a list of approved courses.

### Area Concentrations

The Undergraduate Concentrations in 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 Asian, European or Latin American related fields. A minor in Latin American Studies is also available.

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

## Course Offerings

- INTS 2130 - Introduction to International Studies
- INTS 3130 - Contemporary World Cultures
- INTS 3230 - Global Issues
- INTS 3090 - Selected Topics in International Studies
- INTS 4630 - Seminar in International Studies
- INTS/POLS 4730 - Model United Nations
- INTS 4790 - Internships Abroad
- INTS 4890 - Directed Independent Study

## 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 Merchandise 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; 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
AAST/ART	3435	African Art
AAST/INTS/HIST	3531	History of Africa Since 1800
AAST/GEOG	4330	Geography of Africa South of the Sahara

### Anthropology

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

### English

ENGL/COML	5536	Post-Colonial Literature
-----------	------	--------------------------

### Family and Consumer Sciences

FACS	4090S	Selected Topics: Global Issues in Fashion Design
------	-------	--

## Foreign Languages

YORU/AAST	3330	Yoruba Culture and Civilization
-----------	------	---------------------------------

## Geography

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

## History

HIST/INTS	3338	Contemporary Europe
HIST/AAST/INTS	3531	History of Africa Since 1800
HIST/INTS	3532	The Modern Middle East
HIST/INTS	3534	Modern Southeast Asia
HIST/INTS	3535	Islamic Civilization
HIST/INTS/LAST	3538	Modern Latin America
HIST	4335	"Women Question" in Europe
HIST	4530	Revolution and Revelation
HIST/INTS	5532	Modern China
HIST/INTS	5533	Economic Rivals: U.S. - E.C. - Japan

## International Studies

INTS	2130	Introduction to International Studies
INTS	3130	Contemporary World Cultures
INTS	3230	Global Issues
INTS/POLS	3239	Human Rights International Relations
INTS/PRCA	3333	International Public Relations
INTS/AAST/HIST	3531	History of Africa Since 1800
INTS/LAST/HIST	3538	Modern Latin America
INTS/POLS	4137	Industrializing Nations
INTS/POLS	4138	International Terrorism
INTS	4630	Seminar in International Studies
INTS/HIST	5532	Modern China

## Justice Studies

CRJU	4531	Comparative World Criminal Justice Systems
------	------	--

## Philosophy

PHIL/RELS	3131	World Religions
-----------	------	-----------------

## Political Science

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

## Public Relations

PRCA/INTS	3333	International Public Relations
-----------	------	--------------------------------

## Religion

RELS/PHIL	3131	World Religions
-----------	------	-----------------

## Sports Management

SMGT	3237	International Sport Management
------	------	--------------------------------

**B.A. INTERNATIONAL STUDIES 125 HOURS**

*See pages 52-53 for Core Curriculum, required of all students.*

The Center for International Studies at Georgia Southern University offers a course of study designed to provide students with a basic knowledge of world affairs and how they affect American foreign and domestic policies. One of the main objectives of this program is to prepare students to cope realistically and intelligently with the changing world, a world which is becoming increasingly interdependent and in which vast new multiplications of cultural forces are emerging.

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
<b>Area C - Humanities and the Fine Arts</b> .....	<b>6 Hours</b>
<b>Area D - Science, Mathematics and Technology</b> .....	<b>11 Hours</b>
<b>Area E - Social Sciences</b> .....	<b>12 Hours</b>
<b>Area F - Courses Applicable to Major</b> .....	<b>18 Hours</b>

Completion of Intermediate Foreign Language II course (0-6)

STAT 2231 - Introduction to Statistics I (3)

INTS 2130 - Introduction to International Studies (3)

Six to twelve hours from the following: (6-12)

ANTH 1102 - Introduction to Anthropology (3)

ECON 2106 - Business Economics (3)

GEOG 1130 - World Regional Geography (3)

HIST 1111 - World History I: Development of World Civilization (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)

STAT 2232 - Introduction to Statistics II (3)

**Specific Requirements** ..... **12 Hours**

INTS 3130 - Contemporary World Cultures (3)

INTS 3230 - Global Issues (3)

INTS 4630 - Seminar in International Studies (3)

Three hours from one of the following: (3)

ANTH 5337 - Ethnographic Methods (3)

HIST 2630 - Historical Methods (3)

POLS 2130 - Scope and Methods in Political Science (3)

POLS 3130 - Qualitative Research Methods (3)

**Health and Physical Education Activities** ..... **4 Hours**

HLTH 1520 - Healthful Living (2)

Physical Education Activities (2)

**Orientation I** ..... **1 Hour**

GSU 1210 - University Orientation I (1)

**Major** ..... **24 Hours**

Students will take an additional twenty-four (24) hours within the major, choosing five courses from one of the three central themes under the Topical Emphases (list A) below. They must include one course each from two of the four world areas listed under (B) below. They will also include one course in the theory of the field (C), chosen in consultation with their advisor. A grade of "C" or above must be made in every course of the International Studies major.

\***(A) Topical Emphases (15 hours)**

1. Modernization, Development, and Environment

2. War and Peace Studies

3. Society, Cultures, and Tradition

\***(B) Area Emphases (6 Hours)**

1. Asia

2. Africa

3. Latin America

4. Europe

**(C) Theory (3 Hours)**

**Minor: Must be in a foreign language** ..... **15 Hours**

**Electives** ..... **9 Hours**

\*The list for Topical, Area, and Theory Emphases are available in the Center for International Studies in the Forest Drive Bldg.

**ADVISEMENT:** Nancy W. Shumaker, Center for International Studies, P.O. Box 8106, (912) 681-0332.

**B.S. INTERNATIONAL TRADE 125 HOURS**

*See pages 52-53 for Core Curriculum, required of all students.*

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
<b>Area C - Humanities and the Fine Arts</b> .....	<b>6 Hours</b>
<b>Area D - Science, Mathematics and Technology</b> .....	<b>11 Hours</b>
<b>Area E - Social Sciences</b> .....	<b>12 Hours</b>
<b>Area F - Courses applicable to Major</b> .....	<b>18 Hours</b>
Completion of Foreign Language Intermediate II (FORL 2002) (0-6)	
ACCT 2101 - Financial Accounting (3)	
ACCT 2102 - Managerial Accounting (3)	
CISM 1110 - Computer Applications (1)	
CISM 1120 - Computer Concepts (2)	
ECON 2106 - Business Economics (3)	
Electives (0-6)	
<b>Specific Requirements</b> .....	<b>3 Hours</b>
BUSA 3131 - Business Statistics (3)	
<b>Health and Physical Education Activities</b> .....	<b>4 Hours</b>
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
<b>Orientation I</b> .....	<b>1 Hour</b>
GSU 1210 - University Orientation I (1)	
<b>Business Core</b> .....	<b>18 Hours</b>
ECON 3132 - International Economics I (3)	
FINC 3131 - Principles of Corporate Finance (3)	
FINC 3133 - International Finance (3)	
LSTD 3130 - International Trade Regulation (3)	
MGNT 4230 - International Management (3)	
MKTG 4136 - International Marketing (3)	
<b>International Studies Courses</b> .....	<b>12 Hours</b>
GEOG 3230 - Economic Geography (3)	
INTS 3130 - Contemporary World Cultures (3)	
INTS 3230 - Global Issues (3)	
POLS 3236 - Introduction to International Relations (3)	
<b>Foreign Language</b> .....	<b>15 Hours</b>
Appropriate 3530 Foreign Language course	
Four additional Foreign Language courses at the 3000 and 4000 level	
<b>Elective</b> .....	<b>3 Hours</b>
<b>Internship abroad with an international business using a foreign language on the job. Intensive study of language and culture in a total immersion environment</b> .....	<b>9 Hours</b>

\*A grade of "C" or above must be made in every course of the International Trade major.

**ADVISEMENT:** Nancy W. Shumaker, Center for International Studies, P.O. Box 8106, (912) 681-0332.

**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. Charles Crouch  
History Department  
Forest Drive Building, Room #1132  
(912) 681-0547  
E-mail: chascro@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, enhancing language skills, and obtaining skills that are valued in today's competitive market. In addition, the student will benefit because 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: Bahamas (Marine Biology), Costa Rica (Spanish), Ecuador (Geology and Geography), Germany (Music), England (Education, English, and History), France (French), Mexico (Spanish, and Education), South Africa (Archaeology, and Paleanthropology), 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. Currently, two programs are operating: a program for Education majors, and a program designed for students who wish to improve their Spanish-speaking skills. The Center at Xalapa also offers content area courses on Mexican culture and civilization which are taught in English. Semester studies (Summer, Fall, or Spring) or year-long studies are available. Students will register and pay fees at Georgia Southern to cover tuition and program costs.

*The Office of International Education of the University System of Georgia* 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 other semester study abroad programs are offered throughout the world. Over 104 major fields of study are included.

*The European Council* of the University System is sponsoring study abroad programs to the University of Surrey-Roehampton; Paris, France; and St. Petersburg, Russia. Other system-wide programs include Thessaloniki, Greece, and Montepulciano, Italy.

These unique programs feature faculty members from Georgia institutions 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, and Nagoya University in Japan. 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.

For information on Georgia Southern University study abroad programs, on programs coordinated by the Office of International Education, and on numerous programs offered worldwide, contact:

Mr. Jeff Palis  
Coordinator, Study Abroad  
Forest Drive Bldg, Room #1323  
Phone: (912) 871-1787  
E-mail: jpalis@georgiasouthern.edu

**International Student Programs and Services**

One mission of the Center for International Studies is to accommodate international students' needs and to help them acclimate 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 advisement and processes documents to help those individuals maintain their status with the Immigration and Naturalization Service (INS).

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: an International Club for students, bi-weekly International Coffee Hours, a Friendship Family Program, a Student Mentor Program, an International Student Week sponsored by the Statesboro Chamber of Commerce, and Georgia Southern's own International Week on campus. Also, 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.

For more information about programs and services, please contact:

Ms. Joan Stalcup  
Coordinator, International Students  
Forest Drive Building, Room #1327  
Phone: (912) 681-0693  
E-mail: jstalcup@georgiasouthern.edu

Ms. Tanya Grubbs  
Immigration Specialist, International Students  
Forest Drive Building, Room #1322  
Phone: (912) 486-7435  
E-mail: intlstdy@georgiasouthern.edu



**Mission**

Georgia Southern University's English Language Program is an English as a foreign language program offered through the Center for International Studies. It is designed for students who have some English background but do not meet university English proficiency requirements. The program includes classroom study in reading/writing, listening/speaking, grammar, contemporary U.S. culture, and computer assisted language learning. Students are also expected to study and prepare assignments outside of class. Please direct inquiries to:

**English Language Program**

Administrative Secretary: Ms. Carol Tripp  
Forest Drive Building, Suite 1313, P.O. Box 8106-02  
Statesboro, GA 30460-8106  
U.S.A.  
(912) 871-1379  
E-mail: [elp@georgiasouthern.edu](mailto: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 and 1906 Scholars

The Georgia Southern University Honors Program (UHP) encourages superior students to explore a course of study designed for greater depth. The Program creates a learning environment of small classes enriched by inventive, interdisciplinary instruction and extracurricular experiences that connect classroom learning with the larger world. It also happens at a campus that prides itself on a tradition of teaching as its paramount priority.

The honors program classes will be smaller than regular courses, and taught by some of Georgia Southern's best classroom teachers in seminar style.

**Benefits of Membership:** New students admitted to the University Core Curriculum Honors Program receive a \$500 scholarship, renewable annually through the sophomore year, in addition to any other aid for which they may qualify (such as the HOPE Grant).

Students admitted to the College Honors Program for the junior and senior years also receive a \$500 renewable annual scholarship in addition to any other aid for which they may qualify.

As a member of the Honors Program, you will also benefit from these special opportunities:

- Seal on your diploma, signifying completion of the University Honors Program.
- Honors-oriented freshman-to-senior-year mentoring.
- Priority assignment to an Honors Residence Hall.
- Eligibility to apply for scholarships for study abroad.
- A book loan program, which covers most core Honors courses.
- An Honors Alcove in the Russell Union and an Honors Center for study and relaxation.

Leadership Training.

Independent Study.

Special events, such as guest speakers, musical programs, and socials.

"Backstage" access to selected speakers and performers.

Within the UHP, a select group of 15-18 freshmen will be selected each year to be *1906 Scholars*. These students will receive a full tuition scholarship and will be encouraged to take a more demanding collection of honors core courses. Their course of study will also include a weekly seminar to emphasize discussion and independent endeavor and to nurture curiosity and the sharing of ideas among students and faculty. These students will also have the full benefits of UHP students including transcript designation and recognition at graduation, as well as an honors curriculum within their majors. Additional benefits available to the 1906 Scholars will include a lecture series emphasizing leadership, social events involving key campus leaders and administrators, and consideration for national and international scholarship recognition.

**Levels of the University Honors Program**

The Georgia Southern University Honors Program is divided into two levels leading to graduation with honors: The Core Curriculum Honors Program for freshmen and sophomores requires a minimum of 12 semester hours of course work and seminars, usually including at least one three-hour honors course per semester, and at least 25 hours of community service each semester.

The College Honors Program for juniors and seniors includes at least nine semester hours of course work and seminars, plus a well-defined capstone experience (thesis, performance, project, or exhibit). Graduates are recognized for their achievement by an Honors seal on their diplomas and notation on their University transcripts.

**To Qualify for admission to the University Honors Program**

General criteria for admission to the Core Curriculum Honors Program include a minimum score of 1200 on the SAT, or equivalent score on the ACT, and a high school academic or college grade point average of 3.5. Exceptions may be made for students who demonstrate special abilities, talents, or achievements.

Admission to the College Honors Program requires an application and an approved course of study for the junior and senior years, as well as a university GPA of 3.5.

**To Learn More**

For an application and information about the Honors Program, qualifications for admission, and your own eligibility, contact the Honors Program Office at (912) 871-1465, or visit our website at <http://academics.georgiasouthern.edu/honors/>.

## Freshman Orientation Course

**GSU 1210 - University Orientation I**

Designed to help first year students understand the purpose of a college education, learn about college resources and requirements, explore values and interests, learn to make decisions and realistic choices, explore career objectives and programs of study, and establish supportive relationships with faculty and staff. Required of all new freshmen students during their first semester.

This is a no-drop course.

First Year Experience Program: Office of Academic Advisement  
1001 Williams Center, <http://www.firstyear.georgiasouthern.edu>

## 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”.

### Learning Support

According to Board of Regents policies, “All non-traditional freshmen must be screened for placement in learning support courses using the CPE or 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 CPE/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 all of the 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 may apply for readmission as a former student after a three-year exclusion or as a transfer student after satisfying Learning Support requirements and completing thirty hours of college-level work with a minimum 2.0 grade point average. 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 2.0 grade point average.

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 programs from the following list of minor programs. The Bachelor of Arts (B.A.) degree program requires a minor. The courses to make up the minor should be planned with the major advisor, unless otherwise noted, and must be approved by the time the student applies for graduation.

Second minors may be chosen, approved by the advisor before the student applies for graduation, and both minors may be listed on the transcript.

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. Fifteen hours in Anthropology from upper-division offerings.

### Art History

Prerequisites: ART 2531 - History of Art I (3); ART 2532 - History of Art II (3)

Minor Program: Fifteen hours of upper-division courses in Art History selected in consultation with an Art History Advisor.

**Biology**

Prerequisites for the Minor Program Courses (6-8 hours)

Any combination of two biology and/or chemistry courses (Area D offerings accepted)

Lower Division (6 hours)

Choose two of the following three courses:

BIOL 2131 - Cellular Biology (3)

BIOL 3132 - Biology of Organisms (3)

BIOL 3133 - Evolution and Ecology (3)

Upper Division (9 hours)

9 hours of Upper Division Biology Courses approved by a Biology Advisor; at least one laboratory offering required.

Additional Minor Requirements/Recommendations:

All three courses listed under the lower division requirements recommended.

**Broadcasting**

Prerequisites: 2.50 total institution GPA

COMM 2332 - Introduction to Mass Communication (3)

The following 15 hours of upper division courses are required for a minor in broadcasting:

~~BRCT 3331 - Audio Production (3)~~

~~BRCT 3332 - Video Production (3)~~

~~BRCT 3333 - Telecommunications (3)~~

BRCT 3337 - Law and Ethics of Mass Communication (3)

Upper Division Broadcasting elective (3).

**Business**

Requirements for the Business Minor are: ACCT 2030 - Survey of Accounting (3) and ECON 2105 - Economics in a Global Society (3) followed by 12 hours upper-division courses for which the prerequisites have been met.

**Chemistry**

Prerequisites for the Minor Program Courses (11 hours)

CHEM 1145 and 1146 - Principles of Chemistry I and II (8)

CHEM 2031 - Introduction to Research Methods (3)

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

One Upper Division course approved by a Chemistry Advisor (4)

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

CHEM 2542 - Nutritional Biochemistry (4)

CHEM 3610 - Junior Seminar (1)

CHEM 3790 - Teaching Internship in Chemistry (1-3)

CHEM 4611 - Senior Seminar (1)

CHEM 4790 - Chemistry Internship (1-4)

**Child and Family Development**

CHFD 2134 - Family Development (3)

CHFD 2135 - Child Development (3)

Select 9 hours from the following

CHFD 3132 - Prenatal and Infant Development (3)

CHFD 3134 - Child Development: Principles and Techniques (3)

CHFD 3135 - Middle Child and Adolescence (3)

CHFD 3136 - Families in Later Life (3)

CHFD 4130 - Administration of Programs: Children and Families (3)

CHFD 4134 - Family Life Education (3)

CHFD 4135 - Parenting: Family/Child Interaction (3)

CHFD 4136 - Assessment of Children and Families (3)

CHFD 4137 - Psychosocial Care of Children in Hospitals and

Other Settings (3)

Additional Minor Requirements/Recommendations: Consultation with a CHFD faculty member

**Community Health**

Course Requirements:

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 1 from 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 Public Health Office, Room 2115, Hollis Building, (912) 681-0200 for information and advisement.

**Computer Science**

Prerequisites for Minor Program Courses (17 hours)

MATH 1441, 2242 - Calculus I, II (8)

CSCI 1301, 1302 - Programming Principles I, II (7)

Lower Division (3 hours)

MATH 2332 - Mathematical Structures (3)

Upper Division (12 hours)

CSCI 3230 - Data Structures (3)

CSCI 3236 - Theoretical Foundations (3)

6 hours from CSCI upper-division courses accepted for the Computer Science major.

**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. The minor in economics requires five courses:

ECON 2106 - Business Economics (3)

ECON 3131 - Aggregate Economic Analysis (3)

ECON 3231 - Microeconomic Analysis (3)

Two upper division economics courses

**English**

Any 15 hours of upper-division English courses are required for a minor in English.

**Exercise Science**

Prerequisites of Minor Program Courses:

Prerequisites apply to Option 1 ONLY.

Grade of C or higher in:

KINS 2531/2511 - Human Anatomy and Physiology I/Lab (3/1)

KINS 2532/2512 - Human Anatomy and Physiology II/Lab (3/1)

Grade of C or higher in:

PHYS 1111/1113 - Introduction to Physics I/Lab (3/1)

PSYC 1101 - Introduction to Psychology (3)

Course Requirements:

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 1 from 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 2 from 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 Public Health Office, Room 2115, Hollis Building, (912) 681-0200 for information and advisement.

### **Fashion Merchandising and Apparel Design**

- 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 courses from 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)

### **French**

Prerequisites: FREN 1001, 1002, 1060, 2001, 2002 or equivalent(s).  
 Minor Program: 15 hours of upper division offerings in French. Students must earn a minimum grade of "C" in each upper division course in French.

### **Geographic Information Science**

Lower Division - None

Upper Division (15 hours)

- GEOG 3430 - Introduction to GIS (3)
- GEOG 4543 - Advanced GIS (4)
- GEOG 5091 - Selected Topics in GIS (4)

Choose at least one of the following:

- GEOG 4541 - Cartography (4)
- GEOG 3741 - Remote Sensing (4)

### **Geography**

Prerequisites for the Minor Program Courses (3-4 hours) GEOG 1101 - Introduction to Human Geography (3) or GEOG 1111/1110 - Climate and the Landscape/Lab (3/1) or GEOG 1130 - World Regional Geography (3)

Upper Division (15 hours)

Any combination of courses which follow a particular track (Human, Physical, Regional Geography or Geographic Technique) which total 15 hours.

### **Geology**

Prerequisites for the Minor Program Courses:

- GEOL 1121/1110 - Introduction to the Earth/Lab (3/1)

Upper Division (15 hours)

- GEOL 3541 - Mineralogy (4) and
- GEOL 3542 - Petrology (4) or
- GEOL 5141 - Paleontology (4) and
- GEOL 5142 - Stratigraphy and Sedimentation (4)

plus any combination of upper level courses that will total at least 7 hours

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.

### **German**

Prerequisites: GRMN 1001, 1002, or 1060, 2001, 2002 or equivalent(s).

Minor Program: 15 hours of upper-division offerings in German. Students must earn a minimum grade of "C" in each upper-division course in German.

### **Health Behavior**

Course Requirements:

- 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 Public Health Office, Room 2115, Hollis Building, (912) 681-0200 for information and advisement.

### **History**

Minor program: 15 hours in history in addition to the two required core curriculum courses, HIST 1112 - World History II (3) and HIST 2110 - U.S. History (3).

### **Hotel and Restaurant Management**

Prerequisite: Student must complete 42 semester credit hours.

Course Requirements:

- Upper Division (12-15 hours)
- Lower Division (0-3 hours)

Required Courses (6):

- HNRM 3333 - Introduction to Hospitality Operations (3)
- HNRM 3336 - Hotel Operations (3)

Choose 3 Courses from the Following List (9):

- 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: TMFG 3231 - Introduction to Industrial Management (3)

Minor Program: 15 hours from the following:

- TSEC 5331 - Human Resource Protection (3)
- TSEC 5332 - Ergonomics (3)
- TSEC 5333 - Industrial Hygiene (3)
- TSEC 5334 - Hazardous Waste Management (3)
- TSEC 5335 - System Safety in Manufacturing (3)

**Information Systems/Information Technology (IS/IT)**

Prerequisites for the Minor Program Courses:

- CSCI 1236 - Introduction to Java Programming (3)
- IT 1130 - Introduction to IT (3)
- IT 1430 - Web Page Development (3)

Upper Division (15 hours):

- CISM 3134 - Data Communications (3)
- CISM 3135 - Systems Analysis and Design (3)
- CISM 4134 - Data Management (3)
- IT 3131 - Web Applications Design and Development (3)
- IT 3234 - Software Acquisition, Integration, and Implementation (3)

**Japanese**

Students will complete 15 hours of course work from 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:

- JOUR 2331 - Introduction to Journalism (3)
- COMM 2332 - Introduction to Mass Communication (3)

The following 15 hours are required of all journalism minors:

- 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 Journalism (3) or
- JOUR 4332 - Contemporary American Newspapers (3), or one upper-division journalism elective (3).

**Justice Studies**

Prerequisite: CRJU 1100 - Introduction to Criminal Justice (3).

The following is required of Justice Studies minors: Any 15 hours of upper-division Criminal Justice courses OR CRJU 2131 - Justice and Ethics (3) and any 12 hours of upper-division Criminal Justice courses.

**Linguistics**

Requirements:

- 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.

Courses approved for the Linguistics Minor include:

- FORL 3030 - Selected Topics in Foreign Language (1-3)
- FORL 4030 - Selected Topics in Foreign Language (1-3)
- LING 3337 - Language, Power, Politics (3)
- LING 3031 - Phonology (3)
- LING 3032 - Syntax (3)
- LING/FORL 3131 - Greek and Latin Vocabulary (3)
- LING/SPCM 4333 - Semantics (3) LING/SPCM 4335 - Linguistic Analysis (3) LING 5330 - History of the English Language (3)
- LING/COMM/ANTH 5530 - Sociolinguistics (3)

**Management**

Course requirements:

- 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)
- Plus one elective from courses with a MGNT prefix for which the prerequisites are met (3)

**Manufacturing - Minor**

Prerequisites for the Minor Program Courses - None

Lower Division Courses (6 hours)

- TMFG 1111 - Manufacturing Seminar (1)
- TMFG 1121 - Technical Drafting (2)
- TMFG 2131 - The Manufacturing Enterprise (3)

Upper Division Courses (9 hours) (select three courses)

- TMFG 3131 - Industrial Processes and Materials (3)
- TMFG 3231 - Introduction to Industrial Management (3)
- TMFG 3232 - Applied Industrial Statistics and Quality Assurance (3)
- TMFG 4132 - Power Systems and Control Applications (3)
- TMFG 4134 - World Class Manufacturing (3)
- TMFG 4299 - Manufacturing Internship (1-6) (only 3 hours may be taken toward minor)
- TMFG 5133 - Automated Manufacturing Systems (3)
- TMFG 5230 - International Manufacturing (3)
- TMFG 5233 - Manufacturing Applications in Information Technology (3)
- TSEC 5331 - Human Resource Protection (3)

The three lower division courses are required "foundation" courses for this minor. The intent is that the student will then select three upper division courses to build upon this foundation. This arrangement complies with the current academic policy specifications.

**Marketing**

Course Requirements:

- ACCT 2030 - Survey of Accounting (3)
- MKTG 3131 - Principles of Marketing (3)
- Plus three electives from courses with a MKTG prefix for which the prerequisites are met (9)

**Mathematics**

Prerequisites for Minor Program Courses (11 hours)

- MATH 1441, 2242 - Calculus I, II (8)
- MATH 2331 - Elementary Linear Algebra (3)

Lower Division (3 hours)

- MATH 2332 - Mathematical Structures (3)

Upper Division (12 hours)

12 hours from MATH upper-division courses approved by an advisor of the Math B.S. degree programs.

**Military Science**

Prerequisites for the Minor Program Courses:

- Admission to Advanced Course of the U. S. Army Reserve Officer Training Program (See Note below)
- Lower Division - None
- Upper Division (15 hours)
  - MSCI 3131 - Advanced Tactics and Applied Leadership I (3)
  - MSCI 3132 - Advanced Tactics and Applied Leadership II (3)
  - MSCI 3731 - Advanced Military Skills Practicum (National Advanced Leadership Camp-NALC) (3)
  - MSCI 4131 - Military Leadership and Management Seminar (3)
  - MSCI 4132 - Transition to Lieutenant (3)

NOTE: All candidates admitted to the Advanced Course of the U.S. Army Reserve Officer Training Program must complete the following courses in computers, history, and writing as part of the national uniform ROTC curriculum:

- CISM 1110 - Computers and Applications (1)
- CISM 1120 - Computer Concepts (2)

One (1) of the following:

- HIST 3230 - American Military History (3)
- HIST 4531 - World War I (3)
- HIST 5335 - World War II (3)

One (1) of the following:

- WRIT 2130 - Technical Communication (3)
- WRIT 3230 - Writing in the Workplace (3)
- WRIT 4130 - Creative Non-Fiction (3)

### Music

MUSC 1100 - Music Appreciation (3)

MUSC 1333 - Music Theory Non-Major (3)

Additional 9 hours of upper division music course approved by music advisor. (If MUSC 1100 is used to satisfy Core requirements, substitute additional 3 hours of lower or upper division music courses approved by music advisor.)

### Nutrition and Food Science

NTFS 2534 - Introductory Food Science (3)

Select one course from the following:

- NTFS 2530 - Nutrition and Health (3)
- NTFS 2535 - Nutrition and Diet Therapy (3)
- NTFS 3534 - Human Nutrition (3)

Select three courses from the following: NTFS

- 3535 - Life Cycle Nutrition (3) NTFS
- 3536 - Meal Management (3) NTFS 3537
- Advanced Food Science (3) NTFS 4535
- Community Nutrition (3)

NTFS 4539 - Issues and Trends in Food Science (3)

The Nutrition and Food Science Minor is open to any student interested in Nutrition and Food Science. Contact the Department of Public Health Office, Room 2115, Hollis Building, (912) 681-0200 for information and advisement.

### Philosophy

The following is required of Philosophy minors: any 15 hours of upper-division philosophy courses or PHIL 2232 - Critical Thinking (3) and any 12 hours of upper-division philosophy courses.

### Physics

Prerequisites for the Minor Program Courses (8 hours)

- PHYS 2211 and 2212 - Principles of Physics I and II (6) or
- PHYS 1111 and 1112 - Introduction to Physics I and II (6)
- PHYS 1113 and 1114 - Physics Lab I and II (2)

Upper Division (15 hours) chosen from the following list with the approval of the physics advisor:

- PHYS 3131 - Optics (3)
- PHYS 3149 - Methods of Theoretical Physics (4)
- PHYS 3420 - Advanced Physics Laboratory (2) (must take twice)
- PHYS 3536 and PHYS 3537 - Modern Physics I and II (6)
- PHYS 3538 - Physical Astronomy (3)
- PHYS 3539 - Introduction to Biophysics (3)
- PHYS 3542 - Analog Electronics (4)
- PHYS 3543 - Digital Electronics (4)
- PHYS 5130 - Sound Waves and Acoustics (4)
- PHYS 5134 - Principles of Laser (3)

- PHYS 5151 - Classical Mechanics (5)
- PHYS 5152 - Classical Electromagnetic Theory (5)
- PHYS 5230 - Quantum Optics (3)
- PHYS 5234 - Applications of Lasers (3)
- PHYS 5235 - Laser Technology (3)
- PHYS 5439 - Properties of Materials (3)
- PHYS 5530 - Thermal Physics (3)
- PHYS 5557 - Quantum Mechanics (5)
- PHYS 5715 - Laser Laboratory Techniques (1)

### Political Science

Prerequisites: POLS 2101 - Introduction to Political Science (3).  
Minor program: 15 hours in political science from upper-division offerings planned with major advisor.

### Printing Management

Prerequisite: TPCM 1131 - Introduction to Printing Technology (3)  
Minor Program: 15 hours from the following (no more than 6 hours at the 1000 and 2000 levels):

- TCPM 1321 - Desktop Publishing (2)
- TCPM 1411 - Desktop Publishing Lab (1)
- TCPM 2132 - Image Preparation I (3)
- TCPM 2212 - Image Preparation I Lab (1)
- TCPM 3333 - Image Preparation II (3)
- TCPM 3413 - Image Preparation II Lab (1)

Approved TPCM Electives (4)

NOTE: Certain prerequisites are waived for students wishing to minor in Printing Management. Please contact the Printing Management Program minor advisor for specific requirements.

### Psychology

Prerequisites: PSYC 1101 - Introduction to Psychology (3).  
Psychology minors must take 15 hours of upper-division courses, one each from Groups I, II, and III as defined under the B.A. and B.S. psychology major requirements plus any two additional upper-division psychology courses as approved by the major advisor.

### Public Relations

Prerequisites: COMM 2332 - Introduction to Mass Communication (3) and JOUR 2331 - Introduction to Journalism (3). The following courses are required: PRCA 2330 - Introduction to Public Relations (3), PRCA 3330 - Public Relations Writing (3) or JOUR 3331 - News Reporting and Writing (3), and two upper-division public relations electives with appropriate prerequisites. Upper-division electives cannot include internship courses.

### Sociology

Prerequisite: SOCI 1101 - Introduction to Sociology (3)  
15 hours with at least two courses from the following:

- SOCI 3333 - Deviant Behavior (3)
- SOCI 3336 - Social Problems (3)
- SOCI 4431 - Inequality (3)
- SOCI 4332 - Sociology of Gender (3)
- SOCI 4333 - Race and Ethnicity (3)
- SOCI 4335 - Self and Society (3)
- SOCI 5132 - Sociology of Community (3)
- SOCI 5133 - Sociology of Religion (3)
- SOCI 5138 - Sociology of the Family (3)

**Spanish**

Prerequisites: SPAN 1001, 1002, or 1060, (or equivalents) and SPAN 2001, 2002, or 2060, (or equivalents). The minor program requires:

- SPAN 3130 - Conversation (3)
- SPAN 3131 - Grammar and Composition (3)
- SPAN 3230 - Approach to Hispanic Literature (3)

Choose 6 hours from the following:

- SPAN 3030 - Selected Topics (3)
- SPAN 3195 - Studies Abroad: Language (3)
- SPAN 3295 - Studies Abroad: Literature (3)
- SPAN 3395 - Studies Abroad: Culture (3)
- SPAN 3530 - Introduction to Spanish for Business (3)
- SPAN 4130 - Advanced and Applied Conversation (3)
- SPAN 4131 - Stylistics (3)
- SPAN 4231 - Introduction to Spanish American Literature I (3)
- SPAN 4232 - Introduction to Spanish American Literature II (3)
- SPAN 4233 - Peninsular Literature I (3)
- SPAN 4234 - Peninsular Literature II (3)
- SPAN 4195 - Studies Abroad: Advanced Language (3)
- SPAN 4295 - Studies Abroad: Advanced Literature (3)
- SPAN 4334 - Peninsular Culture and Civilization (3)
- SPAN 4335 - Spanish American Culture and Civilization (3)
- SPAN 4395 - Studies Abroad: Advanced Civilization (3)
- SPAN 5030 - Selected Topics in Spanish (3)

Students must earn a minimum grade of "C" in each upper division course in Spanish.

**Spanish for Business**

Students will complete SPAN 3530 – Introduction to Spanish for Business (3) plus 12 hours of course work from the following:

- SPAN 3531 - Technology for Business (3)
- SPAN 4530 - Spanish for Business Advanced I (3)
- SPAN 4531 - Spanish for Business Advanced II (3)
- SPAN 4532 - Translation and Interpretation (3)
- SPAN 4533 - Business Through Literature (3)
- SPAN 4534 - The Manufacturing Enterprise (3)

**Speech Communication**

Prerequisites: COMM 1100 - Introduction to Human Communication (3), COMM 1110 - Principles of Public Speaking (3). 15 hours of upper division speech communication courses are required for a minor in speech communication.

**Sports Medicine - Athletic Training Emphasis**

Prerequisites of Minor Program Courses:

Grade of C or higher in:

- 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)
- PHYS 1112 - Introduction to Physics II (3)
- PHYS 1114 - Introduction to Physics II Lab (1)

Course Requirements:

- KINS 3330 - Prevention of Injury and Illness in Sports Medicine (3)
- KINS 3331 - Pathology and Care of Sport 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 Sports Medicine (3)
- KINS 4333 - Therapeutic Exercise and Rehabilitation (3)

The Sports Medicine - Athletic Training Minor is open to any student interested in sports medicine. Contact the Department of Public Health Office, Room 2115, Hollis Building, (912) 681-0200 for information and advisement.

**Studio Art**

Prerequisites: ART 1010 - Drawing I (3) or either ART 1020 - Two-Dimensional Design (3) or ART 1030 - Three Dimensional Design (3).

Minor program: 3 hours in 2000 level studio course followed by 12 hours upper-division courses for which the prerequisites have been met.

**Theatre**

Prerequisites: THEA 1100 - Theatre Appreciation (3). One of the following lower-division courses is required for a minor in theatre: THEA 2333 - Fundamentals of Acting (3) or THEA 2332 - Stagecraft (3). Additionally, 12 hours of upper-division theatre courses are required for a minor in theatre.

**Writing**

Minor Program: 15 semester hours (5 three-hour courses), of upper-division courses in Writing and Linguistics.

## Interdisciplinary Minors

Minors are available in eight 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, Forest Drive Building, Room 1116

Requirements: AAST 3230 - Introduction to Africana Studies, 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.

Courses approved for the Africana Minor include:

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/GEOG 4330 - Geography of Africa South of the Sahara (3)  
 AAST/SOCI/AMST 4333 - Race and Ethnicity (3)  
 AAST/SPCM/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/MUSC 5132 - Jazz History (3)  
 AAST/ENGL 5232 - Studies in African American Literature (3)  
 AAST/HIST 5233 - The American City (3)  
 AAST/SPAN 5330 - African Hispanic Culture (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

Director: Dr. Reed Smith

Communication Arts Building, Room 1030, (912) 681-0531

Requirements: 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 the director of the American Studies Minor.

Courses approved for the American Studies Minor include:

AMST/ENGL 2430 - Native American Literature (3)  
 AMST/AAST/HIST 3130 - African American History to 1877 (3)

AMST/AAST 3131 - African American History Since 1877 (3)  
 AMST/ENGL 3132 - American Literature II (3)  
 AMST/HIST 3133 - United States Constitutional History (3)  
 AMST/HIST 3134 - American Economic History (3)  
 AMST/WGST/HIST 3137 - History of Women in the US (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/ENGL 3238 - The American Dream (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/PHIL 3430 - American Philosophy (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/ENGL 4237 - The American Novel (3)  
 AMST/AAST/SOCI 4333 - Race and Ethnicity (3)  
 AMST/AAST/SPCM 4337 - Rhetoric of Social Movements (3)  
 AMST/GEOG 5130 - Historical Geography of North America (3)  
 AMST/ANTH 5131 - Historical Archaeology (3)  
 AMST/HIST 5132 - Colonial America (3)  
 AMST/HIST 5133 - Revolutionary America (3)  
 AMST/HIST 5134 - Civil War and Reconstruction (3)  
 AMST/MUSC 5136 - Music in the United States (3)  
 AMST/HIST 5137 - The Antebellum South (3)  
 AMST/ENGL 5230 - Colonial American Literature (3)  
 AMST/ENGL 5234 - Southern Literature (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

Contact: Timothy Teeter, Department of History

Courses for the Minor Program:

HIST 1111 - World History I (3)  
 Any 3000 or 4000 level Latin course (3)

At least four of the following courses:

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 5331 - The Age of Chivalry: Europe 1000-1300 (3)  
 HIST 3430 - History of England to 1603 (3)  
 HIST 3030 - Selected Topics in History (3)  
 PHIL 3431 - Ancient Philosophy (3)  
 POLS 2131 - Classical Political Thought (3)  
 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)  
 LATN 3131 - Latin Authors (3)  
 LATN 3330 - Roman Women (3)  
 LATN 4890 - Directed Independent Study in Latin (at least 3 hours)



**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.

World History I 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  
 Forest Drive Building, Room 1346, (912) 681-0115

For all students:

COML 2531 - Crossing Borders: Introduction to Comparative Literature (3)

Foreign Language majors choose three courses (9), non-Foreign Language majors choose two courses (6) from the following group:

- COML/ENGL 3090 - Selected Topics (3)
- COML/ENGL 4538 - Literary Criticism (3)
- COML/ENGL 5330 - Drama to Romanticism (3)
- COML/ENGL 5334 - Modern Drama (3)
- COML/ENGL 5530 - The Bible as Literature (3)
- COML/ENGL 5536 - Post-Colonial Literature (3)
- COML/ENGL 5537 - Contemporary World Fiction (3)

For all students, one course (3) 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 5132 - 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).

**International Studies Minor**

Department: Center for International Studies  
 Contact: Dr. Nancy W. Shumaker  
 Forest Drive Building, Room 1323, (912) 681-0332

Requirements: 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

Requirements: IRSH 4890 - Seminar in Irish Studies (3)  
 An additional 12 semester hours of courses with a significant Irish 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 Irish Studies Minor.

Courses approved for the Irish Studies Minor include:

- ENGL 3338 - Irish Cultural Identities in Literature Relating to Famine (3)
- HIST 3431 - England Since 1603 (3)
- IRSH 3090 - Selected Topics (3)
- IRSH 3330 - Contemporary Irish Culture (3)
- IRSH/THEA 3333 - Irish Theatre (3)
- IRSH 3430 - Ireland in Film (3)
- IRSH/ENGL 5130 - Twentieth-Century Irish Literature (3)

**Japanese Studies Minor**

Department: Foreign Languages  
 Contact: Dr. Donnie Richards  
 Forest Drive Building, Room 1302, (912) 681-8081

Students will complete 15 hours of course work from 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  
 Forest Drive Building, Room 1323, (912) 681-0332

Requirements: INTS 3130 - Contemporary World Cultures (3) and 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.

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/SPAN 3331 - Latin American Civilization I (3)
- LAST/SPAN 3332 - Latin American Civilization II (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 - Introduction to Spanish American Literature I (3)
- LAST/GEOG 4232 - Geography of Latin America (3)
- LAST/ANTH 4235 - Cultures of Mexico (3)
- LAST/ANTH 4261 - Field Session in Archeology (3)
- LAST/SPAN 4436 - 20<sup>th</sup> Century Spanish American Literature (3)
- LAST/SPAN 5232/5232G - Literature of Hispanic Minorities (3)
- LAST/SPAN 5235/5235G - Contemporary Hispanic Women Writers (3)
- LAST/SOCI/ANTH 5436/5436G - Latin American Societies (3)

### Linguistics Minor

Department: Writing and Linguistics

Contact: Dr. Frank Arasanyin

Newton Building, Room 1119-B, (912) 486-7749

Requirements: 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.

Courses approved for the Linguistics Minor include:

- FORL 3030 - Selected Topics in Foreign Language (1-3)
- FORL 4030 - Selected Topics in Foreign Language (1-3)
- LING 3030 - Language, Power, Politics (3)
- LING 3031 - Phonology (3)
- LING 3032 - Syntax (3)
- LING/FORL 3131 - Greek and Latin Vocabulary (3)
- LING/SPCM 4333 - Semantics (3)
- LING/SPCM 4335 - Linguistic Analysis (3)
- LING 5330 - History of the English Language (3)
- LING/COMM/ANTH 5530 - Sociolinguistics (3)

### Religious Studies Minor

Department: Literature and Philosophy

Contact: Dr. Matthew Goff

Newton Building, Room 3301-D, (912) 681-5128

Requirements: RELS 2130 - Introduction to Religion (3) and RELS 4890 - Seminar in Religious Studies (1-9)

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.

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 3231 - The Muslim World to Tamerlane (3)
- RELS/HIST 3251 - The Muslim World Since Genghis Khan (3)
- RELS/HIST 3332 - Late Antiquity (3)
- RELS/HIST 3334 - Christian Europe 450-1750 (3)
- RELS/PSYC 3336 - Humanistic and Transpersonal Psychology (3)
- RELS/HIST 3233 - The Early Church (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)

### Spanish For Business Minor

Department: Foreign Language

Contact: Dr. Donnie Richards

Forest Drive Building, Room 1302, (912) 681-8081

Students will complete SPAN 3530 - Introduction to Spanish for Business (3) plus 12 hours of course work from the following:

- SPAN 3531 - Technology for Business (3)
- SPAN 4530 - Spanish for Business Advanced I (3)
- SPAN 4531 - Spanish for Business Advanced II (3)
- SPAN 4532 - Translation and Interpretation (3)
- SPAN 4533 - Business through Literature (3)
- SPAN 4534 - The Manufacturing Enterprise (3)

### Women's and Gender Studies Minor

Department: Women's and Gender Studies

Contact: Dr. Lori Amy, phone: 681-0625, e-mail lamy@georgiasouthern.edu, Forest Drive Room 1127

Requirements: 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.

Courses approved for the Women's and Gender Studies Program include:

- WGST 3090 - Selected Topics in Women's and Gender Studies (3)
- WGST/HIST/AMST 3137 - History of Women in the U.S. (3)
- WGST/PSYC/INTS 3232 - Psychology of Gender (3)
- WGST/POLS 3235 - Gender and Politics (3)
- WGST/SPCM 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/SPAN 5235/5235G - Contemporary Hispanic Women Writers (3)  
 WGST/ANTH 5331/5331G - Gender and Anthropology (3)  
 WGST/ENGL/AAST 5539/5539G - Literature by Women (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) and 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), and three or four cross-listed American Studies elective courses from two different disciplines.

#### Asian Studies Concentration

Students will complete a required course INTS 3130 - Contemporary World Cultures (3), and select an additional fifteen (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.

ANTH 4335 - Cultural Anthropology & International Business (3)  
 ANTH 4435 - Middle Eastern Cultures (3)  
 ART 3438 - Art of Asia (3)  
 JAPN 3331 - Japanese Culture for Americans (3)  
 HIST/INTS 3532 - The Modern Middle East (3)  
 HIST/INTS 3534 - Modern Southeast Asia (3)  
 HIST/INTS 3535 - Islamic Civilization (3)  
 HIST/INTS 5531 - Modern Japan (3)  
 HIST/INTS 5532 - Modern China (3)  
 HIST/INTS 5533 - Economic Rivals United States, European Community, Japan (3)

#### European Studies Concentration

GEOG 4430 - Geography of Europe (3), with an additional fifteen (15) semester 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.

#### International Studies Concentration

INTS 3130 - Contemporary World Cultures (3), INTS 3230 - Global Issues (3), and an additional twelve (12) semester 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

Students will complete two required courses, INTS 3130 - Contemporary World Cultures (3) and LAST 4890 - Seminar in Latin American Studies (3) along with an additional 12 semester 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. Ron Young.

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/SPAN 3331 - Latin American Civilization I (3)
- LAST/HIST/INTS 3537 - Colonial Latin America (3)
- LAST/HIST/INTS 3538 - Modern Latin America (3)
- LAST/SPAN 4231 - Introduction to Spanish American Literature I (3)
- LAST/GEOG 4232 - Geography of Latin America (3)
- LAST/ANTH 4235 - Cultures of Mexico (3)
- LAST/ANTH 4261 - Field Session in Archeology (3)
- LAST/SPAN 4436 - 20<sup>th</sup> Century Spanish American Literature (3)
- LAST/SPAN 5232/5232G - Literature of Hispanic Minorities (3)
- LAST/SPAN 5235/5235G - Contemporary Hispanic Women Writers (3)
- LAST/SOCI/ANTH 5436/5436G - Latin American Societies (3)
- SPAN 4232 - Introduction to Spanish American Literature II (3)

### Linguistics Concentration

FORL 3533 - Introduction to Language (3) and five other language and linguistics courses. A list of approved courses is available from the Department of Writing and Linguistics.

### Religious Studies Concentration

RELS 4890 - Seminar in Religious Studies (1-9) and five courses including RELS 2130 - Introduction to Religion (3) from at least three different disciplines, selected from the following and approved by the Religious Studies Committee:

- 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/HIST 3332 - Late Antiquity (3)
- RELS/HIST 3334 - History of Christianity (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

Requirements: 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.

Courses approved for the Women's and Gender Studies Program include:

- WGST 3090 - Selected Topics in Women's and Gender Studies (3)
- WGST/HIST/AMST 3137 - History of Women in the U.S. (3)
- WGST/PSYC/INTS 3232 - Psychology of Gender (3)
- WGST/POLS 3235 - Gender and Politics (3)
- WGST/SPCM 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 4332 - "Women Question" in Europe (3)
- WGST/HIST/AAST 4530 - Revelation and Revolution (3)
- WGST/SPAN 5235/5235G - Contemporary Hispanic Women Writers (3)
- WGST/ANTH 5331/5331G - Gender and Anthropology (3)
- WGST/ENGL/AAST 5539/5539G - Literature by Women (3)

## Second Discipline Concentrations

Students in the Bachelor of Science program in information technology are required to choose an area of secondary specialization to blend their IT knowledge with an expanded knowledge of a focused application area. Each second discipline consists of 3 semester hours in Area F and 18 semester hours specified by the academic unit offering the second discipline. Faculty from the second discipline areas participate in the delivery of IT 1022 – Applications of IT (2). Students should select the second discipline no later than the beginning of the junior year.

The requirements for the approved second discipline concentrations are given below.

### Applied Integrated Manufacturing

Department: School of Technology

Area F

- TMFG 2131 - Manufacturing Enterprise (3)

Required Courses (18 Hours)

- TMFG 1111 - Manufacturing Seminar (1)
- TMFG 2133 - 3-D Computer Drafting (2)
- TMFG 2522 - Computer Drafting (3)
- TMFG 3131 - Manufacturing Process and Materials (3)
- TMFG 4132 - Power Systems and Control Applications (3)
- TMFG 5133 - Automated Manufacturing Systems (3)
- TMFG 5233 - Manufacturing Applications in Information Technology (3)

### Digital Imaging Systems

Department: School of Technology

Area F

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

Required Courses (10 Hours)

- TCPM 1131 - Introduction to Print Technology (3)
- WRIT 2130 - Technical Communication (3)
- TCPM 5234 - Color Reproduction (3)
- TCPM 5314 - Color Reproduction Lab (1)

Electives: Choose 8 hours from the following:

- TCPM 2132 - Image Preparation I (3)
- TCPM 2212 - Image Preparation I Lab (1)
- TCPM 3333 - Image Preparation II (3)
- TCPM 3413 - Image Preparation II Lab (1)
- TCPM 4232 - Photo Preparation for Production (3)
- TCPM 5334 - Imaging Systems (3)

**Electronic Broadcast Media**

Department: Communication Arts

Area F

COMM 2332 - Introduction to Mass Communication (3)

Required Courses (12 Hours)

- BRCT 3331 - Audio Production (3)
- BRCT 3332 - Video Production (3)
- BRCT 3333 - Telecommunication (3)
- BRCT 3335 - Writing for Electronic Media (3)

Elective Courses (Choose 6 hours)

- BRCT 3337 - Law and Ethics (3)
- BRCT 4090 - Broadcast Applications (3)
- BRCT 4331 - Advanced Audio Production (3)
- BRCT 4332 - Advanced Video Production (3)
- BRCT 4337 - Digital Video Editing (3)

**Financial Accounting**

Department: School of Accountancy

Area F

ACCT 2101 - Financial Accounting (3)

Required Courses (18 hours)

- ACCT 2102 - Managerial Accounting (3)
- ACCT 3131 - Intermediate Accounting I (3)
- ACCT 3132 - Intermediate Accounting II (3)
- ACCT 4133 - Intermediate Accounting III (3)
- ACCT 4130 - Accounting Information Systems (3)
- ACCT 4430 - Auditing (3)

**French**

Department: Foreign Languages

Area F

FREN 2001 - Intermediate French I (3)

Required Courses (18 hours)

- FREN 2002 - Intermediate French II (3)
- FREN 3130 - Conversational French (3)
- FREN 3134 - French Through Writing (3)
- FREN 3136 - French Through Film (3)
- FREN 3330 - French Civilization (3) or
- FREN 3336 - Francophone Cultures of Africa and the Caribbean (3)
- FREN 5130 - Advanced Grammar (3)

**Geographical Information Systems**

Department: Geology and Geography

Area F

STAT 2232 - Introduction to Statistics II (3)

Required Courses (18 hours)

- GEOG 3430 - Introduction to Geographical Information Systems (3)
- GEOG 3741 - Remote Sensing (4)
- GEOG 4140 - Introduction to Cartography (4)
- GEOG 4543 - Advanced Geographical Information Systems (4)
- GEOG 5090 - Special Topics in Geographical Information Systems (3)

**German**

Department: Foreign Languages

Area F

GRMN 2001 - Intermediate German I (3)

Required Courses (18 hours)

- GRMN 2002 - Intermediate German II (3)
- GRMN 3130 - German Conversation (3)

GRMN 3132 - German Grammar Review (3) or

GRMN 3134 - Writing in German (3)

GRMN 3231 - Texts and Media in German (3) or

GRMN 3330 - German Today (3)

GRMN 4232 - German Prose Works (3) or

GRMN 4330 - German Heritage (3)

GRMN 4331 - Business German (3)

**Health Informatics**

Department: Biology, Health and Kinesiology

Area F

STAT 2232 - Introduction to Statistics II (3)

Required Courses (18 hours)

- BIOL 2111 - Cellular Biology Lab (1)
- BIOL 2131 - Cellular Biology (3)
- BIOL 2240 - Microbiology (4)
- BIOL 3133 - Evolution and Ecology (3)
- HLTH 2510 - Medical Terminology (1)
- HLTH 3231 - Epidemiology and Vital Statistics (3)
- HLTH 6131 - Biostatistics (3)

**Human Resource Management**

Department: Management and Marketing

Area F

ACCT 2101 - Financial Accounting (3)

Required Courses (18 hours)

- MGNT 3130 - Management and Organizational Behavior (3)
- MGNT 3134 - Behavior in Organizations (3)
- MGNT 3334 - Human Resource Management (3)
- MGNT 4333 - Human Resource Information Systems (3)
- MGNT 4334 - Current Issues (3)

Elective Course (Choose 3 hours from the following)

- MGNT 4335 - Labor Relations (3)
- MGNT 4338 - Staffing, Training, and Development (3)
- MGNT 4332 - Compensation and Benefits (3)

**Imaging Information Systems**

Department: School of Technology

Area F

TCPM 1321 - Desktop Publishing (2)

TCPM 1411 - Desktop Publishing Lab (1)

Required Courses (10 hours)

- TCPM 1131 - Introduction to Print Technology (3)
- TCPM 5234 - Color Reproduction (3)
- TCPM 5314 - Color Reproduction Lab (1)
- TCPM 5334 - Imaging Systems (3)

Electives: Choose 8 hours from the following :

- TCPM 2132 - Image Preparation I (3)
- TCPM 2212 - Image Preparation I Lab (1)
- TCPM 2332 - Bindery, Finishing, and Distribution Practices (3)
- TCPM 2412 - Bindery, Finishing, and Distribution Practices Lab (1)
- TCPM 3333 - Image Preparation II (3)
- TCPM 3413 - Image Preparation II Lab (1)
- TCPM 4232 - Photo Preparation for Production (3)

**Information Technology and the Administration of Justice**

Department: Political Science

Area F

CRJU 1100 - Introduction to Criminal Justice (3)

**Other Required Courses**

- CRJU 2131 - Justice and Ethics (3)
- CRJU 3133 - Criminal Procedure (3)
- CRJU 3230 - Policing (3)
- CRJU 4032 - Criminal Behavior (3)
- CRJU 4231 - Criminal Justice Research Methods (3)
- CRJU 4830 - Criminal Justice Administration (3)

**Management**

Department: Management and Marketing  
Area F

- ACCT 2101 - Financial Accounting (3)

**Required Courses (18 hours)**

- MGNT 3130 - Management and Organizational Behavior (3)
- MGNT 3134 - Behavior in Organizations (3) MGNT
- 3334 - Human Resource Management (3) MGNT
- 3234 - Entrepreneurship/Small Business (3) MGNT
- 4230 - International Management (3)

Plus one elective that has a MGNT prefix (3)

**Marketing**

Department: Management and Marketing  
Area F

- ACCT 2101 - Financial Accounting (3)

**Required Courses (18 hours)**

- MKTG 3131 - Principles of Marketing (3)
- MKTG 3134 - Business Marketing (3)
- MKTG 4135 - Buyer Behavior (3)
- MKTG 4136 - International Marketing (3)
- MKTG 4137 - Marketing Management (3)

Plus one elective that has a MKTG prefix (3)

**Managerial Accounting**

Department: School of Accountancy  
Area F

- ACCT 2101- Financial Accounting (3)

**Required Courses (18 hours)**

- ACCT 2102 - Managerial Accounting (3)
- ACCT 3131- Intermediate Accounting I (3)
- ACCT 3231 - Managerial Accounting II (3)
- ACCT 5232 - Managerial Accounting III (3)
- ACCT 4130 - Accounting Information Systems (3)
- ACCT 3530 - Tax Aspects of Business Decisions (3)

**Military Science**

Department: Military Science  
Area F

- HIST 3230 - American Military History (3) or
- COMM 2332 - Introduction to Mass Communication (3)

**Required Courses (18)**

- MSCI 3131 - Advanced Tactics and Applied Leadership I (3)
- MSCI 3132 - Advanced Tactics and Applied Leadership II (3)
- MSCI 3731 - Advanced Military Skills Practicum (3)
- MSCI 4131 - Military Leadership and Management Seminar (3)
- MSCI 4132 - Transition to Lieutenant (3)
- WRIT 3230 - Writing in the Workplace (3)

**Multimedia for Information Technology**

Department: Communication Arts & School of Technology  
Area F

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

**Required Courses (6 hours)**

- BRCT 3335 - Writing For Electronic Media (3)
- TCPM 5332 - Multimedia Presentations (3)

**Elective Courses (Choose 12 hours from the following)**

- BRCT 3331 - Audio Production (3)
- BRCT 3332 - Video Production (3) TCPM
- 2132 - Image Preparation I (3) TCPM
- 2212 - Image Preparation I Lab (1)
- TCPM 4232 - Photo Preparation for Reproduction (3)
- TCPM 5234 - Color Reproduction (3)
- TCPM 5314 - Color Reproduction Lab (1)

**Retail Point of Sales (POS) Systems**

Department: Management and Marketing  
ACCT 2101- Financial Accounting (3)

**Required Courses (18 hours)**

- MKTG 3131 - Principles of Marketing (3)
- MKTG 3135 - Principles of Retailing (3)
- MKTG 4132 - Retail Store Management (3)
- CISM 4830 - Special Problems in IS (POS Technologies) (3)
- CISM 4238 - Network Administration (3)\*

*\*Students taking CISM 4238 as part of their Area of Specialization will not be allowed to count this course in the second discipline. They will instead be required to complete two electives from the list.*

**Elective Courses (Choose 3 or 6 hours from the following)**

- MKTG 4131 - Marketing Research (3)\*\*
  - MKTG 4135 - Buyer Behavior (3)
  - MKTG 3133 - Professional Selling (3)
  - MKTG 4137 Marketing Management (3)
- \*\*Requires BUSA 3131 as a prerequisite*

**Sales and Sales Management**

Department: Management and Marketing  
Area F

- ACCT 2101 - Financial Accounting (3)

**Required Courses (18 hours)**

- MKTG 3131 - Principles of Marketing (3)
- MKTG 3133 - Professional Selling (3)
- MKTG 3134 - Business Marketing (3)
- MKTG 4133 - Sales Management (3)
- MKTG 4136 - International Marketing (3)

**Elective Courses (select one elective from the following)**

- MKTG 3132-Principles of Advertising (3)
- MKTG 3135-Principles of Retailing (3)
- MKTG 4131-Marketing Research (3)
- MKTG 4132-Retail Store Management (3)
- MKTG 4134-Services Marketing (3)
- MKTG 4135-Buyer Behavior (3)
- MKTG 4137-Marketing Management (3)

**Spanish**

Department: Foreign Languages  
Area F

- SPAN 2001 - Intermediate Spanish I (3)

**Required Courses (18 hours)**

- SPAN 2002 - Intermediate Spanish II (3) or
- SPAN 2003 - Intermediate Spanish II: Conversation/Comprehension (3)
- SPAN 3130 - Conversation (3)
- SPAN 3131 - Grammar and Composition (3)
- SPAN 4334 - Peninsular Civilization and Culture (3) or
- SPAN 4335 - Spanish American Civilization and Culture (3)
- SPAN 4130 - Advanced and Applied Conversation (3)
- SPAN 4131 - Stylistics (3)

**Supply Chain Management**

Department: Logistics

Area F

ACCT 2101 - Financial Accounting (3)

Required Courses (12 hours)

LOGT 3231 - Principles of Transportation (3)

LOGT 3232 - Business Logistics (3)

MGNT 3430 - Operations Management (3)

MGNT 4436 - Planning and Control Systems (3)

Elective Courses (Choose 6 hours)

LOGT 4231 - Logistics and Intermodal Transportation Operations (3)

LOGT 4232 - International Logistics (3)

LOGT 4263 - Seminar in Intermodal Distribution (3)

MGNT 4435 - Management of Quality (3)

**Technical Writing**

Department: Writing and Linguistics

Area F

WRIT 2130 - Technical Communication (3)

Required Courses (18 hours)

WRIT 3230 - Writing in the Workplace (3)

WRIT 3537 - Special Topics in Writing and Technology (3)

WRIT 4130 - Creative Non-Fiction (3)

WRIT 5130/5130G - Modern English Grammar (3)

WRIT 5550/5550G - Technologies of Writing (3)

WRIT 5930/5930G - Technical Writing (3)

**Technology Education Program**

Department: College of Education

Area F

TCED 2131 - Introduction to Technology Education (3)

Required Courses (18 hours)

TCED 2132 - Lab Design (3)

TCED 3234 - Electronics Technology for Technology Education Teachers (3)

TCED 4130 - General Technology for Teachers (3)

TCED 5236 - Technology Education Curriculum (3)

TCED 5237 - Technology Education Methods (3)

TCED 5239 - Advanced Technology for Teachers (3)

**Technology and Political Analysis**

Department: Political Science

Area F

POLS 2101 - Introduction to Political Science (3)

Other Required Courses

POLS 3230 - Modern Political Thought (3)

POLS 4139 - Contemporary Political Thought (3)

Elective Courses (Choose 12 hours from the following)

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

ART 1020 - Two Dimensional Design (3)

Required Courses (18 hours)

ART 2330 - Typography (3)

ART 2331 - Graphic Design I (3)

ART 3331 - Graphic Design II (3)

ART 3332 - Graphic Design III (3)

ART 3334 - Professional Practices (3)

ART 4390 - Problems in Graphic Design (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) 681-5106  
shiffler@georgiasouthern.edu

Associate Dean: Mark D. Hanna  
Business Administration Room 2253  
P.O. Box 8002 (912) 681-5107  
hannamd@georgiasouthern.edu

Acting Assistant Dean for External Relations: Ben Thompson  
Business Administration Room 3355  
P.O. Box 8153 (912) 681-0193  
bthompson@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, management, marketing, and logistics and intermodal transportation. At the graduate level, we provide the Master of Accounting 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, as well as, 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

J. Lowell Mooney, Director

Professors: L. Hamilton (Emerita), O. James (Emeritus), P. Lagrone (Emeritus), J. Lockwood, L. Mooney, H. O'Keefe (Emeritus), N. Quick, (Emeritus)



Associate Professors: W. Bostwick, (Emeritus) L. Fletcher, H. Harrell (Emeritus), N. Herring (Emerita), L. Higgins, K. Johnson, B. Thompson, S. Wise, H. Wright  
 Assistant Professors: T. Cairney, W. Francisco, C. Hodgdon, T. Noland, S. O. A. Parham, K. Williams, D. Sinclair

#### **Department of Finance and Quantitative Analysis**

Chris Paul, Chair

Professors: L. Carnes (Emeritus), S. Forbes, C. Gooding (Emeritus), Mark Hanna, F. Hodges (Emeritus), L. Parrish, C. Paul, B. Price, L. Price (Emeritus), R. Shiffler, J. Simons, J. White  
 Associate Professors: J. Hatem, S. Moss, W. Smith (Emeritus)  
 Assistant Professors: J. Barcoulas, M. Barth, J. Budack (Emeritus), D. Eckles, C. Randall, D. Stapleton, L. Stewart (Emeritus), W. Wells

#### **Department of Management, Marketing and Logistics**

Glen Riecken, Chair

Professors: W. Bolen (Emeritus), L. Denton, L. Dosier (Emeritus), M. Hazeldine, R. Kent, B. Keys (Emeritus), M. McDonald, M. Miles, L. Munilla, E. Murkison, E. Randall, G. Riecken, R. Stapleton, C. Swift, D. Thompson (Emeritus), J. White (Emeritus), J. Wilson  
 Associate Professors: L. Bleicken, C. Campbell, J. Gutknecht (Emeritus), J. Henry (Emeritus), R. Hilde (Emeritus), K. Manrodt, S. Rutner  
 Assistant Professors: J. Ezell (Emeritus), K. Gruben, R. Hoell, A. Moxley (Emeritus), L. Mullen, M. Nowak  
 Instructor: B. Williams

#### **School of Economic Development**

Darrell Parker, Acting Director

Professor: R. Coston (Emeritus), E. Davis, M. Jones, W. Levernier, D. Parker, D. Weisenborn (Emeritus),  
 Associate Professor: G. Brock, J. Brown, P. Isley, W. Smith (Emeritus)  
 Assistant Professor: A. Barilla, D. Fisher, G. Gibbison, A. King, J. King, C. Ogloblin, M. Reksulak, B. Yang, M. Yanochik,  
 Instructor: J. Davis

### **Programs: Undergraduate**

#### **Accounting**

Accounting is the language of business. The accounting profession offers boundless 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. As America's most trusted information professionals, accountants are uniquely situated to lead business into the 21st century. Georgia Southern's separately accredited AACSB accounting program offers two tracks:

#### **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 a total of twenty-seven semester hours of accounting coursework 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.

#### **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**

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.

#### **Emphasis in Business Economics**

Business economists analyze and interpret information and empirical data on the level of business activity, government policies, international markets and other events that may impact the business firm. Expected impacts on demand and revenues, price, production and costs, the competitive level, and financial conditions are ascertained.

#### **Emphasis in International Business**

This curriculum prepares the student to access and respond to opportunities and problems and opportunities 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 Real Estate**

The emphasis in real estate allows a student to specialize in the field of real estate.

**Emphasis in Risk Management and Insurance**

A student who selects insurance will be provided with a valuable background to enter this growing field of business activity.

**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.

**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

### 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 1972, with graduates going on to pursue successful careers in banking and finance, marketing, manufacturing, and international organizations. The MBA program requires one and one half years of full-time study, yet it 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 personalize their program of study to fit their 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. Please refer to the graduate catalog for a detailed description of the program.

## 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) 681-0085

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) 681-5767

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) 681-5678

## 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 Business Administration Student Program Manager (Room 1131) 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 grade of "C" or better to obtain credit.

Students with a declared major other than BBA, "Pre-Business," "Pre-Information Systems" 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," "Pre-Information Systems" or "Undeclared" may not enroll in any upper-division courses offered by COBA.

In order to change from "Pre-Business" or "Pre-Information Systems" to "BBA" status, a student must (1) complete each of the following ten courses with a grade of "C" or better and (2) earn an adjusted GPA of 2.5 or better on these ten courses.

- ENGL 1101 - Composition I
- ENGL 1102 - Composition II
- MATH 1111 - College Algebra
- MATH 1232 - Survey of Calculus
- ECON 2105 - Economics in a Global Society
- ACCT 2101 - Financial Accounting BUSA 1105 - Introduction to Business BUSA 2106 - The Environment of Business CISM 1110 - Computer Applications
- CISM 1120 - Computer Concepts

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 coursework 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 grades of "C" or better in all courses used to satisfy their "Major Requirements" and (2) make grades of "C" or better 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.

**B.B.A. ACCOUNTING 125 HOURS**

*See pages 52-53 for Core Curriculum, required of all students.*

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
* <b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
* <b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
* <b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>
ACCT 2101 - Financial Accounting (3)	
ACCT 2102 - Managerial Accounting (3)	
BUSA 1105 - Introduction to Business (3)	
BUSA 2106 - The Environment of Business (3)	
CISM 1110 - Computer Applications (1)	
CISM 1120 - Computer Concepts (2)	
ECON 2106 - Business Economics (3)	
<b>Health and Physical Education Activities</b> .....	<b>4 Hours</b>
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
<b>Orientation I</b> .....	<b>1 Hour</b>
GSU 1210 - University Orientation I (1)	
<b>Specific Requirements Beyond Area F</b> .....	<b>24 Hours</b>
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)	
<b>Major Requirements</b> .....	<b>24 Hours</b>
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)	
Accounting Elective (3): Any approved 4000 or 5000 level accounting elective course	
<b>Electives</b> .....	<b>12 Hours</b>

At least nine (9) hours of electives must be earned in courses offered outside the College of Business Administration.

**ADVISEMENT:** College of Business Administration Student Services Center, Business Administration Building, (912) 681-0085.

- \* 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)

**PROGRAM ADMISSION CRITERIA AND OTHER PROGRAM REQUIREMENTS:** See B.B.A. Specific Requirements

<b>B.A.</b>	<b>ECONOMICS</b>	<b>125 HOURS</b>
<i>See pages 52-53 for Core Curriculum, required of all students.</i>		
<b>Area A - Essential Skills</b> .....		<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....		<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....		<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology</b> .....		<b>11 Hours</b>
<b>Area E - Social Science</b> .....		<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....		<b>18 Hours</b>
Foreign Language (3)		
Foreign Language (3)		
CISM 1110 - Computer Applications (1)		
CISM 1120 - Computer Concepts (2)		
ECON 2106 - Business Economics (3)		
MATH 1232 - Survey of Calculus (3)		
STAT 2232 - Introduction to Statistics II (3)		
<b>Health and Physical Education Activities</b> .....		<b>4 Hours</b>
HLTH 1520 - Healthful Living (2)		
Physical Education Activities (2)		
<b>Orientation I</b> .....		<b>1 Hour</b>
GSU 1210 - University Orientation I (1)		
<i>*Recommended Core Course for Economics Majors</i>		
STAT 2231 - Introduction to Statistics I (Area D) (3)		
<b>Major Requirements</b> .....		<b>24 Hours</b>
ECON 3131 - Intermediate Macroeconomics (3)		
ECON 3132 - International Economics I (3)		
ECON 3231 - Intermediate Microeconomics (3)		
5 Additional Upper Division (15)		
<b>Minor</b> .....		<b>15 Hours</b>
<b>Foreign Language (If needed to complete Intermediate II)</b> .....		<b>0-6 Hours</b>
<b>Electives (Depending on hours needed for foreign language)</b> .....		<b>15-21 Hours</b>
<b>ADVISEMENT:</b> School of Economic Development, Room 3310, College of Business Administration Building, (912) 681-5216.		

**B.B.A. ECONOMICS 125 HOURS**

*See pages 52-53 for Core Curriculum, required of all students.*

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
* <b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
* <b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
* <b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>
ACCT 2101 - Financial Accounting (3)	
ACCT 2102 - Managerial Accounting (3)	
BUSA 1105 - Introduction to Business (3)	
BUSA 2106 - The Environment of Business (3)	
CISM 1110 - Computer Applications (1)	
CISM 1120 - Computer Concepts (2)	
ECON 2106 - Business Economics (3)	
<b>Health and Physical Education Activities</b> .....	<b>4 Hours</b>
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
<b>Orientation I</b> .....	<b>1 Hour</b>
GSU 1210 - University Orientation I (1)	
<b>Specific Requirements Beyond Areas A-F</b> .....	<b>24 Hours</b>
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)	
CISM 4130 - Management Information Systems (3)	
MKTG 3131 - Principles of Marketing (3)	
<b>Major Requirements</b> .....	<b>24 Hours</b>
ECON 3131 - Aggregate Economic Analysis (3)	
ECON 3132 - International Economics I (3)	
ECON 3231 - Microeconomic Analysis (3)	
5 Additional Upper Division Economics Courses (15)	
<b>Electives</b> .....	<b>12 Hours</b>
At least nine (9) hours of electives must be earned in courses offered outside of the College of Business Administration.	
<b>ADVISEMENT:</b> College of Business Administration Student Services Center, Business Administration Building, (912) 681-0085.	
* 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)	
<b>PROGRAM ADMISSION CRITERIA AND OTHER PROGRAM REQUIREMENTS:</b> See B.B.A. Specific Requirements	

**B.B.A.****ECONOMICS****125 HOURS****INTERNATIONAL BUSINESS EMPHASIS***See pages 52-53 for Core Curriculum, required of all students.*

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
* <b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
* <b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
* <b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>
ACCT 2101 - Financial Accounting (3)	
ACCT 2102 - Managerial Accounting (3)	
BUSA 1105 - Introduction to Business (3)	
BUSA 2106 - The Environment of Business (3)	
CISM 1110 - Computer Applications (1)	
CISM 1120 - Computer Concepts (2)	
ECON 2106 - Business Economics (3)	
<b>Health and Physical Education Activities</b> .....	<b>4 Hours</b>
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
<b>Orientation I</b> .....	<b>1 Hour</b>
GSU 1210 - University Orientation I (1)	
<b>Specific Requirements Beyond Areas A-F</b> .....	<b>24 Hours</b>
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)	
CISM 4130 - Management Information Systems (3)	
MKTG 3131 - Principles of Marketing (3)	
<b>Major Requirements</b> .....	<b>24 Hours</b>
ECON 3131 - Aggregate Economic Analysis (3)	
ECON 3132 - International Economics I (3)	
ECON 3231 - Microeconomic Analysis (3)	
ECON 3232 - International Economics II (3)	
ECON 4431 - International Economic Development (3)	
3 Additional Upper Division International Courses (9)	
<b>Electives</b> .....	<b>12 Hours</b>
At least nine (9) hours of electives must be earned in courses offered outside of the College of Business Administration.	
<b>ADVISEMENT:</b> College of Business Administration Student Services Center, Business Administration Building, (912) 681-0085.	
* 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)	
<b>PROGRAM ADMISSION CRITERIA AND OTHER PROGRAM REQUIREMENTS:</b> See B.B.A. Specific Requirements	

**B.B.A. FINANCE GENERAL 125 HOURS**

See pages 52-53 for Core Curriculum, required of all students.

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
* <b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
* <b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
* <b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>
ACCT 2101 - Financial Accounting (3)	
ACCT 2102 - Managerial Accounting (3)	
BUSA 1105 - Introduction to Business (3)	
BUSA 2106 - The Environment of Business (3)	
CISM 1110 - Computer Applications (1)	
CISM 1120 - Computer Concepts (2)	
ECON 2106 - Business Economics (3)	
<b>Health and Physical Education Activities</b> .....	<b>4 Hours</b>
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
<b>Orientation I</b> .....	<b>1 Hour</b>
GSU 1210 - University Orientation I (1)	
<b>Specific Requirements Beyond Areas A F</b> .....	<b>24 Hours</b>
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)	
CISM 4130 - Management Information Systems (3)	
MKTG 3131 - Principles of Marketing (3)	
<b>Major Requirements</b> .....	<b>24 Hours</b>
<i>Required Courses:</i>	
FINC 3130 - Financial Tools and Methods (3)	
FINC 3132 - Intermediate Financial Management (3)	
FINC 3231 - Financial Markets and Investments (3)	
FINC 3134 - Enterprise Risk Management (3)	
FINC 4331 - Bank Management (3)	
Three Upper Division Finance Courses (9) from the following:	
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 4431 - Principles of Real Estate (3)	
FINC 4534 - Business Insurance (3)	
FINC 4790 - Internship in Finance (3)	
FINC 4830 - Special Problems in Finance (3)	
<b>Electives</b> .....	<b>12 Hours</b>

At least nine (9) hours of electives must be earned in courses offered outside of the College of Business Administration

**ADVISEMENT:** College of Business Administration Advisement Center, Business Administration Building, (912) 681-0085

\* 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)

**PROGRAM ADMISSION CRITERIA AND OTHER PROGRAM REQUIREMENTS:** See B.B.A. Specific Requirements



**B.B.A.****FINANCE****125 HOURS****FINANCIAL SERVICES EMPHASIS***See pages 54-55 for Core Curriculum, required of all students.*

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
* <b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
* <b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
* <b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>
ACCT 2101 - Financial Accounting (3)	
ACCT 2102 - Managerial Accounting (3)	
BUSA 1105 - Introduction to Business (3)	
BUSA 2106 - The Environment of Business (3)	
CISM 1110 - Computer Applications (1)	
CISM 1120 - Computer Concepts (2)	
ECON 2106 - Business Economics (3)	
<b>Health and Physical Education Activities</b> .....	<b>4 Hours</b>
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
<b>Orientation I</b> .....	<b>1 Hour</b>
GSU 1210 - University Orientation I (1)	
<b>Specific Requirements Beyond Areas A F</b> .....	<b>24 Hours</b>
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)	
CISM 4130 - Management Information Systems (3)	
MKTG 3131 - Principles of Marketing (3)	
<b>Major Requirements</b> .....	<b>24 Hours</b>
FINC 3130 - Financial Tools and Methods (3)	
FINC 3132 - Intermediate Financial Management (3)	
FINC 3231 - Financial Markets and Investments (3)	
FINC 4231 - Personal Financial Planning (3)	
FINC 4234 - Personal Insurance Planning (3)	
FINC 4331 - Bank Management (3)	
FINC 4232 - Security Analysis (3)	
One Upper Division Finance Course (3) from the following:	
FINC 3133 - International Finance (3)	
FINC 3134 - Enterprise Risk Management (3)	
FINC 3531 - Principles of Risk and Insurance (3)	
FINC 4233 - Estate Management (3)	
FINC 4431 - Principles of Real Estate (3)	
FINC 4534 - Business Insurance (3)	
FINC 4790 - Internship in Finance (3)	
FINC 4830 - Special Problems in Finance (3)	
<b>Electives</b> .....	<b>12 Hours</b>

At least nine (9) hours of electives must be earned in courses offered outside of the College of Business Administration

**ADVICE:** College of Business Administration Advisement Center, Business Administration Building, (912) 681-0085

\* 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)

**PROGRAM ADMISSION CRITERIA AND OTHER PROGRAM REQUIREMENTS:** See B.B.A. Specific Requirements

**B.B.A.****FINANCE****125 HOURS****PERSONAL FINANCIAL PLANNING EMPHASIS***See pages 54-55 for Core Curriculum, required of all students.*

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
* <b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
* <b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
* <b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>
ACCT 2101 - Financial Accounting (3)	
ACCT 2102 - Managerial Accounting (3)	
BUSA 1105 - Introduction to Business (3)	
BUSA 2106 - The Environment of Business (3)	
CISM 1110 - Computer Applications (1)	
CISM 1120 - Computer Concepts (2)	
ECON 2106 - Business Economics (3)	
<b>Health and Physical Education Activities</b> .....	<b>4 Hours</b>
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
<b>Orientation I</b> .....	<b>1 Hour</b>
GSU 1210 - University Orientation I (1)	
<b>Specific Requirements Beyond Areas A F</b> .....	<b>24 Hours</b>
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)	
CISM 4130 - Management Information Systems (3)	
MKTG 3131 - Principles of Marketing (3)	
<b>Major Requirements</b> .....	<b>24 Hours</b>
FINC 3130 - Financial Tools and Methods (3)	
FINC 3132 - Intermediate Financial Management (3)	
FINC 3231 - Financial Markets and Investments (3)	
FINC 4231 - Personal Financial Planning (3)	
FINC 4234 - Personal Insurance Planning (3)	
FINC 4233 - Estate Management (3)	
Two Upper Division Finance Courses (6) from the following:	
FINC 3133 - International Finance (3)	
FINC 3134 - Enterprise Risk Management (3)	
FINC 3531 - Principles of Risk and Insurance (3)	
FINC 4232 - Security Analysis (3)	
FINC 4331 - Bank Management (3)	
FINC 4431 - Principles of Real Estate (3)	
FINC 4534 - Business Insurance (3)	
FINC 4790 - Internship in Finance (3)	
FINC 4830 - Special Problems in Finance (3)	
<b>Electives</b> .....	<b>12 Hours</b>

At least nine (9) hours of electives must be earned in courses offered outside of the College of Business Administration

**ADVISEMENT:** College of Business Administration Advisement Center, Business Administration Building, (912) 681-0085

\* 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)

**PROGRAM ADMISSION CRITERIA AND OTHER PROGRAM REQUIREMENTS:** See B.B.A. Specific Requirements

**B.B.A.****FINANCE  
REAL ESTATE EMPHASIS****125 HOURS***See pages 52-53 for Core Curriculum, required of all students.*

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
* <b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
* <b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
* <b>Area E -Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>
ACCT 2101 - Financial Accounting (3)	
ACCT 2102 - Managerial Accounting (3)	
BUSA 1105 - Introduction to Business (3)	
BUSA 2106 - The Environment of Business (3)	
CISM 1110 - Computer Applications (1)	
CISM 1120 - Computer Concepts (2)	
ECON 2106 - Business Economics (3)	
<b>Health and Physical Education Activities</b> .....	<b>4 Hours</b>
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
<b>Orientation I</b> .....	<b>1 Hour</b>
GSU 1210 - University Orientation I (1)	
<b>Specific Requirements Beyond Areas A-F</b> .....	<b>24 Hours</b>
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)	
CISM 4130 - Management Information Systems (3)	
MKTG 3131 - Principles of Marketing (3)	
<b>Major Requirements</b> .....	<b>21 Hours</b>
FINC 3132 - Corporate Finance II (3)	
FINC 3133 - International Finance (3)	
FINC 3134 - Enterprise Risk Management (3)	
FINC 3231 - Financial Markets and Investments (3)	
FINC 4431 - Principles of Real Estate (3)	
2 Additional Upper Division Finance Courses (6)	
<b>Electives</b> .....	<b>15 Hours</b>
At least nine (9) hours of electives must be earned in courses offered outside of the College of Business Administration.	
<b>ADVISEMENT:</b> College of Business Administration Student Services Center, Business Administration Building, (912) 681-0085.	
* 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)	
<b>PROGRAM ADMISSION CRITERIA AND OTHER PROGRAM REQUIREMENTS:</b> See B.B.A. Specific Requirements	

**B.B.A. FINANCE 125 HOURS**  
**RISK MANAGEMENT & INSURANCE EMPHASIS**

*See pages 52-53 for Core Curriculum, required of all students.*

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
* <b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
* <b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
* <b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>
ACCT 2101 - Financial Accounting (3)	
ACCT 2102 - Managerial Accounting (3)	
BUSA 1105 - Introduction to Business (3)	
BUSA 2106 - The Environment of Business (3)	
CISM 1110 - Computer Applications (1)	
CISM 1120 - Computer Concepts (2)	
ECON 2106 - Business Economics (3)	
<b>Health and Physical Education Activities</b> .....	<b>4 Hours</b>
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
<b>Orientation I</b> .....	<b>1 Hour</b>
GSU 1210 - University Orientation I (1)	
<b>Specific Requirements Beyond Areas A F</b> .....	<b>24 Hours</b>
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)	
CISM 4130 - Management Information Systems (3)	
MKTG 3131 - Principles of Marketing (3)	
<b>Major Requirements</b> .....	<b>24 Hours</b>
FINC 3130 - Financial Tools and Methods (3)	
FINC 3132 - Intermediate Financial Management (3)	
FINC 3134 - Enterprise Risk Management (3)	
FINC 3231 - Financial Markets and Investments (3)	
FINC 3531 - Principles of Risk and Insurance (3)	
FINC 4234 - Personal Insurance Planning (3)	
FINC 4534 - Business Insurance (3)	
One Additional Upper Division Finance Course (3) from the following:	
FINC 3133 - International Finance (3)	
FINC 4232 - Security Analysis (3)	
FINC 4233 - Estate Management (3)	
FINC 4331 - Bank Management (3)	
FINC 4231 - Personal Financial Planning (3)	
FINC 4431 - Principles of Real Estate (3)	
FINC 4790 - Internship in Finance (3)	
FINC 4830 - Special Problems in Finance (3)	
<b>Electives</b> .....	<b>12 Hours</b>

At least nine (9) hours of electives must be earned in courses offered outside of the College of Business Administration

**ADVISEMENT:** College of Business Administration Advisement Center, Business Administration Building, (912) 681-0085

- \* 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)

**PROGRAM ADMISSION CRITERIA AND OTHER PROGRAM REQUIREMENTS:** See B.B.A. Specific Requirements

**B.B.A. INFORMATION SYSTEMS 125 HOURS**

See pages 52-53 for Core Curriculum, required of all students.

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
* <b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
* <b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
* <b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>
ACCT 2101 - Financial Accounting (3)	
ACCT 2102 - Managerial Accounting (3)	
BUSA 1105 - Introduction to Business (3)	
BUSA 2106 - The Environment of Business (3)	
CISM 1110 - Computer Applications (1)	
CISM 1120 - Computer Concepts (2)	
ECON 2106 - Business Economics (3)	
<b>Health and Physical Education Activities</b> .....	<b>4 Hours</b>
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
<b>Orientation I</b> .....	<b>1 Hour</b>
GSU 1210 - University Orientation I (1)	
<b>Specific Requirements Beyond Area A-F</b> .....	<b>24 Hours</b>
BUSA 3131 - Business Statistics (3)	
BUSA 3132 - Quantitative Analysis (3)	
BUSA 4131 - Strategic Management (3)	
CISM 4135 - Project Management and Development (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)	
<b>Major Requirements</b> .....	<b>24 Hours</b>
CISM 2230 - Applications Development (3)	
CISM 3134 - Data Communications (3)	
CISM 3135 - Systems Analysis and Design (3)	
CISM 4134 - Data Management (3)	
CISM 4136 - Global Information Resource Management (3)	
Select three of the following:	
Any upper division IS elective (3)	
CISM 3235 - Application Development with COBOL (3)	
CISM 4234 - Application Development with Objects (3)	
CISM 4236 - AS/400 and Its Applications (3)	
CISM 4237 - Decision Support Systems (3)	
CISM 4238 - Network Administration (3)	
<b>Electives</b> .....	<b>12 Hours</b>

At least nine (9) hours of electives must be earned in courses outside of the College of Business Administration.

**ADVISEMENT:** College of Business Administration Student Services Center, Business Administration Building, (912) 681-0085.

\* 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)

**PROGRAM ADMISSION CRITERIA AND OTHER PROGRAM REQUIREMENTS:** See B.B.A. Specific Requirements

**B.B.A. LOGISTICS AND INTERMODAL TRANSPORTATION 125 HOURS**

See pages 52-53 for Core Curriculum, required of all students.

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
* <b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
* <b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
* <b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>
ACCT 2101 - Financial Accounting (3)	
ACCT 2102 - Managerial Accounting (3)	
BUSA 1105 - Introduction to Business (3)	
BUSA 2106 - The Environment of Business (3)	
CISM 1110 - Computer Applications (1)	
CISM 1120 - Computer Concepts (2)	
ECON 2106 - Business Economics (3)	
<b>Health and Physical Education Activities</b> .....	<b>4 Hours</b>
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
<b>Orientation I</b> .....	<b>1 Hour</b>
GSU 1210 - University Orientation I (1)	
<b>Specific Requirements Beyond Area A-F</b> .....	<b>24 Hours</b>
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)	
<b>Major Requirements</b> .....	<b>24 Hours</b>
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 two of the following:	
CISM 4890 - Directed Study in Information Systems - SAP/ERP (3)	
ECON 4334 - Transportation Economics (3)	
MGNT 4434 - Operations Strategy (3)	
MGNT 4435 - Management of Quality (3)	
MKTG 3134 - Business Marketing (3)	
MKTG 4136 - International Marketing (3)	
<b>Electives</b> .....	<b>12 Hours</b>
At least nine (9) hours of electives must be earned in courses outside of the College of Business Administration.	
<b>ADVISEMENT:</b> College of Business Administration Student Services Center, Business Administration Building, (912) 681-0085.	
* 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)	
<b>PROGRAM ADMISSION CRITERIA AND OTHER PROGRAM REQUIREMENTS:</b> See B.B.A. Specific Requirements	

**B.B.A. MANAGEMENT 125 HOURS**

See pages 52-53 for Core Curriculum, required of all students.

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
* <b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
* <b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
* <b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>
ACCT 2101 - Financial Accounting (3)	
ACCT 2102 - Managerial Accounting (3)	
BUSA 1105 - Introduction to Business (3)	
BUSA 2106 - The Environment of Business (3)	
CISM 1110 - Computer Applications (1)	
CISM 1120 - Computer Concepts (2)	
ECON 2106 - Business Economics (3)	
<b>Health and Physical Education Activities</b> .....	<b>4 Hours</b>
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
<b>Orientation I</b> .....	<b>1 Hour</b>
GSU 1210 - University Orientation I (1)	
<b>Specific Requirements Beyond Area A-F</b> .....	<b>24 Hours</b>
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)	
CISM 4130 - Management Information Systems (3)	
MKTG 3131 - Principles of Marketing (3)	
<b>Major Requirements</b> .....	<b>24 Hours</b>
BUSA 3134 - Accounting for Management (3)	
MGNT 3134 - Behavior in Organizations (3)	
MGNT 3334 - Human Resource Management (3)	
MGNT 3234 - Entrepreneurship/Small Business (3)	
MGNT 3437 - Service Operations Management (3)	
MGNT 4230 - International Management (3)	
Upper Division Electives: Approved by an advisor (6)	
<b>Electives</b> .....	<b>12 Hours</b>

At least nine (9) hours of electives must be earned in courses outside of the College of Business Administration.

**ADVISEMENT:** College of Business Administration Student Services Center, Business Administration Building, (912) 681-0085.

- \* 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)

**PROGRAM ADMISSION CRITERIA AND OTHER PROGRAM REQUIREMENTS:** See B.B.A. Specific Requirements

**B.B.A. MANAGEMENT 125 HOURS**  
**EMPHASIS IN ENTREPRENEURSHIP/SMALL BUSINESS**

See pages 52-53 for Core Curriculum, required of all students.

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
* <b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
* <b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
* <b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>
ACCT 2101 - Financial Accounting (3)	
ACCT 2102 - Managerial Accounting (3)	
BUSA 1105 - Introduction to Business (3)	
BUSA 2106 - The Environment of Business (3)	
CISM 1110 - Computer Applications (1)	
CISM 1120 - Computer Concepts (2)	
ECON 2106 - Business Economics (3)	
<b>Health and Physical Education Activities</b> .....	<b>4 Hours</b>
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
<b>Orientation I</b> .....	<b>1 Hour</b>
GSU 1210 - University Orientation I (1)	
<b>Specific Requirements Beyond Area A-F</b> .....	<b>24 Hours</b>
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)	
CISM 4130 - Management Information Systems (3)	
MKTG 3131 - Principles of Marketing (3)	
<b>Major Requirements</b> .....	<b>24 Hours</b>
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)	
Upper Division Elective Approved by an Advisor (3)	
<b>Electives</b> .....	<b>12 Hours</b>

At least nine (9) hours of electives must be earned in courses outside of the College of Business Administration.

**ADVISEMENT:** College of Business Administration Student Services Center, Business Administration Building, (912) 681-0085.

- \* 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)

**PROGRAM ADMISSION CRITERIA AND OTHER PROGRAM REQUIREMENTS:** See B.B.A. Specific Requirements



**B.B.A. MANAGEMENT 125 HOURS**  
**EMPHASIS IN HUMAN RESOURCE MANAGEMENT**

See pages 52-53 for Core Curriculum, required of all students.

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
* <b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
* <b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
* <b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>
ACCT 2101 - Financial Accounting (3)	
ACCT 2102 - Managerial Accounting (3)	
BUSA 1105 - Introduction to Business (3)	
BUSA 2106 - The Environment of Business (3)	
CISM 1110- Computer Applications (1)	
CISM 1120 - Computer Concepts (2)	
ECON 2106 - Business Economics (3)	
<b>Health and Physical Education Activities</b> .....	<b>4 Hours</b>
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
<b>Orientation I</b> .....	<b>1 Hour</b>
GSU 1210 - University Orientation I (1)	
<b>Specific Requirements Beyond Area A-F</b> .....	<b>24 Hours</b>
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)	
CISM 4130 - Management Information Systems (3)	
MKTG 3131 - Principles of Marketing (3)	
<b>Major Requirements</b> .....	<b>24 Hours</b>
BUSA 3134 - Accounting for Management (3)	
MGNT 3134 - Behavior in Organizations (3)	
MGNT 3334 - Human Resource Management (3)	
MGNT 4230 - International Management (3)	
MGNT 4334 - Current Issues in the Work Environment (3)	
Select three courses from 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)	
<b>Electives</b> .....	<b>12 Hours</b>
At least nine (9) hours of electives must be earned in courses outside of the College of Business Administration.	
<b>ADVISEMENT:</b> College of Business Administration Student Services Center, Business Administration Building, (912) 681-0085.	
* 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)	
<b>PROGRAM ADMISSION CRITERIA AND OTHER PROGRAM REQUIREMENTS:</b> See B.B.A. Specific Requirements	

**B.B.A. MANAGEMENT 125 HOURS**  
**EMPHASIS IN OPERATIONS MANAGEMENT**

See pages 52-53 for Core Curriculum, required of all students.

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
* <b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
* <b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
* <b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>
ACCT 2101 - Financial Accounting (3)	
ACCT 2102 - Managerial Accounting (3)	
BUSA 1105 - Introduction to Business (3)	
BUSA 2106 - The Environment of Business (3)	
CISM 1110 - Computer Applications (1)	
CISM 1120 - Computer Concepts (2)	
ECON 2106 - Business Economics (3)	
<b>Health and Physical Education Activities</b> .....	<b>4 Hours</b>
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
<b>Orientation I</b> .....	<b>1 Hour</b>
GSU 1210 - University Orientation I (1)	
<b>Specific Requirements Beyond Area A-F</b> .....	<b>24 Hours</b>
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)	
CISM 4130 - Management Information Systems (3)	
MKTG 3131 - Principles of Marketing (3)	
<b>Major Requirements</b> .....	<b>24 Hours</b>
BUSA 3134 - Accounting for Management (3)	
MGNT 3134 - Behavior in Organizations (3)	
MGNT 4434 - Operations Strategy (3)	
MGNT 4435 - Management of Quality (3)	
MGNT 4436 - Planning and Control Systems in Operations Management (3)	
LOGT 3232 - Business Logistics (3)	
MGNT 3437- Service Operations Management (3)	
Select one of the following:	
ACCT 4131 - International Accounting (3)	
CISM 4136 - Global Information Resource Management (3)	
ECON 3132 - International Economics I (3)	
FINC 3133 - International Finance (3)	
LSTD 3130 - International Trade Regulation (3)	
MGNT 4230 - International Management (3)	
MKTG 4136 - International Marketing (3)	
<b>Electives</b> .....	<b>12 Hours</b>

At least nine (9) hours of electives must be earned in courses outside of the College of Business Administration.

**ADVISEMENT:** College of Business Administration Student Services Center, Business Administration Building, (912) 681-0085.

- \* 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)

**PROGRAM ADMISSION CRITERIA AND OTHER PROGRAM REQUIREMENTS:** See B.B.A. Specific Requirements

**B.B.A.**

**MARKETING  
WITHOUT AN AREA OF EMPHASIS**

**125 HOURS**

*See pages 52-53 for Core Curriculum, required of all students.*

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
* <b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
* <b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
* <b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>
ACCT 2101 - Financial Accounting (3)	
ACCT 2102 - Managerial Accounting (3)	
BUSA 1105 - Introduction to Business (3)	
BUSA 2106 - The Environment of Business (3)	
CISM 1110 - Computer Applications (1)	
CISM 1120 - Computer Concepts (2)	
ECON 2106 - Business Economics (3)	
<b>Health and Physical Education Activities</b> .....	<b>4 Hours</b>
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
<b>Orientation I</b> .....	<b>1 Hour</b>
GSU 1210 - University Orientation I (1)	
<b>Specific Requirements Beyond Area A-F</b> .....	<b>24 Hours</b>
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)	
CISM 4130 - Management Information Systems (3)	
MKTG 3131 - Principles of Marketing (3)	
<b>Major Requirements</b> .....	<b>24 Hours</b>
MKTG 4131- Marketing Research (3)	
MKTG 4136- International Marketing (3)	
MKTG 4137 - Marketing Management (3)	
Three Upper Division Marketing Electives Approved by an Advisor (9)	
Two Upper Division Marketing and/or Logistics and Intermodal Transportation Electives Approved by an Advisor (6)	
<b>Electives</b> .....	<b>12 Hours</b>
At least nine (9) hours of electives must be earned in courses outside of the College of Business Administration.	
<b>ADVISEMENT:</b> College of Business Administration Student Services Center, Business Administration Building, (912) 681-0085.	
* 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)	
<b>PROGRAM ADMISSION CRITERIA AND OTHER PROGRAM REQUIREMENTS:</b> See B.B.A. Specific Requirements	

**B.B.A. MARKETING 125 HOURS**  
**EMPHASIS IN FASHION MERCHANDISING**

See pages 52-53 for Core Curriculum, required of all students.

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
* <b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
* <b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
* <b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>
ACCT 2101 - Financial Accounting (3)	
ACCT 2102 - Managerial Accounting (3)	
BUSA 1105 - Introduction to Business (3)	
BUSA 2106 - The Environment of Business (3)	
CISM 1110 - Computer Application (2)	
CISM 1120 - Computer Concepts (1)	
ECON 2106 - Business Economics (3)	
<b>Health and Physical Education Activities</b> .....	<b>4 Hours</b>
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
<b>Orientation I</b> .....	<b>1 Hour</b>
GSU 1210 - University Orientation I (1)	
<b>Specific Requirements Beyond Area A-F</b> .....	<b>24 Hours</b>
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)	
CISM 4130 - Management Information Systems (3)	
MKTG 3131 - Principles of Marketing (3)	
<b>Major Requirements</b> .....	<b>24 Hours</b>
MKTG 3135 - Principles of Retailing (3)	
FMAD 3231 - Fashion Fundamentals (3)	
FMAD 3232 - Principles of Merchandising (3)	
MKTG 4132 - Retail Store Management (3)	
MKTG 4131 - Marketing Research (3)	
MKTG 4136 - International Marketing (3)	
MKTG 4137 - Marketing Management (3)	
Upper Division Marketing Elective Approved by an Advisor (3)	
<b>Electives</b> .....	<b>12 Hours</b>
At least nine (9) hours of electives must be earned in courses outside of the College of Business Administration.	
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 Building, (912) 681-0085.

- \* 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)

**PROGRAM ADMISSION CRITERIA AND OTHER PROGRAM REQUIREMENTS:** See B.B.A. Specific Requirements

**B.B.A. MARKETING EMPHASIS IN RETAILING MANAGEMENT 125 HOURS**

See pages 52-53 for Core Curriculum, required of all students.

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
* <b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
* <b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
* <b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>
ACCT 2101 - Financial Accounting (3)	
ACCT 2102 - Managerial Accounting (3)	
BUSA 1105 - Introduction to Business (3)	
BUSA 2106 - The Environment of Business (3)	
CISM 1110 - Computer Applications (1)	
CISM 1120 - Computer Concepts (2)	
ECON 2106 - Business Economics (3)	
<b>Health and Physical Education Activities</b> .....	<b>4 Hours</b>
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
<b>Orientation I</b> .....	<b>1 Hour</b>
GSU 1210 - University Orientation I (1)	
<b>Specific Requirements Beyond Area A-F</b> .....	<b>24 Hours</b>
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)	
CISM 4130 - Management Information Systems (3)	
MKTG 3131 - Principles of Marketing (3)	
<b>Major Requirements</b> .....	<b>24 Hours</b>
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)	
Two Upper Division Marketing Electives Approved by an Advisor (6)	
<b>Electives</b> .....	<b>12 Hours</b>
At least nine (9) hours of electives must be earned in courses outside of the College of Business Administration.	
<b>ADVICE:</b> College of Business Administration Student Services Center, Business Administration Building, (912) 681-0085.	
* 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)	
<b>PROGRAM ADMISSION CRITERIA AND OTHER PROGRAM REQUIREMENTS:</b> See B.B.A. Specific Requirements	

**B.B.A. MARKETING 125 HOURS**  
**EMPHASIS IN SALES AND SALES MANAGEMENT**

See pages 52-53 for Core Curriculum, required of all students.

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
* <b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
* <b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
* <b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>
ACCT 2101 - Financial Accounting (3)	
ACCT 2102 - Managerial Accounting (3)	
BUSA 1105 - Introduction to Business (3)	
BUSA 2106 - The Environment of Business (3)	
CISM 1110 - Computer Application (2)	
CISM 1120 - Computer Concepts (1)	
ECON 2106 - Business Economics (3)	
<b>Health and Physical Education Activities</b> .....	<b>4 Hours</b>
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
<b>Orientation I</b> .....	<b>1 Hour</b>
GSU 1210 - University Orientation I (1)	
<b>Specific Requirements Beyond Area A-F</b> .....	<b>24 Hours</b>
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)	
CISM 4130 - Management Information Systems (3)	
MKTG 3131 - Principles of Marketing (3)	
<b>Major Requirements</b> .....	<b>24 Hours</b>
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)	
Two Upper Division Marketing Electives Approved by an Advisor (6)	
<b>Electives</b> .....	<b>12 Hours</b>
At least nine (9) hours of electives must be earned in courses outside of the College of Business Administration.	
<b>ADVISEMENT:</b> College of Business Administration Student Services Center, Business Administration Building, (912) 681-0085.	
* 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)	
<b>PROGRAM ADMISSION CRITERIA AND OTHER PROGRAM REQUIREMENTS:</b> See B.B.A. Specific Requirements	

**B.B.A. REGIONAL ECONOMIC DEVELOPMENT 125 HOURS**

See pages 52-53 for Core Curriculum, required of all students.

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
* <b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
* <b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
* <b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>
ACCT 2101 - Financial Accounting (3)	CISM 1110 - Computer Applications (1)
ACCT 2102 - Managerial Accounting (3)	CISM 1120 - Computer Concepts (2)
BUSA 1105 - Introduction to Business (3)	ECON 2106 - Business Economics (3)
BUSA 2106 - The Environment of Business (3)	
<b>Health and Physical Education Activities</b> .....	<b>4 Hours</b>
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
<b>Orientation I</b> .....	<b>1 Hour</b>
GSU 1210 - University Orientation I (1)	
<b>Specific Requirements Beyond Areas A-F</b> .....	<b>24 Hours</b>
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)	
CISM 4130 - Management Information Systems (3)	
MKTG 3131 - Principles of Marketing (3)	
<b>Major Requirements</b> .....	<b>24 Hours</b>
REDV 3130 - Introduction to Economic Development (3)	
REDV 4131 - Applied Regional Analysis (3)	
REDV 4730 - Regional Economic Development Field Project (3)	
POLS 3330 - State and Local Government (3)	
Select two of the following:	
ECON 4437 - Regional and Urban Economics (3)	
ECON 4335 - Public Finance and Public Policy (3)	
REDV 4432 - Rural Economic Development (3)	
REDV 4830 - Special Problems in Economic Development (3)	
GEOG 3230 - Economic Geography (3)	
Select two of the following:	
ECON 4332 - Labor Economics (3)	
ECON 4334 - Transportation Economics (3)	
FINC 4431 - Principles of Real Estate (3)	
LOGT 3231 - Principles of Transportation (3)	
POLS 2101 - Introduction to Political Science (3)	
REDV 4890 - Directed Study in Economic Development (3)	
MGNT 3234 - Entrepreneurship/Small Business (3)	
MGNT 4234 - Small Business Management (3)	
MGNT 4335 - Labor Relations (3)	
LOGT 3232 - Business Logistics (3)	
<b>Electives</b> .....	<b>12 Hours</b>
Select one of the following:	
GEOG 3130 - Conservation of Natural Resources (3)	
GEOG 5230 - Urban Geography (3)	
PRCA 2330 - Introduction to Public Relations (3)	
SOC 3336 - Social Problems (3)	
SOC 3337 - Urban Sociology (3)	
SOC 5435 - The Rural South (3)	
Free Electives (9)	

At least nine (9) hours of electives must be earned in courses offered outside of the College of Business Administration.

**ADVISEMENT:** College of Business Administrative Student Services Center, Business Administration Building, (912) 681-0085.

\* 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)

**PROGRAM ADMISSION CRITERIA AND OTHER PROGRAM REQUIREMENTS:** See B.B.A. Specific Requirements

## College of Education

Dean: Cindi Chance  
1100 College of Education Building  
P. O. Box 8013  
(912) 681-5648  
FAX: (912) 681-5093  
lchance@georgiasouthern.edu

Associate Dean for Graduate, Research, Sponsored Programs and  
Development: Jennie F. Rakestraw  
1100 College of Education Building  
P. O. Box 8013  
(912) 681-5648  
FAX: (912) 681-5093  
jrakestraw@georgiasouthern.edu

Associate Dean for Undergraduate, Teacher Education and  
Accreditation: Stephanie Kenney  
1103 College of Education Building  
P. O. Box 8133  
(912) 681-5247  
FAX: (912) 871-1068  
skenney@georgiasouthern.edu

### **Vision:**

The College of Education will become a regional leader for the professional preparation and continuing development of reflective educators and other stakeholders by creating a transcultural community of public and private partnerships that will facilitate enriched opportunities for student learning.

### **Mission:**

To achieve our vision, the College of Education will emphasize five major commitments that, together, define our mission and provide a clear pathway toward greatness.

### **A COMMITMENT TO ACADEMIC DISTINCTION IN UNDERGRADUATE AND GRADUATE EDUCATION:**

Our first responsibility is to our students. We shall build upon our tradition of preparing exemplary professionals for work in schools. Our pursuit of academic distinction will be deliberate, decisive, and designed to cultivate a cadre of educated and thoughtful learners. We will provide a rigorous academic environment and a student-centered pedagogy that ensure high standards. We are committed to the integration of emerging technologies that enhance instructional delivery, program development, and student learning.

### **A COMMITMENT TO COLLABORATION:**

We shall create, maintain, and refine focused and well-chosen external collaborations. Successful change requires us to engage in sustained long-term relationships that will link the College of Education, schools, and community agencies as sources for ideas, support, and assistance. Alliances with P-12 colleagues through partner school and professional development school initiatives and further linkages with our regional community through campus and community internships and additional collaborations will be key attributes of our learning paradigm. Collaboration among all Georgia Southern University Colleges will be invited, sustained, and nurtured. We will be the initiators who develop a collaborative culture that really works.

### **A COMMITMENT TO DIVERSITY:**

It is imperative that we prepare our students for work in diverse settings from classrooms to clinics and from computer labs to community agencies. It is essential for the College of Education to ensure that embracing diversity in its many dimensions becomes an important theme undergirding and informing our programs. All of our graduates must function successfully in communities that are characterized by racial, cultural, class, and ability differences and that are challenged by expanding and emerging technology and large shifts in population. We shall continue to define, devise, and develop ways to achieve greater diversity in undergraduate, graduate and terminal degree programs through recruitment, admission, and retention policies that are sensitive to the differences, needs, and strengths of our students and the communities they represent. We shall, congruent with the vision and mission of the University, continue to engage in affirmative recruitment and retention of women and minorities among our faculty and staff.

### **A COMMITMENT TO PROFESSIONAL DEVELOPMENT:**

We shall continue to initiate and sustain opportunities for faculty to grow professionally and to become more expert so that their influence in theory and practice is enhanced. Programs that create a context for collaboration and reduce the artificial boundaries of program and department will be maintained, refined, and valued. We are committed to refining our processes and protocols to ensure that service and scholarship are respected and rewarded. We shall continue to promote faculty competence in using and encouraging technology, and we shall continue to refine and develop strategies to encourage and provide incentives for positive change.

### **A COMMITMENT TO REGIONAL SERVICE:**

We shall develop practical strategies that meet the challenge of being a truly regional College of Education by carefully selecting programs that promote contemporary practices and emergent technologies for meeting the needs of stakeholders across our entire area of service. We shall also have clearly defined strategies and well articulated priorities for expanding our service and our influence. Instructional opportunities in new sites are important elements of our regional orientation and have clear and significant implications for faculty recruitment, strategic planning and enrollment management. These realities require that we be focused and united in our approaches to managing our resources and serving the needs of our region.

### **Conceptual Framework**

The College of Education has adopted the theme, "Reflective Educators for Diverse Learners," which represents its Conceptual Framework, the beliefs that guide the College's curriculum and endeavors.



The College of Education is responsible for the preparation and continuing development of present and future educators. We believe in the inclusive nature of the term educator as it refers to all students in all programs of the College of Education who work in schools or other educational agencies or settings. We understand our work affects both the students we have in our programs and the individuals with whom they work.



Toward that end, our conceptual framework extends beyond the traditional boundaries of the College. Consequently, Georgia Southern University's College of Education has adopted Reflective Educators for Diverse Learners as the theme for its conceptual framework. The College of Education professional community commits to frame its work on the ideas that follow.

We believe it essential to present a strong research base, linked with practice, that will facilitate the growth of our students as informed and reflective practitioners, problem posers, and problem solvers. 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 students are or will be engaged. We intend to foster collaboration across academic fields and to prepare our graduates to support and promote positive change. Indeed, we believe that it is of utmost importance that our students work with change both proactively and reactively and recognize its implications on the future of individuals and groups with whom they work. This change is found in all facets of the educational process.

Toward that end, 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 students both an awareness of their surroundings and the consequences of their actions, with the hope they will foster the same in the individuals with whom they work.

We believe that educators 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 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 educators 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.

We believe that Reflective Educators for Diverse Learners, as the theme for our conceptual framework, considers all learners and represents a vision of professional practice for undergraduate students, graduate students, and faculty, joining together to form a community of learners. Therefore, we believe that all educators, at all levels, must acknowledge the multifaceted nature of their work and engage in an informed pedagogy that both recognizes and celebrates the diversities of contemporary life.

## Structure

The College of Education is organized into three academic departments:

**The Department of Teaching and Learning** offers undergraduate programs in early childhood education (grades P-5); middle grades education (grades 4-8); special education (P-12); secondary teaching fields (grades 7-12) in mathematics, biology, chemistry, physics, history, geography, political science, business, family and consumer sciences, English, and technology; and P-12 teaching fields in art, health and physical education, French, German, and Spanish. Graduate programs are offered at the master's level in early childhood education; middle grades education; special education; secondary teaching fields in science, social science, English, mathematics, technology, and business; and P-12 teaching fields in music, art, health and physical education, and foreign language. The department also offers an Education Specialist (Ed.S.) in Teaching and Learning. In addition to degree programs, the department offers endorsements in Gifted Education and English for Speakers of Other Languages (ESOL). The programs are based upon the concept of developmentally appropriate practices and a value of diverse, intensive field experiences in a range of grade levels and school settings.

Ronnie Sheppard, Chair

Professors: M. Allen, A. Hosticka, J. Rakestraw, R. Sheppard, R. Stevens

Associate Professors: C. Alexander, C. Brewton, G. Chamblee, S.

Franks, D. Hammitte, A. Heaston, S. Kenney, M.

LaMontagne, J. Robbins, M. Schriver, D. Thomas, S. Trimble

Assistant Professors: S. Beck, M. Bennett, M. Daniel, E. Gore, L.

Gilpin, B. McKenna, M.A. Nelson, K. Ruebel, D. Sparkman

Instructors: B. Nelson, V. Zwald

**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.

Randal D. Carlson, Chair

Professors: J. Bergin, K. Clark, J. Repman, M. Richardson

Associate Professors: R. Carlson, E. Downs, M. Jackson, R.

Martin, W. Polka, L. Spencer

Assistant Professors: J. Burnham

**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.

Sandra Murray Nettles, Chair

Professors: D. Battle, G. Dmitriyev, S. Jenkins, M. McKenna, M. Moore, S. Nettles, J. Page, D. Rea, W. Reynolds

Associate Professors: W. Chambers, B. Griffin, M. Griffin, M. He, D. Liston, K. Rittschof, R. Stallworth-Clark, J. Weaver, C. Zinskie

Assistant Professors: M. Morris

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 oversees all activities related to undergraduate education, advisement, and recruitment and retention grants; Title II and BOR reporting; NCATE/PSC accreditation; College of Education Unit and program assessment; NNER and HOLMES memberships; and Teacher Education Committee activities. The Director of Field Experiences and Partnerships facilitates undergraduate field experiences and coordinates student teaching and the Partner School Program including Clinical Associates, Demonstration Teachers, the Professional Development District, 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 Dr. Amy Heaston, aheaston@georgiasouthern.edu, (912) 681-0499.

The **Office of Graduate Programs, 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 Office of the Dean of the College of Education 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 and Oxford 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)**, a consortium of University System of Georgia institutions and cooperating school systems in southeast Georgia, is housed in the College of Education. 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 Advisement Center** is responsible for the advisement of all undergraduate education majors and non-degree students seeking initial certification. The Coordinator of Advisement and Certification serves as a liaison between the College and the Georgia Professional Standards Commission dealing with certification matters. The Coordinator evaluates student transcripts to determine course needs for acquiring initial or additional certification fields and makes the College's recommendations for certification.

The **Center for Educational Renewal** focuses on research and practice for education renewal and/or reform in P-12 schools and in educator preparation to facilitate improved teaching and learning in schools, especially for under-served populations. The Center promotes existing and new partnerships among members of the P-16 community—locally, statewide, nationally, and internationally. It facilitates the activities of the National Network for Educational Renewal (NNER) and HOLMES memberships, the Center for the Study of International Schooling, and the Center for Educational Leadership and Service.

The Instructional Resources Center provides computer laboratories, portable multimedia equipment, a variety of material resources and equipment for students and faculty.

## 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.

### Undergraduate Degree Programs

Art Education - B.S.Ed.

Early Childhood Education - B.S.Ed.

Foreign Language Education - B.S.Ed.

French

German

Spanish

Health and Physical Education - B.S.Ed.

Music Education - B.M. (Teacher preparation program offered by the Department of Music)

Middle Grades Education - B.S.Ed.

Secondary Education - B.S.Ed.

Biology Education

Business Education

Chemistry Education

English Education

Family and Consumer Sciences

Geography Education

History Education

Mathematics Education

Physics Education

Political Science Education

Technology Education

Special Education (Interrelated/Mild) - B.S.Ed

### Graduate Degree Programs

Art Education, M.Ed.

Business Education, M.Ed.

Counselor Education - M.Ed., Ed.S.

Community Counseling

School Counseling

Student Services in Higher Education

Curriculum Studies - Ed.D.

Early Childhood Education - M.Ed.

Educational Administration - Ed.D.

Educational Leadership - M.Ed., Ed.S.

English Education - M.Ed., Alternative M.Ed.

French Education - M.Ed., Alternative M.Ed.  
 Health and Physical Education - M.Ed.  
 Higher Education Administration - M.Ed.  
 Instructional Technology - M.Ed.  
 Mathematics Education - M.Ed., Alternative M.Ed.  
 Middle Grades Education - M.Ed., Alternative M.Ed.  
 Music Education - Alternative M.Ed.  
 Reading Education - M.Ed.  
 School Psychology - M.Ed., Ed.S.  
 Science Education - M.Ed., Alternative M.Ed.  
 Social Science Education - M.Ed., Alternative M.Ed.  
 Spanish Education - M.Ed., Alternative M.Ed.  
 Special Education - M.Ed.  
     Behavior Disorders  
     Interrelated Disabilities  
     Learning Disabilities  
     Mental Retardation  
 Teaching and Learning - Ed.S.  
 Technology Education - M.Ed.

## Teacher Education Program

Undergraduate students and those seeking initial certification as non-degree/Alternative M.Ed. 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 requirements. Student progress is monitored by program faculty and advisors to ensure that students are satisfactorily meeting program outcomes.

## Advisement

**Undergraduate:** Education majors are assigned to an advisor in the Advisement Center in the College of Education for program planning and course scheduling. Students in secondary and P-12 teaching fields also have the opportunity for co-advisement by a faculty mentor in the major area. 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. Undergraduate academic advisors are Dixie Aubrey, Pauline deLaar, and Christina Thompson. They may be reached at (912) 681-0698.

**Graduate:** Graduate students are assigned to a faculty advisor in the major field. 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 at the graduate level, a staff advisor will be assigned until all Teacher Education Program admission requirements and pre-requisites are met.

## B.S. Ed. Degree Requirements

General requirements for the B.S.Ed. degree include fulfillment of the Core Curriculum, a minimum of 60 semester hours at the junior/senior level 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 into the Teacher Education Program

Admission to the Teacher Education Program (TEP) is required for those students wishing to pursue a degree in any undergraduate or non-degree program that leads to initial teacher certification. 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. Typically the folio review process occurs during enrollment in the Pre-Professional Block, a set of four two-credit hour courses and a one-credit hour field experience course, taken concurrently during the second semester of the sophomore year. A decision is made by a TEP admissions review committee at the end of the term. For transfer students who meet specific criteria, an alternative folio review process is required.

In order to be admitted into the Teacher Education Program (TEP), a student must have:

1. A cumulative GPA of 2.50 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 minimum cumulative GPA of 2.5 on all coursework.
2. Completed Area A and Area F course work (including the Pre-Professional Block) with a "C" or better and an adjusted GPA of 2.75 or better in both areas combined.
3. Successfully completed the Regents Testing Program.
4. Successfully completed the Praxis I examination.
5. Earned a minimum of 40 semester credit hours in Core Curriculum courses, including Pre-Professional Block courses (COED 2110, EDUF 2120, EDUF 2121, SPED 2120, and ITEC 2120).
6. Successfully completed the TEP admissions folio review.
7. Proof of liability insurance.

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

8. Students must maintain an overall cumulative GPA of 2.50 or better on all attempted hours in the Core Curriculum in Areas A-F.
9. Students must maintain a total adjusted GPA of 2.75 or better on all professional education and all teaching field course work.
10. Students must successfully complete all field experiences.
11. 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.
12. 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.
13. 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.
14. Students must maintain liability insurance.

### Admission to Student Teaching

Student Teaching is required in all teacher preparation programs at the undergraduate level. In order to participate in the student teaching 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 no later than one semester prior to the school year in which registration for the course occurs.
4. Meet admission requirements for Student Teaching 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.
9. Complete the professional education program and courses in the teaching field with a grade of "C" or better and a total adjusted GPA of 2.75 or better.
10. Take the Praxis II teacher certification examination for the teaching field.

### Student Teaching Placements

All student teachers are placed within a 50-mile radius of the Georgia Southern campus. School systems in this area are: Counties of Bryan, Bulloch, Burke, Candler, Chatham, Effingham, Emanuel, Evans, Jenkins, Liberty, Screven, Tattnall, Toombs, and City of Vidalia.

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 require extensive teaching experience through internships as a program requirement. The student's faculty advisor arranges the internship in cooperation with the student and the Office of Undergraduate Teacher Education. Non-degree and Alternative M.Ed. students may also participate in internships in order to meet Student Teaching requirements if Provisional Certification and program course work requirements are met. Application for the internship is submitted to the Department of Teaching and Learning. Those who are enrolled in the Georgia Teacher Alternative Preparation Program and hold an Intern Certificate have different internship arrangements which are coordinated by the staff program coordinator.

### Teaching Certificates

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 non-degree course work or, in some teaching fields, through the completion of an Alternative M.Ed. program or the Georgia Teacher Alternative Preparation Program.

All graduates of the University who plan to teach in Georgia must file an application for a teaching certificate. Students enrolled in Student Teaching are given an opportunity to make application at a prescribed time. All candidates for a teaching certificate must pass the Georgia teacher certification test (Praxis II) in the appropriate field, must have transcripts reviewed by the Coordinator of Advisement and Certification, and be recommended to the Georgia Professional Standards Commission for certification. Forms for this purpose are available in the College of Education Advisement Center.

### Alternative Teacher Certification Process and Procedures

The College of Education offers three alternative avenues leading to initial teaching certification to those who hold a bachelor's degree in a teaching or related field from a regionally accredited college or university and who have never been licensed to teach in Georgia: (a) Alternative M.Ed. programs, (b) Georgia Teacher Alternative Preparation Program (known as the Teacher Internship Program or TIP), and (c) non-degree certification programs. For each of these options, 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. If a graduate degree is sought, all admission requirements for the graduate program must also be met. See College of Education's graduate section of this catalog for further information on these program options.

Prospective students should contact the College of Education Advisement 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.

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.

Advisement for students pursuing the certification-only option is provided in the College of Education Advisement Center. Candidates for the Alternative M.Ed. degree programs who are within nine semester hours of meeting the undergraduate content requirements are advised in the academic departments. Those needing more than nine prerequisite hours must complete that course work as non-degree students and are advised in the College of Education Advisement Center.

For further information about alternative certification programs and the transcript evaluation process, please contact:

College of Education Advisement Center  
 Ms. Betty-Ware Wray  
 P.O. Box 8029  
 Statesboro, GA 30460  
 bwray@georgiasouthern.edu  
 (912) 681-0698  
 FAX: (912) 681-5093  
<http://coe.georgiasouthern.edu/advisement/>

**B.S.Ed. ART EDUCATION 125 HOURS**

*See pages 52-53 for Core Curriculum, required of all students.*

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
<b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>

- Pre-Professional Block
- COED 2110 - Pre-Professional Block Practicum (1)
- EDUF 2120 - Foundations of Education (2)
- EDUF 2121 - Human Growth and Development (2)
- SPED 2120 - Introduction to Special Education (2)
- ITEC 2120 - Introduction to Instructional Technology (2)

Other courses for the major:

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

<b>Health and Physical Education Activities</b> .....	<b>4 Hours</b>
---	----------------

- HLTH 1520 - Healthful Living (2)
- Physical Education Activities (2)

<b>Orientation I</b> .....	<b>1 Hour</b>
----------------------------	---------------

- GSU 1210 - University Orientation I (1)

<b>Pedagogy for Professional Educators</b> .....	<b>24 Hours</b>
--	-----------------

- ART 3135 - Art Teacher P-5 (3)
- ART 3136 - Art for Classroom Teachers 6-12 (3)
- ART 4790 - Practicum in Art Education (6)
- EDUF 3232 - Educational Psychology (3)
- ESED 4799 - Student Teaching: P-12 Education (9)

<b>Major Requirements</b> .....	<b>33 Hours</b>
---------------------------------	-----------------

- Art History (12):
- ART 2531 - Art History I (3)
- ART 2532 - Art History II (3)
- ART 4530/4531 - 20th Century Art/Contemporary Art (3)
- Non-20th Century Elective (3)
- Studio Exploration (18):
- ART 1135 - Painting I (3)
- ART 1230 - Ceramics I (3)
- ART 1235 - Sculpture I (3)
- ART 1335 - Photography I (3)
- ART 1430 - Printmaking I (3)
- ART 2233 - Computer Graphics (3)

Studio Concentration (3):

3 hours upper level course work in one of the above Media or Drawing (3)

<b>Elective</b> .....	<b>3 Hours</b>
-----------------------	----------------

**ADVISEMENT:** Each student in Art Education is assigned to an advisor in the College of Education Advisement Center for program planning and course scheduling. Telephone: (912) 681-0698 E-Mail: [bwray@georgiasouthern.edu](mailto:bwray@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 "C" or better grade in all courses in the teaching field and professional education, must earn a total institution GPA of 2.75 or better in this course work, and maintain an overall cumulative GPA of 2.50 or better
- \* Must successfully complete all field experiences
- \* Must take courses in proper sequence
- \* Must meet requirement for admission to Student Teaching including taking the Georgia teacher certification test, Praxis II

**B.S.Ed. BIOLOGY EDUCATION 125 HOURS**

See pages 52-53 for Core Curriculum, required of all students

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
Mathematics - MATH 1441 - Calculus I (4)	
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
<b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate Major</b> .....	<b>17 Hours</b>
Pre-Professional Block	
COED 2110 - Pre-Professional Block Practicum (1)	
EDUF 2120 - Foundations of Education (2)	
EDUF 2121 - Human Growth and Development (2)	
SPED 2120 - Introduction to Special Education (2)	
ITEC 2120 - Introduction to Instructional Technology (2)	
Other courses for the major:	
CHEM 1145 - Principles of Chemistry I (4)	
CHEM 1146 - Principles of Chemistry II (4)	
<b>Health and Physical Education Activities</b> .....	<b>4 Hours</b>
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
<b>Orientation I</b> .....	<b>1 Hour</b>
GSU 1210 - University Orientation I (1)	
<b>Pedagogy for Professional Educators</b> .....	<b>21 Hours</b>
SCED 4137 Methods of Teaching in the Secondary School (3)	
SCED 4138 - Secondary Curriculum (3)	
EDUF 3234 - Educational Psychology: Secondary (3)	
SCED 4731 - Secondary School Practicum (3)	
SCED 4799 - Student Teaching in Secondary Education (9)	
<b>Major Requirements</b> .....	<b>37 Hours</b>
* Calculus I (MATH 1441) is required to complete the major in Biology Education.	
BIOL 2131/2111 - Cellular Biology and Lab (4)	
BIOL 3132/3112 - Biology of Organisms and Lab (4)	
BIOL 3133/3112 - Evolution and Ecology and Lab (4)	
BIOL 3240 - Biology of Microorganisms (4)	
12 elective hours in upper division Biology (3000 level up) (12)	
9 elective hours in additional (non-biology) science courses (9)	
<b>Electives</b> .....	<b>3 Hours</b>

**ADVISEMENT:** Each student in Biology Education is assigned to an advisor in the College of Education Advisement center for program planning and course scheduling. Telephone: (912) 681-0698. E-Mail: [bwray@georgiasouthern.edu](mailto:bwray@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 "C" or better grade on 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 requirement for admission to Student Teaching including taking the Georgia teacher certification test, Praxis II

**B.S.Ed. BUSINESS EDUCATION 125 HOURS**

See pages 52-53 for Core Curriculum, required of all students.

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
<b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate Major</b> .....	<b>18 Hours</b>
Pre-Professional Block	
COED 2110 - Pre-Professional Block Practicum (1)	
EDUF 2120 - Foundations of Education (2)	
EDUF 2121 - Human Growth and Development (2)	
SPED 2120 - Introduction to Special Education (2)	
ITEC 2120 - Introduction to Instructional Technology (2)	
Other courses for the major:	
* CISM 1110 - Computer Applications (1)	
* CISM 1120 - Computer Concepts (2)	
* CSCI 1230 - Introduction to Basic Programming (3)	
* STAT 2231 - Introduction to Statistics I (3)	
* <i>If taken in Area D, substitute an elective approved by the advisor.</i>	
<b>Health and Physical Education Activities</b> .....	<b>4 Hours</b>
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
<b>Orientation I</b> .....	<b>1 Hour</b>
GSU 1210 - University Orientation I (1)	
<b>Pedagogy for Professional Educators</b> .....	<b>21 Hours</b>
SCED 4137 - Methods of Teaching in the Secondary School (3)	
EDUF 3234 - Educational Psychology: Secondary (3)	
SCED 4138 - Secondary Curriculum (3)	
SCED 4731 - Secondary School Practicum (3)	
SCED 4799 - Student Teaching in Secondary Education (9)	
<b>Major Requirements</b> .....	<b>36 Hours</b>
ACCT 2101 - Financial Accounting (3)	
ACCT 2102 - Managerial Accounting (3)	
BUSA 1105 - Introduction to Business (3)	
BUSA 2106 - The Environment of Business (3)	
BEED 5130 - Cooperative Vocational Education (3)	
MGNT 3130 - Management and Organizational Behavior (3)	
MKTG 3131 - Principles of Marketing (3)	
TCPM 1321 - Desktop Publishing (2)	
TCPM 1411 - Desktop Publishing Lab (1)	
WRIT 3230 - Writing in the Workplace (3)	
IT 1031 - Introduction to IT (3)	
ECON 2106 - Business Economics (3)	
FINC 3131 - Principles of Corporate Finance (3)	
<b>Electives</b> .....	<b>3 Hours</b>

**ADVISEMENT:** Each student in Business Education is assigned to an advisor in the College of Education Advisement Center for program planning and course scheduling. Telephone: (912) 681-0698. E-Mail: [bwray@georgiasouthern.edu](mailto:bwray@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 "C" or better grade on 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 requirement for admission to Student Teaching including taking the Georgia teacher certification test, Praxis II

**B.S.Ed. CHEMISTRY EDUCATION 125 HOURS***See pages 52-53 for Core Curriculum, required of all students*

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
Mathematics - MATH 1441 - Calculus I (4)	
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
Mathematics - MATH 2242 - Calculus II (4)	
<b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>17 Hours</b>
Pre-Professional Block	
COED 2110 - Pre-Professional Block Practicum (1)	
EDUF 2120 - Foundations of Education (2)	
EDUF 2121 - Human Growth and Development (2)	
SPED 2120 - Introduction to Special Education (2)	
ITEC 2120 - Introduction to Instructional Technology (2)	
Other courses for the major:	
CHEM 1145 - Principles of Chemistry I (4)	
CHEM 1146 - Principles of Chemistry II (4)	
<b>Health and Physical Education Activities</b> .....	<b>4 Hours</b>
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
<b>Orientation I</b> .....	<b>1 Hour</b>
GSU 1210 - University Orientation I (1)	
<b>Pedagogy for Professional Educators</b> .....	<b>21 Hours</b>
SCED 4137 - Methods of Teaching in the Secondary School (3)	
SCED 4138 - Secondary Curriculum (3)	
EDUF 3234 - Educational Psychology: Secondary (3)	
SCED 4731 - Secondary School Practicum (3)	
SCED 4799 - Student Teaching in Secondary Education (9)	
<b>Major Requirements</b> .....	<b>36 Hours</b>
Calculus I and II (MATH 1441 and 2242) are required to complete the program in Chemistry Education, if not completed in Area A and D.	
PHYS 2212 - Principles of Physics II and Lab (4)	
CHEM 2031 - Introduction to Research Methods in Chemistry (3)	
CHEM 2242 - Analytical Chemistry (4)	
CHEM 3341 - Organic Chemistry I (4)	
CHEM 3342 - Organic Chemistry II (4)	
8 Hours from the following:	
CHEM 3140 - Advanced Inorganic Chemistry (4)	
CHEM 3440 - Survey of Physical Chemistry (4)	
CHEM 4330 - Advanced Organic Chemistry (4)	
CHEM 5541 - Biochemistry (4)	
CHEM 5243 - Environmental Chemistry (4)	
9 elective hours in additional (non-Chemistry) science courses (9)	
<b>Elective</b> .....	<b>3 Hours</b>

**ADVISEMENT:** Each student in Chemistry Education is assigned to an advisor in the College of Education Advisement center for program planning and course scheduling. Telephone: (912) 681-0698. E-Mail: [bwray@georgiasouthern.edu](mailto:bwray@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 "C" or better grade on 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, Praxis II



**B.S.Ed. EARLY CHILDHOOD EDUCATION 125 HOURS**

See pages 52-53 for Core Curriculum, required of all students.

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
<b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>
Pre-Professional Block	
COED 2110 - Pre-Professional Block Practicum (1)	
EDUF 2120 - Foundations of Education (2)	
EDUF 2121 - Human Growth and Development (2)	
SPED 2120 - Introduction to Special Education (2)	
ITEC 2120 - Introduction to Instructional Technology (2)	
Prerequisite Courses to Teaching Field	
READ 2230 - Cognition and Language (3)	
MATH 2031 - Mathematics for K-8 Teachers I (3)	
CHFD 2135 - Child Development (3)	
<b>Health and Physical Education Activities</b> .....	<b>4 Hours</b>
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
<b>Orientation I</b> .....	<b>1 Hour</b>
GSU 1210 - University Orientation I (1)	
<b>Professional Education</b> .....	<b>24 Hours</b>
ECED 3131 - The P-5 Curriculum (3)	
ECED 3732 - Methods I Practicum (3)	
ECED 4633 - P-5 Senior Seminar (3)	
ECED 4733 - Methods II Practicum (3)	
ECED 4799 - Student Teaching: Early Childhood Education (9)	
EDUF 3231 - Educational Psychology: Early Childhood Education (3)	
<b>Major Requirements</b> .....	<b>33 Hours</b>
ECED 3232 - P-5 Creative Arts (3)	
ECED 3262 - P-5 Language and Literacy (6)	
READ 4233 - Literacy Assessment and Instruction (3)	
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 - Mathematics for K-8 Teacher II (3)	
MATH 5130 - Statistics and Geometry for K-8 Teachers (3)	
MATH 5134 - Discrete Mathematics for K-8 Teachers (3) or MATH 5135 - Calculus Concepts for K-8 Teachers (3)	
<b>Elective</b> .....	<b>3 Hours</b>

**ADVISEMENT:** Each student in Early Childhood Education is assigned to an advisor in the College of Education Advisement Center for program planning and course scheduling. Telephone: (912) 681-0698. E-Mail: bwray@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 "C" or better 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 a taking the Georgia teacher certification test, Praxis II

**B.S.Ed. ENGLISH EDUCATION 125 HOURS**

See pages 52-53 for Core Curriculum, required of all students.

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
<b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>
Pre-Professional Block	
COED 2110 - Pre-Professional Block Practicum (1)	
EDUF 2120 - Foundations of Education (2)	
EDUF 2121 - Human Growth and Development (2)	
SPED 2120 - Introduction to Special Education (2)	
ITEC 2120 - Introduction to Instructional Technology (2)	
Other courses for the major:	
FREN 2001/2002 - Intermediate French (6) or GRMN 2001/2002 - Intermediate German (6), or	
SPAN 2001/2002/2003/2004 - Intermediate Spanish (6)	
ENGL 2111 - World Literature I (3) or ENGL 2112 - World Literature II (3)	
<b>Health and Physical Education Activities</b> .....	<b>4 Hours</b>
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
<b>Orientation I</b> .....	<b>1 Hour</b>
GSU 1210 - University Orientation I (1)	
<b>Pedagogy for Professional Educators</b> .....	<b>21 Hours</b>
EDUF 3234 - Educational Psychology: Secondary (3)	
SCED 4137 - Methods of Teaching in the Secondary School (3)	
SCED 4138 - Secondary Curriculum (3)	
SCED 4731 - Secondary School Practicum (3)	
SCED 4799 - Student Teaching in Secondary Education (9)	
<b>Major Requirements</b> .....	<b>36 Hours</b>
ENGL 3121 - English Literature I (3)	
ENGL 3122 - English Literature II (3)	
ENGL 3131 - American Literature I (3)	
ENGL 3132 - American Literature II (3)	
ENGL 5135 - Teaching Literature to Middle Grades and High School Students (3) or ENGL 5534 - Literature for Adolescents (3)	
READ 3330 - Content Literacy (3)	
WRIT 3131 - Teaching Writing (3)	
WRIT 4130 - Creative Nonfiction or WRIT 3130 - Creative Writing or WRIT 5430 - Poetry Writing or	
WRIT 5540 - Fiction Writing or WRIT 5930 - Technical Writing (3)	
LING/WRIT 3430 - Linguistics and Grammar for Teacher or WRIT 5130 - Modern English Grammar or	
WRIT 5330 - History of the English Language (3)	
3 hours Literature Genre Course selected from: ENGL 4133, 4237, 4335, 4336, 5330, 5331, 5332, 5334, 5430, or 5438.	
Literature Electives (6)	
<b>Elective</b> .....	<b>3 Hours</b>

**ADVISEMENT:** Each student in English Education is assigned to an advisor in the College of Education Advisement Center for program planning and course scheduling. Telephone: (912) 681-0698. E-Mail: [bwray@georgiasouthern.edu](mailto:bwray@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 "C" or better grade on 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 requirement for admission to Student Teaching including taking the Georgia teacher certification test, Praxis II

**B.S.Ed. FAMILY & CONSUMER SCIENCES 125 HOURS**

See pages 52-53 for Core Curriculum, required of all students.

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
<b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>
Pre-Professional Block	
COED 2110 - Pre-Professional Block Practicum (1)	
EDUF 2120 - Foundations of Education (2)	
EDUF 2121 - Human Growth and Development (2)	
SPED 2120 - Introduction to Special Education (2)	
ITEC 2120 - Introduction to Instructional Technology (2)	
Other courses for the major:	
CHFD 2134 - Family Development (3)	
INDS 2430 - Design Appreciation (3)	
NTFS 2530 - Nutrition and Health (3)	
<b>Health and Physical Education Activities</b> .....	<b>4 Hours</b>
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
<b>Orientation I</b> .....	<b>1 Hour</b>
GSU 1210 - University Orientation I (1)	
<b>Pedagogy for Professional Educators</b> .....	<b>21 Hours</b>
EDUF 3234 - Educational Psychology: Secondary (3)	
SCED 4137 - Methods of Teaching in the Secondary School (3)	
SCED 4138 - Secondary Curriculum (3)	
SCED 4731 - Secondary School Practicum (3)	
SCED 4799 - Student Teaching in Secondary Education (9)	
<b>Major Requirements</b> .....	<b>36 Hours</b>
CHFD 2130 - Family Economic Environment (3)	
CHFD 2135 - Child Development (3)	
CHFD 4135 - Parenting (3)	
FACS 2010 - Perspectives in FACS (1)	
FACS 2220 - Social Survival Skills (1)	
FACS 4610 - Senior Seminar (1)	
FMAD 1234 - Apparel I (3)	
FMAD 3234 - Textiles (3)	
NTFS 2534 - Introduction Food Science or NTFS 2530 - Nutrition & Health (3)	
NTFS 3536 - Meal Management (3)	
12 hours of electives—upper division (3000 level up) FACS courses (12)	
<b>Elective</b> .....	<b>3 Hours</b>

**ADVISEMENT:** Each student in Family & Consumer Sciences Education is assigned to an advisor in the College of Education Advisement Center for program planning and course scheduling. Telephone: (912) 681-0698. E-Mail: [bwray@georgiasouthern.edu](mailto:bwray@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 "C" or better grade on 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 requirement for admission to Student Teaching including taking the Georgia teacher certification test, Praxis II

**B.S.Ed. FRENCH EDUCATION 125 HOURS**

*See pages 52-53 for Core Curriculum, required of all students.*

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
<b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>
Pre-Professional Block	
COED 2110 - Pre-Professional Block Practicum (1)	
EDUF 2120 - Foundations of Education (2)	
EDUF 2121 - Human Growth and Development (2)	
SPED 2120 - Introduction to Special Education (2)	
ITEC 2120 - Introduction to Instructional Technology (2)	
Other courses for the major:	
FREN 2001 - Intermediate French I (3) and FREN 2002 - Intermediate French II (3) or FREN 2060 - Accelerated Intermediate French (6)	
Advisor Approved Elective (3)	
<b>Health and Physical Education Activities</b> .....	<b>4 Hours</b>
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
<b>Orientation I</b> .....	<b>1 Hour</b>
GSU 1210 - University Orientation I (1)	
<b>Pedagogy for Professional Educators</b> .....	<b>21 Hours</b>
EDUF 3232 - Educational Psychology (3)	
ESED 4799 - Student Teaching in P-12 Education (9)	
FORL 3431 - Foreign Language Methods P-8 (3)	
FORL 3432 - Foreign Language Methods 9-12 (3)	
FORL 4393 - Foreign Language Practicum (3)	
<b>Major Requirements</b> .....	<b>36 Hours</b>
FREN 3330 - French Civilization (3)	
FREN 4230 - Survey of French Literature (3)	
24 Hours upper division (3000 level up) French courses, including courses in literature, culture, and phonetics (24)	
6 hours upper division (3000 level up) electives related to the major (6)	
<b>Elective</b> .....	<b>3 Hours</b>

**ADVISEMENT:** Each student in French Education is assigned to an advisor in the College of Education Advisement Center for program planning and course scheduling. Telephone: (912) 681-0698. E-Mail: [bwray@georgiasouthern.edu](mailto:bwray@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 "C" or better grade on 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, Praxis II

**B.S.Ed. GEOGRAPHY EDUCATION 125 HOURS**

*See pages 52-53 for Core Curriculum, required of all students*

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
<b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>
Pre-Professional Block	
COED 2110 - Pre-Professional Block Practicum (1)	
EDUF 2120 - Foundations of Education (2)	
EDUF 2121 - Human Growth and Development (2)	
SPED 2120 - Introduction to Special Education (2)	
ITEC 2120 - Introduction to Instructional Technology (2)	
Other courses for the major:	
GEOG 1101 - Introduction to Human Geography (3)	
* GEOG 1130 - World Regional Geography (3)	
* <i>If taken in Area E, take HIST 2630 - Historical Methods (3), GEOG 1111 - Physical Geography (3), or an elective in anthropology, sociology, economics, or psychology.</i>	
HIST 1111 - World History I (3)	
<b>Health and Physical Education Activities</b> .....	<b>4 Hours</b>
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
<b>Orientation I</b> .....	<b>1 Hour</b>
GSU 1210 - University Orientation I (1)	
<b>Pedagogy for Professional Educators</b> .....	<b>21 Hours</b>
SCED 4137 - Methods of Teaching in the Secondary School (3)	
SCED 4138 - Secondary Curriculum (3)	
EDUF 3234 - Educational Psychology: Secondary (3)	
SCED 4731 - Secondary School Practicum (3)	
SCED 4799 - Student Teaching in Secondary Education (9)	
<b>Major Requirements</b> .....	<b>36 Hours</b>
GEOG 3230 - Economic Geography (3)	
GEOG 3330 - Weather and Climate (3)	
GEOG 3530 - Advanced Cultural Geography (3)	
GEOG 4230 - Geography of North America (3)	
GEOG 4330 - Geography of Africa South of the Sahara (3)	
GEOG 4231 - Geography of the Third World (3) or GEOG 4232 - Geography of Latin America (3)	
6 hours in Geography (3000 level up) (6)	
HIST 3133 - U.S. Constitutional History (3)	
3 hours in History (3000 level up) (3)	
POLS 3330 - State and Local Government (3)	
3 hours in Political Science (3000 level up) (3)	
<b>Elective</b> .....	<b>3 Hours</b>

**ADVISEMENT:** Each student in Geography Education is assigned to an advisor in the College of Education Advisement center for program planning and course scheduling. Telephone: (912) 681-0698. E-Mail: [bwray@georgiasouthern.edu](mailto:bwray@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 "C" or better grade on 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, Praxis II

**B.S.Ed. GERMAN EDUCATION 125 HOURS**

*See pages 52-53 for Core Curriculum, required of all students.*

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
<b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>
Pre-Professional Block	
COED 2110 - Pre-Professional Block Practicum (1)	
EDUF 2120 - Foundations of Education (2)	
EDUF 2121 - Human Growth and Development (2)	
SPED 2120 - Introduction to Special Education (2)	
ITEC 2120 - Introduction to Instructional Technology (2)	
Other courses for the major:	
GRMN 2001 - Intermediate German I (3) and GRMN 2002 - Intermediate German II (3) or GRMN 2060 - Accelerated Intermediate German (6)	
Advisor Approved Elective (3)	
<b>Health and Physical Education Activities</b> .....	<b>4 Hours</b>
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
<b>Orientation I</b> .....	<b>1 Hour</b>
GSU 1210 - University Orientation I (1)	
<b>Pedagogy for Professional Educators</b> .....	<b>21 Hours</b>
EDUF 3232 - Educational Psychology (3)	
ESED 4799 - Student Teaching in P-12 Education (9)	
FORL 3431 - Foreign Language Methods P-8 (3)	
FORL 3432 - Foreign Language Methods 9-12 (3)	
FORL 4393 - Foreign Language Practicum (3)	
<b>Major Requirements</b> .....	<b>36 Hours</b>
30 hours upper division (3000 level up) German courses, including courses in literature, culture, and phonetics (30)	
6 hours upper division (3000 level up) electives related to the major (6)	
<b>Elective</b> .....	<b>3 Hours</b>

**ADVISEMENT:** Each student in German Education is assigned to an advisor in the College of Education Advisement Center for program planning and course scheduling. Telephone: (912) 681-0698. E-Mail: [bwray@georgiasouthern.edu](mailto:bwray@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 "C" or better grade on 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 requirement for admission to Student Teaching including taking the Georgia teacher certification test, Praxis II

**B.S.Ed. HEALTH & PHYSICAL EDUCATION 125 HOURS**

*See pages 52-53 for Core Curriculum, required of all students*

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
<b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>
Pre-Professional Block	
COED 2110 - Pre-Professional Block Practicum (1)	
EDUF 2120 - Foundations of Education (2)	
EDUF 2121 - Human Growth and Development (2)	
SPED 2120 - Introduction to Special Education (2)	
ITEC 2120 - Introduction to Instructional Technology (2)	
Other courses for the major:	
KINS 2531 - Human Anatomy and Physiology I (3)	
KINS 2532 - Human Anatomy and Physiology II (3)	
KINS 2431 - Foundations of Health and Physical Education (3)	
<b>Health and Physical Education Activities</b> .....	<b>4 Hours</b>
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
<b>Orientation I</b> .....	<b>1 Hour</b>
GSU 1210 - University Orientation I (1)	
<b>Pedagogy for Professional Educators</b> .....	<b>22 Hours</b>
HLTH 3432 - Health and Physical Education Curriculum Development (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)	
EDUF 3232 - Educational Psychology (3)	
ESED 4799 - Student Teaching in P-12 Education (9)	
<b>Major Requirements</b> .....	<b>35 Hours</b>
Health Science and Kinesiology Core (23)	
HLTH 3130 - Substance Use and Abuse (3)	
HLTH 3430 - Sexuality Education (3)	
HLTH 3431 - Health Promotion Concepts and Application (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 3430 - Principles of Coaching (3)	
KINS 3435 - Life Span Motor Development (3)	
Movement Content and Performance Core (12)	
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)	
<b>Elective</b> .....	<b>3 Hours</b>

**ADVISEMENT:** Each student in Health & Physical Education is assigned to an advisor in the College of Education Advisement center for program planning and course scheduling. Telephone: (912) 681-0698. E-Mail: bwray@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 "C" or better grade on 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, Praxis II

**B.S.Ed. HISTORY EDUCATION 125 HOURS**

See pages 52-53 for Core Curriculum, required of all students

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
<b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>
Pre-Professional Block	
COED 2110 - Pre-Professional Block Practicum (1)	
EDUF 2120 - Foundations of Education (2)	
EDUF 2121 - Human Growth and Development (2)	
SPED 2120 - Introduction to Special Education (2)	
ITEC 2120 - Introduction to Instructional Technology (2)	
Other courses for the major:	
HIST 2630 - Historical Methods (3)	
* GEOG 1130 - World Regional Geography (3)	
* <i>If taken in Area E, take an elective in Anthropology, Sociology, Psychology or Economics.</i>	
HIST 1111 - World History I (3)	
<b>Health and Physical Education Activities</b> .....	<b>4 Hours</b>
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
<b>Orientation I</b> .....	<b>1 Hour</b>
GSU 1210 - University Orientation I (1)	
<b>Pedagogy for Professional Educators</b> .....	<b>21 Hours</b>
SCED 4137 - Methods of Teaching in the Secondary School (3)	
SCED 4138 - Secondary Curriculum (3)	
EDUF 3234 - Educational Psychology: Secondary (3)	
SCED 4731 - Secondary School Practicum (3)	
SCED 4799 - Student Teaching in Secondary Education (9)	
<b>Major Requirements</b> .....	<b>36 Hours</b>
HIST 3133 - U.S. Constitutional History (3)	
3 hours in U.S. History selected from HIST 3132, 3133, 3136, and 5132 (3)	
6 hours in European History selected from HIST 3336, 3338, 3434, and 4333 (6)	
6 hours in Non-Western History selected from HIST 3532, 3535, 3538, and 5532 (6)	
6 hours in history electives (3000 level up) (6)	
POLS 3330 - State and Local Government (3)	
3 hours in Political Science selected from POLS 3135, 3136, 3137, 3232, 3332, and 3336 (3)	
6 hours in Geography (3000 level up) (6)	
<b>Elective</b> .....	<b>3 Hours</b>

**ADVISEMENT:** Each student in History Education is assigned to an advisor in the College of Education advisement center for program planning and course scheduling. Telephone: (912) 681-0698. E-Mail: [bwray@georgiasouthern.edu](mailto:bwray@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 "C" or better grade on 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, Praxis II



**B.S.Ed. MATHEMATICS EDUCATION 125 HOURS**

See pages 52-53 for Core Curriculum, required of all students.

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
<b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>
Pre-Professional Block	
COED 2110 - Pre-Professional Block Practicum (1)	
EDUF 2120 - Foundations of Education (2)	
EDUF 2121 - Human Growth and Development (2)	
SPED 2120 - Introduction to Special Education (2)	
ITEC 2120 - Introduction to Instructional Technology (2)	
Other courses for the major:	
* MATH 2242 - Calculus II (4) or MATH 2243 - Calculus III (4)	
* MATH 2243 - Calculus III (4) or electives in Math Applications (CSCI, PHYS, BUSINESS, ENGINEER) (3-5)	
* If taken in Area A or D, substitute elective in Math Applications (approved by advisor).	
<b>Health and Physical Education Activities</b> .....	<b>4 Hours</b>
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
<b>Orientation I</b> .....	<b>1 Hour</b>
GSU 1210 - University Orientation I (1)	
<b>Pedagogy for Professional Educators</b> .....	<b>21 Hours</b>
EDUF 3234 - Educational Psychology: Secondary (3)	
SCED 4137 - Methods of Teaching in the Secondary School (3)	
SCED 4138 - Secondary Curriculum (3)	
SCED 4731 - Secondary School Practicum (3)	
SCED 4799 - Student Teaching in the Secondary School (9)	
<b>Major Requirements</b> .....	<b>36 Hours</b>
CSCI 1230 or CSCI 1232 or CSCI 1234 or CSCI 1301 (3)	
MATH 2331 - Elementary Linear Algebra (3)	
MATH 2332 - Mathematical Structures (3)	
MATH 3130 - College Geometry (3)	
MATH 3331 - Analysis I (3)	
MATH 3333 - Modern Algebra (3)	
MATH 3337 - Probability (3)	
MATH 5136 - History of Mathematics (3)	
MATH 5234 - Number Theory (3)	
STAT 5531 - Statistical Methods I (3)	
6 elective hours in Mathematics (3000 level up) (6)	
<b>Elective</b> .....	<b>3 Hours</b>

**ADVISEMENT:** Each student in Mathematics Education is assigned to an advisor in the College of Education Advisement Center for program planning and course scheduling. Telephone: (912) 681-0698. E-Mail: [bwray@georgiasouthern.edu](mailto:bwray@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 "C" or better grade on 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, Praxis II

**B.S.Ed. MIDDLE GRADES EDUCATION 125 HOURS**

See pages 52-53 for Core Curriculum, required of all students

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
<b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>

Pre-Professional Block

- COED 2110 - Pre-Professional Block Practicum (1)
- EDUF 2120 - Foundations of Education (2)
- EDUF 2121 - Human Growth and Development (2)
- ITEC 2120 - Introduction to Instructional Technology (2)
- SPED 2120 - Introduction to Special Education (2)

Other courses for the major:

- \* GEOG 1130 - World Regional Geography (3) or HIST 1111 - World History I (3)
- MATH 2031 - Math for K-8 Teacher I (3)
- \*\* BIOL 1130 - General Biology (3) or GEOL 1330 - Environmental Geology (3) or CHEM 1145 - Principles of Chemistry I (4) or  
PHYS 1111 - Introduction to Physics I (3) or PHYS 1135 - How Things Work (3) or ASTR 1000 - Introduction to the Universe (3)
- \*\*\* READ 2230 - Cognition & Language (3)
- \* *Required for social studies concentration.*
- \*\* *Required for science concentration.*
- \*\*\* *Required for language arts and reading concentration.*

**Health and Physical Education Activities** ..... **4 Hours**

- HLTH 1520 - Healthful Living (2)
- Physical Education Activities (2)

**Orientation I** ..... **1 Hour**

- GSU 1210 - University Orientation I (1)

**Pedagogy for Professional Educators** ..... **21 Hours**

- EDUF 3233 - Educational Psychology: Middle Grades (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 4799 - Student Teaching in Middle Grades Education (9)

**Major Requirements** ..... **18 Hours**

- MATH 3032 - Math for K-8 Teachers II (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)
- MGED 5333 - Literature and Writing for Middle and Secondary Schools (3)

**Concentrations Selected From Two of the Following Areas** ..... **18 Hours**

Social Studies:

- HIST 4130 - Georgia History (3)
- GEOG 3530 - Advanced Cultural Geography (3)
- HIST 4132 - U.S. History Since 1945 (3) or Upper Division American History Elective (3)

Language Arts:

- WRIT 3131 - The Teaching of Writing (3) or READ 3330 - Content Literacy (3)
- ENGL 5135 - Teaching Literature to Middle Grades and High School Students (3) or ENGL 5534 - Literature for Adolescents (3)
- LING/WRIT 3430 - Linguistics and Grammar for Teachers (3)

Science:

- GEOG 3330 - Weather and Climate (3)
- \* GEOL 5540 - Oceanography (4) or GEOG 3130 - Conservation (3)
- GEOL 5230 - Earth Science or Upper Division Science Elective (3)
- \* *GEOL 5540 (Only 3 hours apply to requirement for concentration)*

Math:

- MATH 5130 - Statistics and Geometry for K-8 Teachers (3)
- MATH 5134 - Topics in Discrete Math for K-8 Teachers (3)
- MATH 5135 - Calculus Concepts for K-8 Teachers (3)

Reading:

- READ 4131 - The Teaching of Reading (3)
- READ 4233 - Literacy: Assessment and Instruction (3)
- READ 3330 - Content Literacy (3)

**Elective** ..... **3 Hours**

**ADVISEMENT:** Each student in Middle Grades Education is assigned to an advisor in the College of Education Advisement center for program planning and course scheduling. Telephone: (912) 681-0698. E-Mail: bwray@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 "C" or better grade on 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, Praxis II

**B.S.Ed. PHYSICS EDUCATION 125 HOURS**

See pages 52-53 for Core Curriculum, required of all students

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
Mathematics - MATH 1441 - Calculus I (4)	
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
Mathematics - MATH 2242 - Calculus II (4)	
<b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>17 Hours</b>
Pre-Professional Block	
COED 2110 - Pre-Professional Block Practicum (1)	
EDUF 2120 - Foundations of Education (2)	
EDUF 2121 - Human Growth and Development (2)	
SPED 2120 - Introduction to Special Education (2)	
ITEC 2120 - Introduction to Instructional Technology (2)	
Other courses for the major:	
PHYS 2211/1113 - Principles of Physics I and Lab (4)	
PHYS 2212/1114 - Principles of Physics II and Lab (4)	
<b>Health and Physical Education Activities</b> .....	<b>4 Hours</b>
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
<b>Orientation I</b> .....	<b>1 Hour</b>
GSU 1210 - University Orientation I (1)	
<b>Pedagogy for Professional Educators</b> .....	<b>21 Hours</b>
SCED 4137 - Methods of Teaching in the Secondary School (3)	
SCED 4138 - Secondary Curriculum (3)	
EDUF 3234 - Educational Psychology: Secondary (3)	
SCED 4731 - Secondary School Practicum (3)	
SCED 4799 - Student Teaching in Secondary Education (9)	
<b>Major Requirements</b> .....	<b>37 Hours</b>
Calculus I and II (MATH 1441 and 2242) are required to complete the program in Physics Education, if not completed in Area A and D.	
MATH 3230 - Differential Equations (3)	
PHYS 3536 - Modern Physics I (3)	
PHYS 3537 - Modern Physics II (3)	
PHYS 3131 - Optics (3)	
PHYS 5130 - Sound Waves and Acoustics (4)	
PHYS 5151 - Classical Mechanics (5)	
PHYS 5152 - Classical E and M Theory (5)	
* PHYS 3420 - Advanced Physics Laboratory (4)	
* <i>Must be taken twice</i>	
7 elective hours in additional (non-physics) science courses (7)	
<b>Elective</b> .....	<b>3 Hours</b>

**ADVISEMENT:** Each student in Physics Education is assigned to an advisor in the College of Education Advisement center for program planning and course scheduling. Telephone: (912) 681-0698. E-Mail: [bwray@georgiasouthern.edu](mailto:bwray@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 "C" or better grade on 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, Praxis II

**B.S.Ed. POLITICAL SCIENCE EDUCATION 125 HOURS**

*See pages 52-53 for Core Curriculum, required of all students*

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
<b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>

Pre-Professional Block

COED 2110 - Pre-Professional Block Practicum (1)

EDUF 2120 - Foundations of Education (2)

EDUF 2121 - Human Growth and Development (2)

SPED 2120 - Introduction to Special Education (2)

ITEC 2120 - Introduction to Instructional Technology (2)

Other courses for the major:

GEOG 1111 - Physical Geography (3)

\* GEOG 1130 - World Regional Geography (3)

\* *If taken in Area E, take HIST 2630 - Historical Methods (3) or an elective in anthropology, sociology, economics, or psychology.*

HIST 1111 - World History I (3)

**Health and Physical Education Activities** .....

HLTH 1520 - Healthful Living (2)

Physical Education Activities (2)

**Orientation I** .....

GSU 1210 - University Orientation I (1)

**Pedagogy for Professional Educators** .....

SCED 4137 - Methods of Teaching in the Secondary School (3)

SCED 4138 - Secondary Curriculum (3)

EDUF 3234 - Educational Psychology: Secondary (3)

SCED 4731 - Secondary School Practicum (3)

SCED 4799 - Student Teaching in Secondary Education (9)

**Major Requirements** .....

POLS 3135 - Congressional Behavior (3)

POLS 3137 - Judicial Process (3)

POLS 3138 - Constitutional Law I (3)

POLS 3139 - Constitutional Law II (3) POLS

3230 - Modern Political Thought (3) POLS

3330 - State and Local Government (3)

6 hours in Political Science selected from POLS 3136, 3233, 3332, and 3336 (6)

6 hours in History (3000 level up) (6)

6 hours in Geography (3000 level up) (6)

**Elective** .....

**ADVISEMENT:** Each student in Political Science Education is assigned to an advisor in the College of Education Advisement center for program planning and course scheduling. Telephone: (912) 681-0698. E-Mail: [bwray@georgiasouthern.edu](mailto:bwray@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 "C" or better grade on 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, Praxis II

## B.S.Ed.

## SPANISH EDUCATION

**125 HOURS**

See pages 52-53 for Core Curriculum, required of all students.

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
<b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>

**Pre-Professional Block**

- COED 2110 - Pre-Professional Block Practicum (1)
- EDUF 2120 - Foundations of Education (2)
- EDUF 2121 - Human Growth and Development (2)
- SPED 2120 - Introduction to Special Education (2)
- ITEC 2120 - Introduction to Instructional Technology (2)

Other courses for the major:

- SPAN 2001 - Intermediate Spanish I (3) and SPAN 2002 - Intermediate Spanish II (3) or SPAN 2060 - Accelerated Intermediate Spanish (6)
- Advisor Approved Elective (3)

**Health and Physical Education Activities** ..... **4 Hours**

- HLTH 1520 - Healthful Living (2)
- Physical Education Activities (2)

**Orientation I** ..... **1 Hour**

- GSU 1210 - University Orientation I (1)

**Pedagogy for Professional Educators** ..... **21 Hours**

- EDUF 3232 - Educational Psychology (3)
- FORL 3431 - Foreign Language Methods P-8 (3)
- FORL 3432 - Foreign Language Methods 9-12 (3)
- FORL 4393 - Foreign Language Practicum (3)
- ESED 4799 - Student Teaching in P-12 Education (9)

**Major Requirements** ..... **30 Hours**

- |   |   |
|---|---|
| FORL 3533 - Introduction to Language (3)        | SPAN 4131 - Stylistics (3)                                |
| SPAN 3130 - Conversation (3)                    | SPAN 4132 - Phonetics (3)                                 |
| SPAN 3131 - Spanish Grammar and Composition (3) | SPAN 4334 - Peninsular Culture and Civilization (3)       |
| SPAN 3230 - Approach to Hispanic Literature (3) | SPAN 4335 - Spanish American Culture and Civilization (3) |

6 Hours from the following:

- |  |   |
|--|---|
| SPAN 3030 - Selected Topics in Spanish (3)                     | SPAN 4432 - 20 <sup>th</sup> Century Spanish Literature (3)   |
| SPAN 3195 - Studies Abroad: Language (3)                       | SPAN 4433 - Golden Age Prose and Poetry (3)                   |
| SPAN 3295 - Studies Abroad: Literature (3)                     | SPAN 4434 - Golden Age Drama (3)                              |
| SPAN 3395 - Studies Abroad: Culture (3)                        | SPAN 4436 - Twentieth Century Spanish American Literature (3) |
| SPAN 3530 - Introduction to Spanish for Business (3)           | SPAN 4530 - Advanced Spanish for Business (3)                 |
| SPAN 4130 - Advanced and Applied Conversation (3)              | SPAN 4890 - Directed Independent Study (1-15)                 |
| SPAN 4195 - Studies Abroad: Advanced Language (3)              | SPAN 5030 - Selected Topics in Spanish (3)                    |
| SPAN 4231 - Introduction to Spanish-American Literature I (3)  | SPAN 5230 - Medieval Spanish Literature (3)                   |
| SPAN 4232 - Introduction to Spanish-American Literature II (3) | SPAN 5232 - Literature of Hispanic Minorities (3)             |
| SPAN 4233 - Peninsular Literature I (3)                        | SPAN 5234 - Modern Peninsular Women Writers (3)               |
| SPAN 4234 - Peninsular Literature II (3)                       | SPAN 5235 - Modern Spanish American Women Writers (3)         |
| SPAN 4295 - Studies Abroad: Advanced Literature (3)            | SPAN 5330 - Afro-Hispanic Culture (3)                         |
| SPAN 4332 - Caribbean Culture and Civilization (3)             | SPAN 5331 - Latinos in the USA (3)                            |
| SPAN 4395 - Studies Abroad: Advanced Civilization (3)          | SPAN 5332 - Spanish American Cinema (3)                       |
| SPAN 4431 - 19 <sup>th</sup> Century Literature in Spain (3)   |   |

**Electives related to the major** ..... **6 Hours**

- 6 hours upper division (3000 level up) approved by the advisor (6)

**Elective** ..... **3 Hours**

**ADVICE:** Each student in Spanish Education is assigned to an advisor in the College of Education Advisement Center for program planning and course scheduling. Telephone: (912) 681-0698. E-Mail: [bwray@georgiasouthern.edu](mailto:bwray@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 "C" or better grade on 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, Praxis II

**B.S.Ed. SPECIAL EDUCATION 125 HOURS**

See pages 52-53 for Core Curriculum, required for all students.

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
<b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>

Pre-Professional Block:

- COED 2110 - Pre-Professional Block Practicum (1)
- EDUF 2120 - Foundations of Education (2)
- EDUF 2121 - Human Growth and Development (2)
- SPED 2120 - Introduction to Special Education (2)
- ITEC 2120 - Introduction to Instructional Technology (2)

Other courses for the major:

- \* COMM 1110 - Principles of Public Speaking (3)
- \* PSYC 1101 - Introduction to Psychology (3)
- \* SOCI 1101 - Introduction to Sociology (3)
- \* *If PSYC 1101 and/or SOCI 1101 are not taken in Area E, they must be taken in Area F. If either is taken in Area E, student is required to take COMM 1110 in Area F. If these requirements have been met, a free elective may be used.*

**Health and Physical Education Activities** ..... **4 Hours**

- HLTH 1520 - Healthful Living (2)
- Physical Education Activities (2)

**Orientation I** ..... **1 Hour**

- GSU 1210 - University Orientation I (1)

**Pedagogy for Professional Educators** ..... **21 Hours**

- EDUF 3232 - Educational Psychology: General (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 4799 - Student Teaching in Special Education (9)

**Major Requirements** ..... **36 Hours**

- EDUF 3235 - Cognitive and Language Development of the Special Needs Child (3)
- PSYC 3330 - Abnormal Psychology (3)
- READ 4131 - The Teaching of Reading (3)
- SPED 3130 - Characteristics/Mild Disabilities (3)
- SPED 3131 - Assessment in Special Education (3)
- SPED 3134 - Special Education Procedures (3)
- SPED 3231 - Classroom Management (3)
- SPED 3232 - Strategic Instruction in Content Areas (3)
- SPED 3234 - Curriculum in Special Education (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)

**Elective** ..... **3 Hours**

**ADVISEMENT:** Each student in Special Education is assigned to an advisor in the College of Education Advisement Center for program planning and course scheduling. Telephone: (912) 681-0698. E-Mail: [bwray@georgiasouthern.edu](mailto:bwray@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 "C" or better grade on 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, Praxis II

**B.S.Ed. TECHNOLOGY EDUCATION 125 HOURS**

See pages 52-53 for Core Curriculum, required of all students.

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
<b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>
Pre-Professional Block	
COED 2110 - Pre-Professional Block Practicum (1)	
EDUF 2120 - Foundations of Education (2)	
EDUF 2121 - Human Growth and Development (2)	
SPED 2120 - Introduction to Special Education (2)	
ITEC 2120 - Introduction to Instructional Technology (2)	
Other courses for the major:	
* PHYS 1135 - How Things Work (3)	
TCED 2131 - Introduction to Technology Education (3)	
TCED 2132 - Lab Design (3)	
* Elective if selected in Area D	
<b>Health and Physical Education Activities</b> .....	<b>4 Hours</b>
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
<b>Orientation I</b> .....	<b>1 Hour</b>
GSU 1210 - University Orientation I (1)	
<b>Pedagogy for Professional Educators</b> .....	<b>21 Hours</b>
EDUF 3232 - Educational Psychology (3)	
TCED 4799 - Student Teaching in the Secondary School (9)	
TCED 5236 - Technology Education Curriculum (3)	
TCED 5237 - Methods for Teaching Technology Education (3)	
TCED 5239 - Advanced Technology Education for Teachers (3)	
<b>Major Requirements</b> .....	<b>34 Hours</b>
TCED 3231 - Materials Technology for Technology Education (3)	
TCED 3234 - Electronic Technology for Technology Education (3)	
TCED 4130 - General Technology for Teachers (3)	
TCED 5238 - Materials and Methods of Construction (3)	
TCPM 1131 - Introduction to Printing Technology (3)	
TCPM 1321 - Desktop Publishing (2)	
TCPM 1411 - Desktop Publishing Lab (1)	
TMFG 1121 - Technical Drafting (2)	
TMFG 1122 - Computer Drafting (2)	
TMFG 1131 - The Manufacturing Enterprise (3)	
TMFG 3132 - Materials Machining Technology (3)	
TMFG 4132 - Energy and Power Systems (3)	
TMFG 5133 - Automated Manufacturing Systems (3)	
<b>Electives</b> .....	<b>5 Hours</b>

**ADVISEMENT:** Dr. Creighton Alexander, P.O. Box 8134. Telephone: (912) 871-1549. E-Mail: alexand@georgiasouthern.edu. Each student in Technology Education is also assigned to an advisor in the College of Education Advisement Center. Telephone: (912) 681-0698. E-mail: bwray@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 "C" or better grade on 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 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, Praxis II

# College of Health & Human Sciences

Dean: Fred K. Whitt  
Room 2127 Hollis Building  
Post Office Box 8073 (912)  
681-5322  
fwhitt@georgiasouthern.edu

Associate Dean: VACANT

Associate Dean for Student Services: Virginia Richards  
Room 2123 Hollis Building  
Post Office Box 8073 (912)  
681-5322  
vrichards@georgiasouthern.edu

## Vision

The College of Health and Human Sciences (CHHS) will be recognized as a national model for comprehensive, distinctive, and innovative programs that enhance the health and quality of life for individuals, families, and communities through teaching, scholarship, and service.

## Mission

CHHS is composed of three academic units: The Department of Hospitality, Tourism, Family and Consumer Sciences, the Jiann-Ping Hsu School of Public Health, and the School of Nursing. In addition, the college also houses the Center for Rural Health and Research, the Family Life Center, the Karl E. Peace Center for Biostatistics, and the Magnolia Coastlands Area Health Education Center. This blend of disciplines is enjoined 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, with the latest technology, with other students, 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 experience
- \* 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
- \* 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 thinkers
- \* Skilled communicators
- \* Technologically skilled
- \* Value-based decision makers
- \* Socially responsible

## CHHS Values and Guiding Principles

### *As A College We Value:*

- \* Achievement
- \* Collegiality
- \* Community Outreach
- \* Concern for Others
- \* Diversity
- \* Fun and Enjoyment
- \* 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

## Department of Hospitality, Tourism, Family and Consumer Sciences

Henry Eisenhart, Chair

Professors: J. Beasley, D. Cone, H. Eisenhart, J. Nauright

Associate Professors: J. Bigley, W. Burden, J. Dilworth, L. Furr, J. Kropp, L. Mutter, V. Richards, L. Stalcup

Assistant Professors: J. Chon, J. Funderburk, A. Hall, M. Kettler, T. Lachowetz, T. Maurer, D. Phillips, M. Rouse-Arnett, J. Taulbee, S. Todd, P. Walton

Instructors: S. Minton, A. Canady

Part-time Instructors: C. Peterson, N. Van Tassell

Laboratory Teachers: B. Waters, E. Staples



**Jiann-Ping Hsu School of Public Health**

Richard Carter, Chair

Professors: R. Carter, C. Hardy, K. Peace, R. Vogel, F. Whitt

Associate Professors: K. Burke, J. Chopak, H. Graf, B. Joyner, J. McMillan, A. Parrillo, J. Romanchik-Cerpovicz, P. Shankar, D. Zwald

Assistant Professors: E. Brown, G. Brown, L. Bryant, J. Drouin, S. Elliott, P. Geisler, L. Gunn, S. McCollum, B. Munkasy, B. Riemann, S. Tedders, M. Williamson

Instructors: J. Chen, B. Melton, B. Parker, L. Rushing, G. Spendiff, M. Wilson

Adjunct Instructors: E. Ellis, H. Patel

Lecturer: K. Pruitt

**School of Nursing**

Jean Bartels, Chair

Professors: J. Bartels, D. Hodnicki

Associate Professors: J. Alberto, E. Hapshe, C. Reavis,

Assistant Professors: C. Cornwell, M. Popoola, M. Tabi, M. Smith, B. Talley, K. Thornton, D. Wood

Instructors: A. Anumolu, S. Davis, R. Gee, M. Lickteig, K. Rushing, J. Watkins, S. Whitney

**Karl E. Peace Center for Biostatistics**

Karl Peace, Director and Senior Research Scientist

R. Vogel, Endowed Professor

Assistant Professor: L. Gunn

Instructor: J. Chen

**Center for Rural Health and Research**

S. Tedders, Acting Director

M. Pevey, Coordinator, Senior Companion Program

C. Osgood, Staff Assistant

**Magnolia Coastlands AHEC - co-located within CRHR**

M. Pung, Director

J. Edenfield, Preceptor Coordinator

B. Kundu, Health Careers Coordinator

D. Moultrie, Special Projects Assistant

C. Nuckles, Practice Management Consultant

L. Smith, Outreach Librarian

K. Sikes, Allied Health Recruiter

**CHHS Student Services Center**

Deborah Kittrell-Mikell, Coordinator

V. Jones, Academic Advisor

C. McMillan, Academic Advisor

P. Smith, Academic Advisor

**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

Major in Fashion Merchandising and Apparel Design

Major in Hotel and Restaurant Management

Major in Interior Design

Major in Sport Management

Major in Recreation

Emphasis Areas: Community Leisure Services, Therapeutic Recreation, Tourism and Commercial Recreation, and Natural and Cultural Resource Management.

The Bachelor of Science in Education with a major in Family and Consumer Sciences is also supported by the department.

**Jiann-Ping Hsu School of Public Health**

Bachelor of Science in Kinesiology

Major in Exercise Science

Major in Sports Medicine - Athletic Training Emphasis

Bachelor of Science in Health Science

Major in Community Health

Major in Health Behavior

Bachelor of Science, Major in Nutrition and Food Science

The Nutrition and Food Science Program has received approval by the American Dietetic Association Plan IV, V Competencies in the Dietetics Emphasis.

The Bachelor of Science in Education with a major in Health and Physical Education is also supported by the school. For students seeking a coaching certification, a Coaching Behavior option under the minor in Exercise Science is also offered.

**School of Nursing**

Bachelor of Science in Nursing

LPN-BSN

RN-BSN

RN-MSN

Bachelor of Science in Medical Technology

**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 Recreation Administration

Master of Science

Major in Sport Management

**Jiann-Ping Hsu School of Public Health**

Master of Science

Major in Kinesiology

Emphasis Areas: Exercise Science, Sports Medicine - Athletic Training, Sport Psychology and Coaching

Master of Education

Major in Health and Physical Education

Education Specialist

Major in Health and Physical Education

Master of Public Health

Emphasis Areas: Biostatistics, Community Health Education

Master of Health Services Administration

Concentration in Health Services Administration

## **School of Nursing**

Master of Science in Nursing

Major in Rural Community Health Nurse Specialist

Major in Family Nurse Practitioner

Emphasis: Women's Health Nurse Practitioner

Post MSN Certificate in all MSN majors/emphasis

RN-MSN Program in all majors

## **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-Sports Medicine-Athletic Training, 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. Graduate Students are advised by their academic department/school.

## **Experiential Learning Opportunities**

Experiential Learning undergirds most of the professional programs in the College of Health and Human Sciences. Nursing and Sports Medicine-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 discipline.

Laboratories also provide CHHS students with experiential learning opportunities. Specially equipped labs in Biomechanics, Human Performance, Sport Psychology, Sports Medicine-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. A Lectra System Lab enables students to create computerized patterns using technology that is the gold standard in industry. 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 Family Life 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 funded through student technology fees. Labs are located in the Hollis Building, the Nursing and Chemistry Building, and the 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.

**B.S. CHILD AND FAMILY DEVELOPMENT 125 HOURS**

*See pages 52-53 for Core Curriculum, required of all students.*

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
<b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>
CHFD 2130 - Family Economic Environment (3)	
CHFD 2134 - Family Development (3)	
CHFD 2135 - Child Development (3)	
CISM 1110 - Computer Applications (1) and CISM 1120 - Computer Concepts (2) <i>or</i> COMM 1110 - Principles of Public Speaking (3)	
NTFS 2530 - Nutrition and Health (3)	
PSYC 1101 - Introduction to Psychology (3) <i>or</i> SOCI 1101 - Introduction to Sociology (3)	
<b>Health and Physical Education Activities</b> .....	<b>4 Hours</b>
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
<b>Orientation I</b> .....	<b>1 Hour</b>
GSU 1210 - University Orientation I (1)	
<b>Major Requirements</b> .....	<b>39 Hours</b>
CHFD 3130 - Research Methods in CHFD (3)	
CHFD 3132 - Prenatal and Infant Development (3)	
CHFD 3134 - Child Development: Principles and Techniques (3)	
CHFD 3135 - Middle Child and Adolescence (3)	
CHFD 3136 - Families in Later Life (3)	
CHFD 4130 - Administration of Programs for Children and Families (3)	
CHFD 4134 - Family Life Education (3) <i>or</i> CHFD 4137 - Psychosocial Care of Children in Hospitals and Other Settings (3)	
CHFD 4135 - Parenting: Family Child Interaction (3)	
CHFD 4136 - Assessment of Children and Families (3)	
CHFD 4790 - Internship in CHFD (12)	
<b>Non-Major Requirements</b> .....	<b>15 Hours</b>
HLTH 3430 - Sexuality Education (3)	
FACS 2120 - Relational Issues in FACS (2)	
FACS 4610 - Senior Seminar (1)	
Guided Electives (9)	
<b>Foreign Language Requirement or "Significant International Content" course</b> .....	<b>3 Hours</b>
<b>Elective</b> .....	<b>3 Hours</b>

**PROGRAM ADMISSION CRITERIA:**

1. Admission to Georgia Southern University
2. 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)
3. Completed a minimum of 30 semester hours
4. A grade of "C" or better in all Area F course work attempted.

**PROGRAM PROGRESSION REQUIREMENTS:**

1. Students must earn a grade of "C" or higher in all courses in Area F and within the major requirements, including guided major electives.
2. Students must also earn a grade of "C" or higher in a prerequisite course prior to registering for an advanced course.
3. Students must have a 2.0 total institution GPA to apply for the Child and Family Development Internship (CHFD 4790).

**ADVISEMENT:** Contact the College of Health and Human Sciences Student Services Center, Room 0107, Hollis Building, (912) 871-1931, for information regarding admission and advisement.

**B.S.Ed. FAMILY AND CONSUMER SCIENCES EDUCATION 125 HOURS**

*Please Refer to the Degree Program Within the College of Education.*

**B.S. FASHION MERCHANDISING AND APPAREL DESIGN 125 HOURS**

*See pages 52-53 for Core Curriculum, required of all students.*

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
<b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>
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)	
* <i>Public Speaking or Foreign Language Required if taken in Area D</i>	
<b>Health and Physical Education Activities</b> .....	<b>4 Hours</b>
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
<b>Orientation I</b> .....	<b>1 Hour</b>
GSU 1210 - University Orientation I (1)	
<b>Major Requirements</b> .....	<b>23 Hours</b>
FMAD 3220 - Understanding Aesthetics (2)	
FMAD 3231 - Fashion Fundamentals (3)	
FMAD 3234 - Textiles (3)	
FMAD 3235 - History of Costume (3)	
FMAD 4790 - Internship (12)	
<b>FMAD Major Electives (Select two)</b> .....	<b>6 Hours</b>
FMAD 3236 - Apparel II (3)	
FMAD 3237 - Apparel Analysis (3)	
FMAD 4235 - Computer Aided Design (3)	
FMAD 4236 - Fashion Study Tour (3)	
<b>FMAD Restricted Emphasis (Select one area)</b> .....	<b>9 Hours</b>
<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)	
<b>Non Major Requirements (Choose one emphasis area)</b> .....	<b>16 Hours</b>
<i>Design Emphasis:</i>	
ART 1010 - Drawing I (3)	
FACS 4610 - Senior Seminar (1)	
<i>Merchandising Emphasis: +</i>	
FACS 4610 - Senior Seminar (1)	
MKTG 3131 - Principles of Marketing (3)	
<i>Four Courses from the Following (12):</i>	
TCPM 1131 - Introduction to Printing Technology (3)	
TMFG 2131 - The Manufacturing Enterprise (3)	
THEA 4337 - Costume Design (3)	
MKTG 3131 - Principles of Marketing (3)	
MKTG 4136 - International Marketing (3)	
TCPM 1321/1411 - Desktop Publishing (3)	
TCPM 5332 - Multimedia Presentation (3)	
<i>Four Courses from the Following (12):</i>	
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)	
TCPM 1321 - Desk Top Publishing (2) and TCPM 1411 - Desk Top Publishing Lab (1) or TCPM 5332 - Multi-Media Presentations (3)	
<b>Foreign Language Requirement or "Significant International Content" Course</b> .....	<b>3 Hours</b>
<b>Elective</b> .....	<b>3 Hours</b>
Required	
+ Merchandising includes Business Minor	

**ADVISEMENT:** Contact the College of Health and Human Sciences Student Services Center, Room 0107, Hollis Building, (912) 871-1931, for information regarding admission and advisement.

**B.S. HOTEL AND RESTAURANT MANAGEMENT 125 HOURS**

*See pages 52-53 for Core Curriculum, required of all students.*

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
<b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>
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)	
<b>Health and Physical Education Activities</b> .....	<b>4 Hours</b>
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
<b>Orientation I</b> .....	<b>1 Hour</b>
GSU 1210 - University Orientation I (1)	
<b>Major Requirements</b> .....	<b>39 Hours</b>
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 4324 - Food and Beverage Operations (2)	
HNRM 4325 - Restaurant Management (2)	
<del>HNRM 4336 - Hospitality Issues (3)</del>	
<del>HNRM 4790 - Internship in HNRM (12)</del>	
Choose <u>one</u> of the following:	
HNRM 3334 - Hospitality Layout and Design (3)	
HNRM 3338 - Human Resources for Hospitality (3)	
HNRM 3339 - Catering and Beverage Operations (3)	
<b>Non-Major Requirements</b> .....	<b>15 Hours</b>
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 (3)	
<b>Elective</b> .....	<b>3 Hours</b>
<b>Foreign Language Requirement or "Significant International Content" Course</b> .....	<b>3 Hours</b>
<b>ADVISEMENT:</b> Contact the College of Health and Human Sciences Student Services Center, Room 0107, Hollis Building, (912) 871-1931, for information regarding admission and advisement.	

<b>B.S.</b>	<b>INTERIOR DESIGN</b>	<b>125 HOURS</b>
<i>See pages 52-53 for Core Curriculum, required of all students.</i>		
<b>Area A - Essential Skills</b>	.....	<b>9 Hours</b>
<b>Area B - Institutional Options</b>	.....	<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b>	.....	<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology</b>	.....	<b>11 Hours</b>
<b>Area E - Social Science</b>	.....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b>	.....	<b>18 Hours</b>
ART 1010- Drawing I (3)		
ART 1020- 2-D Design (3)		
ART 1030 - 3-D Design (3)		
CHFD 2130 - Family Economic Environment or CHFD 2134 - Family Development (3)		
INDS 2430 - Design Appreciation (3)		
INDS 2434 - Interior Design Graphics (3)		
<b>Health and Physical Education Activities</b>	.....	<b>4 Hours</b>
HLTH 1520 - Healthful Living (2)		
Physical Education Activities (2)		
<b>Orientation I</b>	.....	<b>1 Hour</b>
GSU 1210 - University Orientation I (1)		
<b>Major Requirements</b>	.....	<b>39 Hours</b>
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)		
<b>Non-Major Requirements</b>	.....	<b>15 Hours</b>
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)		
TBCC 3121 - Building Codes (2)		
<b>Elective</b>	.....	<b>3 Hours</b>
<b>Foreign Language Requirement or "Significant International Content" Course</b>	.....	<b>3 Hours</b>



**B.S. NUTRITION AND FOOD SCIENCE (Dietetics) 125 HOURS**

See pages 52-53 for Core Curriculum, required of all students.

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
<b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>
ACCT 2030 - Survey of Accounting (3)	
BIOL 2240 - Microbiology (4)	
CHEM 1140 - General/Organic Chemistry (4)	
CHFD 2134 - Family Development (3)	
* RESTRICTED ELECTIVES (If not taken in area D or E) (4-8)	
<b>Health and Physical Education Activities</b> .....	<b>4 Hours</b>
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
<b>Orientation I</b> .....	<b>1 Hour</b>
GSU 1210 - University Orientation I (1)	
<b>Major Requirements</b> .....	<b>31 Hours</b>
NTFS 2514 - Professional Practice Strategies (1)	
NTFS 2534 - Introductory Food Science (3)	
NTFS 3534 - Human Nutrition (3)	
NTFS 3535 - Life Cycle Nutrition (3)	
NTFS 3536 - Meal Management (3)	
NTFS 3537 - Advanced Food Science (3)	
NTFS 3730 - Quantity Food Practicum (3)	
NTFS 4535 - Community Nutrition (3)	
NTFS 4536 - Metabolic Nutrition (3)	
NTFS 4537 - Experimental Food Science (3)	
NTFS 4538 - Medical Nutrition Therapy (3)	
<b>Non-Major Requirements</b> .....	<b>23 Hours</b>
CHEM 2542 - Nutritional Biochemistry (4)	
FACS 4610 - Senior Seminar (1)	
HLTH 2510 - Medical Terminology (1)	
HNRM 2334 - Hospitality Accounting (3)	
HNRM 3324 - Foodservice Theory (2)	
MGNT 3130 - Management and Organizational Behavior (3)	
* RESTRICTED ELECTIVES (9)	
<b>Elective</b> .....	<b>3 Hours</b>
<b>Foreign Language Requirement or "Significant International Content" Course</b> .....	<b>3 Hours</b>

**ADVISEMENT:** Contact the College of Health and Human Sciences Student Services Center, Room 0107, Hollis Building, (912) 871-1931, for information regarding admission and advisement.

\* *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, KINS 2532/2512 - Human Anatomy and Physiology II, SOCI 1101 - Introduction to Sociology or ANTH 1102 - Introduction to Anthropology, PSYC 1101 - Introduction to Psychology, STAT 2231 - Introduction to Statistics, 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.*



**B.S.H.S. COMMUNITY HEALTH 125 HOURS**

See pages 52-53 for Core Curriculum, required of all students.

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
<b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>
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)	
<b>Health and Physical Education Activities</b> .....	<b>4 Hours</b>
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
<b>Orientation I</b> .....	<b>1 Hour</b>
GSU 1210 - University Orientation I (1)	
<b>Major Requirements</b> .....	<b>57 Hours</b>
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)	
<del>HLTH 3231 - Epidemiology and Vital Statistics (3)</del>	
<del>HLTH 3330 - Behavioral Approaches to Health Programs (3)</del>	
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)	
<b>Electives</b> .....	<b>3 Hours</b>

- \* *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.*

**ADVISEMENT:** Contact the College of Health and Human Sciences Student Services Center, Room 0107, Hollis Building, (912) 871-1931, 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 grade of "C" or better in all Area F course work attempted

**PROGRAM PROGRESSION REQUIREMENTS:**

- Students must earn a grade of "C" or higher in all courses in Area F and within the major requirements, including guided major electives.
- Students must also earn a grade of "C" or higher in a prerequisite course prior to registering for an advanced course.
- Students must earn a grade of "C" in all major courses, Major Guided Electives, and Area F courses; and have an adjusted GPA of 2.5 or better to enroll in internship.

**B.S.K. EXERCISE SCIENCE 125 HOURS**

See pages 52-53 for Core Curriculum, required of all students.

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
<b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>

- 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 1113 - Physics Lab I (0-1)
- \*\* PHYS 1111 - Introduction to Physics I (0-3)
- Guided Electives (0-8)

<b>Health and Physical Education Activities</b> .....	<b>4 Hours</b>
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	

<b>Orientation I</b> .....	<b>1 Hour</b>
GSU 1210 - University Orientation I (1)	

<b>Major Requirements</b> .....	<b>57 Hours</b>
---------------------------------	-----------------

- 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)

<b>Elective</b> .....	<b>3 Hours</b>
-----------------------	----------------

- \* 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.

**ADVISEMENT:** Contact the College of Health and Human Sciences Student Services Center, Room 0107, Hollis Building, (912) 871-1931, 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 grade of "C" or better in all Area D and F course work attempted

**PROGRAM PROGRESSION REQUIREMENTS:**

- Students must earn a grade of "C" or higher in all courses in Area F and within the major requirements, including guided major electives.
- Students must also earn a grade of "C" or higher in a prerequisite course prior to registering for an advanced course.

**B.S.Ed. HEALTH & PHYSICAL EDUCATION 125 HOURS**

*Please refer to the degree program within the College of Education.*

**B.S.H.S. HEALTH BEHAVIOR 125 HOURS**

*See pages 52-53 for Core Curriculum, required of all students.*

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
<b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>
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)	
<b>Health and Physical Education Activities</b> .....	<b>4 Hours</b>
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
<b>Orientation I</b> .....	<b>1 Hour</b>
GSU 1210 - University Orientation I (1)	
<b>Major Requirements</b> .....	<b>57 Hours</b>
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)	
<b>Elective</b> .....	<b>3 Hours</b>

\* *Must be Biology or Chemistry Laboratory Science, excluding Environmental Science Courses.*

**ADVISEMENT:** Contact the College of Health and Human Sciences Student Services Center, Room 0107, Hollis Building, (912) 871-1931, 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 grade of "C" or better in all Area F course work attempted

**PROGRAM PROGRESSION REQUIREMENTS:**

- Students must earn a grade of "C" or higher in all courses in Area F and within the major requirements, including guided major electives.
- Students must also earn a grade of "C" or higher in a prerequisite course prior to registering for an advanced course.

**B.S.M.T. MEDICAL TECHNOLOGY 125 HOURS**

See pages 52-53 for Core Curriculum, required of all students.

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
<b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>
BIOL 1110 - General Biology Lab (1)	
BIOL 1130 - General Biology (3)	
BIOL 2240 - Microbiology (4)	
CHEM 1146 - General Chemistry II (4)	
KINS 2531 - Human Anatomy and Physiology I (3)	
*   STAT 2231 - Introduction to Statistics (0-3)	
<b>Health and Physical Education Activities</b> .....	<b>4 Hours</b>
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
<b>Orientation I</b> .....	<b>1 Hour</b>
GSU 1210 - University Orientation I (1)	
<b>Major Requirements</b> .....	<b>57 Hours</b>
CHEM 3341 - Organic Chemistry (4)	
KINS 2511 - Human Anatomy and Physiology I Lab (1)	
Armstrong Atlantic State University Courses	
MEDT 3000 - Introduction to Medical Laboratory (1)	
MEDT 3001 - Introduction to Medical Laboratory Methods (2)	
MEDT 3100 - Urinalysis and Body Fluids (3)	
MEDT 3200 - Clinical Microbiology Lab (5)	
MEDT 3300 - Clinical Hematology and Hemostasis (4)	
MEDT 3400 - Clinical Immunohematology (3)	
MEDT 3501 - Clinical Chemistry I (4)	
MEDT 3502 - Clinical Chemistry II (2)	
MEDT 3600 - Clinical Instrumentation (3)	
MEDT 3700 - Clinical Immunoserology Lab (3)	
MEDT 3800 - Clinical Parasitology (1)	
MEDT 3900 - Clinical Mycology and Virology (3)	
MEDT 4110 - Phlebotomy Practicum (1)	
MEDT 4210 - Clinical Microbiology Practicum (2)	
MEDT 4310 - Clinical Hematology Practicum (2)	
MEDT 4410 - Clinical Immunohematology Practicum (2)	
MEDT 4510 - Clinical Chemistry Practicum (2)	
MEDT 4600 - Senior Seminar (3)	
MEDT 4610 - Urinalysis Practicum (1)	
MEDT 4710 - Clinical Immunoserology Practicum (1)	
MEDT 4810 - Special Topics Practicum (1)	
MEDT 4900 - Laboratory Management and Education (3)	
<b>Elective</b> .....	<b>3 Hours</b>

**ADVISEMENT:** College of Health and Human Sciences Student Services Center Room 0107, Hollis Building will advise B.S. in MT majors prior to transfer. After transfer to AASU, Department of Medical Technology faculty and staff will assume advisement responsibilities.

**PROGRAM ADMISSION CRITERIA:**

Students may be admitted to the program of study at Georgia Southern who satisfy the admission requirements of the University. Acceptance into the AASU program will be determined by the AASU evaluation committee and is based on completion of required courses, strength of application, GPA, and Science GPA. For information and application materials for the AASU program contact Dr. Hassan Aziz., Program Director, Medical Technology, 11935 Abercorn St., Savannah, GA 31419, (912) 921-7448 email azizhass@mail.armstrong.edu

\*   KINS 2532/2512 - Human Anatomy and Physiology II and lab required if Statistics taken in Area D

**OTHER PROGRAM REQUIREMENTS:**

Students must earn a grade of "C" or higher in all courses within the major requirements, including guided major electives.  
Students must also earn a grade of "C" or higher in a prerequisite course prior to registering for an advanced course.

**B.S.K.**

**SPORTS MEDICINE  
ATHLETIC TRAINING EMPHASIS**

**125 HOURS**

*See pages 52-53 for Core Curriculum, required of all students.*

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
<b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>

- 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)

<b>Health and Physical Education Activities</b> .....	<b>4 Hours</b>
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	

<b>Orientation I</b> .....	<b>1 Hour</b>
GSU 1210 - University Orientation I (1)	

<b>Major Requirements</b> .....	<b>45 Hours</b>
---------------------------------	-----------------

- 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 - Prevent of Injury and Illness in Sports Medicine (3)
- KINS 3331 - Pathology and Care of Sport 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 Sports Medicine (3)
- KINS 4333 - Therapeutic Exercise and Rehabilitation (3)
- KINS 4334 - Pharmacological Issues in Sports Medicine (3)
- KINS 4618 - Senior Seminar in Sports Medicine (1)
- Guided Major Elective (5)

<b>Major Clinical Requirements</b> .....	<b>12 Hours</b>
--	-----------------

- KINS 2321 - Clinical Skills in Sports Medicine I (2)
- KINS 2322 - Clinical Skills in Sports Medicine II (2)
- KINS 3321 - Clinical Applications in Sports Medicine I (2)
- KINS 3322 - Clinical Applications in Sports Medicine II (2)
- KINS 4721 - Clinical Practicum in Sports Medicine I (2)
- KINS 4722 - Clinical Practicum in Sports Medicine II (2)

<b>Elective</b> .....	<b>3 Hours</b>
-----------------------	----------------

- \* *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, CHEM 1146, or PHYS 1112 w/Lab required in Area F, Guided Electives.*

*Note: Sports Medicine-Athletic Training Majors must complete Fundamentals to include MATH 1112, CHEM 1145, CHEM 1146, PHYS 1111/1113, and PHYS 1112/1114. 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.*

**ADVISEMENT:** Contact the College of Health and Human Sciences Student Services Center, Room 0107, Hollis Building, (912) 871-1931.

**PROGRAM ADMISSION CRITERIA:** Sports Medicine-Athletic Training Emphasis 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 Sports Medicine Major-Athletic Training Emphasis. Once admitted to the University, students should contact the Student Services Center for advisement. In order to be considered for admission into the Sports Medicine-Athletic Training major, applicants must meet the following minimum requirements by the application deadline (See the School for application dates):

1. Attained admission to Georgia Southern University.
2. Possess a total institution GPA of 3.0 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 7 hours completed from Area D.
4. Attained a grade of "C" or better in all Area D and Area F course work attempted.
5. 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. Documented accumulation of a minimum 25 observation hours in an approved athletic training room environment. These Hours must be documented and signed for by a certified athletic trainer. These hours must have been accrued within the last year. If you wish to attain these hours in the Georgia Southern University Athletic Training Room, you must first contact the Head Athletic Trainer for guidelines and to set up appropriate times.
  - d. 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.
6. Accessed the NATA web page at <http://www.nata.org/> and researched the following: the history of athletic training and the NATA, the role of an athletic trainer, the education and certification process of becoming an ATC, the difference between NATA certified, CAAHEP accredited and internship athletic training educational programs, and the NATA Code of Ethics. This information will be used in the personal interview.
7. Completed a personal interview with the Sports Medicine-Athletic Training Admission Committee.

All of the following requirements must be met for student progression in the program:

1. Students must maintain an 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, and for the current NATA Certification requirements.
3. 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.
4. 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/INFORMATION:**

It is recommended that students:

1. receive a complete physical examination by a physician;
2. secure tetanus and hepatitis B vaccinations;
3. purchase student liability insurance, and;
4. adhere to the program professional dress code during clinical experiences.

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 Jiann-Ping Hsu School of Public Health, College of Health and Human Sciences, 2115 Hollis Building, (912) 681-0200.

<b>B.S.N.</b>	<b>NURSING</b>	<b>125 HOURS</b>
<i>See pages 52-53 for Core Curriculum, required of all students.</i>		
<b>Area A - Essential Skills</b> .....		<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....		<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....		<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology</b> .....		<b>11 Hours</b>
CHEM 1140 - General and Organic Chemistry/Lab (4)		
Environmental Science/Lab (4)		
Elective (Math/Science) (3)		
<b>Area E - Social Science</b> .....		<b>12 Hours</b>
Elective (3)		
<b>Area F - Courses Appropriate to Major</b> .....		<b>18 Hours</b>
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 or NTFS 2535 - Nutrition and Diet Therapy (3)		
* <i>Statistics required unless taken in Area D</i>		
<b>Health and Physical Education Activities</b> .....		<b>4 Hours</b>
HLTH 1520 - Healthful Living (2)		
Physical Education Activities (2)		
<b>Orientation I</b> .....		<b>1 Hour</b>
GSU 1210 - University Orientation I (1)		
<b>Major Requirements</b> .....		<b>57 Hours</b>
NURS 3129 - Foundational Concepts of Professional Nursing (2)		
NURS 3130 - Critical Inquiry: Nursing Research (3)		
NURS 3131 - Therapeutic Nursing Intervention: Health Promotion I (3)		
NURS 3133 - Mental Health Nursing: Health Promotion III (3)		
NURS 3139 - Conceptual Basis for Nursing: Health Promotion (3) (RN-BSN Students Only)		
NURS 3142 - Nursing Care of Adults: Health Promotion II (4)		
NURS 3230 - Health Assessment Across the Lifespan (3)		
NURS 3231 - Pharmacology/Other Therapeutic Modalities (3) or NURS 4132-Complementary Therapeutic Modalities (3) (RN-BSN students only)		
NURS 3323 - Mental Health Promotion: Practicum III (2)		
NURS 3331 - Therapeutic Nursing Intervention: Practicum I (3)		
NURS 3342 - Adult Health Promotion: Practicum II (4)		
NURS 4090 - Selected Topics in Nursing (1-6)		
NURS 4133 - Complex Nursing Concepts (3) (RN-BSN Students Only)		
NURS 4134 - Nursing Care of Developing Families: Health Promotion IV (3)		
NURS 4135 - Nursing Care of Children: Health Promotion V (3)		
NURS 4136 - Nursing Care in Complex Health: Health Promotion VII (3)		
NURS 4137 - Community Health Nursing: Health Promotion VI (3)		
NURS 4138 - Nursing Leadership and Management: Health Promotion VIII (3)		
NURS 4229 - Health Promotion: Critical Analysis of Nursing Concepts (2)		
NURS 4324 - Developing Families Health Promotion: Practicum IV (2)		
NURS 4325 - Child Health Promotion: Practicum V (2)		
NURS 4326 - Complex Health Promotion: Practicum VII (2)		
NURS 4327 - Community Nursing Health Promotion: Practicum VI (2)		
NURS 4728 - Nursing Leadership Preceptorship: Practicum VIII (2)		
NURS 4738 - Nursing Leadership and Management: Practicum VIII (3) (RN-BSN and RN-MSN Students Only)		
NURS 4890 - Independent Study (1-3)		
<b>Elective</b> .....		<b>3 Hours</b>
<b>Foreign Language - Optional</b>		
<b>Minor - Optional</b>		

The BSN Program is a participant in the Georgia RN-BSN Articulation Model for registered nurses returning for the BSN or Bachelor of Science in Nursing 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 3129, NURS 4136/4326, and NURS 4728. Through the LPN-BSN Program, LPN students may be eligible to earn up to 9 credit hours by proficiency examination.

**ADVISEMENT:** Pre-Nursing majors are advised in the College of Health and Human Sciences Studies Student Services Center, Hollis Building, Room 0107, (912) 871-1931. Nursing majors (BSN and LPN-BSN students) are advised in the School of Nursing, BSN Office, Nursing/Chemistry Building, Room 2002, (912) 681-5242. RN-BSN and RN-MSN students are advised in the School of Nursing, RN-BSN Office, Nursing/Chemistry Building, Room 2002, (912) 681-5994.

**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, preclicensure applicants must have met the following requirements:

1. Attained admission to Georgia Southern University;
2. Achieved a minimum cumulative grade point average of 2.70 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 2.7 for all course work.
3. Completed a minimum of 45 semester credit hours of required course work with a grade of “C” or better;
4. Completed 12 hours of the 20 hours of required lab science course work, including 4 hours in Area F with a grade of “C” or better;
5. Returned the nursing application to the School of Nursing by the announced deadline;
6. 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.

Applicants must have met the following requirements before enrollment in NURS 3131:

1. Earned a grade of “C” or better in Area A courses, Lab Sciences, Statistics, Anatomy and Physiology I and II with Labs, Lifespan Human Growth and Development, and Microbiology.
2. 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.
3. Participated in a School of Nursing orientation session.
4. For applicants holding a current valid health profession’s license (e.g., LPN, EMT, RT, RD), provided faculty with visualization of the license.
5. Completed the Nurse Entrance Test (NET).

**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 2.7 on all course work attempted or a minimum of 2.5 for provisional admission (see School of Nursing Student Handbook).
3. Completed a minimum of 45 semester hours of required course work.
4. Provided faculty with visualization of current Georgia RN license.
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 before enrollment in the first nursing course:

1. Maintained a minimum total institution GPA of 2.5.
2. Provided faculty with visualization of a current valid Georgia Registered Nurse license.
3. Met School of Nursing clinical requirements including: (a) health history and physical examination; (b) immunization requirements including measles, rubella, and hepatitis B (see School of Nursing Student Handbook for specific details); (c) tuberculosis screening; (d) current American Heart Association CPR for Healthcare Provider certification; (e) professional liability insurance, and (f) proof of personal health insurance.

**Progression Requirements**

1. BSN students must earn a grade of “C” or better in all required nursing courses in the major in order to progress in the nursing program.
2. 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.
3. Students who earn a grade of a grade “D” or less in a clinical (practicum) course may not continue in any 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 clinical course during the same semester will be administratively withdrawn from the subsequent clinical course during the same semester.
4. 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.
5. 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.

(Continued on Next Page)



Students who are unsuccessful in a second required nursing course must complete the following activities:

- \* 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.
- \* Successfully complete the learning prescription developed at the Diagnostic and Learning Prescription Conference during the next semester of enrollment.

Dismissal from the nursing major does not affect the ability of the student to progress in the University in another major.

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) 681-5242. 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) 681-5994.

The School of Nursing Programs are accredited by the Commission on Collegiate Nursing Education and approved by the Georgia Board of Nursing.



**B.S. RECREATION 125 HOURS**

*See pages 52-53 for Core Curriculum, required of all students.*

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
<b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>
RECR 1530 - Foundations of Recreation and Leisure (3)	
RECR 2130 - Leisure Concepts Across the Lifespan (3)	
RECR 2330 - Computer Applications in Recreation and Sport Management (3)	
RECR 2530 - Leadership and Programming in Leisure (3)	
Guided Electives (6)	
<b>Health and Physical Education Activities</b> .....	<b>4 Hours</b>
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
<b>Orientation I</b> .....	<b>1 Hour</b>
GSU 1210 - University Orientation I (1)	
<b>Major Requirements</b> .....	<b>27 Hours</b>
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)	
<b>Areas of Emphasis</b> .....	<b>12 Hours</b>
<u>Therapeutic Recreation</u>	
RECR 3130 - Theoretical Foundations of 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 Commercial Recreation</u>	
RECR 3330 - Commercial Recreation (3)	
RECR 3335 - Dynamics of Tourism (3)	
Directed Upper Division Recreation Elective (3)	
Directed Upper Division Recreation Elective (3)	
<u>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)	
<b>Non-Recreation Courses</b> .....	<b>15 Hours</b>
<b>Foreign Language or International Studies Elective</b> .....	<b>3 Hours</b>
<b>Elective</b> .....	<b>3 Hours</b>

**ADVISEMENT:** Contact the Department of Hospitality, Tourism, Family and Consumer Sciences Office, HTFCS Building, Room 1004, (912) 681-5345 regarding admission and advising requirements.

**PROGRAM ADMISSION CRITERIA:**

- 2.00 GPA; Therapeutic Recreation requires a 2.5 GPA
- 2.00 GPA to enroll in Internship.

**B.S. SPORT MANAGEMENT 125 HOURS**

*See pages 52-53 for Core Curriculum, required of all students.*

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
<b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>
ACCT 2030 - Survey of Accounting (3)	
COMM 2332 - Introduction to Mass Communications (3)	
RECR 2330 - Computer Applications in Recreation and Sport Management (3)	
SMGT 2130 - Introduction to Sport Management (3)	
SMGT 2230 - Social Issues in Sport (3)	
STAT 2231 - Introduction to Statistics I (3)	
<b>Health and Physical Education Activities</b> .....	<b>4 Hours</b>
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
<b>Orientation I</b> .....	<b>1 Hour</b>
GSU 1210 - University Orientation I (1)	
<b>Major Requirements</b> .....	<b>36 Hours</b>
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)	
<b>Non-Sport Management Courses</b> .....	<b>18 Hours</b>
<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)	
<b>Foreign Language or International Studies Elective</b> .....	<b>3 Hours</b>
<b>Elective</b> .....	<b>3 Hours</b>

**ADVISEMENT:** Contact the Department of Hospitality, Tourism, Family and Consumer Sciences, Sport Management Office, Hollis Building, Room 1119, (912) 681-5266, for 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 C or better before admission to the program.
- Students must have a 2.25 GPA to enroll in the internship.

# College of Information Technology

Founding Dean: James Bradford  
Information Technology Room 3400  
P.O. Box 7995  
(912) 486-7412  
E-mail: Bradford@georgiasouthern.edu

Associate Dean: VACANT

The College of Information Technology at Georgia Southern University is the newest academic unit on campus initiating operation 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 Technology/Information Technology Option degrees. The business administration degree programs are accredited by the AACSB International B. The Association to Advance Collegiate Schools of Business and the computer science degree is accredited by the Computing Accreditation Commission of ABET.

## Structure

### Department of Computer Sciences

Robert Cook, Acting Chair  
Professors: V. Jovanovic, A. Pierce (Emeritus), W. Zhang  
Associate Professor: J. Harris  
Assistant Professors: A. Greca, S. Cho, L. Li, Y. Li, J. Wang

### Department of Information Systems

Susan R. Williams, Acting Chair  
Professors: T. Case, J. Pickett (Emeritus), R. Wells (Emeritus)  
Associate Professors: R. MacKinnon  
Assistant Professors: J. Dyer, A. Gardiner, H. Han, H. Kung, C. Rogers, M. Tabatabaei, J. Whitworth

### Department of Information Technology

J. Reichgelt, Acting Chair  
Associate Professor: E. S. Butler  
Assistant Professors: C. Aasheim, J. Barjis, C. K. Lee, A. Zhang

## 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.

### Objectives: 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) 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.

### Objectives: Each graduate of the program should:

- Communicate effectively, both orally and in writing. Of particular importance is the ability to communicate technical material to laypersons.
- Use structured, logical reasoning to analyze business problems and formulate solutions that integrate practical, economical, and ethical considerations.
- Understand how information technology can be used to improve organizational effectiveness and efficiency.
- Define the business requirements associated with problems/opportunities faced by an organization; translate those requirements into technical, design documents; and, create detailed specifications for information systems development.
- Develop and implement computer-based solutions to business problems.
- Understand the importance of teamwork and diversity in developing solutions to business problems.
- Be aware of global perspectives to help companies compete in international, as well as domestic markets.
- Appreciate the vagaries and uncertainties of real-life, business situations and the importance of life-long learning.

### Information Technology

Information Technology (IT) professionals allow organizations to effectively use information technology to meet their needs. They must therefore, have a good understanding of the various information technologies and the type of activity the organization is involved in. The BS IT prepares students for careers as IT professionals. Students are required to complete eleven core courses, an internship experience, an IT specialization area and a seven 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.

**Objectives:** Each graduate of the program should be able to:

- Identify and define the requirements that must be satisfied to address the problems or opportunities faced by an organization;
- Develop IT-based solutions in one or more application areas;
- Demonstrate independent critical thinking and problem solving skills;
- Apply rational analytical techniques to the development of IT based solutions;
- Identify current and emerging technologies and discuss their applicability to today's organizations;
- Demonstrate expertise in the core technologies that support all IT based applications;
- Communicate effectively with clients and peers, both orally and in writing;
- Work effectively in project teams to implement IT based solutions;
- Use advanced project management methods in complex systems development environments.

## Advisement

### Undergraduate

Academic advisement is conducted through the College of Information Technology Office of Student Services  
Location: Room 1208, College of Information Technology  
Telephone: (912) 486-7886

### 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) 681-5767

The Department of Computer Sciences offers a M.S. degree jointly with the Department of Mathematics. The options are listed on Page 308 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.

**B.S. COMPUTER SCIENCE 125 HOURS**

*See pages 52-53 for Core Curriculum, required of all students.*

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
<b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>
CSCI 1301, 1302 - Programming Principles I, II (7)	
CSCI 2120 - Computers, Ethics, and Society (2)	
MATH 1441, 2242 - Calculus I, II (8)	
MATH 2332 - Mathematical Structures	
Electives from list: (1-4)	
CSCI 1230 - BASIC Programming (3)	
CSCI 1232 - FORTRAN Programming (3)	
CSCI 1236 - JAVA Programming (3)	
MATH 2331 - Elementary Linear Algebra (3)	
<b>Health and Physical Education Activities</b> .....	<b>4 Hours</b>
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
<b>Orientation I</b> .....	<b>1 Hour</b>
GSU 1210 - University Orientation I (1)	
<b>Specific Requirements</b> .....	<b>7-13 Hours</b>
MATH 2331 - Elementary Linear Algebra (3)	
MATH 2332 - Mathematical Structures (3)	
COMM 1110 - Principles of Public Speaking (3)	
Second course in Lab Science sequence (4) [first course in sequence assumed taken in Area D]	
BIOL 3132/3112 - Biology of Organisms and Lab (4)	
BIOL 3133/3113 - Evolution and Ecology and Lab (4)	
CHEM 1146 - General Chemistry II (4)	
GEOL 1122 - General Historical Geology (4)	
PHYS 1112/1114 - Introduction to Physics II and Lab (4)	
PHYS 2212/1114 - Principles of Physics II and Lab (4)	
<b>Major Requirements</b> .....	<b>42 Hours</b>
Mathematics and Statistics (6)	
MATH 3337 - Probability (3)	
STAT 5531 - Statistical Methods (3)	
Computer Sciences (36)	
Required courses:	
CSCI 3230 - Data Structures (3)	
CSCI 3231 - Logic Circuits and Microprocessors (3)	
CSCI 3236 - Theoretical Foundations (3)	
CSCI 5232 - Operating Systems (3)	
CSCI 5331 - Computer Architecture (3)	
CSCI 5332 - Data Communications and Networking (3)	
CSCI 5432 - Database Systems (3)	
CSCI 5434 - Theory of Programming Languages (3)	
CSCI 5530 - Software Engineering (3)	
Elective courses: (choose any three from the list below)	
CSCI 5230 - Discrete Simulation (3)	
CSCI 5234 - Parallel Processing (3)	
CSCI5330 -Algorithm Design and Analysis (3)	
CSCI 5335 - Object Oriented Design (3)	
CSCI 5430 - Artificial Intelligence (3)	
CSCI 5436 - Web System Design and Development (3)	
<b>Electives</b> .....	<b>2-9 Hours</b>
<b>Foreign Language Requirement or International Content Course</b> .....	<b>3 Hours</b>

**ADVICE:** College of Information Technology Office of Student Services, Room 1208, College of Information Technology, Telephone: (912) 486-7886.

**PROGRAM ADMISSION CRITERIA:** A student must have completed both MATH 1441 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 grade of “C” or above is required for each CSCI, MATH, and STAT course taken in the major. This applies to all courses (lower- and upper-division).

**B.B.A. INFORMATION SYSTEMS 125 HOURS**

See pages 52-53 for Core Curriculum, required of all students.

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
* <b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
* <b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
* <b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>
ACCT 2101 - Financial Accounting (3)	
ACCT 2102 - Managerial Accounting (3)	
BUSA 1105 - Introduction to Business (3)	
BUSA 2106 - The Environment of Business (3)	
CISM 1110 - Computer Applications (1)	
CISM 1120 - Computer Concepts (2)	
ECON 2106 - Business Economics (3)	
<b>Health and Physical Education Activities</b> .....	<b>4 Hours</b>
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
<b>Orientation I</b> .....	<b>1 Hour</b>
GSU 1210 - University Orientation I (1)	
<b>Specific Requirements Beyond Area A-F</b> .....	<b>27 Hours</b>
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)	
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)	
<b>Major Requirements</b> .....	<b>24 Hours</b>
CISM 2230 - Applications Development (3)	
CISM 3134 - Data Communications (3)	
CISM 3135 - Systems Analysis and Design (3)	
CISM 4134 - Data Management (3)	
CISM 4136 - Global Information Resource Management (3)	
Select three of the following:	
CISM 3235 - Application Development with COBOL (3)	
CISM 3236 - Web Database Development (3)	
CISM 4234 - Application Development with Objects (3)	
CISM 4236 - AS/400 and Its Applications (3)	
CISM 4237 - Decision Support Systems (3)	
CISM 4238 - Network Administration (3)	
CISM 4331 - Point of Sale Technologies (3)	
CISM 4332 - Electronic Business (3)	
CISM 4334 - Enterprise Resource Planning Systems Using SAP (3)	
CISM 4790 - Internship in Information Systems (3)	
CISM 4830 - Special Problems in Information Systems (3)	
CISM 4890 - Directed Studies in Information Systems (3)	
<b>Electives</b> .....	<b>12 Hours</b>

At least nine (9) hours of electives must be earned in courses outside of the College of Business Administration.

**ADVISEMENT:** College of Business Administration Student Services Center, Business Administration Building, (912) 681-0085.

- \* Area C - Recommended COMM 1110 - Principles of Public Speaking (3)
- \* Area D - Recommended MATH 1232 - Survey of Calculus (3)
- \* Area E - Recommended PSYC 1101 - Introduction to Psychology (3) or SOCI 1101 - Introduction to Sociology (3)

**B.S. INFORMATION TECHNOLOGY 125 HOURS**

See pages 52-53 for core Curriculum, required of all students.

* <b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
* <b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
<b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>

- CISM 2230 - Applications Development (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 I** ..... **1 Hour**

- GSU 1210 - University Orientation I (1)

**Major Requirements** ..... **30 Hours**

- CISM 3134 - Data Communications (3)
- CISM 3135 - System Analysis and Designs (3)
- CISM 4134 - Data Management (3)
- CISM 4135 - Project Management and Development (3)
- IT 3131 - Web Application Design and Development (3)
- IT 3234 - Software Acquisition, Integration, and Implementation (3)
- IT 4130 - Information Technology Issues and Management (3)
- IT 4790 - Internship in Information Technology (0)
- IT Specialization Area (9)

**Select from the following Specialization Areas:**

Systems Development and Support

- CISM 3135 - Systems Analysis and Design (3)
- Plus 3 courses from the following list:*
- CISM 4234 - Applications Development with Objects (3)
- CISM 4237 - Decision Support Systems (3)
- CSCI 5230 - Discrete Simulation (3)
- IT 4234 - Network Operating Environments (3)

Web and Multimedia Foundations

- IT 3131 - Web Application Design and Development (3)
- Plus*
- IT 4235 - Problems in Web Application (3)
- And 2 courses from the following list:*
- IT 3132 - Web Software Tools (3)
- BRCT 3335 - Writing for Electronic Media (3)
- TCPM 5332 - Multimedia Presentation (3)

Knowledge Management and IT Integration

- CISM 4134 - Data Management (3)
- Plus*
- CISM 4237 - Decision Support Systems (3)
- IT 4135 - Information Organization and Retrieval (3)
- IT 4136 - Knowledge Discovery and Data Mining (3)

Telecommunications and Network Administration

- CISM3134 - Data Communications (3)
- Plus*
- CISM 4238 - Network Administration (3)
- IT4234 - Network Operating Environment (3)
- IT 4335 - Network Architecture (3)

**Second Discipline Concentration** ..... **18 Hours**

The list and description of approved second discipline concentrations can be found on page 73.

**Electives** ..... **12 Hours**

No more than 6 hours of electives in IT/CSCI/CISM courses

**ADVISEMENT:** College of Information Technology Office of Student Services, Room 1208, College of Information Technology, Telephone: (912) 486-7886.

**PROGRAM ADMISSION CRITERIA:** Before acceptance as an IT major, a student will be required to complete, with a grade of “C” or better, four technology courses and prerequisites (IT 1130, IT 11430, CSCI 1236, CISM 2230) and three specified mathematics (MATH 1232, STAT 2231, MATH 2130).

**OTHER PROGRAM REQUIREMENTS:** A grade of “C” or above is required for each CSCI, CISM, IT, MATH, and STAT course taken in the major. This applies to all courses (lower- and upper-division).

- \* *Area A - Recommended MATH 1232 - Survey of Calculus (3)*
- \* *Area D - Recommended STAT 2231 - Introduction to Statistics I (3)*



# College of Liberal Arts & Social Sciences

Acting Dean: Jane Rhoades Hudak  
Foy 3317  
P.O. Box 8142  
(912) 681-5434  
FAX (912) 681-5346  
jhudak@georgiasouthern.edu

Associate Dean: Curtis Ricker  
Foy 3317  
P.O. Box 8142 (912) 681-  
5434  
cricker@georgiasouthern.edu

Acting Associate Dean: Olivia Edenfield  
Foy 3317  
P.O. Box 8142 (912) 681-  
5434  
carr@georgiasouthern.edu

## Mission and Objectives

At the core of one of Georgia's most comprehensive universities, the College of Liberal Arts and Social Sciences seeks to share with students, staff, and administration a dedication to the life of the mind. That dedication involves all members of the College in a fundamental concern for excellent, innovative teaching, and for the pursuit and acquisition of knowledge for its own sake. While the College acknowledges the importance of professional training, it encourages students to address the analytical, historical, cultural, and philosophical foundations of their disciplines. The College believes that such dedication and encouragement will result in graduates who will be vital, contributing members of the community, who will, in turn, foster closer ties between the university and the public that supports it.

In its scholarship, research, and creative activities, the College of Liberal Arts and Social Sciences demonstrates its commitment to a range of issues, applied and theoretical, public and private. The College accepts its mandate as an intellectual resource for southern Georgia and seeks to enrich the lives of those inside and outside Georgia Southern University by offering, through various media, the fruits of artistic, creative, and thoughtful expression. Faculty members also work in partnership with and serve as consultants to local, regional, and national groups.

Many of the disciplines represented within the College have historical roots that stretch back for centuries. Future-oriented, advanced work combines the best of both this heritage and the modern world to provide students with a perspective of past experience, present developments, and future possibilities.

The humanities, social sciences, and fine arts cooperate in the task of interpreting and understanding human experience. That presents the College with an added mission to highlight the centrality of our task to humanity, and to persuade others that all areas of the College of Liberal Arts and Social Sciences support a set of values for matters both theoretical and practical. What our disciplines provide belongs to the possibilities of humanity as such, to what everyone is or can be.

## Structure

The College of Liberal Arts and Social Sciences includes ten departments:

### Betty Foy Sanders Department of Art

Patricia Carter, Chair

Professors: S. Bayless (Emeritus), J. Hines, B. Little, J. Olson (Emeritus), J. Pleak, R. Remley (Emerita), J. Rhoades-Hudak, T. Steadman, R. Tichich

Associate Professors: P. Carter, H. Iler (Emeritus), C. Lemon, J. McGuire, O. Onyile, P. Walker

Assistant Professors: B. Frieder, P. Smith

Temporary Assistant Professors: G. Carter, C. Wallace, M. Eccles

### Department of Communication Arts

Pamela Bourland-Davis, Chair

Professors: D. Addington (Emeritus), M. Shytles (Emerita)

Associate Professors: P. Bourland-Davis, G. Dartt, C. Geyerman, B.

Graham, R. Johnson (Emeritus), R. Smith, E. Wyatt (Emeritus)

Assistant Professors: J. Erney, C. Feldman, D. Demare, J. Harbour, K. Murray, V. Rowden (Emerita), P. Wheaton, M. Whitaker

Temporary Instructors: B. Dawson, M. Mohr, L. Rogers

### Department of Literature and Philosophy

Bruce Krajewski, Chair

#### Literature

Professors: R. Flynn, J. Humma, B. Krajewski, T. Lloyd, J. Nichols (Emeritus), L. Paige, D. Robinson, F. Sanders, D. Thomson

Associate Professors: R. Costomiris, D. Dudley, G. Kundu, F.

Richter (Emeritus), C. Schille, C. Town, T. Warchol, T. Whelan

Assistant Professors: M. Cyr, M. Goff, J. Griffin,

#### Philosophy

Assistant Professors: M. Adamos, J. Parcels, H. Keeley

### Department of Writing and Linguistics

Larry Burton, Chair

Professor: L. Burton

Associate Professors: E. Agnew, P. Dallas, M. Hadley, M. McLaughlin, E. Nelson, B. Nichols (Emerita), M. Pemberton, D. Purvis

Assistant Professors: K. Albertson, L. Amy, F. Arasanyin, C. Chaput, P. Christopher, C. Crittenden (Emerita), A. Crow, N. Dessommes, S. Duffey, O. Edenfield, T. Giles, D. Golden (Emerita), E. Hendrix, R. Keithly (Emeritus), T. Klein, M. Marwitz, K. McCullough, M. Mills, L. Milner, M. Pate, K. Pittman, K. Powers-Stubbs, P. Price, M. Richardson, N. Saye, T. Thompson, J. Walker, T. Welford, L. VonBergen

Temporary Instructors: S. Black, S. Brannen, A. Crowther, J. Crowther, E. Hughes, J. Joyner, L. Kalloniatis, M. Lee, N. LoBue, C. Mabry, C. Price, S. Smith, J. Stoehr, D. Starnes, B. Swope, C. Thomas, L. Valeri, R. Van Horn, T. Whittle

### Emerita/Emeritus-English and Philosophy

Professors: H. Cate, P. Gillis, L. Huff, D. Presley, P. Spurgeon, A. Whittle

Associate Professors: B. Bitter, P. LaCerva, D. Lanier, E. Little

Assistant Professors: G. Hicks, C. Hoff, A. Hooley, E. James, D. Jones, E. Mills, S. Rabitsch

Instructor: N. Huffman

## Department of Foreign Languages

Donnie Richards, Chair

Professors: D. Alley, L. Bouma (Emeritus), Z. Farkas (Emeritus), J. P. Carton, C. Coker, J. Schomber, D. Seaman, N. Shumaker, J. Weatherford

Associate Professors: D. Richards

Assistant Professors: N. Barrett (Emerita), L. Borowsky (Emerita), L. Collins, M. Bell Corrales, R. Haney, M. Hidalgo, C. Johnson, H. Kurz, M. Lynch (Emerita), D. Martinez-Conde, L. McGrath, M. McGrath, J. Serna, J. Suazo

Part-time Instructors: N. Eisenhart, T. Kanayama

## Department of History

Sandra J. Peacock, Chair

Professors: V. Egger, J. Fraser (Emeritus), H. Joiner (Emeritus), C. Moseley (Emeritus), D. Rakestraw, C. Roell, G. Rogers (Emeritus), F. Saunders (Emeritus), G. Shriver (Emeritus), A. Sims, J. Steffen, C. Thomas, D. Ward (Emeritus), J. Woods, A. Young

Associate Professors: R. Barrow (Emeritus), C. Briggs, J. Bryant, K. Comerford, A. Downs, C. Ford (Emeritus), T. McMullen, S. Peacock, P. Rodell, J. Steinberg, T. Teeter

Assistant Professors: R. Batchelor, F. Brogdon (Emeritus), C. Crouch, M. Haberland, A. Laing, C. Skidmore-Hess, R. Young

## Department of Music

David Mathew, Chair

Professors: H. Arling (Emeritus), M. Braz, L. Cionitti, N. da Roza, G. Harwood, J. Graham (Emeritus), D. Graves, D. Mathew, D. Pittman

Associate Professors: R. Caldwell, C. Bryan, M. Fallin, K. Hancock, T. Pearsall, J. Robbins (Emeritus), D. Wickiser (Emeritus), W. Schmid

Assistant Professors: A. Con, T. Harper, R. Mason, R. Repp

Associate Academic Professionals: J. Aceto, R. Berry, R. Kho, C. Purdy

Staff Accompanist: K. Qualls

Part-Time Assistant Professors: S. Furry, M. Simpson, S. Thomson

Part-Time Instructors: S. Hancock, C. Kocsis, K. Odell, A. Schmid

## Department of Political Science

Richard Pacelle, Chair

### Political Science

Professors: G. Cox, B. Grube, N. Henry, D. Sabia, R. Pacelle, S. Tracy, J. Mann (Emerita), R. Pajari (Emeritus), L. Van Tassell (Emeritus), L. Duke Whitaker, S. Hashmi (Emeritus), J. Daily (Emeritus)

Associate Professors: R. Davis, R. Dick (Emeritus), G. Harrison, S. Jallow, P. Novotny, R. Pirro, L. Taylor

Assistant Professors: B. Balleck, F. Brooks, G. Burrus, C. Burton, S. Engel, C. Ludowise, K. McCurdy, G. Okafor

Temporary Instructors: N. Bauroth, K. Cook

### Justice Studies

Professors: S. Tracy

Associate Professors: R. Davis

Assistant Professors: G. Burrus, C. Burton, S. Engel, C. Ludowise

## Department of Psychology

Richard Rogers, Chair

Professors: W. Jones (Emeritus), J. Kennedy, P. Kleinginna (Emeritus), M. Lloyd, W. McIntosh, G. Richards (Emeritus), R. Rogers, E. Smith

Associate Professors: J. Murray, M. Nielsen, J. Steirn, D. Webster, J. Wilson

Assistant Professors: R. Dewey, L. Ferdinand, R. Murray, J. Pugh

## Department of Sociology and Anthropology

Sue Moore, Chair

### Anthropology

Professors: R. Branch (Emeritus), H. Mobley, (Emeritus), S. Moore, R. Persico

Associate Professors: S. Hale, B. Hendry

Assistant Professor: R. Shanafelt

### Sociology

Professors: R. Branch (Emeritus), H. Mobley (Emeritus), W. Smith

Associate Professors: P. Hargis, P. Zhang

Assistant Professors: D. Allen, E. Brown, K. H. Chee, D. Dixon, N. Malcom, N. Pino

## Programs: Undergraduate

### Bachelor of Arts (B.A.)

#### General requirements:

Fulfillment of the core curriculum (including Area F courses which are peculiar to the individual major) as well as 2 hours of physical education, 2 hours of health, and one orientation course  
Completion of the 2002 level course of a foreign language or equivalent.

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 125 hours for graduation)

A minimum of 15 hours in a minor field with at least 9 hours in the upper division. Second minors may be chosen, approved by the advisor before the student applies for graduation, and both minors will be listed on the transcript.

A minimum 2.0 total institution GPA in upper-division hours in the major discipline.

A minimum of 125 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 Bachelor of Arts Degrees in the following majors: anthropology, art history, communication arts, economics (emphasis in international economics), English, French, German, history, music, philosophy, political science, psychology, sociology, Spanish, studio art and theatre.

### Minors

The minor (15 hours of courses in a single field or interdisciplinary field, at least 9 of which are upper division courses) 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, approved by the advisor before the student applies for graduation, and 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 which are peculiar to the individual major) as well as 2 hours of physical education, 2 hours of health, and one hour of orientation

- Completion of 3 hours of electives
- Completion of a minimum of 21 hours from exploratory studio art courses
- Completion of 9 hours of approved art history courses
- Completion of 27 hours from a studio concentration
- A minimum of 125 hours for graduation.

When balancing academic work with other life events, students should be aware of the time requirements expected of them in completing coursework, including the amount of time spent in class and the minimum additional preparation time for course assignments. Based upon standards of the profession and our accrediting body, 3 credit studio courses offered by the Betty Foy Sanders Department of Art meet for five hours per week. In addition, students are expected to complete a minimum of 4 additional hours of work per week outside of scheduled class time for each studio course they are enrolled in.

Lecture-discussion courses require outside preparation as well and students should expect to spend 3 hours in class and an additional 2 hours minimum outside of scheduled class completing coursework.

The department may establish program admission criteria and additional grade requirements; these are listed along with the course requirements for each major.

### **Bachelor of Music (B.M.)**

#### **General requirements:**

- Satisfactory entrance audition
- Completion of the core curriculum as well as 2 hours of physical education, 2 hours of health, and one hour of orientation
- Completion of all requirements in music
- A minimum of 125 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 2 hours of physical education, 2 hours of health, and one hour of orientation
- Departments may require the completion of the 2001 course of a foreign language or one 3-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.
- A maximum of 40 semester hours of courses in the major, at least 21 at the upper division level
- A minimum 2.0 total institution GPA in required upper-division hours in the major discipline
- A minimum of 125 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 2 hours of physical education, 2 hours of health, and one hour of orientation
- 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
- A minimum 2.0 total institution GPA in all upper division requirements for graduation
- A minimum of 125 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) 681-5765 or [bdavis@georgiasouthern.edu](mailto:bdavis@georgiasouthern.edu) or see <http://www.georgiasouthern.edu/class/prelaw/>. A pre-law office has been established in Carroll Room 2213 where students can ask questions, access resources, and acquire information.

#### **Succeeding with CLASS**

Faculty and students in the College of Liberal Arts and Social Sciences constitute a community of scholars dedicated to personal and academic excellence. Succeeding with CLASS requires dedication to the following principles:

#### **Commitment**

All members of the community understand that to succeed in classes, students must be active participants in their education while understanding and complying with each course syllabus. Students should plan on spending at least two hours of study for every one-hour in class. For example, a 15-credit-hour schedule requires at least a 45-hour commitment per week. Outside preparation and class attendance alone do not guarantee success or the highest grades; rather, mastery of the material and acquisition of necessary skills determine success and grades.

#### **Academic Integrity**

All members of the community recognize the necessity of being honest with themselves and with others. The integrity of the educational experience is diminished by cheating in class, plagiarizing, lying, and employing other modes of deceit. None of these should be used as a strategy to obtain a false sense of success. The need for honest relations among all members of the community is essential.

#### **Civility**

All members of the community are expected to communicate in a civil manner in their professional interaction at all times, both in and out of the classroom. Academic discourse, including discussion and argumentation, is to be carried out in a polite, courteous, and dignified manner that is respectful of an understanding toward both peers and professors.

**B.A. ART 125 HOURS**  
**CONCENTRATION IN ART HISTORY**

See pages 52-53 for Core Curriculum, required of all students.

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
<b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>
ART 1010 - Drawing I (3)	
ART 1020 - Two-Dimensional Design (3)	
ART 1030 - Three-Dimensional Design (3)	
ART 1011 - Drawing II (3)	
ART 2531 - Art History I (3)	
ART 2532 - Art History II (3)	
<b>Health and Physical Education Activities</b> .....	<b>4 Hours</b>
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
<b>Orientation I</b> .....	<b>1 Hour</b>
GSU 1210 - University Orientation I (1)	
<b>Major Requirements</b> .....	<b>33 Hours</b>
Exploratory Studio Art (6-15 hours) from the following:	
(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 I (3)	
ART 1335 - Photography I (3)	
ART 1430 - Printmaking I (3)	
ART 2135 - Painting II (3)	
ART 2230 - Ceramics II (3)	
ART 2233 - Computer Graphics (3)	
ART 2235 - Sculpture II (3)	
ART 2236 - Jewelry II (3) ART	
2330 - Typography (3) ART	
2331 - Graphic Design (3) ART	
2335 - Photography II (3) ART	
2430 - Printmaking II (3) ART	
3132 - Figure Drawing (3)	
ART 3331 - Graphic Design II (3)	
Art History (18-24 hours) from the following:	
ART 3435 - African Art (3)	
ART 3436 - African American Art (3)	
ART 3437 - American 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 4435 - Art History Travel (3)	
ART 4530 - Twentieth Century Art (3)	
ART 4531 - Contemporary Art (3)	
ART 4631 - Art History Seminar (3)	
ART 4830 - Art History Research (3)	
ART 5335 - Native American Art (3)	

6 additional hours studio art or art history (3000 or above)

3 hours Senior Thesis

<b>Minor</b> .....	<b>15 Hours</b>
<b>Foreign Language</b> .....	<b>0-6 Hours</b>
<b>Electives</b> .....	<b>8-12 Hours</b>

**ADVISEMENT:** Each student is assigned to a faculty advisor for degree program planning. Majors must acquire a copy of the Betty Foy Sanders Department of Art Student Handbook from their advisor. Contact the Betty Foy Sanders Department of Art, Arts Building, (912) 681-5358.

**PROGRAM REQUIREMENTS:**

Must earn a "C" or better grade in all courses in the major, with a GPA of 2.50 or better. Must take courses in proper sequence.

**B.A.**

**ART**

**125 HOURS**

**CONCENTRATION IN STUDIO**

*See pages 52-53 for Core Curriculum, required of all students.*

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
<b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>
ART 1010 - Drawing I (3)	
ART 1020 - Two-Dimensional Design (3)	
ART 1030 - Three-Dimensional Design (3)	
ART 1011 - Drawing II (3)	
ART 2531 - Art History I (3)	
ART 2532 - Art History II (3)	
<b>Health and Physical Education Activities</b> .....	<b>4 Hours</b>
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
<b>Orientation I</b> .....	<b>1 Hour</b>
GSU 1210 - University Orientation I (1)	
<b>Major Requirements</b> .....	<b>33 Hours</b>
Art History (9-15 hours) from the following:	
ART 3435 - African Art (3)	
ART 3436 - African American Art (3)	
ART 3437 - American 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 4435 - Art History Travel (3)	
ART 4530 - Twentieth Century Art (3)	
ART 4531 - Contemporary Art (3)	
ART 4631 - Art History Seminar (3)	
ART 4830 - Art History Research (3)	
ART 5335 - Native American Art (3)	
Exploratory Studio Art (18-24 hours) from the following:	
(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 I (3)	
ART 1335 - Photography I (3)	
ART 1430 - Printmaking I (3)	
ART 2135 - Painting II (3)	
ART 2230 - Ceramics II (3)	
ART 2233 - Computer Graphics (3)	
ART 2235 - Sculpture II (3)	
ART 2236 - Jewelry II (3) ART	
2330 - Typography (3) ART	
2331 - Graphic Design (3) ART	
2335 - Photography II (3) ART	
2430 - Printmaking II (3) ART	
3132 - Figure Drawing (3)	
ART 3331 - Graphic Design II (3)	
<b>Minor</b> .....	<b>15 Hours</b>
<b>Foreign Language</b> .....	<b>0-6 Hours</b>
<b>Electives</b> .....	<b>8-12 Hours</b>

**ADVISEMENT:** Each student is assigned to a faculty advisor for degree program planning. Majors must acquire a copy of the Betty Foy Sanders Department of Art Student Handbook from their advisor. Contact the Betty Foy Sanders Department of Art, Arts Building, (912) 681-5358.

**PROGRAM REQUIREMENTS:**

Must earn a "C" or better grade in all courses in the major, with a GPA of 2.50 or better. Must take courses in proper sequence.

**B.F.A.**

**ART**

**125 HOURS**

**CONCENTRATION IN GRAPHIC DESIGN**

*See pages 52-53 for Core Curriculum, required of all students.*

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 2531 - Art History I (3)
ART 1030 - Three Dimensional Design (3)	ART 2532 - Art History II (3)

Health and Physical Education Activities .....	4 Hours
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	

Orientation I .....	1 Hour
GSU 1210 - University Orientation I (1)	

Major Requirements .....	57 Hours
--------------------------	----------

Art History (9 hours), from the following:

ART 3435 - African Art (3)	ART 3533 - Baroque and Rococo Art (3)
ART 3436 - African American Art (3)	ART 3534 - Nineteenth Century (3)
ART 3437 - American Art (3)	ART 4530 - Twentieth Century (3)
ART 3438 - Art of Asia (3)	ART 4531 - Contemporary Art (3)
ART 3530 - Ancient Art (3)	ART 4631 - Art History Seminar (3)
ART 3531 - Medieval Art (3)	ART 4830 - Art History Research (3)
ART 3532 - Renaissance Art (3)	

Exploratory Studio Art Courses (15 hours), from the following:

(Two courses must be 2-D in Concept; two courses must be 3-D in Concept)

ART 1135 - Painting I (3) ART	ART 2135 - Painting II (3)
1230 - Ceramics I (3) ART	ART 2230 - Ceramics II (3)
1235 - Sculpture I (3) ART	ART 2235 - Sculpture II (3)
1335 - Photography I (3) ART	ART 2335 - Photography II (3)
1430 - Printmaking I (3)	ART 2430 - Printmaking II (3)

Concentration Courses (33 hours):

ART 2233 - Computer Graphics (3)
ART 2330 - Typography (3)
ART 2331 - Graphic Design I (3)
ART 3330 - Packaging Design (3)
ART 3331 - Graphic Design II (3)
ART 3333 - Corporate Identity (3)
ART 3334 - Professional Practices (3)
ART 3338 - Typography II (3)
ART 4381 - Graphic Design III (3)
ART 4889 - Portfolio Design (3)

Special Topics - One Course from the following (3 hours):

ART 3431 - Digital Photography (3)
ART 3731 - Graphic Design Internship (3)
ART 4333 - Publication Design (3)
ART 4335 - Web Page Design (3)
ART 4336 - Critical Studies in GD (3)

Elective .....	3 Hours
----------------	---------

**ADVISEMENT:** Each student is assigned to a faculty advisor for program planning. Contact the Betty Foy Sanders Department of Art, Arts Building, (912) 681-5358.

**PROGRAM REQUIREMENTS:**

- Must earn a "C" or better grade in all courses in the major, with a GPA of 2.50 or better.
- Must take courses in proper sequence.
- Must pass portfolio review after Graphic Design I (ART 2331) to take upper division graphic design courses and be admitted to GD concentration.
- 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 Portfolio Design (ART 4889).

## SPECIFIC REQUIREMENTS FOR GRAPHIC DESIGN CONCENTRATION:

### Graphic Design Course Schedule Rotation

*Note: Course offerings are subject to change depending upon faculty availability and student demand.*

#### FALL

ART 2233 - Computer Graphics (3)  
ART 2330 - Typography I (3)  
ART 2331 - Graphic Design I (3)  
ART 4381 - Graphic Design III (3)  
ART 3333 - Corporate ID (3)  
ART 3334 - Professional Practices (3)

#### **Alternating Electives:**

ART 3731 - Graphic Design Internship (3)  
ART 3431 - Digital Photography (3)  
ART 4333 - Publication Design (3)  
ART 4335 - Web Page Design (3)  
ART 4336 - Critical Studies in GD (3)

#### SPRING

ART 2233 - Computer Graphics (3)  
ART 3331 - Graphic Design II (3)  
ART 3338 - Typography II (3)  
ART 3330 - Packaging Design (3)  
ART 4889 - Portfolio Design (3)

#### **Alternating Electives:**

ART 3731 - Graphic Design Internship (3)  
ART 3431 - Digital Photography (3)  
ART 4333 - Publication Design (3)  
ART 4335 - Web Page Design (3)  
ART 4336 - Critical Studies in GD (3)

Students enrolling in Graphic Design I in Fall 2004 will be required to follow the policies/procedures and sequencing of coursework outlined in these materials.

*Portfolio Review for admission into upper division courses in Graphic Design:*

When a student has completed Graphic Design I (ART 2331), they will submit a portfolio of their design work for review by the design faculty.

Based upon a set of criteria outlined in the student handbook, faculty will identify and admit successful students into the Graphic Design concentration. Only those students who pass the portfolio review will be able to register for courses upper division coursework in graphic design that requires Graphic Design I as a prerequisite.

Students who do not pass the portfolio review are encouraged to enter other concentrations in the art major more suitable to their talents. In this case, graphic design courses already taken will be counted as exploratory studio courses in their degree concentration program. Students who do not pass the portfolio review may also choose to resubmit their portfolio the following year after they further develop the quality of their work.

All students will participate in a public presentation of their portfolio completed in Portfolio Design, held on campus or within a ten-mile radius of campus, for review by faculty and peers.

**B.F.A. ART 125 HOURS**  
**CONCENTRATION IN JEWELRY**

See pages 52-53 for Core Curriculum, required of all students.

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
<b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>
ART 1010 - Drawing I (3)	
ART 1020 - Two Dimensional Design (3)	
ART 1030 - Three Dimensional Design (3)	
ART 1011 - Drawing II (3)	
ART 2531 - Art History I (3)	
ART 2532 - Art History II (3)	
<b>Health and Physical Education Activities</b> .....	<b>4 Hours</b>
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
<b>Orientation I</b> .....	<b>1 Hour</b>
GSU 1210 - University Orientation I (1)	
<b>Major Requirements</b> .....	<b>57 Hours</b>
Art History (9 hours), from the following:	
ART 3435 - African Art (3)	
ART 3436 - African American Art (3)	
ART 3437 - American 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 (3)	
ART 4530 - Twentieth Century (3)	
ART 4531 - Contemporary Art (3)	
ART 4631 - Art History Seminar (3)	
ART 4830 - Art History Research (3)	
Exploratory Studio Art Courses (27 hours), from the following:	
(Two courses must be 2D in Concept; two courses must be 3D in Concept)	
ART 1135 - Painting I (3) ART	
1230 - Ceramics I (3) ART	
1235 - Sculpture I (3) ART	
1335 - Photography I (3) ART	
1430 - Printmaking I (3) ART	
2135 - Painting II (3) ART	
2230 - Ceramics II (3)	
ART 2233 - Computer Graphics (3)	
ART 2235 - Sculpture II (3)	
ART 2330 - Typography (3) ART	
2331 - Graphic Design I (3) ART	
2430 - Printmaking II (3) ART	
3132 - Figure Drawing (3) ART	
3331 - Graphic Design II (3)	
Concentration Courses (21 hours):	
ART 1236 - Jewelry I (3)	
ART 2236 - Jewelry II (3)	
ART 3236 - Jewelry III (3)	
ART 3337 - Enameling (3)	
ART 4392 - Problems in Jewelry (3)	
ART 4392 - Problems in Jewelry (3)	
ART 4590 - Senior Jewelry Exhibition (3)	
<b>Elective</b> .....	<b>3 Hours</b>

**ADVISEMENT:** Each student is assigned to a faculty advisor for degree program planning. Majors must acquire a copy of the Betty Foy Sanders Department of Art Student Handbook from their advisor. Contact the Betty Foy Sanders Department of Art, Arts Building, (912) 681-5358.

**PROGRAM REQUIREMENTS:**

Must earn a "C" or better grade in all courses in the major, with a GPA of 2.50 or better. Must take courses in proper sequence.



**B.F.A.**

**ART**

**125 HOURS**

**CONCENTRATION IN SCULPTURE**

*See pages 52-53 for Core Curriculum, required of all students.*

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
<b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>

- ART 1010 - Drawing I (3)
- ART 1020 - Two Dimensional Design (3)
- ART 1030 - Three Dimensional Design (3)
- ART 1011 - Drawing II (3)
- ART 2531 - Art History I (3)
- ART 2532 - Art History II (3)

<b>Health and Physical Education Activities</b> .....	<b>4 Hours</b>
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	

<b>Orientation I</b> .....	<b>1 Hour</b>
GSU 1210 - University Orientation I (1)	

<b>Major Requirements</b> .....	<b>57 Hours</b>
---------------------------------	-----------------

Art History (9 hours), from the following:

- ART 3435 - African Art (3)
- ART 3436 - African American Art (3)
- ART 3437 - American 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 (3)
- ART 4530 - Twentieth Century (3)
- ART 4531 - Contemporary Art (3)
- ART 4631 - Art History Seminar (3)
- ART 4830 - Art History Research (3)

Exploratory Studio Art Courses (27 hours), from the following:

(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 1335 - Photography I (3)
- ART 1430 - Printmaking I (3)
- ART 2135 - Painting II (3)
- ART 2230 - Ceramics II (3)
- ART 2233 - Computer Graphics (3)
- ART 2330 - Typography (3)
- ART 2331 - Graphic Design I (3)
- ART 2335 - Photography II (3)
- ART 2430 - Printmaking II (3)
- ART 3132 - Figure Drawing (3)
- ART 3331 - Graphic Design II (3)

Concentration Courses (21 hours):

- ART 1235 - Sculpture I (3)
- ART 2235 - Sculpture II (3)
- ART 3235 - Sculpture III (3)
- ART 4291 - Problems in Sculpture (3)
- ART 4291 - Problems in Sculpture (3)
- ART 4291 - Problem in Sculpture (3)
- ART 4736 - Senior Sculpture Exhibition (3)

<b>Free Elective</b> .....	<b>3 Hours</b>
----------------------------	----------------

**ADVISEMENT:** Each student is assigned to a faculty advisor for degree program planning. Majors must acquire a copy of the Betty Foy Sanders Department of Art Student Handbook from their advisor. Contact the Betty Foy Sanders Department of Art, Arts Building, (912) 681-5358.

**PROGRAM REQUIREMENTS:**

Must earn a "C" or better grade in all courses in the major, with a GPA of 2.50 or better. Must take courses in proper sequence.

**B.F.A. ART 125 HOURS**  
**CONCENTRATION IN CERAMICS**

See pages 52-53 for Core Curriculum, required of all students.

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
<b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>
ART 1010 - Drawing I (3)	
ART 1020 - Two Dimensional Design (3)	
ART 1030 - Three Dimensional Design (3)	
ART 1011 - Drawing II (3)	
ART 2531 - Art History I (3)	
ART 2532 - Art History II (3)	
<b>Health and Physical Education Activities</b> .....	<b>4 Hours</b>
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
<b>Orientation I</b> .....	<b>1 Hour</b>
GSU 1210 - University Orientation I (1)	
<b>Major Requirements</b> .....	<b>57 Hours</b>
Art History (9 hours), from the following:	
ART 3435 - African Art (3)	
ART 3436 - African American Art (3)	
ART 3437 - American 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 (3)	
ART 4530 - Twentieth Century (3)	
ART 4531 - Contemporary Art (3)	
ART 4631 - Art History Seminar (3)	
ART 4830 - Art History Research (3)	
Exploratory Studio Art Courses (27 hours), from the following:	
(Two courses must be 2-D in Concept; two courses must be 3-D in Concept)	
ART 1135 - Painting I (3)	
ART 1235 - Sculpture I (3)	
ART 1335 - Photography I (3)	
ART 1430 - Printmaking I (3)	
ART 2135 - Painting II (3)	
ART 2235 - Sculpture II (3)	
ART 2233 - Computer Graphics (3)	
ART 2330 - Typography (3)	
ART 2331 - Graphic Design I (3)	
ART 2335 - Photography II (3)	
ART 2430 - Printmaking II (3)	
ART 3132 - Figure Drawing (3)	
ART 3331 - Graphic Design II (3)	
Concentration Courses (21 hours):	
ART 1230 - Ceramics I (3)	
ART 2230 - Ceramics II (3)	
ART 3230 - Ceramics III (3)	
ART 4230 - Kiln Building (3)	
ART 4231 - Glaze Calculation (3)	
ART 4290 - Problems in Ceramics (3)	
ART 4731 - Senior Ceramics Exhibition (3)	
<b>Elective</b> .....	<b>3 Hours</b>

**ADVISEMENT:** Each student is assigned to a faculty advisor for degree program planning. Majors must acquire a copy of the Betty Foy Sanders Department of Art Student Handbook from their advisor. Contact the Betty Foy Sanders Department of Art, Arts Building, (912) 681-5358.

**PROGRAM REQUIREMENTS:**

Must earn a "C" or better grade in all courses in the major, with a GPA of 2.50 or better. Must take courses in proper sequence.

**B.F.A.**

**ART**

**125 HOURS**

**CONCENTRATION IN PHOTOGRAPHY**

*See pages 52-53 for Core Curriculum, required of all students.*

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
<b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>

- ART 1010 - Drawing I (3)
- ART 1020 - Two Dimensional Design (3)
- ART 1030 - Three Dimensional Design (3)
- ART 1011 - Drawing II (3)
- ART 2531 - Art History I (3)
- ART 2532 - Art History II (3)

<b>Health and Physical Education Activities</b> .....	<b>4 Hours</b>
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	

<b>Orientation I</b> .....	<b>1 Hour</b>
GSU 1210 - University Orientation I (1)	

<b>Major Requirements</b> .....	<b>57 Hours</b>
---------------------------------	-----------------

Art History (9 hours), from the following:

- ART 3435 - African Art (3)
- ART 3436 - African American Art (3)
- ART 3437 - American 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 (3)
- ART 4530 - Twentieth Century (3)
- ART 4531 - Contemporary Art (3)
- ART 4631 - Art History Seminar (3)
- ART 4830 - Art History Research (3)

Exploratory Studio Art Courses (27 hours), from the following:

(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 1430 - Printmaking I (3)
- ART 2135 - Painting II (3)
- ART 2230 - Ceramics II (3)
- ART 2233 - Computer Graphics (3)
- ART 2235 - Sculpture II (3)
- ART 2330 - Typography (3) ART
- 2331 - Graphic Design I (3) ART
- 2430 - Printmaking II (3) ART
- 3132 - Figure Drawing (3) ART
- 3331 - Graphic Design II (3)

Concentration Courses (21 hours):

- ART 1335 - Photography I (3)
- ART 2335 - Photography II (3)
- ART 3335 - Photography III (3)
- ART 3336 - Photography IV (3)
- ART 4391 - Problems in Photography (3)
- ART 4391 - Problems in Photography (3)
- ART 4734 - Senior Photo Exhibition (3)

<b>Elective</b> .....	<b>3 Hours</b>
-----------------------	----------------

**ADVISEMENT:** Each student is assigned to a faculty advisor for degree program planning. Majors must acquire a copy of the Betty Foy Sanders Department of Art Student Handbook from their advisor. Contact the Betty Foy Sanders Department of Art, Arts Building, (912) 681-5358.

**PROGRAM REQUIREMENTS:**

Must earn a "C" or better grade in all courses in the major, with a GPA of 2.50 or better. Must take courses in proper sequence.

**B.F.A. ART 125 HOURS**  
**CONCENTRATION IN PRINTMAKING**

See pages 52-53 for Core Curriculum, required of all students.

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
<b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>

- ART 1010 - Drawing I (3)
- ART 1020 - Two Dimensional Design (3)
- ART 1030 - Three Dimensional Design (3)
- ART 2131 - Drawing II (3)
- ART 2531 - Art History I (3)
- ART 2532 - Art History II (3)

<b>Health and Physical Education Activities</b> .....	<b>4 Hours</b>
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	

<b>Orientation I</b> .....	<b>1 Hour</b>
GSU 1210 - University Orientation I (1)	

<b>Major Requirements</b> .....	<b>57 Hours</b>
---------------------------------	-----------------

Art History (9 hours), from the following:

- ART 3435 - African Art (3)
- ART 3436 - African American Art (3)
- ART 3437 - American Art (3)
- ART 3438 - Art of Asia (3)
- ART 3530 - Ancient Art (3)
- ART 3531 - Medieval Art (3)
- ART3532 - Renaissance Art (3)
- ART 3533 - Baroque and Rococo Art (3)
- ART 3534 - Nineteenth Century (3)
- ART 4530 - Twentieth Century (3)
- ART 4531 - Contemporary Art (3)
- ART 4631 - Art History Seminar (3)
- ART 4830 - Art History Research (3)

Exploratory Studio Art Courses (27 hours), from the following:

(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 1335 - Photography I (3)
- ART 2135 - Painting II (3)
- ART 2230 - Ceramics II (3)
- ART 2233 - Computer Graphics (3)
- ART 2235 - Sculpture II (3)
- ART 2330 - Typography (3) ART
- 2331 - Graphic Design I (3) ART
- 2335 - Photography II (3) ART
- 3132 - Figure Drawing (3) ART
- 3331 - Graphic Design II (3)

Concentration Courses (21 hours):

- ART 1430 - Printmaking I (3)
- ART 2430 - Printmaking II (3)
- ART 3430 - Printmaking III (3)
- ART 3490 - Problems in Printmaking (3)
- ART 3490 - Problems in Printmaking (3)
- ART 3490 - Problems in Printmaking (3)
- ART 4735 - Senior Printmaking Exhibition (3)

<b>Elective</b> .....	<b>3 Hours</b>
-----------------------	----------------

**ADVISEMENT:** Each student is assigned to a faculty advisor for degree program planning. Majors must acquire a copy of the Betty Foy Sanders Department of Art Student Handbook from their advisor. Contact the Betty Foy Sanders Department of Art, Arts Building, (912) 681-5358.

**PROGRAM REQUIREMENTS:**

Must earn a "C" or better grade in all courses in the major, with a GPA of 2.50 or better. Must take courses in proper sequence.

**B.F.A.**

**ART**

**125 HOURS**

**CONCENTRATION IN DRAWING**

*See pages 52-53 for Core Curriculum, required of all students.*

<b>Area A - Essential Skills .....</b>	<b>9 Hours</b>
<b>Area B - Institutional Options .....</b>	<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts .....</b>	<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology .....</b>	<b>11 Hours</b>
<b>Area E - Social Science .....</b>	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major .....</b>	<b>18 Hours</b>
ART 1010 - Drawing I (3)	
ART 1020 - Two Dimensional Design (3)	
ART 1030 - Three Dimensional Design (3)	
ART 1011 - Drawing II (3)	
ART 2531 - Art History I (3)	
ART 2532 - Art History II (3)	
<b>Health and Physical Education Activities .....</b>	<b>4 Hours</b>
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
<b>Orientation I .....</b>	<b>1 Hour</b>
GSU 1210 - University Orientation I (1)	
<b>Major Requirements .....</b>	<b>57 Hours</b>
Art History (9 hours), from the following:	
ART 3435 - African Art (3)	
ART 3436 - African American Art (3)	
ART 3437 - American 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 (3)	
ART 4530 - Twentieth Century (3)	
ART 4531 - Contemporary Art (3)	
ART 4631 - Art History Seminar (3)	
ART 4830 - Art History Research (3)	
Exploratory Studio Art Courses (27 hours), from the following:	
(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 1335 - Photography I (3)	
ART 2135 - Painting II (3)	
ART 2230 - Ceramics II (3)	
ART 2233 - Computer Graphics (3)	
ART 2235 - Sculpture II (3) ART	
2330 - Typography (3) ART	
2331 - Graphic Design I (3) ART	
2335 - Photography II (3)	
ART 3331 - Graphic Design II (3)	
Concentration Courses (21 hours):	
ART 1430 - Printmaking I (3)	
ART 2430 - Printmaking II (3)	
ART 3121 - Figure Drawing (3)	
ART 3131 - Drawing III (3)	
ART 4190 - Problems in Drawing (3)	
ART 4190 - Problems in Drawing (3)	
ART 4735 - Senior Drawing Exhibition (3)	
<b>Elective .....</b>	<b>3 Hours</b>

**ADVICE:** Each student is assigned to a faculty advisor for degree program planning. Majors must acquire a copy of the Betty Foy Sanders Department of Art Student Handbook from their advisor. Contact the Betty Foy Sanders Department of Art, Arts Building, (912) 681-5358.

**PROGRAM REQUIREMENTS:**

Must earn a "C" or better grade in all courses in the major, with a GPA of 2.50 or better. Must take courses in proper sequence.

**B.F.A. ART 125 HOURS**  
**CONCENTRATION IN PAINTING**

See pages 52-53 for Core Curriculum, required of all students.

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
<b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>

- ART 1010 - Drawing I (3)
- ART 1020 - Two Dimensional Design (3)
- ART 1030 - Three Dimensional Design (3)
- ART 1011 - Drawing II (3)
- ART 2531 - Art History I (3)
- ART 2532 - Art History II (3)

<b>Health and Physical Education Activities</b> .....	<b>4 Hours</b>
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	

<b>Orientation I</b> .....	<b>1 Hour</b>
GSU 1210 - University Orientation I (1)	

<b>Major Requirements</b> .....	<b>57 Hours</b>
---------------------------------	-----------------

Art History (9 hours), from the following:

- ART 3435 - African Art (3)
- ART 3436 - African American Art (3)
- ART 3437 - American 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 (3)
- ART 4530 - Twentieth Century (3)
- ART 4531 - Contemporary Art (3)
- ART 4631 - Art History Seminar (3)
- ART 4830 - Art History Research (3)

Exploratory Studio Art Courses (27 hours), from the following:

(Two courses must be 2-D in Concept; two courses must be 3-D in Concept)

- ART 1430 - Printmaking I (3)
- ART 1230 - Ceramics I (3)
- ART 1235 - Sculpture I (3)
- ART 1335 - Photography I (3)
- ART 2230 - Ceramics II (3)
- ART 2233 - Computer Graphics (3)
- ART 2235 - Sculpture II (3) ART
- 2330 - Typography (3) ART
- 2331 - Graphic Design I (3) ART
- 2335 - Photography II (3) ART
- 2430 - Printmaking II (3)
- ART 3331 - Graphic Design II (3)

Concentration Courses (21 hours):

- ART 1135 - Painting I (3)
- ART 2135 - Painting II (3)
- ART 4191 - Problems in Painting (3)
- ART 4191 - Problems in Painting (3)
- ART 4191 - Problems in Painting (3)
- ART 4473 - Senior Painting Exhibition (3)

<b>Elective</b> .....	<b>3 Hours</b>
-----------------------	----------------

**ADVISEMENT:** Each student is assigned to a faculty advisor for degree program planning. Majors must acquire a copy of the Betty Foy Sanders Department of Art Student Handbook from their advisor. Contact the Betty Foy Sanders Department of Art, Arts Building, (912) 681-5358.

**PROGRAM REQUIREMENTS:**

Must earn a "C" or better grade in all courses in the major, with a GPA of 2.50 or better. Must take courses in proper sequence.

**B.A. COMMUNICATION ARTS 125 HOURS**

See pages 52-53 for Core Curriculum, required of all students.

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
<b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>

- COMM 1100 - Introduction to Human Communication (3)
- COMM 2332 - Introduction to Mass Communication (3)
- FORL 2001 and 2002 (6)
- JOUR 2331 - Introduction to Journalism (3)
- COMM 1110 - Principles of Public Speaking (3) or FILM 2331 - Introduction to Film (3) or THEA 1100 - Theatre Appreciation (3)

<b>Health and Physical Education Activities</b> .....	<b>4 Hours</b>
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	

<b>Orientation I</b> .....	<b>1 Hour</b>
GSU 1210 - University Orientation I (1)	

<b>Major Requirements</b> .....	<b>18 Hours</b>
---------------------------------	-----------------

Choose 3 hours from the following Performing Arts and Applied Media Courses:

- BRCT 3331 - Audio Production (3)
- BRCT 3332 - Video Production (3)
- SPCM 3336 - Introduction to Performance Studies (3)
- THEA 3330 - Scene Study (3)
- THEA 3338 - Rehearsal and Performance (3)
- THEA 5531 - Puppetry (3)

Choose 3 hours from the following Applied Writing Courses:

- BRCT 3334 - Broadcast News (3)
- BRCT 3335 - Writing for Electronic Media (3)
- JOUR 3331 - News Reporting and Writing (3)
- JOUR 3332 - Feature Writing (3)
- JOUR 4333 - Opinion Journalism (3)
- PRCA 2330 - Introduction to Public Relations (3)
- PRCA 3330 - PR Writing (3)
- THEA 5530 - Play Writing (3)

Choose 3 hours from the following History and Law Courses:

- FILM 3331 - History of American Film (3)
- JOUR 3337 - Law and Ethics of Mass Communication (3)
- JOUR 4331 - History of American Journalism (3)
- SPCM 4339 - Philosophy of Communication (3)
- THEA 4330 - Theatre History: To the Elizabethans (3)
- THEA 4331 - Theatre History: From Elizabethans to Modern (3)

Choose 3 hours from the following Interpretive and Research Skills Courses:

- BRCT 3339 - Politics and the Media (3)
- COMM 3331 - Media Criticism (3)
- FILM 3334 - Film and Politics (3)
- PRCA 4330 - Public Relations Research (3)
- SPCM 3338 - Rhetorical Criticism (3)
- THEA 3331 - Advanced Stagecraft (3)

Choose 3 hours from the following Theory Courses:

- COMM 4333 - Theories of Mass Communication (3)
- SPCM 4333 - Semantics (3)
- SPCM 4334 - Communication Theory (3)
- SPCM 4335 - Linguistic Analysis (3)

Choose 3 hours of Practicum

<b>Four three-hour courses selected from upper-division Communication Arts Curriculum</b> .....	<b>12 Hours</b>
<b>Minor - Required</b> .....	<b>15 Hours</b>
<b>Electives</b> .....	<b>15 Hours</b>

**ADVICE:** Department of Communication Arts, Communication Arts Building, (912) 681-5138.

**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" majors. (See note on B.S. Public Relations)

**OTHER PROGRAM REQUIREMENTS:**

Students must make a "C" or better in each Communication Arts class to receive credit for that course. "Pre-Communication Arts" majors cannot take upper-division Communication Arts classes for credit.

**B.S. COMMUNICATION ARTS PUBLIC RELATIONS 125 HOURS**

See pages 52-53 for Core Curriculum, required of all students.

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
<b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>

- COMM 1110 - Principles of Public Speaking (3)
- COMM 2332 - Introduction to Mass Communication (3)
- JOUR 2331 - Introduction to Journalism (3)

Three hours from the following:

- ART 1335 - Photography I (3)
- CISM 1110 - Computer Applications (1)
- CISM 1120 - Computer Concepts (2)
- STAT 2231 - Introduction to Statistics I (3)
- TCPM 1131 - Introduction to Printing Technology (3)
- TCPM 1321 and TCPM 1411 - Desktop Publishing with Lab (2/1)

Three hours from one of the following:

- ANTH 1102 - Introduction to Anthropology (3)
- COMM 1100 - Introduction to Human Communication (3)
- PSYC 1101 - Introduction to Psychology (3)
- SOCI 1101 - Introduction to Sociology (3)

Choose 3 hours from the following:

- Foreign Language - Through FORL 2001 or Significant International Content Course

<b>Health and Physical Education Activities</b> .....	<b>4 Hours</b>
---	----------------

- HLTH 1520 - Healthful Living (2)
- Physical Education Activities (2)

<b>Orientation I</b> .....	<b>1 Hour</b>
----------------------------	---------------

- GSU 1210 - University Orientation I (1)

<b>Major Requirements</b> .....	<b>40 Hours</b>
---------------------------------	-----------------

- 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)
- Any two upper division PRCA courses (6)

Three hours of a media elective selected from:

- Upper-Division BRCT, JOUR, or PRCA 3339 (3)

Six hours of theory/law electives selected from:

- COMM 4333 - Theories of Mass Communication (3)
- JOUR 3337 - Law and Ethics of Mass Communication (3)
- SPCM 4333 - Semantics (3)
- SPCM 4334 - Communication Theory (3)

Three hours of an applied theory elective selected from:

- SPCM 3332 - Discussion (3)
- SPCM 3335 - Interpersonal Communication (3)
- SPCM 3337 - Persuasion (3)
- SPCM 4331 - Communication and Conflict (3)
- SPCM 4338 - Organizational Communication (3)

Three hours selected from:

- Upper-Division Communication Arts elective (3)

<b>Courses in Related Areas</b> .....	<b>6 Hours</b>
---------------------------------------	----------------

- MKTG 3131 - Principles of Marketing (3)
- MKTG 3132 - Principles of Advertising (3)

<b>Electives</b> .....	<b>14 Hours</b>
------------------------	-----------------

**ADVISEMENT:** Department of Communication Arts, Communication Arts Building, (912) 681-5138.

**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" majors and advised in the University's Academic Advisement Center.

**OTHER PROGRAM REQUIREMENTS:**

Students must make a "C" or better in each Communication Arts class to receive credit for that course. "Pre-Communication Arts" majors cannot take upper-division Communication Arts classes for credit. A maximum of 6 hours of internship credit can be applied to major requirements.



**B.S. COMMUNICATION ARTS 125 HOURS**  
**BROADCASTING/ADMINISTRATION EMPHASIS**

See pages 52-53 for Core Curriculum, required of all students.

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
<b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to the Major</b> .....	<b>18 Hours</b>

COMM 1100 - Introduction to Human Communications (3) or COMM 1110 - Principles of Public Speaking (3)

COMM 2332 - Introduction to Mass Communication (3)

Additional Area E Social Science Elective

BUSA 1105 - Introduction to Business (3)

PHIL 2232 - Critical Thinking (3)

Choose 3 hours from the following:

FORL through 2001 or Significant International Content Course (3)

<b>Health and Physical Education Activities</b> .....	<b>4 Hours</b>
---	----------------

HLTH 1520 - Healthful Living (2)

Physical Education Activities (2)

<b>Orientation I</b> .....	<b>1 Hour</b>
----------------------------	---------------

GSU 1210 - University Orientation I (1)

<b>Major Requirements</b> .....	<b>45 Hours</b>
---------------------------------	-----------------

BRCT 3331 - Audio Production (3)

BRCT 3332 - Video Production (3)

BRCT 3333 - Telecommunications (3)

BRCT 3335 - Writing for Electronic Media (3)

BRCT 3337 - Law and Ethics of Mass Communication (3)

BRCT 3338 - Electronic Media Sales (3)

BRCT 4333 - Electronic Media Management (3)

BRCT 4090 - Broadcast Applications (3)

\* BRCT 4791/4792/4793 - Internship (6) or Two BRCT upper division electives approved by advisor (6)

COMM 4333 - Theories of Mass Communication (3)

One upper division Communication Arts elective approved by advisor (3)

One upper division Non-Communication Arts elective (3)

MKTG 3131 - Marketing (3)

MKTG 3132 - Advertising (3)

<b>Electives</b> .....	<b>15 Hours</b>
------------------------	-----------------

**ADVISEMENT:** Department of Communication Arts, Communication Arts Building, (912) 681-5138.

**PROGRAM ADMISSION CRITERIA:**

Students must have a total institution GPA of 2.50 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" majors (see note on the B.S. Public Relations).

**OTHER PROGRAM REQUIREMENTS**

Students must make a "C" or better in each Communication Arts class to receive credit for that course.

"Pre-Communication Arts" majors cannot take upper-division Communication Arts classes for credit.

\* A total institution GPA of 2.75 is required to register for internship credit.

**B.S. COMMUNICATION ARTS 125 HOURS**  
**BROADCASTING/INFORMATION EMPHASIS**

*See pages 52-53 for Core Curriculum, required of all students.*

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
<b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to the Major</b> .....	<b>18 Hours</b>

COMM 1100 - Introduction to Human Communication (3) or COMM 1110 - Principles of Public Speaking (3)

COMM 2332 - Introduction to Mass Communication (3)

JOUR 2331 - Introduction to Journalism (3)

PHIL 2232 - Critical Thinking (3)

POLS 2101 - Introduction to Political Science (3)

FORL through 2001 or Significant International Content Course (3)

<b>Health and Physical Education Activities</b> .....	<b>4 Hours</b>
---	----------------

HLTH 1520 - Healthful Living (2)

Physical Education Activities (2)

<b>Orientation I</b> .....	<b>1 Hour</b>
----------------------------	---------------

GSU 1210 - University Orientation I (1)

<b>Major Requirements</b> .....	<b>45 Hours</b>
---------------------------------	-----------------

BRCT 3331 - Audio Production (3)

BRCT 3332 - Video Production (3)

BRCT 3333 - Telecommunications (3)

BRCT 3334 - Broadcast News (3)

BRCT 3337 - Law and Ethics of Mass Communication (3)

BRCT 4332 - Advanced Video (3)

BRCT 4090 - Broadcast Applications (1-3)

\* BRCT 4791/4792/4793 - Internship (6) or Two BRCT upper division electives approved by advisor (6)

COMM 4333 - Theories of Mass Communication (3)

JOUR 3331 - News Reporting and Writing (3)

Two upper division JOUR, THEA, PRCA, or FILM electives approved by advisor (6)

Two upper division JOUR electives approved by advisor (6)

Choose one of the following: POLS 2101, POLS 3233, POLS/INTS 3236, GEOG 3330, SMTG 2230 (3)

<b>Electives</b> .....	<b>15 Hours</b>
------------------------	-----------------

**ADVISEMENT:** Department of Communication Arts, Communication Arts Building, (912) 681-5138.

**PROGRAM ADMISSION CRITERIA:**

Students must have a total institution GPA of 2.50 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" majors (see note on B.S. Public Relations).

**OTHER PROGRAM REQUIREMENTS**

Students must make a "C" or better in each Communication Arts class to receive credit for that course.

"Pre-Communication Arts" majors cannot take upper-division Communication Arts classes for credit.

\* *A total institution GPA of 2.75 is required to register for internship credit.*

**B.S. COMMUNICATION ARTS 125 HOURS**  
**BROADCASTING/PRODUCTION EMPHASIS**

See pages 52-53 for Core Curriculum, required of all students.

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
<b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to the Major</b> .....	<b>18 Hours</b>
COMM 1100 - Introduction to Human Communication (3) or COMM 1110 - Principles of Public Speaking (3) COMM 2332 - Introduction to Mass Communication (3) JOUR 2331 - Introduction to Journalism (3) Additional Area E Social Science elective course or PHIL 2232 - Critical Thinking (3) ART 1335 - Photography I (3) or THEA 2332 - Stagecraft (3) or TCGT 1530 - Technology, Science and Environment (3), ART 2233 - Computer Graphics (3) or MUSC 1333 - Music Theory Non-Major (3) FILM 2331 - Introduction to Film or MUSC 1515 (3) FORL through 2001 or Significant International Content Course (3)	
<b>Health and Physical Education Activities</b> .....	<b>4 Hours</b>
HLTH 1520 - Healthful Living (2) Physical Education Activities (2)	
<b>Orientation I</b> .....	<b>1 Hour</b>
GSU 1210 - University Orientation I (1)	
<b>Major Requirements</b> .....	<b>45 Hours</b>
BRCT 3331 - Audio Production (3) BRCT 3332 - Video Production (3) BRCT 3333 - Telecommunications (3) BRCT 3335 - Writing for Electronic Media (3) BRCT 3337 - Law and Ethics of Mass Communication (3) BRCT 4331 - Advanced Audio (3) or BRCT 4332 - Advanced Video (3) BRCT 4337 - Digital Video (3) BRCT 4090 - Broadcast Applications (3)	
* BRCT 4791/4792/4793 - Internship (6) or Two BRCT upper division electives approved by advisor (6) COMM 4333 - Theories of Mass Communication (3) Two upper division Communication Arts electives approved by advisor (6) Two upper division ART, CISM, MKTG, or Music electives approved by advisor (6)	
<b>Electives</b> .....	<b>15 Hours</b>

**ADVISEMENT:** Department of Communication Arts, Communication Arts Building, (912) 681-5138.

**PROGRAM ADMISSION CRITERIA:**

Students must have a total institution GPA of 2.50 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" majors (see note on B.S. Public Relations).

**OTHER PROGRAM REQUIREMENTS**

Students must make a "C" or better in each Communication Arts class to receive credit for that course.  
 "Pre-Communication Arts" majors cannot take upper-division Communication Arts classes for credit.

\* A total institution GPA of 2.75 is required to register for internship credit.

**B.S. COMMUNICATION ARTS JOURNALISM 125 HOURS**

See pages 52-53 for Core Curriculum, required of all students.

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
<b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>

CISM 1110 - Computer Applications (1) and CISM 1120 - Computer Concepts (2)

COMM 1100 - Introduction to Human Communication (3)

COMM 2332 - Introduction to Mass Communication (3)

JOUR 2331 - Introduction to Journalism (3)

PHIL 1030 - Introduction to Philosophy (3) or Elective approved by Advisor (3)

Choose 3 hours from the following:

FORL through 2001 or Significant International Content Course (3)

**Health and Physical Education Activities** ..... **4 Hours**

HLTH 1520 - Healthful Living (2)

Physical Education Activities (2)

**Orientation I** ..... **1 Hour**

GSU 1210 - University Orientation I (1)

**Major Requirements** ..... **23 Hours**

JOUR 3331 News Reporting and Writing (3)

JOUR 3332 - Feature Writing (3)

JOUR 3335 - Copy Editing (3)

JOUR 3337 - Law and Ethics of Mass Communication (3)

JOUR 4331 - History of American Journalism (3)

JOUR 4335 - Creative and Investigative Journalism (3)

WRIT 1120 - Grammar and Punctuation Review (2)

Three hours from the following:

JOUR 4332 - Contemporary American Newspapers (3)

JOUR 4333 - Opinion Journalism (3)

**Additional Upper Division requirements** ..... **15 Hours**

POLS 2201 - State and Local Government (3)

Twelve hours upper division courses selected from:

BRCT, COMM, JOUR, TCPM

**Upper Division Related Areas** ..... **12 Hours**

Two three-credit hour courses selected from each of two of the following:

ECON, HIST, PHIL, POLS

**Electives** ..... **10 Hours**

**ADVISEMENT:** Department of Communication Arts, Communication Arts Building, (912) 681-5138.

**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" majors. (See note on B.S. Public Relations)

**OTHER PROGRAM REQUIREMENTS:**

Students must make a "C" or better in each Communication Arts class to receive credit for that course.

"Pre-Communication Arts" majors cannot take upper-division Communication Arts classes for credit.

**B.S. COMMUNICATION ARTS 125 HOURS**  
**SPEECH COMMUNICATION**

See pages 52-53 for Core Curriculum, required of all students.

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
<b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>

- COMM 1100 - Introduction to Human Communication (3)
- COMM 1110 - Principles of Public Speaking (3)
- COMM 2332 - Introduction to Mass Communication (3)
- JOUR 2331 - Introduction to Journalism (3)
- THEA 1100 - Theatre Appreciation (3) or FILM 2331 - Introduction to Film (3)

Choose 3 hours from the following:

- FORL through 2001 or Significant International Content Course

<b>Health and Physical Education Activities</b> .....	<b>4 Hours</b>
---	----------------

- HLTH 1520 - Healthful Living (2)
- Physical Education Activities (2)

<b>Orientation I</b> .....	<b>1 Hour</b>
----------------------------	---------------

- GSU 1210 - University Orientation I (1)

<b>Major Requirements</b> .....	<b>18 Hours</b>
---------------------------------	-----------------

- SPCM 3332 - Discussion (3)
- SPCM 3335 - Interpersonal Communication (3)
- SPCM 3336 - Introduction to Performance Studies (3)
- SPCM 3338 - Rhetorical Criticism (3)
- SPCM 4333 - Semantics (3)
- SPCM 4334 - Communication Theory (3)

<b>Additional upper division requirements selected from</b> .....	<b>18-20 Hours</b>
---	--------------------

- SPCM 1711 - Practicum (1) or SPCM 2711 - Practicum (1)
- SPCM 3030 - Selected Topics in Speech Communication (3)
- SPCM 3331 - Argumentation (3)
- SPCM 3333 - Communication and Gender (3)
- SPCM 3334 - Communication in the Workplace (3)
- SPCM 3337 - Persuasion (3)
- SPCM 4331 - Communication and Conflict (3)
- SPCM 4332 - Political Communication (3)
- SPCM 4336 - Advanced Performance Studies (3)
- SPCM 4337 - Rhetoric of Social Movements (3)
- SPCM 4338 - Organizational Communication (3)
- SPCM 4339 - Philosophy of Communication (3)
- SPCM 4831 - Directed Studies in Speech Communication (3)
- SPCM 4791 - Internship (only 6 hours may count toward these requirements)

<b>Upper Division Communication Arts Electives (Other Than Speech Communication Courses)</b> .....	<b>9-12 Hours</b>
--	-------------------

<b>Electives</b> .....	<b>10-15 Hours</b>
------------------------	--------------------

**ADVISEMENT:** Department of Communication Arts, Communication Arts Building, (912) 681-5138.

**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" majors. (See note on B.S. Public Relations)

**OTHER PROGRAM REQUIREMENTS:**

- Students must make a "C" or better in each Communication Arts class to receive credit for that course.
- "Pre-Communication Arts" majors cannot take upper-division Communication Arts classes for credit.

**B.A. COMMUNICATION ARTS THEATRE 125 HOURS**

See pages 52-53 for Core Curriculum, required of all students.

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
<b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>

- THEA 1100 - Theatre Appreciation (3)
- THEA 1331 - Stage Make-Up (3)
- THEA 2332 - Stagecraft (3)
- THEA 2333 - Fundamentals of Acting (3)

Choose 6 hours from the following:  
FORL 2001 and FORL 2002

<b>Health and Physical Education Activities</b> .....	<b>4 Hours</b>
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	

<b>Orientation I</b> .....	<b>1 Hour</b>
GSU 1210 - University Orientation I (1)	

<b>Major Requirements</b> .....	<b>30 Hours</b>
---------------------------------	-----------------

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)
- THEA 3332 - African-American Theatre (3) or THEA 3333 - Irish Theatre (3) or THEA 4332 - Children's Theatre and Storytelling (3) or THEA 4334 - Drama in Performance (3)

Choose 15 hours from:

- SPCM 3336 - Introduction to Performance Studies (3)
- SPCM 4336 - Advanced Performance Studies (3)
- THEA 1311 - Stage Make-up (1)
- THEA 3230 - Voice 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 5530 - Playwriting (3)
- THEA 5531 - Puppetry (3)

<b>Electives</b> .....	<b>15 Hours</b>
<b>Minor - Required</b> .....	<b>15 Hours</b>

**ADVISEMENT:** Department of Communication Arts, Communication Arts Building, (912) 681-5138.

**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" majors. (See note on B.S. Public Relations)

**OTHER PROGRAM REQUIREMENTS:**

Students must make a "C" or better in each Communication Arts class to receive credit for that course. "Pre-Communication Arts" majors cannot take upper-division Communication Arts classes for credit.

<b>B.A.</b>	<b>ECONOMICS</b>	<b>125 HOURS</b>
<i>See pages 52-53 for Core Curriculum, required of all students.</i>		
<b>Area A - Essential Skills</b> .....		<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....		<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....		<b>6 Hours</b>
* <b>Area D - Science, Mathematics, and Technology</b> .....		<b>11 Hours</b>
<b>Area E - Social Science</b> .....		<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....		<b>18 Hours</b>
Foreign Language (3)		
Foreign Language (3)		
CISM 1110 - Computer Applications (1)		
CISM 1120 - Computer Concepts (2)		
ECON 2106 - Business Economics (3)		
MATH 1232 - Survey of Calculus (3)		
STAT 2232 - Introduction to Statistics II (3)		
<b>Health and Physical Education Activities</b> .....		<b>4 Hours</b>
HLTH 1520 - Healthful Living (2)		
Physical Education Activities (2)		
<b>Orientation I</b> .....		<b>1 Hour</b>
GSU 1210 - University Orientation I (1)		
<b>Major Requirements</b> .....		<b>24 Hours</b>
ECON 3131 - Aggregate Economic Analysis (3)		
ECON 3132 - International Economics I (3)		
ECON 3231 - Microeconomic Analysis (3)		
5 Additional Upper Division (15)		
<b>Minor</b> .....		<b>15 Hours</b>
<b>Foreign Language (If needed to complete Intermediate II)</b> .....		<b>0-6 Hours</b>
<b>Electives (Depending on hours needed for foreign language)</b> .....		<b>15-21 Hours</b>
<b>ADVISEMENT:</b> Department of Finance and Economics, Room 3309, College of Business Administration Building (912) 681-5161.		

\* *Area D - Recommended STAT 2231- Introduction to Statistics I (3)*



**B.A. ENGLISH 125 HOURS**

See pages 52-53 for Core Curriculum, required of all students.

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
<b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>

1. 0-12 hours in a foreign language, through FL 2002 or equivalent.
2. 3 hours, a second world literature survey.
3. 9 hours approved electives. Approved choices are Art in Life, World History I, Introduction to Journalistic Writing, Introduction to Music, Introduction to Philosophy, Introduction to Psychology, Principles of Public Speaking, or an additional foreign language at the beginning or intermediate level.

<b>Health and Physical Education Activities</b> .....	<b>4 Hours</b>
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	

<b>Orientation I</b> .....	<b>1 Hour</b>
GSU 1210 - University Orientation I (1)	

<b>Major Requirements (30 hours at the 3000 level or above)</b> .....	<b>30 Hours</b>
Specific Requirements (15 hours)	

- ENGL 2131 - Introduction to Literary Studies (3)
- ENGL 3121 - British Literature I (3)
- ENGL 3122 - British Literature II (3)
- ENGL 3131/3132 - American Literature I or II (3)
- ENGL 4435 - Single Author (or ENGL 4135, 4337, 5434) (3) Course can be repeated for credit.

Choose 15 hours from the following:

- |   |  |
|---|--|
| ENGL 2422 - The Language of Film (2)  | ENGL 5136 - English Medieval Literature, Excluding Chaucer (3) |
| ENGL 3131 - American Literature I (3)   | ENGL 5138 - Poetry and Prose of the English Renaissance (3)    |
| ENGL 3132 - American Literature II (3)  | ENGL 5139 - Victorian Prose and Poetry (3)                     |
| ENGL 3231 - Survey of African-American Literature (3)                         | ENGL 5230 - Colonial American Literature (3)                   |
| ENGL 3237 - Women and Literature (3)  | ENGL 5234 - Southern Literature (3)                            |
| ENGL 3238 - The American Dream (3)  | ENGL 5330 - Drama to Romanticism (3)                           |
| ENGL 3338 - Irish Cultural Identities (3)                                     | ENGL 5333 - British Drama to 1900 (3)                          |
| ENGL 3535 - Patterns in Film and Literature (3)                               | ENGL 5334 - Modern Drama (3)                                   |
| ENGL 3537 - Special Topics in English (3)                                     | ENGL 5430 - Contemporary Poetry (3)                            |
| ENGL 4133 - The British Novel (3)   | ENGL 5434 - Donne and Milton (3)                               |
| ENGL 4135 - Chaucer (3)   | ENGL 5436 - Spirit of Place in British Literature (3)          |
| ENGL 4237 - The American Novel (3)  | ENGL 5438 - Modern Poetry to 1945 (3)                          |
| ENGL 4337 - Shakespeare (3)   | ENGL 5530 - The Bible as Literature (3)                        |
| ENGL 4538 - Literary Criticism (3)  | ENGL 5534 - Literature for Adolescents (3)                     |
| ENGL 5090 - Selected Topics (3)   | ENGL 5535 - Children's Literature (3)                          |
| ENGL 5130 - Twentieth-Century Irish Literature (3)                            | ENGL 5536 - Post-Colonial Literature (3)                       |
| ENGL 5131 - British Romantics (3)   | ENGL 5538 - World Fiction Since 1900 (3)                       |
| ENGL 5134 - British Neo-Classical Literature (3)                              | ENGL 5539 - Literature by Women (3)                            |
| ENGL 5135 - Teaching Literature to Middle Grades and High School Students (3) |  |

No more than one of the following Comparative Literature courses:

- COML 3090 - Special Topics in Comparative Literature (3)
- COML 3530 - Literary Translation (3)
- COML 2531 - Crossing Borders: Introduction to Comparative Literature (3)
- ENGL 5090 - Selected Topics in English (may be counted only once)

<b>Electives</b> .....	<b>15 Hours</b>
<b>Minor - Required. Must be approved by advisor</b> .....	<b>15 Hours</b>

**ADVISEMENT:** Department of Literature and Philosophy, Newton Building, (912) 681-5471.

**PROGRAM ADMISSION CRITERIA:**

- Must have earned a "C" or above in the required courses in freshman and sophomore English before enrolling in upper-level English courses.
- Majors must acquire from their advisors a copy of "Requirements for the Major in English."

**OTHER PROGRAM REQUIREMENTS:**

- Must have earned a "C" or above in each of the required courses and in all major courses.



**B.A. PHILOSOPHY 125 HOURS**

See pages 52-53 for Core Curriculum, required of all students.

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
<b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>

PHIL 1030 - Introduction to Philosophy (3)

PHIL 2232 - Critical Thinking (3)

0-12 hours in a foreign language, through FORL 2002 or equivalent

6-12 hours from the following:

ANTH 1102 - Introduction to Anthropology (3)

ART 2531 - Art History I (3)

ART 2532 - Art History II (3)

BIOL 1130/1110 - General Biology/General Biology Lab (FE) (3/1)

BIOL 1230/1210 - Environmental Biology/Environmental/Biology Lab (3/1)

ENGL 2111 - World Literature I (3)

ENGL 2112 - World Literature II (3)

HIST 1111 - World History I (3)

INTS 2120 - Introduction to International Studies (2)

PHYS 1111/1113 - Introduction to Physics I/Lab (3/1)

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 I** ..... **1 Hour**

GSU 1210 - University Orientation I (1)

**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 3330 or PHIL 3332 or PHIL 4333)

PHIL 3431 - Ancient Philosophy (3)

PHIL 3432 - History of Modern Philosophy (3)

Choose 15 hours from:

PHIL 3030 - Selected Topics in Philosophy (3)

PHIL 3131 - World Religions (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 - Reason and Revolution: 19th Century European Philosophy (3)

PHIL 3434 - Contemporary Philosophy (3)

PHIL 3531 - Theory of Knowledge (3)

PHIL 3532 - Metaphysics (3)

PHIL 3635 - Existentialism (3)

PHIL 4233 - Introduction to Formal Logic (3)

PHIL 4333 - Twentieth-Century Ethical Theory (3)

PHIL 4533 - Philosophy of Mind (3)

PHIL 4632 - Philosophy of Religion (3)

PHIL 5090 - Selected Topics in Philosophy (3)

POLS/PHIL 3230 - Modern Political Thought (3) or POLS/PHIL 4139 - Contemporary Political Thought (3)

**Electives** ..... **15 Hours**

**Minor - Required. Must be approved by advisor** ..... **15 Hours**

**ADVISEMENT:** Department of Literature and Philosophy, Newton Building (912) 681-5471.

**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 "C" or better in each of the required courses in Philosophy upper-division.

**B.A. FRENCH 125 HOURS**

*See pages 52-53 for Core Curriculum, required of all students.*

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
<b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>

Required: (0-6 hours)

- FREN 2001 - Intermediate French I or equivalent (3)
- FREN 2002 - Intermediate French II or equivalent (3)

Elective Courses (12-18 hours):

Elementary Foreign Language (FREN [except for French begun at the pre-college level], GRMN, JAPN, LATN, SPAN, YORU 1001, 1002; GRMN 1060; SPAN 1060; Intermediate FORL courses 2001, 2002, ANTH 1102, ART 2531, ART 2532, COML 2531, COMM 1110, FILM 2331, INTS 2120, MUSC 1100, PHIL 1030, RELS 2130, THEA 1100, HIST 1111, GEOG 1130, ENGL 2111, ENGL 2112, HUMN 2321, HUMN 2322, PSYC 1101, SOCI 1101

**Health and Physical Education Activities** ..... **4 Hours**

- HLTH 1520 - Healthful Living (2)
- Physical Education Activities (2)

**Orientation I** ..... **1 Hour**

- GSU 1210 - University Orientation I (1)

**Major Requirements** ..... **28 Hours**

Specific Requirements (4 hours):

- FORL 3533 - Introduction to Language (3)
- FORL 3510 - Futures in Foreign Languages (1)

Twenty-four hours of French from upper division offerings, at least 6 of which must be at the 4000 level and above.

Required Courses:

- FREN 3130 - Conversational French (3) or FREN 3136 - French through Film (3)
- FREN 3230 - Introduction to Literature (3)
- FREN 3330 - French Civilization (3) or FREN 3336 - Francophone Cultures (3)

Choose 15 hours from the following:

- FREN 3030 - Selected Topics in French (3)
- FREN 3130 - Conversational French (3)
- FREN 3132 - French Through Literature: The Short Story (3)
- FREN 3134 - French Through Writing (3)
- FREN 3136 - French through Film (3)
- FREN 3195 - French in France (3)
- FREN 3330 - French Civilization (3)
- FREN 3336 - Francophone Cultures (3)
- FREN 3395 - French Regional Cultures (3)
- FREN 3530 - French for Professions (3)
- FREN 4030 - Selected Topics in French (3)
- FREN 4130 - Grammar and Phonetics (3)
- FREN 4330 - Contemporary France (3)
- FREN 4431 - Perspectives in Literature I (3)
- FREN 4432 - Perspectives in Literature II (3)
- FREN 4790 - Internship in France (3)
- FREN 4890 - Directed Independent Study in French (3)

**Electives** ..... **15-17 Hours**

**Required Minor** ..... **15 Hours**

**ADVISEMENT:** Department of Foreign Languages, Forest Drive Building, (912) 681-5181.

**OTHER PROGRAM REQUIREMENTS:**

Students must earn a minimum grade of "C" in each upper division course in French.

**B.A. GERMAN 125 HOURS**

See pages 52-53 for Core Curriculum, required of all students.

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
<b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>

Required: (0-6)

GRMN 2001 - Intermediate GRMN I or equivalent (3)

GRMN 2002 - Intermediate GRMN II or equivalent (3)

Elective Courses: (12-18 hours)

Elementary Foreign Language (FREN, FREN 1060, GRMN [except for GRMN begun at the pre-college level], LATN, SPAN, SPAN 1060, YORU); Intermediate FORL courses 2001, 2002, 2060, ANTH 1102, ART 2531, ART 2532, COML 2531, COMM 1110, FILM 233 GRMN 3231 - German Radio Plays (3), INTS 2120, MUSC 1100, PHIL 1030, RELS 2130, THEA 1100, HIST 1111, GEOG 1130, ENGL 2111, ENGL 2112, HUMN 2321, HUMN 2322, PSYC 1101, SOCI 1101

**Health and Physical Education Activities** ..... **4 Hours**

HLTH 1520 - Healthful Living (2)

Physical Education Activities (2)

**Orientation I** ..... **1 Hour**

GSU 1210 - University Orientation I (1)

**Major Requirements** ..... **30 Hours**

Specific Requirements (3 hours):

FORL 3533 - Introduction to Language (3)

Twenty-seven hours of German from upper division offerings

Choose 27 hours from the following:

GRMN 3130 - German Conversation and Phonetics (3)

GRMN 3132 - German Grammar Review (3)

GRMN 3134 - Writing in German (3)

GRMN 3230 - Introduction to German Literature (3)

GRMN 3231 - German Radio Plays (3)

GRMN 3232 - German Films and Videos (3)

GRMN 3233 - German Songs (3)

GRMN 3330 - Germany Today (3)

GRMN 4030 - Selected Topics in German (3)

~~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)

GRMN 4790 - Internship in German (1-15)

GRMN 4890 - Directed Independent Study in German (3)

**Electives** ..... **9-15Hours**

**Required Minor** ..... **15 Hours**

**ADVISEMENT:** Department of Foreign Languages, Forest Drive Building, (912) 681-5281.

**OTHER PROGRAM REQUIREMENTS:**

Students must earn a minimum grade of "C" in each upper division course in German.

Students must complete a minimum of 9 hours of German at the 4000 level.

**B.A. SPANISH 125 HOURS**

See pages 52-53 for Core Curriculum, required of all students.

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
<b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>

Required: (0-6 hours)

SPAN 2001 - Intermediate Spanish I or equivalent (3)

SPAN 2002 - Intermediate Spanish II or equivalent (3)

Elective Courses (12-18 hours):

Elementary Foreign Language (FREN, GRMN, JAPN, LATN, SPAN [except for Spanish begun at the pre-college level], YORU 1001, 1002; FREN 1060; Intermediate FL courses 2001, 2002, ANTH 1102, ART 2531, ART 2532, COML 2531, COMM 1110, FILM 2331, INTS 2120, MUSC 1100, PHIL 1030, RELS 2130, THEA 1100, HIST 1111, GEOG 1130, ENGL 2111, ENGL 2112, HUMN 2321, HUMN 2322, PSYC 1101, SOCI 1101

**Health and Physical Education Activities** ..... **4 Hours**

HLTH 1520 - Healthful Living (2)

Physical Education Activities (2)

**Orientation I** ..... **1 Hour**

GSU 1210 - University Orientation I (1)

**Major Requirements** ..... **30 Hours**

Specific Requirements

FORL 3533 - Introduction to Language (3)

Twenty-seven hours of Spanish from upper division offerings.

Required (21 hours)

SPAN 3130 - Conversation (3)

SPAN 3131 - Spanish Grammar and Composition (3)

SPAN 3230 - Approach to Hispanic Literature (3)

SPAN 4131 - Stylistics (3)

SPAN 4132 - Phonetics (3)

SPAN 4334 - Peninsular Culture and Civilization (3)

SPAN 4335 - Spanish American Culture and Civilization (3)

Choose 6 hours from the following:

SPAN 3030 - Selected Topics in Spanish (3)

SPAN 3195 - Studies Abroad: Language (3)

SPAN 3295 - Studies Abroad: Literature (3)

SPAN 3395 - Studies Abroad: Culture (3)

SPAN 3530 - Introduction to Spanish for Business (3)

SPAN 4130 - Advanced and Applied Conversation (3)

SPAN 4195 - Studies Abroad: Advanced Language (3)

SPAN 4231 - Introduction to Spanish-American Literature I (3)

SPAN 4232 - Introduction to Spanish-American Literature II (3)

SPAN 4233 - Peninsular Literature I (3)

SPAN 4234 - Peninsular Literature II (3)

SPAN 4295 - Studies Abroad: Advanced Literature (3)

SPAN 4332 - Caribbean Culture and Civilization (3)

SPAN 4395 - Studies Abroad: Advanced Civilization (3)

SPAN 4431 - 19<sup>th</sup> Century Literature in Spain (3)

SPAN 4432 - 20<sup>th</sup> Century Spanish Literature

SPAN 4433 - Golden Age Prose and Poetry (3)

SPAN 4434 - Golden Age Drama (3)

SPAN 4436 - Twentieth Century Spanish American Literature (3)

SPAN 4530 - Advanced Spanish for Business (3)

SPAN 4890 - Directed Independent Study (1-15)

SPAN 5030 - Selected Topics in Spanish (3)

SPAN 5230 - Medieval Spanish Literature (3)

SPAN 5232 - Literature of Hispanic Minorities (3)

SPAN 5234 - Modern Peninsular Women Writers (3)

SPAN 5235 - Modern Spanish American Women Writers (3)

SPAN 5330 - Afro-Hispanic Culture (3)

SPAN 5331 - Latinos in the U.S.A. (3)

SPAN 5332 - Spanish American Cinema (3)

**Electives** ..... **15-18 Hours**

**Required Minor** ..... **15 Hours**

**ADVISEMENT:** Department of Foreign Languages, Forest Drive Building, (912) 681-5181.

**OTHER PROGRAM REQUIREMENTS:**

Students must earn a minimum grade of "C" in each upper division course in Spanish.

**B.A. HISTORY 125 HOURS**

See pages 52-53 for Core Curriculum, required of all students.

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
<b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>

- |  |                                    |
|--|------------------------------------|
| FORL 2001 - Foreign Language - Intermediate I (3)  | HIST 1111 - World History I (3)    |
| FORL 2002 - Foreign Language - Intermediate II (3) | HIST 2630 - Historical Methods (3) |

Six to twelve hours from:

- |  |  |
|--|--|
| ANTH 1102 - Introduction to Anthropology (3) | PSYC 1101 - Introduction to Psychology (3) |
| GEOG 1130 - World Regional Geography (3)     | RELS 2130 - Introduction to Religion (3)   |
| PHIL 1030 - Introduction to Philosophy (3)   | SOCI 1101 - Introduction to Sociology (3)  |

**Health and Physical Education Activities** ..... **4 Hours**

- HLTH 1520 - Healthful Living (2)
- Physical Education Activities (2)

**Orientation I** ..... **1 Hour**

- GSU 1210 - University Orientation I (1)

**Major Requirements** ..... **24 Hours**

- HIST 4635 - Senior Seminar (3)

At least nine (9) hours must include one course from each of the following three categories: (1) U.S. History (2) European History (3) "Non-western" History [African, Asian, Latin American, Middle Eastern, or Russian]

- |  |   |
|--|---|
| HIST 3130 - African American History to 1877 (3)     | HIST 4134 - The Civil Rights Movement (3)                                   |
| HIST 3131 - African American History since 1877 (3)  | HIST 4135 - The United States in the 1960's (3)                             |
| HIST 3132 - The Young Republic, 1788-1848 (3)        | HIST 4230 - The Renaissance (3)   |
| HIST 3133 - U.S. Constitutional History (3)          | HIST 4332 - The "Woman Question" in Europe (3)                              |
| HIST 3134 - American Economic History (3)            | HIST 4333 - The Colonial Experience I: Europe (3)                           |
| HIST 3135 - Rise of U.S. to World Power (3)          | HIST 4336 - Science and Religion (3)  |
| HIST 3136 - U.S. as a Global Power, 1900-present (3) | HIST 4337 - Technology and the Historian (3)                                |
| HIST 3137 - History of Women in the U.S. (3)         | HIST 4431 - Contact, Encounter, and Colonization: Early America to 1670 (3) |
| HIST 3139 - History of Religion in the U.S. (3)      | HIST 4432 - Diversity and Division: Early America 1670-1763 (3)             |
| HIST 3230 - American Military History (3)            | HIST 4530 - Revelation and Revolution (3)                                   |
| HIST 3233 - The Early Church (3)                     | HIST 4531 - World War I (3)   |
| HIST 3250 - The Muslim World to Tamerlane (3)        | HIST 4532 - The Destruction of Slavery (3)                                  |
| HIST 3251 - The Muslim World Since Genghis Khan (3)  | HIST 4533 - The History of Flight (3)                                       |
| HIST 3330 - History of Greece (3)                    | HIST 4534 - Dinosaurs and Extinction (3)                                    |
| HIST 3331 - History of Rome (3)                      | HIST 4635 - Senior Seminar (3)  |
| HIST 3332 - Late Antiquity (3)                       | HIST 4690 - Senior Thesis (3)   |
| HIST 3333 - The Middle Ages (3)                      | HIST 5130 - American Indian History (3)                                     |
| HIST 3334 - Christian Europe 450-1750 (3)            | HIST 5131 - Contact, Encounter, and Colonization: Early America to 1670 (3) |
| HIST 3337 - Europe, 1914-1945 (3)                    | HIST 5132 - Diversity and Division: Early America 1670-1763 (3)             |
| HIST 3338 - Contemporary Europe (3)                  | HIST 5133 - Revolutionary America (3)                                       |
| HIST 3430 - History of England to 1603 (3)           | HIST 5134 - The Civil War and Reconstruction (3)                            |
| HIST 3431 - History of England since 1603 (3)        | HIST 5137 - The Antebellum South (3)  |
| HIST 3432 - Germany: 1648 to the Present (3)         | HIST 5138 - The New South (3)   |
| HIST 3434 - Modern European Thought (3)              | HIST 5230 - Advertising and Culture (3)                                     |
| HIST 3435 - Scientific Revolution (3)                | HIST 5231 - Legal History of the U.S. (3)                                   |
| HIST 3436 - The Holocaust (3)                        | HIST 5232 - Working-Class History in the United States (3)                  |
| HIST 3530 - History of Africa to 1800 (3)            | HIST 5233 - The American City (3)   |
| HIST 3531 - History of Africa since 1800 (3)         | HIST 5331 - The Age of Chivalry (3)   |
| HIST 3532 - The Modern Middle East (3)               | HIST 5332 - The Reformation (3)   |
| HIST 3533 - Modern Eastern Europe (3)                | HIST 5335 - World War II (3)  |
| HIST 3534 - Modern Southeast Asia (3)                | HIST 5336 - Revolutionary France (3)  |
| HIST 3536 - Russia to 1917 (3)                       | HIST 5339 - Modern Britain (3)  |
| HIST 3537 - Colonial Latin America (3)               | HIST 5430 - Modern France (3)   |
| HIST 3538 - Modern Latin America (3)                 | HIST 5530 - 20 <sup>th</sup> Century Russia (3)                             |
| HIST 4130 - Georgia History (3)                      | HIST 5531 - Modern Japan (3)  |
| HIST 4131 - American Biography (3)                   | HIST 5532 - Modern China (3)  |
| HIST 4132 - Recent America: U.S. Since 1945 (3)      | HIST 5533 - Economic Rivals: US-EC-Japan (3)                                |
| HIST 4133 - U.S. Diplomacy: The Cold War (3)         |   |

**Minor - Required. Must be approved by advisor** ..... **15 Hours**

**Electives** ..... **21 Hours**

**ADVISEMENT:** Department of History faculty, Forest Drive Building, (912) 681-5586.

**PROGRAM REQUIREMENTS:**

- Must have a grade of "C" or above 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 125 hours required for graduation.

## **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 may elect to 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.

### **Departmental Grading Policy**

Music majors must earn a minimum grade of "C" in 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 grade of "C" or higher in a prerequisite course prior to registering for an advanced course in the same subject area.

### **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.

(Continued on Next Page)

**B.A. MUSIC 125 HOURS**

See pages 52-53 for Core Curriculum, required of all students.

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
<b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>

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)

**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.

**Health and Physical Education Activities ..... 4 Hours**

- HLTH 1520 - Healthful Living (2)
- Physical Education Activities (2)

**Orientation I ..... 1 Hour**

- GSU 1210 - University Orientation I (1)

**Major Requirements ..... 3 Hours**

- MUSA - Applied Music (2)
- MUSE - Large Ensemble (1)

**Minor (Non-Music) ..... 15 Hours**

**Foreign Language (through FORL 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) 681-5396.

**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.

**B.M. COMPOSITION 125 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 pages 52-53 for Core Curriculum, required of all students.*

- 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)

(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)

**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.

**Health and Physical Education Activities ..... 4 Hours**

- HLTH 1520 - Healthful Living (2)
- Physical Education Activities (2)

**Orientation I ..... 1 Hour**

- GSU 1210 - University Orientation I (1)

**Major Requirements ..... 29 Hours**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>MUSA - Applied Music (1) MUSA</li> <li>4111 - Senior Recital (1) MUSC 1311</li> <li>- Composition Class (1) MUSC 2321</li> <li>- Composition I (2) MUSC 2322 -</li> <li>Composition II (2)</li> <li>MUSC 3321 - Intermediate Composition I (2)</li> <li>MUSC 3322 - Intermediate Composition II (2)</li> <li>MUSC 3331 - Instrumentation (3)</li> </ul> | <ul style="list-style-type: none"> <li>MUSC 3531 - Electronic/Digital Music I (3)</li> <li>MUSC 4321 - Advanced Composition I (2)</li> <li>MUSC 4322 - Advanced Composition II (2)</li> <li>MUSC 4411 - Basic Conducting (1)</li> <li>MUSC 4533 - Electronic/Digital Music II (3)</li> <li>MUSC - Upper Division Music History/Literature Elective (3)</li> <li>MUSE - Large Ensemble (1)</li> </ul> |
|--|--|

**Electives ..... 6 Hours**

**ADVISEMENT:** All music majors are assigned an academic advisor by the chair of the Department of Music, Foy Building, (912) 681-5396.

**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.



**B.M. MUSIC EDUCATION 133 HOURS**  
**CHORAL**

See pages 52-53 for Core Curriculum, required of all students.

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
<b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>

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)

**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.

**Health and Physical Education Activities ..... 4 Hours**

- HLTH 1520 - Healthful Living (2)
- Physical Education Activities (2)

**Orientation I ..... 1 Hour**

- GSU 1210 - University Orientation I (1)

**Major Requirements (Choral Music Education majors) ..... 40 Hours**

Pre-Professional Block:

- |  |  |
|--|--|
| COED 2110 - Pre-Professional Block Practicum (1) | ITEC 2120 - Introduction to Instructional Technology (2) |
| EDUF 2120 - Foundations of Education (2)         | SPED 2120 - Introduction to Special Education (2)        |
| EDUF 2121 - Human Growth and Development (2)     |  |

Other courses for the major:

- |   |  |
|---|--|
| EDUF 3232 - Educational Psychology (3)  | MUSC 3232 - Elementary Methods and Materials (3)       |
| ESED 4799 - Student Teaching (9)        | MUSC 4421 - Voice Pedagogy (2)                         |
| MUSA - Applied Music (3)                | MUSC 4422 - Introduction to Conducting (2)             |
| MUSA 2101 - Recital (0)                 | MUSC 4431 - Choral Conducting and Literature (3)       |
| MUSC 2211 - Instrumental Methods I (1)  | MUSC 4531 - Secondary Choral Methods and Materials (3) |
| MUSC 2212 - Instrumental Methods II (1) | MUSC 4611 - Seminar in Music Education (1)             |

**Electives ..... 3 Hours**

**ADVISEMENT:** All music majors are assigned an academic advisor by the chair of the Department of Music, Foy Building, (912) 681-5396.

**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.

**B.M. MUSIC EDUCATION INSTRUMENTAL 133 HOURS**

See pages 52-53 for Core Curriculum, required of all students.

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
<b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>

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)

**COMMON BODY OF KNOWLEDGE COURSES IN MUSIC**

**Following is a list of courses common to all degree programs in Music ..... 24 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 (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.

**Health and Physical Education Activities ..... 4 Hours**

- HLTH 1520 - Healthful Living (2)
- Physical Education Activities (2)

**Orientation I ..... 1 Hour**

- GSU 1210 - University Orientation I (1)

**Major Requirements (Instrumental Music Education majors) ..... 41 Hours**

- |  |  |
|--|--|
| COED 2110 - Pre-Professional Block Practicum (1) | ITEC 2120 - Introduction to Instructional Technology (2) |
| EDUF 2120 - Foundations of Education (2)         | SPED 2120 - Introduction to Special Education (2)        |
| EDUF 2121 - Human Growth and Development (2)     |  |

Other courses for the major:

- |   |  |
|---|--|
| EDUF 3232 - Educational Psychology (3)                  | MUSC 3232 - Elementary Methods and Materials (3)             |
| ESED 4799 - Student Teaching (9)                        | MUSC 3331 - Instrumentation (3)                              |
| MUSA - Applied Music (2)                                | MUSC 4432 - Instrumental Conducting and Literature (3)       |
| MUSA 2101 - Recital (0)                                 | MUSC 4532 - Secondary Instrumental Methods and Materials (3) |
| MUSC - Instrumental Techniques (4 classes) (1, 1, 1, 1) | MUSC 4611 - Seminar in Music Education (1)                   |
| MUSC 1216 - Voice Class (1)                             |  |

**Electives ..... 3 Hours**

**ADVISEMENT:** All music majors are assigned an academic advisor by the chair of the Department of Music, Foy Building, (912) 681-5396.

**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.

**B.M. PERFORMANCE INSTRUMENTAL 125 HOURS**

See pages 52-53 for Core Curriculum, required of all students.

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
<b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>

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)

**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.

**Health and Physical Education Activities ..... 4 Hours**

- HLTH 1520 - Healthful Living (2)
- Physical Education Activities (2)

**Orientation I ..... 1 Hour**

- GSU 1210 - University Orientation I (1)

**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) 681-5396.

**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.

**B.M. PERFORMANCE 125 HOURS**  
**PIANO**

See pages 52-53 for Core Curriculum, required of all students.

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
<b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>

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)

**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.

**Health and Physical Education Activities** ..... **4 Hours**

- HLTH 1520 - Healthful Living (2)
- Physical Education Activities (2)

**Orientation I** ..... **1 Hour**

- GSU 1210 - University Orientation I (1)

**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) 681-5396.

**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.

**B.M. PERFORMANCE 125 HOURS**  
**VOICE**

See pages 52-53 for Core Curriculum, required of all students.

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
<b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>

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)

**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.

**Health and Physical Education Activities** ..... **4 Hours**

- HLTH 1520 - Healthful Living (2)
- Physical Education Activities (2)

**Orientation I** ..... **1 Hour**

- GSU 1210 - University Orientation I (1)

**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) 681-5396.

**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.

**B.M. PERFORMANCE 125 HOURS**

**INSTRUMENTAL/EMPHASIS IN JAZZ PERFORMANCE**

See pages 52-53 for Core Curriculum, required of all students.

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
<b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>

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)

**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.

**Health and Physical Education Activities ..... 4 Hours**

- HLTH 1520 - Healthful Living (2)
- Physical Education Activities (2)

**Orientation I ..... 1 Hour**

- GSU 1210 - University Orientation I (1)

**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) 681-5396.

**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.

**B. A. POLITICAL SCIENCE 125 HOURS**

See pages 52-53 for Core Curriculum, required of all students.

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
<b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>

- FORL 2001 - Intermediate I (3)
- FORL 2002 - Intermediate II (3)
- PHIL 1030 - Introduction to Philosophy (3)
- POLS 2101 - Introduction to Political Science (3)
- STAT 2231 - Introduction to Statistics I (3)

If any of the above are taken to satisfy A-E, select from:

- 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)

<b>Health and Physical Education Activities</b> .....	<b>4 Hours</b>
---	----------------

- HLTH 1520 - Healthful Living (2)
- Physical Education Activities (2)

<b>Orientation I</b> .....	<b>1 Hour</b>
----------------------------	---------------

- GSU 1210 - University Orientation I (1)

<b>Major Requirements</b> .....	<b>24 Hours</b>
---------------------------------	-----------------

- POLS 3130 - Qualitative Research Methods (3)
- One Senior Seminar in Political Science (3)

Three hours from:

- |  |  |
|--|--|
| POLS 3135 - Congressional Behavior (3) | POLS 3235 - Gender and Politics (3)        |
| POLS 3136 - The Presidency (3)         | POLS 3237 - African American Politics (3)  |
| POLS 3137 - Judicial Process (3)       | POLS 3238 - Southern Politics (3)          |
| POLS 3138 - Constitutional Law I (3)   | POLS 3330 - State and Local Government (3) |
| POLS 3139 - Constitutional Law II (3)  | POLS 3332 - Political Parties (3)          |
| POLS 3233 - Politics and the Media (3) |  |

Three hours from:

- |   |  |
|---|--|
| POLS 3131 - African Politics (3)        | POLS 4136 - Comparative Politics of Industrialized Nations (3) |
| POLS 3132 - Asian Politics (3)          | POLS 4137 - Industrializing Nations (3)                        |
| POLS 3133 - Latin American Politics (3) |  |

Three hours from:

- |   |   |
|---|---|
| POLS 3234 - Introduction to European Union (3)          | POLS 4133 - International Political Economy (3) |
| POLS 3236 - International Relations (3)                 | POLS 4134 - International Law and Diplomacy (3) |
| POLS 3239 - Human Rights in International Relations (3) | POLS 4135 - International Organizations (3)     |
| POLS 4132 - U.S. Foreign Policy (3)                     | POLS 4138 - International Terrorism (3)         |

Three hours from:

- |   |  |
|---|--|
| POLS 3230 - Modern Political Thought (3)    | POLS 4130 - American Political Thought (3)     |
| POLS 3336 - Classical Political Thought (3) | POLS 4139 - Contemporary Political Thought (3) |

Upper Division electives, six hours from any of above or:

- |  |   |
|--|---|
| * POLS 2130 - Scope and Methods in Political Science (3) | POLS 3335 - Politics of Ethnicity (3)                     |
| POLS 3231 - Environmental Politics (3)                   | POLS 4031 - Selected Topics in Political Science (3)      |
| POLS 3232 - Public Opinion and Political Behavior (3)    | POLS 4131 - Public Policy (3)                             |
| POLS 3331 - Introduction to Public Administration (3)    | POLS 4791 - Field Internship in Political Science (6)     |
| POLS 3334 - Film and Politics (3)                        | POLS 4890 - Independent Study in Political Science (3-12) |

<b>Minor: Area of Study Chosen in Consultation with Major Advisor</b> .....	<b>15 Hours</b>
---	-----------------

<b>Electives</b> .....	<b>21 Hours</b>
------------------------	-----------------

(A maximum of 9 hours of Internship may be taken)

**ADVISEMENT:** Political Science Department, Carroll Building, (912) 681-5698.

\* POLS 2130-Scope and Methods in Political Science is only offered during spring term.

**OTHER PROGRAM REQUIREMENTS:**

Majors must earn a grade of "C" or better in all upper level POLS courses.

**B.S. POLITICAL SCIENCE 125 HOURS**

See pages 52-53 for Core Curriculum, required of all students.

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
<b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>

- FORL 2001 - Intermediate I (0-3)
- 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 A-E, select from:

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

<b>Health and Physical Education Activities</b> .....	<b>4 Hours</b>
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	

<b>Orientation I</b> .....	<b>1 Hour</b>
GSU 1210 - University Orientation I (1)	

<b>Major Requirements</b> .....	<b>24 Hours</b>
---------------------------------	-----------------

- \*POLS 2130 - Scope and Methods in Political Science (3)
- One Senior Seminar in Political Science (3)

Three hours from:

- |  |  |
|--|--|
| POLS 3135 - Congressional Behavior (3) | POLS 3235 - Gender and Politics (3)        |
| POLS 3136 - The Presidency (3)         | POLS 3237 - African American Politics (3)  |
| POLS 3137 - Judicial Process (3)       | POLS 3238 - Southern Politics (3)          |
| POLS 3138 - Constitutional Law I (3)   | POLS 3330 - State and Local Government (3) |
| POLS 3139 - Constitutional Law II (3)  | POLS 3332 - Political Parties (3)          |
| POLS 3233 - Politics and the Media (3) |  |

Three hours from:

- |   |  |
|---|--|
| POLS 3131 - African Politics (3)        | POLS 4136 - Comparative Politics of Industrialized Nations (3) |
| POLS 3132 - Asian Politics (3)          | POLS 4137 - Industrializing Nations (3)                        |
| POLS 3133 - Latin American Politics (3) | POLS 4890 - Independent Study in Political Science (3-12)      |

Three hours from:

- |   |   |
|---|---|
| POLS 3234 - Introduction to European Union (3)          | POLS 4133 - International Political Economy (3) |
| POLS 3236 - International Relations (3)                 | POLS 4134 - International Law and Diplomacy (3) |
| POLS 3239 - Human Rights in International Relations (3) | POLS 4135 - International Organizations (3)     |
| POLS 4132 - U.S. Foreign Policy (3)                     | POLS 4138 - International Terrorism (3)         |

Three hours from:

- |   |  |
|---|--|
| POLS 3230 - Modern Political Thought (3)    | POLS 4130 - American Political Thought (3)     |
| POLS 3336 - Classical Political Thought (3) | POLS 4139 - Contemporary Political Thought (3) |

Upper Division electives, six hours from any of above or:

- |  |   |
|--|---|
| * POLS 2130 - Scope and Methods in Political Science (3) | POLS 3335 - Politics of Ethnicity (3)                 |
| POLS 3130 - Qualitative Research Methods (3)             | POLS 3712 - Community Development (1-2)               |
| POLS 3231 - Environmental Politics (3)                   | POLS 4031 - Selected Topics in Political Science (3)  |
| POLS 3232 - Public Opinion and Political Behavior (3)    | POLS 4131 - Public Policy (3)                         |
| POLS 3331 - Introduction to Public Administration (3)    | POLS 4791 - Field Internship in Political Science (3) |
| POLS 3334 - Film and Politics (3)                        |   |

<b>Minor: Area of study chosen in consultation with major advisor</b> .....	<b>15 Hours</b>
---	-----------------

Or Related Areas: general electives chosen in consultation with major advisor

<b>Electives</b> .....	<b>21 Hours</b>
------------------------	-----------------

(A maximum of 9 hours of Internship may be taken)

**ADVISEMENT:** Political Science Department, Carroll Building., (912) 681-5698.

\* *POLS 2130 - Scope and Methods in Political Science is only offered during spring term.*

**OTHER PROGRAM REQUIREMENTS:**

Majors must earn a grade of "C" or better in all upper level POLS courses.



**B.S.J.S.**

**JUSTICE STUDIES**

**125 HOURS**

See pages 52-53 for Core Curriculum, required of all students

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
<b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>

Required:

- |  |  |
|--|--|
| CRJU 1100 - Introduction to Criminal Justice (3) | SOCI 1101 - Introduction to Sociology (3)  |
| CRJU 2131 - Justice and Ethics (3)               | STAT 2231 - Introduction to Statistics (3) |
| PSYC 1101 - Introduction to Psychology (3)       |  |

Three hours from:

- |   |   |
|---|---|
| ANTH 1102 - Introduction to Anthropology (3)  | FORL 2001 or 2002 - Intermediate I or II (3)      |
| CISM 1110 - Computer Applications (1)         | GEOG 1130 - World Regional Geography (3)          |
| CISM 1120 - Computer Concepts (2)             | PHIL 1030 - Introduction to Philosophy (3)        |
| COMM 1110 - Principles of Public Speaking (3) | PHIL 2232 - Critical Thinking (3)                 |
| FORL 1001 or 1002 - Introductory I or II (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 I** ..... **1 Hour**

- GSU 1210 - University Orientation I (1)

**Major Requirements** ..... **42 Hours**

Major Courses: (18 hours)

- CRJU 3230 - Policing (3)
- CRJU 3331 - Corrections (3)
- CRJU 4032 - Criminal Behavior (3) or SOCI 3331 - Criminology (3)
- CRJU 4231 - Criminal Justice Research (3) or POLS 2130 Scope and Methods (3) or SOCI 3434 - Social Research Methods (3)
- CRJU 4531 - Comparative World Justice Systems (3)
- POLS/CRJU 3137 - Judicial Process (3)

Upper Division CRJU Options: (12 hours)

- |   |   |
|---|---|
| CRJU 3131 - Criminal Law (3)                      | CRJU 4031 - Offender Counseling (3)             |
| CRJU 3133 - Criminal Procedure (3)                | CRJU 4135 - Directed Study (3)                  |
| CRJU 3134 - Criminal Investigations (3)           | CRJU 4193 - Special Topics (1-3)                |
| CRJU 3332 - Community Based Corrections (3)       | CRJU 4732 - Politics, Government and Crime (3)  |
| CRJU 3431 - Juvenile Justice (3)                  | CRJU 4733 - Theories of Justice (3)             |
| CRJU 3432 - Gangs, Drugs and Criminal Justice (3) | CRJU 4830 - Criminal Justice Administration (3) |

Multidisciplinary Courses: (12 hours)

Students are required to take a total of 12 hours related to Diversity, Human Behavior, and Institutional Influences; at least one course is required from each of those areas.

Diversity: (at least one course required from this area)

- |   |  |
|---|--|
| ENGL 3231 - Survey of African American Literature (3) | POLS 3237 - African American Politics (3)                |
| HIST 3131 - African American History since 1877 (3)   | POLS 3335 - Politics of Ethnicity (3)                    |
| HIST 3137 - History of Women in the United States (3) | PSYC 3232 - Psychology of Gender (3)                     |
| HIST 4143 - The Civil Rights Movement (3)             | POLS 3133 - Latin American Politics (3)                  |
| PHIL 4130 - Feminist Philosophy (3)                   | SOCI 4332 - Sociology of Gender (3)                      |
| SOCI 4333 - Race and Ethnicity (3)                    | SOCI 4431 - Inequality (3)                               |
| POLS 3139 - Constitutional Law II (3)                 | WGST 3230 - Introduction to Women and Gender Studies (3) |
| POLS 3235 - Gender and Politics (3)                   |  |

Human Behavior: (at least one course required from this area)

- |   |  |
|---|--|
| ANTH 3531 - Biological Anthropology (3)       | PSYC 3334 - Social Psychology (3)      |
| HLTH 3130 - Substance Use and Abuse (3)       | PSYC 3335 - Personality Psychology (3) |
| POLS 4138 - International Terrorism (3)       | PSYC 4430 - Cognitive Psychology (3)   |
| SOCI 3333 - Deviant Behavior (3)              | PSYC 4431 - Motivation and Emotion (3) |
| PSYC 3235 - Behavior Modification (3)         | SOCI 3334 - Juvenile Delinquency (3)   |
| PSYC 3236 - Psychology of Substance Abuse (3) | SOCI 4335 - Self and Society (3)       |
| PSYC 3330 - Abnormal Psychology (3)           |  |

Institutional Processes: (at least one course required from this area)

- |   |   |
|---|---|
| PHIL 3232 - Philosophy of Law (3)                     | SOCI 4231 - Child Welfare and Family Services (3) |
| SOCI 4232 - Social Welfare Policy and Services (3)    | SOCI 4334 - Organizations (3)                     |
| POLS 3138 - Constitutional Law I (3)                  | SOCI 5131 - Sociology of Community (3)            |
| POLS 3233 - Politics and the Media (3)                | SOCI 5138 - Sociology of Family (3)               |
| POLS 3330 - State and Local Government (3)            | SOCI 3337 - Urban Sociology (3)                   |
| POLS 3331 - Introduction to Public Administration (3) | SPCM 4338 - Organizational Communications (3)     |
| PSYC 3234 - Industrial/Organizational Psychology (3)  |   |

**Electives** ..... **18 Hours**

(A maximum of 9 hours of internship may be taken)

**ADVISEMENT:** Political Science Department, Carroll Building, (912) 681-5698.

**OTHER PROGRAM REQUIREMENTS:** A grade of "C" or above 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.

**B.A. PSYCHOLOGY 125 HOURS**

See pages 52-53 for Core Curriculum, required of all students

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
<b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>

Required:

FORL 2002 - Through FORL 2002 or equivalent (0-12)	PSYC 2210 - Careers in Psychology (1)
* PSYC 1101 - Introduction to Psychology (3)	STAT 2231 - Introduction to Statistics I (3); or in Area D
Zero to fourteen hours from:	
ANTH 1102 - Introduction to Anthropology (3)	HIST 1111 - World History I (3)
BIOL 1130/1110 - General Biology w/ Lab (3/1)	HUMN 2322 - Humanities I (3)
BIOL 1333 - From Neuron to Brain (3)	HUMN 2321 - Humanities II (3)
CISM 2130 - Computers and Applications (3)	PHIL 1030 - Introduction to Philosophy (3)
GEOG 1130 - World Regional Geography (3)	SOCI 1101 - Introduction to Sociology (3)

**Health and Physical Education Activities** ..... **4 Hours**

- HLTH 1520 - Healthful Living (2)
- Physical Education Activities (2)

**Orientation I** ..... **1 Hour**

- GSU 1210 - University Orientation I (1)

**Major Requirements** ..... **28 Hours**

Specific Requirements (4 hours)

- \* PSYC 3141 - Research Methods (4)
- \* At least one course from Group I (Prerequisite PSYC 1101) (3 hours)
  - PSYC 3330 - Abnormal Psychology (3)
  - PSYC 3331 - Child Psychology (3)
  - PSYC 3333 - Lifespan Developmental Psychology (3)
  - PSYC 3334 - Social Psychology (3) PSYC 3335 - Personality Psychology (3) PSYC 4335 - Theories of Personality (3) PSYC 4436 - Theories of Psychotherapy (3) PSYC 5330 - Psychology of Aging (3)
- \* At least one course from Group II (Prerequisite PSYC 1101) (3 hours)
  - 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 Animal Learning (3)
  - PSYC 4434 - Animal Behavior (3)
  - PSYC 5430 - Physiological Psychology (3)
  - PSYC 5530 - History and Systems
- \* At least one course from Group III (Prerequisite PSYC 1101) (3 hours)
  - 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 5230 - Health Psychology (3)
- \* At least one course (3 hours)
  - PSYC 4630 - Senior Seminar (3) PSYC 4830 - Field Experience (3) PSYC 5530 - History and Systems (3)

Choose four additional upper division elective psychology courses approved by the advisor. (12 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), 4830, 4841, 4832.

**Minor** ..... **15 Hours**

**Electives** ..... **17 Hours**

**ADVISEMENT:** Department of Psychology, Carroll Building, (912) 681-5539.

**OTHER PROGRAM REQUIREMENTS:**

- \* Grade of "C" or higher must be earned in this required course. Psychology courses with grades lower than "C" that are transferred from another institution may not be used to meet psychology requirements.

**B.S. PSYCHOLOGY 125 HOURS**

See pages 52-53 for Core Curriculum, required of all students

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
<b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>

Required:

- FORL 2001 - Through FORL 2001 or equivalent (0-9)
- \* PSYC 1101 - Introduction to Psychology (3)
- PSYC 2210 - Careers in Psychology (1)
- STAT 2231 - Introduction to Statistics I (3); or in Area D

Two to fourteen hours from:

- ANTH 1102 - Introduction to Anthropology (3)
- BIOL 1130/1110 - General Biology w/ Lab (3/1)
- BIOL 1333 - From Neuron to Brain (3)
- CISM 2130 - Computers and Applications (3)
- GEOG 1130 - World Regional Geography (3)
- HIST 1111 - World History I (3)
- HUMN 2321 - Humanities II (3)
- HUMN 2322 - Humanities I (3)
- PHIL 1030 - Introduction to Philosophy (3)
- SOCI 1101 - Introduction to Sociology (3)

**Health and Physical Education Activities** ..... **4 Hours**

- HLTH 1520 - Healthful Living (2)
- Physical Education Activities (2)

**Orientation I** ..... **1 Hour**

- GSU 1210 - University Orientation I (1)

**Major Requirements** ..... **29 Hours**

Specific Requirements (7 hours)

- \* PSYC 3141 - Research Methods (4)
- \* PSYC 4131 - Advanced Psychological Research (3)
- \* At least one course from Group I (Prerequisite PSYC 1101) (3 hours)
  - PSYC 3330 - Abnormal Psychology (3)
  - PSYC 3331 - Child Psychology (3)
  - PSYC 3333 - Lifespan Developmental Psychology (3)
  - PSYC 3334 - Social Psychology (3) PSYC
  - 3335 - Personality Psychology (3) PSYC
  - 4335 - Theories of Personality (3) PSYC
  - 4436 - Theories of Psychotherapy (3) PSYC
  - 5330 - Psychology of Aging (3)

\* At least one course from Group II (Prerequisite PSYC 1101) (3 hours)

- 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 Animal Learning (3)
- PSYC 4434 - Animal Behavior (3)
- PSYC 5430 - Physiological Psychology (3)
- PSYC 5530 - History and Systems (3)

\* At least one course from Group III (Prerequisite PSYC 1101) (3 hours)

- 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 5230 - Health Psychology (3)

\* At least one course (4 hours)

- PSYC 4143 - Senior Research (4)
- PSYC 4841 - Directed Research (4)

Three additional upper division elective psychology courses approved by the advisor. (9). 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), 4830, 4841, 4832.

**Electives (9 hours may be Psychology)** ..... **31 Hours**

**ADVISEMENT:** Department of Psychology, Carroll Building, (912) 681-5539.

**OTHER PROGRAM REQUIREMENTS:**

- \* Grade of "C" or higher must be earned in this required course. Psychology courses with grades lower than "C" that are transferred from another institution may not be used to meet psychology requirements.

**B.A. ANTHROPOLOGY 125 HOURS**

See pages 52-53 for Core Curriculum, required of all students.

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
<b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>

Required:

- ANTH 1102 - Introduction to Anthropology (3)
- Foreign Language - Through FORL 2002 (0-6)

Nine to fifteen hours from the following:

- BIOL 1130/1110 - General Biology w/lab (3/1)
- BIOL 1230/1210 - Environmental Biology w/lab (3/1)
- CISM 1110 - Computer Applications (1)
- CISM 1120 - Computer Concepts (2)
- CSCI 1301, 1302 - Programming Principles I, II (3)
- GEOG 1111 - Physical Geography (4)
- GEOG 1130 - World Regional Geography (3)
- GEOL 1121 - General Physical Geology (4)
- GEOL 1122 - General Historical Geology w/lab (4)
- GEOL 1330/1310 - Environmental Geology w/lab (3/1)
- HIST 1111 - World History I (3)
- KINS 2531/2511, 2532/2512 - Human Anatomy and Physiology I, II w/lab (3/1)
- POLS 2101 - Introduction to Political Science (3)
- PSYC 1101 - Introduction to Psychology (3)
- SOCI 1101 - Introduction to Sociology (3)
- STAT 2231, 2232 - Introduction to Statistics I, II (3)

<b>Health and Physical Education Activities</b> .....	<b>4 Hours</b>
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	

<b>Orientation I</b> .....	<b>1 Hour</b>
GSU 1210 - University Orientation I (1)	

<b>Major Requirements</b> .....	<b>30 Hours</b>
---------------------------------	-----------------

Specific Requirements (12 hours):

- ANTH 3131 - World Archaeology (3)
- ANTH 3331 - Cultural Anthropology (3)
- ANTH 3531 - Biological Anthropology (3)
- ANTH 3533 - Introduction to Language (3)

Eighteen hours from the following Anthropology courses at the 3000 level or higher approved by the advisor after taking ANTH 1102:

- |  |   |
|--|---|
| ANTH 3091 - Selected Topics in Anthropology (1-3)                | ANTH 4435 - Middle Eastern Cultures (3)         |
| ANTH 4131 - North American Archaeology (3)                       | ANTH 4890 - Directed Study (1-3)                |
| ANTH 4132 - Southeastern Archaeology (3)                         | ANTH 5091 - Selected Topics in Anthropology (3) |
| ANTH 4135 - Mesoamerican Archaeology (3)                         | ANTH 5131 - Historical Archaeology (3)          |
| ANTH 4231 - Methods and Theory in Archaeology (3)                | ANTH 5133 - Georgia Archaeology (3)             |
| ANTH 4233 - Zooarchaeology (3)                                   | ANTH 5331 - Gender and Anthropology (3)         |
| ANTH 4235 - Advanced Archaeological Analysis (3)                 | ANTH 5337 - Ethnographic Methods (3)            |
| ANTH 4232 (3), 4262 (6), 4292 (9) - Field Session in Archaeology | ANTH 5431 - North American Indians (3)          |
| ANTH 4331 - Anthropology and Human Relations (3)                 | ANTH 5432 - Southeastern Indians (3)            |
| ANTH 4333 - Comparative Social Organization (3)                  | ANTH 5435 - The Rural South (3)                 |
| ANTH 4335 - Anthropology and International Business (3)          | ANTH 5437 - Cultures of Africa (3)              |
| ANTH 4337 - Folklife (3)   | ANTH 5530 - Sociolinguistics (3)                |
| ANTH 4431 - European Cultures (3)                                | ANTH 5531 - Anthropological Theory (3)          |

<b>Electives</b> .....	<b>15 Hours</b>
<b>Minor - Required</b> .....	<b>15 Hours</b>

**ADVICE:** Assigned Anthropology Faculty in the Department of Sociology and Anthropology, 1003 Carroll Building, (912) 681-5443

**OTHER PROGRAM REQUIREMENTS:**

Minimum grade of "C" in required Anthropology courses; "C" average for all Anthropology courses with maximum of one "D" included

**B.A. SOCIOLOGY 125 HOURS**

See pages 52-53 for Core Curriculum, required of all students.

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
<b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>

Required:

- \* SOCI 1101 - Introduction to Sociology (3)
- Foreign Language - Through FORL 2002 (0-6)
- STAT 2231 - Introduction to Statistics I (3)

Additional hours to total six from the following:

- ANTH 1102 - Introduction to Anthropology (3)
- CISM 1110 - Computer Applications (1)
- 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)
- SOCI 2000 - Marriage and Family or Social Problems Accepted in Transfer (3 each)
- STAT 2232 - Introduction to Statistics II (3)

\* Must Be Passed with Grade of "C" or Better

**Health and Physical Education Activities** ..... **4 Hours**

- HLTH 1520 - Healthful Living (2)
- Physical Education Activities (2)

**Orientation I** ..... **1 Hour**

- GSU 1210 - University Orientation I (1)

**Major Requirements** ..... **30 Hours**

Specific Requirements (9 hours):

- SOCI 3434 - Methods of Social Research (3)
- SOCI 4630 - Senior Seminar (3)
- SOCI 5431 - Sociological Theory (3)

Select at least 4 courses designated by asterisk (\*) and 3 other additional upper division courses in the major as approved by advisor (21 hours):

- |   |   |
|---|---|
| SOCI 3094 - Selected Topics in Sociology (3)      | SOCI 5130 - Group Dynamics (3)            |
| SOCI 3331 - Criminology (3)                       | SOCI 5131 - Population (3)                |
| * SOCI 3333 - Deviant Behavior (3)                | * SOCI 5132 - Sociology of Community (3)  |
| * SOCI 3334 - Juvenile Delinquency (3)            | * SOCI 5133 - Sociology of Religion (3)   |
| * SOCI 3335 - Social Change (3)                   | SOCI 5135 - Aging (3)                     |
| SOCI 3336 - Social Problems (3)                   | * SOCI 5136 - Sociology of Education (3)  |
| SOCI 3337 - Urban Sociology (3)                   | * SOCI 5137 - Collective Behavior (3)     |
| SOCI 3432 - Gangs, Drugs and Criminal Justice (3) | * SOCI 5138 - Sociology of the Family (3) |
| SOCI 4231 - Child Welfare (3)                     | SOCI 5139 - Sociology of Health Care (3)  |
| * SOCI 4332 - Sociology of Gender (3)             | SOCI 5231 - Sociology of Politics (3)     |
| * SOCI 4334 - Organizations (3)                   | SOCI 5332 - Death and Dying (3)           |
| * SOCI 4335 - Self and Society (3)                | * SOCI 5333 - Race and Ethnicity (3)      |
| * SOCI 4431 - Inequality (3)                      | SOCI 5433 - Program Evaluation (3)        |
| SOCI 4892 - Directed Research (3)                 | SOCI 5435 - The Rural South (3)           |
| SOCI 5094 - Selected Topics in Sociology (1-3)    | SOCI 5436 - Latin American Societies (3)  |

**Electives** ..... **15 Hours**

**Minor - Required** ..... **15 Hours**

**ADVISEMENT:** Assigned Sociology Faculty, Department of Sociology and Anthropology, 1003 Carroll Building, (912) 681-5443.

**OTHER PROGRAM REQUIREMENTS:**

Grade of "C" or better required in all Sociology courses; if advisor recommends, one "D" allowed if matched by "B" or higher in another sociology course.

**B.S. SOCIOLOGY 125 HOURS**

See pages 52-53 for Core Curriculum, required of all students.

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
<b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>

Required:

- \* SOCI 1101 - Introduction to Sociology (3)
- Foreign Language - Through FORL 2001 (0-3)
- SOCI 2232 - Introduction to Social Services (3)
- STAT 2231 - Introduction to Statistics I (3)

Additional hours to total six from the following:

- ANTH 1101 - Introduction to Anthropology (3)
- CISM 1110 - Computer Applications (1)
- 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)
- SOCI 2000 - Marriage and Family (3) or Social Problems Accepted in Transfer (3)
- STAT 2232 - Introduction to Statistics II (3)

- \* *Must Be Passed with Grade of "C" or Better*

**Health and Physical Education Activities** ..... **4 Hours**

- HLTH 1520 - Healthful Living (2)
- Physical Education Activities (2)

**Orientation I** ..... **1 Hour**

- GSU 1210 - University Orientation I (1)

**Major Requirements** ..... **39 Hours**

Specific Requirements (21-27 hours)

- \*\* 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 5431 - Sociological Theory (3)
- \*\*\* SOCI 5433 - Program Evaluation (3)
- \*\* *Indicates course required for Social Services Emphasis*
- \*\*\* *indicates course required for Social Research Emphasis*
- All others required for all BS majors*

In addition to required courses cited above, students will select 12-18 hours of upper division (3000 or above) Sociology courses as approved by advisor.

- |  |  |
|--|--|
| SOCI 3094 - Selected Topics in Sociology (1-3)     | SOCI 4790 - Field Instruction (3-9)            |
| SOCI 3331 - Criminology (3)                        | SOCI 4892 - Directed Research (3)              |
| SOCI 3333 - Deviant Behavior (3)                   | SOCI 5094 - Selected Topics in Sociology (1-3) |
| SOCI 3334 - Juvenile Delinquency (3)               | SOCI 5131 - Population (3)                     |
| SOCI 3335 - Social Change (3)                      | SOCI 5132 - Sociology of Community (3)         |
| SOCI 3336 - Social Problems (3)                    | SOCI 5133 - Sociology of Religion (3)          |
| SOCI 3337 - Urban Sociology (3)                    | SOCI 5135 - Aging (3)                          |
| SOCI 3432 - Gangs, Drugs and Criminal Justice (3)  | SOCI 5136 - Sociology of Education (3)         |
| SOCI 3434 - Methods of Social Research (3)         | SOCI 5137 - Collective Behavior (3)            |
| SOCI 4231 - Child Welfare and Family Services (3)  | SOCI 5138 - Sociology of the Family (3)        |
| SOCI 4232 - Social Welfare Policy and Services (3) | SOCI 5139 - Sociology of Health Care (3)       |
| SOCI 4332 - Sociology of Gender (3)                | SOCI 5332 - Death and Dying (3)                |
| SOCI 4334 - Organizations (3)                      | SOCI 5333 - Race and Ethnicity (3)             |
| SOCI 4335 - Self and Society (3)                   | SOCI 5433 - Program Evaluation (3)             |
| SOCI 4431 - Inequality (3)                         | SOCI 5435 - The Rural South (3)                |
| SOCI 4630 - Senior Seminar (3)                     |  |

**Interdisciplinary Specialty Electives** ..... **9 Hours**

**Electives** ..... **12 Hours**

**ADVISEMENT:** Assigned Sociology Faculty, Department of Sociology and Anthropology, 1003 Carroll Building, (912) 681-5443.

**OTHER PROGRAM REQUIREMENTS:**

Grade of "C" or better required in all sociology courses; if advisor recommends, one "D" allowed if matched by "B" or higher in another sociology course.

**B. A. WRITING AND LINGUISTICS 125 HOURS**  
**CONCENTRATION IN CREATIVE WRITING**

See pages 52-53 for Core Curriculum, required of all students.

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
<b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>

0-6 hours in a foreign language, through FORL 2001/2002 or equivalent (0-6)

0-6 hours in any computer language, CSCI 1230 (BASIC), CSCI 1232 (FORTRAN), CSCI 1236 (Java)

Choose 6-18 hours from the following (not taken in Area A, B, C, or E):

- |   |  |
|---|--|
| ANTH 1102 - Introduction to Anthropology (3)                  | ENGL 2111 - World Literature I (3)                         |
| ART 1000 - Art in Life (3)                                    | ENGL 2112 - World Literature II (3)                        |
| ART 2233 - Computer Graphics (3)                              | ENGR 1111 - Introduction to Engineering (3)                |
| ART 2331 - Graphic Design I (3)                               | FILM 2331 - Introduction to Film (3)                       |
| ART 2531 - Art History I (3) or Art 2532 - Art History II (3) | GEOG 1101 - Introduction to Human Geography (3)            |
| BIOL 1333 - From Neurons to the Brain (3)                     | HIST 1111 - World History I (3)                            |
| BUSA 1105 - Introduction to Business (3)                      | IT 1031 - Introduction to Information Technology (3)       |
| BUSA 2106 - Environment of Business (3)                       | IT 1032 - Survey of Information Technology (3)             |
| CISM 1110 - Computer Applications (1)                         | JOUR 2331 - Introduction to Journalism (3)                 |
| CISM 1120 - Computer Concepts (2)                             | MUSC 1100 - Music Appreciation (3)                         |
| CISM 2230 - Applications Development (3)                      | PHIL 1030 - Introduction to Philosophy (3)                 |
| COML 2531 - Crossing Borders (3)                              | RELS 2130 - Introduction to Religion (3)                   |
| COMM 1100 - Introduction to Human Communications (3)          | PSYC 1101 - Introduction to Psychology (3)                 |
| COMM 1110 - Principles of Public Speaking (3)                 | SOCI 1101 - Introduction to Sociology (3)                  |
| CSCI 1301 - Programming Principles I (3)                      | TCPM 1321/1141 - Desktop Publishing and Lab (3)            |
| CSCI 1302 - Programming Principles II (3)                     | THEA 1100 - Theatre Appreciation (3)                       |
| ECED 2230 - Cognition and Language (3)                        | WGST 2230 - Introduction to Women's and Gender Studies (3) |
| ECON 2106 - Business Economics (3)                            | WRIT 2130 - Technical Communications (3)                   |

Any 1000 or 2000 level course offered by the Department of Writing and Linguistics

**Health and Physical Activities** ..... **4 Hours**

HLTH 1520 - Healthful Living (2)

Physical Education Activities (2)

**Orientation I** ..... **1 Hour**

GSU 1210 - University Orientation I (1)

**Common Body of Knowledge Courses** ..... **12 Hours**

Students must complete with a grade of "C" or better in WRIT 3530 and at least two other common body of knowledge courses before attempting upper division classes.

WRIT 3130 - Creative Writing (3)

WRIT 3230 - Writing in the Workplace (3)

WRIT 3530 - Composition Studies (3)

LING 3630 - Language and Linguistic Theory (3)

**Upper Division Requirements** ..... **18 Hours**

WRIT 5540 - Fiction Writing (3)

WRIT 5430 - Poetry Writing (3)

WRIT 4130 - Creative Non-fiction (3)

Choose 9 hours from the following:

WRIT 5330 - History of the English Language (3)

WRIT 3030 - Special Topics in Writing (3)

WRIT 5030 - Selected Topics in Writing (3)

THEA 5530 - Playwriting (3)

**Minor** ..... **15 Hours**

**Electives (advisor approved)** ..... **15 Hours**

**ADVISEMENT:** Department of Writing and Linguistics, Newton Building, (912) 681-0739.

**PROGRAM ADMISSION AND OTHER CRITERIA:** Students must have an adjusted grade point average of 2.0 and 30 hours to become a major in this Writing and Linguistics program. Students with fewer than 30 hours and/or less than 2.0 adjusted grade point average will be considered "Pre-Writing and Linguistics" majors. Students must make a "C" or better in WRIT 3530, 3130, 3230, and LING 3630 to receive credit for those courses.

**B. A. WRITING AND LINGUISTICS 125 HOURS**  
**CONCENTRATION IN PROFESSIONAL AND TECHNICAL WRITING**

*See pages 52-53 for Core Curriculum, required of all students.*

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

0-6 hours in a foreign language, through FORL 2001/2002 or equivalent (0-6)

0-6 hours in any computer language, CSCI 1230 (BASIC), CSCI 1232 (FORTRAN), CSCI 1236 (Java)

Choose 6-18 hours from the following (not taken in Area A, B, C, or E):

ANTH 1102 - Introduction to Anthropology (3)	ENGL 2111 - World Literature I (3)
ART 1000 - Art in Life (3)	ENGL 2112 - World Literature II (3)
ART 2233 - Computer Graphics (3)	ENGR 1111 - Introduction to Engineering (3)
ART 2331 - Graphic Design I (3)	FILM 2331 - Introduction to Film (3)
ART 2531 - Art History I (3) or Art 2532 - Art History II (3)	GEOG 1101 - Introduction to Human Geography (3)
BIOL 1333 - From Neurons to the Brain (3)	HIST 1111 - World History I (3)
BUSA 1105 - Introduction to Business (3)	IT 1031 - Introduction to Information Technology (3)
BUSA 2106 - Environment of Business (3)	IT 1032 - Survey of Information Technology (3)
CISM 1110 - Computer Applications (1)	JOUR 2331 - Introduction to Journalism (3)
CISM 1120 - Computer Concepts (2)	MUSC 1100 - Music Appreciation (3)
CISM 2230 - Applications Development (3)	PHIL 1030 - Introduction to Philosophy (3)
COML 2531 - Crossing Borders (3)	RELS 2130 - Introduction to Religion (3)
COMM 1100 - Introduction to Human Communications (3)	PSYC 1101 - Introduction to Psychology (3)
COMM 1110 - Principles of Public Speaking (3)	SOCI 1101 - Introduction to Sociology (3)
CSCI 1301 - Programming Principles I (3)	TCPM 1321/1141 - Desktop Publishing and Lab (3)
CSCI 1302 - Programming Principles II (3)	THEA 1100 - Theatre Appreciation (3)
ECED 2230 - Cognition and Language (3)	WGST 2230 - Introduction to Women's and Gender Studies (3)
ECON 2106 - Business Economics (3)	WRIT 2130 - Technical Communications (3)

Any 1000 or 2000 level course offered by the Department of Writing and Linguistics

**Health and Physical Activities .....** 4 Hours

HLTH 1520 - Healthful Living (2)

Physical Education Activities (2)

**Orientation I .....** 1 Hour

GSU 1210 - University Orientation I (1)

**Common Body of Knowledge Courses .....** 12 Hours

Students must complete with a grade of "C" or better in WRIT 3230 and at least two other common body of knowledge courses before attempting upper division classes.

WRIT 3130 - Creative Writing (3)

WRIT 3230 - Writing in the Workplace (3)

WRIT 3530 - Composition Studies (3)

LING 3630 - Language and Linguistic Theory (3)

**Upper Division Requirements .....** 18 Hours

Technical and Professional Writing Concentration (18 hours):

WRIT 3030 - Special Topics in Writing (3)

WRIT 5030 - Selected Topics in Writing (3)

WRIT 5130 - Modern English Grammar (3)

WRIT 5331 - Twentieth Century Rhetoric (3)

WRIT 5550 - Technologies of Writing (3)

WRIT 5930 - Technical Writing (3)

**Minor .....** 15 Hours

**Electives (advisor approved) .....** 15 Hours

**ADVISEMENT:** Department of Writing and Linguistics, Newton Building, (912) 681-0739.

**PROGRAM ADMISSION AND OTHER CRITERIA:** Students must have an adjusted grade point average of 2.0 and 30 hours to become a major in this Writing and Linguistics program. Students with fewer than 30 hours and/or less than 2.0 adjusted grade point average will be considered "Pre-Writing and Linguistics" majors. Students must make a "C" or better in WRIT 3530, 3130, 3230, and LING 3630 to receive credit for those courses.



**B. A. WRITING AND LINGUISTICS 125 HOURS**  
**CONCENTRATION IN LINGUISTICS**

See pages 52-53 for Core Curriculum, required of all students. *CONCENTRATION IN LINGUISTICS*

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
<b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>

0-6 hours in a foreign language, through FORL 2001/2002 or equivalent (0-6)

0-6 hours in any computer language, CSCI 1230 (BASIC), CSCI 1232 (FORTRAN), CSCI 1236 (Java)

Choose 6-18 hours from the following (not taken in Area A, B, C, or E):

- ANTH 1102 - Introduction to Anthropology (3)
- ART 1000 - Art in Life (3)
- ART 2233 - Computer Graphics (3)
- ART 2331 - Graphic Design I (3)
- ART 2531 - Art History I (3) or Art 2532 - Art History II (3)
- BIOL 1333 - From Neurons to the Brain (3)
- BUSA 1105 - Introduction to Business (3)
- BUSA 2106 - Environment of Business (3)
- CISM 1110 - Computer Applications (1)
- CISM 1120 - Computer Concepts (2)
- CISM 2230 - Applications Development (3)
- COML 2531 - Crossing Borders (3)
- COMM 1100 - Introduction to Human Communications (3)
- COMM 1110 - Principles of Public Speaking (3)
- CSCI 1301 - Programming Principles I (3)
- CSCI 1302 - Programming Principles II (3)
- ECED 2230 - Cognition and Language (3)
- ECON 2106 - Business Economics (3)
- Any 1000 or 2000 level course offered by the Department of Writing and Linguistics

**Health and Physical Activities** ..... **4 Hours**

- HLTH 1520 - Healthful Living (2)
- Physical Education Activities (2)

**Orientation I** ..... **1 Hour**

- GSU 1210 - University Orientation I (1)

**Common Body of Knowledge Courses** ..... **12 Hours**

Students must complete with a grade of "C" or better in LING 3630 and at least two other common body of knowledge courses before attempting upper division classes.

- WRIT 3130 - Creative Writing (3)
- WRIT 3230 - Writing in the Workplace (3)
- WRIT 3530 - Composition Studies (3)
- LING 3630 - Language and Linguistic Theory (3)

**Upper Division Requirements** ..... **18 Hours**

- LING 3031 - Phonology (3)
- LING 3032 - Syntax (3)
- LING 4533 - Semantics (3)

Choose 9 hours from the following:

- LING 3030 - Selected Topics in Linguistics (3)
- LING 3337 - Language, Power, and Politics (3)
- LING 3533 - Introduction to Language (3)
- LING 4335 - Linguistic Analysis (3)
- LING 5130 - Modern English Grammar (3)
- LING 5330 - History of the English Language (3)
- LING 5530 - Sociolinguistics (3)

**Minor** ..... **15 Hours**

**Electives (advisor approved)** ..... **15 Hours**

**ADVISEMENT:** Department of Writing and Linguistics, Newton Building, (912) 681-0739.

**PROGRAM ADMISSION AND OTHER CRITERIA:** Students must have an adjusted grade point average of 2.0 and 30 hours to become a major in this Writing and Linguistics program. Students with fewer than 30 hours and/or less than 2.0 adjusted grade point average will be considered "Pre-Writing and Linguistics" majors. Students must make a "C" or better in WRIT 3530, 3130, 3230, and LING 3630 to receive credit for those courses.

**B. A. WRITING AND LINGUISTICS 125 HOURS**  
**CONCENTRATION IN WRITING THEORY AND PRACTICE**

See pages 52-53 for Core Curriculum, required of all students

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
<b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>

0-6 hours in a foreign language, through FORL 2001/2002 or equivalent (0-6)

0-6 hours in any computer language, CSCI 1230 (BASIC), CSCI 1232 (FORTRAN), CSCI 1236 (Java)

Choose 6-18 hours from the following (not taken in Area A, B, C, or E):

ANTH 1102 - Introduction to Anthropology (3)	ENGL 2111 - World Literature I (3)
ART 1000 - Art in Life (3)	ENGL 2112 - World Literature II (3)
ART 2233 - Computer Graphics (3)	ENGR 1111 - Introduction to Engineering (3)
ART 2331 - Graphic Design I (3)	FILM 2331 - Introduction to Film (3)
ART 2531 - Art History I or Art 2532 - Art History II (3)	GEOG 1101 - Introduction to Human Geography (3)
BIOL 1333 - From Neurons to the Brain (3)	HIST 1111 - World History I (3)
BUSA 1105 - Introduction to Business (3)	IT 1031 - Introduction to Information Technology (3)
BUSA 2106 - Environment of Business (3)	IT 1032 - Survey of Information Technology (3)
CISM 1110 - Computer Applications (1)	JOUR 2331 - Introduction to Journalism (3)
CISM 1120 - Computer Concepts (2)	MUSC 1100 - Music Appreciation (3)
CISM 2230 - Applications Development (3)	PHIL 1030 - Introduction to Philosophy (3)
COML 2531 - Crossing Borders (3)	RELS 2130 - Introduction to Religion (3)
COMM 1100 - Introduction to Human Communications (3)	PSYC 1101 - Introduction to Psychology (3)
COMM 1110 - Principles of Public Speaking (3)	SOCI 1101 - Introduction to Sociology (3)
CSCI 1301 - Programming Principles I (3)	TCPM 1321/1141 - Desktop Publishing and Lab (3)
CSCI 1302 - Programming Principles II (3)	THEA 1100 - Theatre Appreciation (3)
ECED 2230 - Cognition and Language (3)	WGST 2230 - Introduction to Women's and Gender Studies (3)
ECON 2106 - Business Economics (3)	WRIT 2130 - Technical Communications (3)
Any 1000 or 2000 level course offered by the Department of Writing and Linguistics	

**Health and Physical Activities** ..... **4 Hours**

- HLTH 1520 - Healthful Living (2)
- Physical Education Activities (2)

**Orientation I** ..... **1 Hour**

- GSU 1210 - University Orientation I (1)

**Common Body of Knowledge Courses** ..... **12 Hours**

Students must complete with a grade of "C" or better in WRIT 3530 and at least two other common body of knowledge courses before attempting upper division classes.

- WRIT 3130 - Creative Writing (3)
- WRIT 3230 - Writing in the Workplace (3)
- WRIT 3530 - Composition Studies (3)
- LING 3630 - Language and Linguistic Theory (3)

**Upper Division Requirements** ..... **18 Hours**

Choose 18 hours from the following:

- WRIT 3131 - Teaching Writing (3)
- WRIT 3430 - Linguistics and Grammar for Teachers (3)
- WRIT 3030 - Special Topics in Writing (3)
- WRIT 4130 - Creative Non-Fiction (3)
- WRIT 5130 - Modern English Grammar (3)
- WRIT 5230 - Theory of Composition (3)
- WRIT 5330 - History of the English Language (3)
- WRIT 5331 - Twentieth Century Rhetoric (3)
- WRIT 5550 - Technologies of Writing (3)
- WRIT 5930 - Technical Writing (3)

**Minor** ..... **15 Hours**

**Electives (advisor approved)** ..... **15 Hours**

**ADVISEMENT:** Department of Writing and Linguistics, Newton Building, (912) 681-0739.

**PROGRAM ADMISSION AND OTHER CRITERIA:** Students must have an adjusted grade point average of 2.0 and 30 hours to become a major in this Writing and Linguistics program. Students with fewer than 30 hours and/or less than 2.0 adjusted grade point average will be considered "Pre-Writing and Linguistics" majors. Students must make a "C" or better in WRIT 3530, 3130, 3230, and LING 3630 to receive credit for those courses.

# Allen E. Paulson College of Science & Technology

Dean: Anny Morrobel-Sosa  
2141 Technology Building  
P. O. Box 8044  
Phone: (912) 681-5111  
annys@georgiasouthern.edu

Associate Dean of Faculty and Research Programs: Denise A. Battles  
2141 Technology Building  
P. O. Box 8044  
Phone: (912) 681-5111  
dbattles@georgiasouthern.edu

Associate Dean of Student and Academic Programs: Bret Danilowicz  
2141 Technology Building  
P. O. Box 8044  
Phone: (912) 681-5111

## VISION STATEMENT

The Allen E. Paulson College of Science and Technology will, within this decade, provide the best comprehensive education in science and technology for the enhancement of the human, natural and technological resources of the State and our region.

## MISSION STATEMENT

The Allen E. Paulson College of Science and Technology provides students the opportunity to excel in basic and applied sciences, and in technology with a commitment to life-long learning and service for the enhancement of the human, natural and technological resources of the State and our region.

The Allen E. Paulson College of Science and Technology prepares students in baccalaureate majors and the Master of Science and Master of Technology programs with a combination of the theoretical and the practical that is needed to succeed in today's knowledge-based and technology-driven global economy. Our academic programs are offered through the Department of Biology, the Department of Chemistry, the Department of Geology and Geography, the Department of Mathematical Sciences, the Department of Military Science, the Department of Physics, and the School of Technology (Civil, Electrical, and Mechanical Engineering Technology, Construction Management, Engineering Studies, Industrial and Printing Management). The College also supports the University's general education program through extensive offerings in the Core Curriculum. Faculty in the College teach courses in civil and electrical engineering through the Georgia Tech Regional Engineering Program which enables students to complete baccalaureate degrees in engineering on the Georgia Southern campus. Engineering programs are also available to students through the Regents Engineering Transfer Program and the Dual Degree Program.

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, S. N. Bennett, J. A. Boole (Emeritus), J. B. Claiborne, J. Copeland, J. R. Diebolt, D. Drapalik (Emeritus), F. E. French (Emeritus), D. V. Hagan, E. T. Hibbs (Emeritus), W. A. Krissing (Emeritus), B. P. Lovejoy (Emeritus), D. K. McLain, J. H. Oliver, J. W. Parrish, A. E. Pratt, O. J. Pung, D. C. Rostal, S. P. Vives

Associate Professors: C. R. Chandler, Q. Fang, S. B. George, D. F. Gleason, A. W. Harvey, W. S. Irby, L. M. Leege, K. Maur (Emerita), B. A. Schulte, L. M. Wolfe

Assistant Professors: C. P. Cutler, L. A. Durden, L. B. Regassa, M. L. Zjhra

Adjunct Professors: J. R. Ertel, J. A. Lee, R. F. Lee, S. A. Stevens, R. L. Walker, H. L. Windom

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

Jeffery A. Orvis, Interim Chair

Professors: R. Boxer (Emeritus), C. Colvin (Emeritus), S. T. Deal, B. W. Ponder (Emeritus), N. E. Schmidt

Associate Professors: M. O. Hurst, J. D. Jenkins, C. Kellogg (Emeritus), R. Nelson (Emeritus), J. A. Orvis, J. K. Rice

Assistant Professors: P. A. Bishop, C. M. Davis, L. J. DeLong Frost, A. J. Dobson, B. P. Koehler, J. M. LoBue, J. N. Orvis, C. R. Whitlock

### 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: D. A. Battles, G. A. Bishop (Emeritus), D. B. Good (Emeritus), S. Hanson (Emeritus), D. D. Rhodes, F. J. Rich

Associate Professors: P. M. Asher, J. H. Darrell, J. S. Reichard, C. H. Trupe, J. K. Vance, M. R. Welford

Assistant Professors: J. N. Dittmer, J. H. Geisler, S. K. Langley, S. C. Larsen, W. Tu

Adjunct Professor: C. R. Alexander, V. J. Henry

Research Scientist: M. S. Kelley

## **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 D.C.

Faculty

James H. Oliver, Director and Callaway Professor of Biology

Professors: J. H. Oliver, J. E. Keirans

## **Department of Mathematical Sciences**

The primary areas of interest of the Department of Mathematical Sciences are mathematics, mathematics education, and statistics. The Department offers the B.S. degree in Mathematics. It offers an M.S. degree program in Mathematics. The Department also supports a very strong undergraduate B.S. Ed. Degree in Mathematics Education.

Faculty

The Department has forty-nine faculty members.

Xiezhong Li, Acting Chair

Professors: M. Abell, C. Champ, J. Davenport (Emeritus), D. Fausett, R. Hathaway, Y. Hu, X. Li, A. Pierce (Emerita), J. Solomon, A. Sparks (Emeritus), D. Stone, N. Wells (Emeritus)

Associate Professors: C. Christmas (Emeritus), C. Kariotis (Emeritus), E. Lavender (Emeritus), G. Lesaja, B. McLean, J. Rafter, S. Taylor

Assistant Professors: S. Barrs, R. Bogan (Emerita), J. Braselton, S. Damelin, D. Evans, L. Fausett, E. Hardy (Emerita), P. Humphrey, F. Jordan, S. Kersey, B. Kaymakcalan, S. Lanier, J. Lynch (Emeritus), V. Maymeskul, K. Murty, C. Nessmith, S. Ngai, B. Oluyede, D. Saye, M. Schuette, C. Sikes, P. Watkins (Emerita), G. Watson, R. Wells (Emerita), L. Wang, Y. Wu, L. Yocco

Temporary Assistant Professor: V. Chelyshkov, J. Hawkins, Y. Liu, G. Michalski, C. Zhang

Instructor: L. Braselton

Temporary Instructors: K. Futch, B. Lee, L. Leontieva, R. Marsh, W. Rogers, I. Smith, J. Zhang

Part-Time Instructors: M. Murphree, A. Schneider

## **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 and Savannah State Universities.

Faculty

William T. Gillispie, Chair

Professor of Military Science: W. T. Gillispie

Assistant Professors: T. Childress, S. Knable, R. Cohen

Instructors: R. Walker, C. Gray

## **Department of Physics**

The Department of Physics provides a superior education to Georgia Southern students and conducts state of the art research in Astronomy, Laser Physics, and Theoretical Physics. Specific research projects are focused in the areas of astronomy, biophysics, and theoretical and experimental atomic, molecular, and optical physics.

Faculty

Arthur Woodrum, Interim Chair

Professors: M. Edwards, M. Payne (Emeritus), X. Wang, A.

Woodrum (Chair Emeritus), B. Zellner, J. Zhang

Associate Professors: C. Dean, W. Grant (Emeritus), V. Hassapis (Emeritus), C. Mobley (Emeritus), J. Rogers (Emeritus)

Assistant Professors: C. Heller, L. Ma

Temporary Assistant Professor: D. Gatch

Laboratory Coordinator: F. Leach

Adjunct Instructor: T. Deal

## **The School of Technology**

The School of Technology focuses on offering students a hands-on educational experience in a variety of technical and industrial disciplines including Civil Engineering Technology, Electrical Engineering Technology, Mechanical Engineering Technology, Construction Management, Printing Management, Industrial Management, 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). The Master of Technology degree provides a master's level education in a variety of concentration options.

Faculty

Mohammad S. Davoud, Interim Director

Professors: D. Armel, M. Davoud, K. Hickman (Emeritus), J. Holmes, G. Jones, J. Karrh (Emeritus), S. Laskin (Emeritus), J. Manring (Emeritus), W. Meeks, C. Perry, L. Selvidge (Emeritus), P. Waldrop, J. Wallace (Emeritus), S. Williams, S. Navaee

Associate Professors: G. Clark, N. Das, L. Fine, J. Grubert, V. Kouch, H. Mortensen, R. Redderson (Emeritus), B. Vlcek, D. Williams

Assistant Professors: S. Andreou, R. Clarke, G. Duncan, B. Huang, S. Kalevela, D. Lickteig, A. Mitra, G. Molina, M. Sarhan (Yamacraw), J. Uhl

Temporary Assistant Professor: R. Abdel-Kader, W. Woodring

Temporary Instructor: M. El-Hadek, A. Kornegay, J. Rodenbaugh

Adjunct Instructors: B. Boone, R. DeLaar, B. Lane

**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.

**School of Technology**

Bachelor of Science in Civil Engineering Technology  
 Bachelor of Science in Electrical Engineering Technology  
 Bachelor of Science in Mechanical Engineering Technology  
 Bachelor of Science in Construction with a major in Construction  
 Management  
 Bachelor of Science in Manufacturing with a major in Industrial  
 Management  
 Bachelor of Science in Printing Management  
 Engineering Studies 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://www.cs.georgiasouthern.edu/>.

The department offers courses to support the Biostatistics  
 Emphasis in the Master of Public Health in the College of Health  
 and Human Sciences.

**School of Technology**

Master of Technology

Options in Environmental Studies, Information Technology,  
 Industrial Safety and Environmental Compliance, Industrial  
 Management, Laser Technology, Manufacturing, and Printing  
 Management

**Advisement**

Students are assigned an academic advisor based on their proposed  
 major and are advised in their assigned advisor's office. The  
 advisor approves the student's schedule prior to registration each  
 semester. Final responsibility for meeting degree requirements  
 rests upon 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.

**Experiential Learning Opportunities**

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.

**B.A. BIOLOGY 125 HOURS**

*See pages 52-53 for Core Curriculum, required of all students.*

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
MATH 1112 - Trigonometry (3) or MATH 1113 - Pre-Calculus (3)	
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
<b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>
CHEM 1145 and 1146 - Principles of Chemistry I and II (8) (Students must complete CHEM 1145 and 1146)	
PHYS 1111/1113, 1112/1114 - Introduction to Physics I/Physics Lab I, Introduction to Physics II/Physics Lab II (8) or PHYS 2211/1113, 2212/1114 - Principles of Physics I/Physics Lab I, Principles of Physics II/Physics Lab II (8) or GEOL 1121/1110 and 1122 - The Earth/The Earth Lab and General Historical Geology (8)	
(Students must complete 1 year of either Physics or Geology)	
BIOL 2131 - Cellular Biology (3)	
Foreign Language Level III (3)	
Science Course (4)	
<b>Health and Physical Education Activities</b> .....	<b>4 Hours</b>
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
<b>Orientation I</b> .....	<b>1 Hour</b>
GSU 1210 - University Orientation I (1)	
<b>Specific Requirements</b> .....	<b>1 Hour</b>
BIOL 2111 - Cellular and Molecular Laboratory (1)	
<b>Major Requirements</b> .....	<b>30 Hours</b>
BIOL 3132 - Biology of Organisms (3)	
BIOL 3112 - Biology of Organisms Laboratory (1)	
BIOL 3133 - Evolution and Ecology (3)	
BIOL 3113 - Evolution and Ecology Laboratory (1)	
Biology Elective Courses (Level 3000 and above)	
<b>Foreign Language Requirements</b> .....	<b>0-6 Hours</b>
Foreign Language Level IV (2002)	
<b>Electives</b> .....	<b>8-14 Hours</b>
<b>Minor (Required)</b> .....	<b>15 Hours</b>

**ADVISEMENT:** Biology Faculty in the Allen E. Paulson College of Science and Technology, Biology Building, (912) 681-5487.

**OTHER PROGRAM REQUIREMENTS:**

No more than 30 hours of upper division coursework in Biology may count toward the 125 minimum for graduation.

## B.S.B.

## BIOLOGY

**125 HOURS**

*See pages 52-53 for Core Curriculum, required of all students.*

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
MATH 1112 - Trigonometry (3) or MATH 1113 - Pre-Calculus (3)	
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts.</b> .....	<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
<b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to the Major</b> .....	<b>18 Hours</b>
CHEM 1145 and 1146 - Principles of Chemistry I and II (8) (Students must complete CHEM 1145 and 1146)	
PHYS 1111/1113, 1112/1114 - Introduction to Physics I/Physics Lab I, Introduction to Physics II/Physics Lab II (8) or PHYS 2211/1113, 2212/1114 - Principles of Physics I/Physics Lab I, Principles of Physics II/Physics Lab II (8) or GEOL 1121/1110 and GEOL 1122 - The Earth/The Earth Lab and General Historical Geology (8)	
(Students must complete 1 year of either Physics or Geology)	
BIOL 2131 - Cellular Biology (3)	
Mathematics, Computer Science or Foreign Language Level III (4)	
Science Course (4)	
<b>Health and Physical Education Activities</b> .....	<b>4 Hours</b>
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
<b>Orientation I</b> .....	<b>1 Hour</b>
GSU 1210 - University Orientation I (1)	
<b>Specific Requirements</b> .....	<b>21 Hours</b>
BIOL 2111 - Cellular and Molecular Laboratory (1)	
BIOL 3112 - Biology of Organisms Laboratory (1)	
BIOL 3113 - Evolution and Ecology Laboratory (1)	
BIOL 3132 - Biology of Organisms (3)	
BIOL 3133 - Evolution and Ecology (3)	
CHEM 3341/3342 - Organic Chemistry I and II (8)	
MATH 1441 - Calculus I (4)	
<b>Major Requirements</b> .....	<b>32 Hours</b>
Biology Elective Courses (Level 3000 and above)	
<b>Electives</b> .....	<b>7 Hours</b>

**ADVISEMENT:** Biology Faculty in the Allen E. Paulson College of Science and Technology, Biology Building, (912) 681-5487.

**OTHER PROGRAM REQUIREMENTS:**

No more than 40 hours of upper division coursework in Biology may count toward the 125 minimum for graduation.



<b>B.A.</b>	<b>CHEMISTRY</b>	<b>125 HOURS</b>
<i>See pages 52-53 for Core Curriculum, required of all students.</i>		
<b>Area A - Essential Skills</b> .....		<b>9 Hours</b>
MATH 1113 - Pre-Calculus (3)		
<b>Area B - Institutional Options</b> .....		<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....		<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology</b> .....		<b>11 Hours</b>
<b>Area E - Social Science</b> .....		<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....		<b>18 Hours</b>
CHEM 1145/1146 - Principles of Chemistry I and II (8)		
MATH 1441 - Calculus I (4)		
MATH 2242 - Calculus II (4)		
PHYS 2211/1113, 2212/1114 - Principles of Physics I/Physics Lab I, Principles of Physics II/Physics Lab II (8)		
(Students must complete Principles of Chemistry I and II, Principles of Physics I and II, and Calculus I and II)		
<b>Health and Physical Education Activities</b> .....		<b>4 Hours</b>
HLTH 1520 - Healthful Living (2)		
Physical Education Activities (2)		
<b>Orientation I</b> .....		<b>1 Hour</b>
GSU 1210 - University Orientation I (1)		
<b>Specific Requirements</b> .....		<b>7 Hours</b>
CHEM 2031 - Introduction to Research Methods in Chemistry (3)		
CHEM 2242 - Analytical Chemistry (4)		
<b>Major Requirements</b> .....		<b>21 Hours</b>
CHEM 3140 - Advanced Inorganic Chemistry (4)		
CHEM 3341/3342 - Organic Chemistry I and II (8)		
CHEM 3441 - Physical Chemistry I (4)		
CHEM 3610 - Junior Seminar (1)		
CHEM 5541 - Biochemistry I (4)		
<b>Foreign Language Requirements (2002 Level)</b> .....		<b>0-6 Hours</b>
<b>Minor (Required)</b> .....		<b>15 Hours</b>
<b>Electives</b> .....		<b>11-17 Hours</b>

**ADVISEMENT:** Chemistry Faculty, Nursing/Chemistry Building, Room 2003, Phone: (912) 681-5681.

**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.



**B.S.Chem. (ACS)\*****CHEMISTRY****125 HOURS***See pages 52-53 for Core Curriculum, required of all students.***Area A - Essential Skills ..... 9 Hours**

MATH 1112 - Trigonometry (3) or MATH 1113 - Pre-Calculus (3)

**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 1145/1146 - Principles of Chemistry I and II (0-8)

MATH 1441 - Calculus I (4)

MATH 2242 - Calculus II (4)

PHYS 2211/1113, 2212/1114 - Principles of Physics I/Physics Lab I, Principles of Physics II/Physics Lab II (8)

(Students must complete Principles of Chemistry I and II, Principles of Physics I and II, and Calculus I and II)

**Health and Physical Education Activities ..... 4 Hours**

HLTH 1520 - Healthful Living (2)

Physical Education Activities (2)

**Orientation I ..... 1 Hour**

GSU 1210 - University Orientation I (1)

**Specific Requirements ..... 7 Hours**

CHEM 2031 - Introduction to Research Methods in Chemistry (3)

CHEM 2242 - Analytical Chemistry (4)

**Major Requirements ..... 41 Hours**

CHEM 3140 - Advanced Inorganic Chemistry (4)

CHEM 3341/3342 - Organic Chemistry I and II (8)

CHEM 3440/3442 - Physical Chemistry I and II (8)

CHEM 3610 - Junior Seminar (1)

CHEM 4241 - Instrumental Analysis (4)

CHEM 4611 - Senior Seminar (1)

CHEM 5541 - Biochemistry I (4)

Block Electives: (11 hours)

*Students must take two electives from Block I below plus additional hours from either Block I or Block II to meet the 11 hour elective requirement.***Block I**

CHEM 4040 - Polymer Chemistry (4) CHEM

4242 - Electrochemical Analysis (4) CHEM 4244

- Advanced NMR Spectroscopy (4) CHEM 4340

- Advanced Organic Chemistry (4)

CHEM 5243 - Environmental Chemistry (4)

CHEM 5542 - Biochemistry II (4)

**Block II**

\* CHEM 3790 - Teaching Internship (variable)

\* CHEM 4790 - Chemistry Internship (variable)

\* CHEM 4890 - Chemical Research Experience (variable)

\* ~~Number of hours that can count toward completion of the 11 hour block elective requirement is limited. See your advisor.~~**Electives (At least 3 hours must be outside Chemistry) ..... 12 Hours****ADVICE:** Chemistry Faculty, Nursing/Chemistry Building, Room 2003, Phone: (912) 681-5681.**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.

\* *Certified by the American Chemical Society and recommended for students who wish to become professional chemists.***HONORS IN CHEMISTRY**

Commencement of pursuit of Honors in Chemistry requires that a student must have a minimum GPA of 3.2 based on 45 hours of coursework and must obtain approval of the Department of Chemistry faculty.

To graduate with Honors in Chemistry, a student must:

Complete the Bachelor of Science in Chemistry (American Chemical Society certified degree).

Complete two upper level honors Chemistry courses with a grade of "B" or better in each course.

Maintain a minimum GPA of 3.0 in Chemistry.

Complete a research project of 4 semester credits of CHEM 4890 that encompasses a minimum of 3 semesters of effort. The entire project must be under the primary direction of one faculty member.

Complete a research thesis on a research project under the direction of a thesis committee.

Present a departmental seminar on this project.

**B.A. GEOGRAPHY 125 HOURS**

*See pages 52-53 for Core Curriculum, required of all students.*

**Area A - Essential Skills** ..... 9 Hours  
 MATH 1112 - Trigonometry (3) or MATH 1113 - Pre-Calculus (3)

**Area B - Institutional Options** ..... 4 Hours

**Area C - Humanities/Fine Arts** ..... 6 Hours

**Area D - Science, Mathematics and Technology** ..... 11 Hours

**Area E - Social Sciences** ..... 12 Hours

**Area F - Courses Appropriate to Major** ..... 18 Hours  
 STAT 2231- Introduction to Statistics I (3)  
 FORL (2002 Level) (3)

Electives:

- ENGL 2335 - Women and Literature (3)
- INTS 2130 - Introduction to International Studies (3)
- SOCI 1101 - Introduction to Sociology (3)
- ANTH 1102 - Introduction to Anthropology (3)
- PHIL 2232 - Critical Thinking (3)

**Health and Physical Education Activities** ..... 4 Hours  
 HLTH 1520 - Healthful Living (2)  
 Physical Education Activities (2)

**Orientation I** ..... 1 Hour  
 GSU 1210 - University Orientation I (1)

**Specific Requirements** ..... 18 Hours

Geography Requirements

- GEOG 1101 - Introduction to Human Geography (3)
- GEOG 1111 - Climate and the Landscape (3)
- GEOG 1130 - World Regional Geography (3)
- GEOG 3430 - Introduction to GIS (3)

Choose two from the following:

- PHIL 3332 - Contemporary Moral Problems (3)
- ANTH 3331 - Cultural Anthropology (3)
- INTS 3230 - Global Issues (3)
- AAST 3230 - Introduction to Africana Studies (3)

*Students must choose one from the following two emphasis tracks:*

**Emphasis/Track One: Regional Geography** ..... 9 Hours

Choose three from the following five courses:

- GEOG 4131 - Geography of the American South (3)
- GEOG 4232 - Geography of Latin America (3)
- GEOG 4233 - Geography of Asia (3)
- GEOG 4530 - Geography of Africa South of the Sahara (3)
- GEOG 4430 - Geography of Europe (3)

**Emphasis/Track Two: Human Geography** ..... 9 Hours

Choose three from the following five courses:

- GEOG 3230 - Economic Geography (3)
- GEOG 3530 - Advanced Cultural Geography (3)
- GEOG 3630 - Rural Geography (3)
- GEOG 5130 - Historical Geography of North America (3)
- GEOG 5230 - Urban Geography (3)

**Electives** ..... 18 Hours

**Minor: Approved by advisor. (Strongly recommend minor in GIS)** ..... 15 Hours

**ADVISEMENT:** Geography Faculty in the Herty Building, Phone: (912) 681-5361.

**B.S. GEOGRAPHY 125 HOURS**

*See pages 52-53 for Core Curriculum, required of all students.*

**Area A - Essential Skills ..... 9 Hours**  
 MATH 1112 - Trigonometry (3) or MATH 1113 - Pre-Calculus (3)

**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**

- GEOG 1110 - Climate and the Landscape Lab (1)
- GEOG 1111 - Climate and the Landscape (3)
- CISM 1110 - Computer Applications (1)
- MATH 1441 - Calculus I (4)
- STAT 2321 - Introduction to Statistics I (3)
- Carryover from Area D, if any (1)

Electives:

- BIOL 1130/1110 - General Biology I/Lab, if not taken in Area D (4)
- CHEM 1145 - Principles of Chemistry I, if not taken in Area D (4)
- GEOL 1121/1110 - The Earth / The Earth Lab, if not taken in Area D (4)
- GEOL 1330/1310 - Environmental Geology/Environmental Geology Lab, if not taken in Area D (4)
- PHYS 1111 - Introduction to Physics I, if not taken in Area D (4)

**Health and Physical Education Activities ..... 4 Hours**

- HLTH 1520 - Healthful Living (2)
- Physical Education Activities (2)

**Orientation I ..... 1 Hour**

- GSU 1210 - University Orientation I (1)

**Specific Requirements ..... 38 Hours**

- 1 course in Human Geography (3) (not previously taken)
- 1 course in Physical Geography (3) (not previously taken)
- 1 course in Regional Geography (3) (not previously taken)
- GEOG 1101 - Introduction to Human Geography (3)
- GEOG 1130 - World Regional Geography (3)
- GEOG 3430 - Introduction to Geographic Information Systems (3)
- GEOG 3741 - Remote Sensing (4)
- GEOG 4120 - Introduction to Research (2)
- GEOG 4541 - Cartography (4)
- GEOG 4610 - Senior Thesis Seminar (1)
- GEOG 4820 - Senior Thesis Research (2)
- ~~STAT 2232 - Introduction to Statistics II (3)~~

Elective Courses (choose one from the two below):

- ~~GEOG 4543 - Advanced GIS (4)~~
- ~~GEOG 4742 - Advanced Remote Sensing (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) 681-5361.

---

**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, 4820, and 4610 (3 semester research sequence) for a total of 4 hours.
- Present a departmental seminar on the thesis research.

**B.A. GEOLOGY 125 HOURS**

See pages 52-53 for Core Curriculum, required of all students.

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
MATH 1112 - Trigonometry (3) or MATH 1113 - Pre-Calculus (3)	
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
<b>Area C - Humanities/Fine Arts</b> .....	<b>6 Hours</b>
<b>Area D - Science, Mathematics and Technology</b> .....	<b>11 Hours</b>
<b>Area E - Social Sciences</b> .....	<b>12 Hours</b>
<b>Area F - Courses Related to the Program of Study</b> .....	<b>18 Hours</b>
CHEM 1145 and CHEM 1146 - Principles of Chemistry I and II (0-8) (Students must complete both courses)	
GEOL 1121/1110 - The Earth / The Earth Lab and GEOL 1122 Historical Geology, if not taken in Area D (8) (Students must complete both courses)	
Carryover from Area D (1)	
Electives:	
BIOL 1130/1110 - General Biology I/Lab (4)	
MATH 1441 - Calculus I (4)	
MATH 2242 - Calculus II (4)	
PHYS 1111/1113 - Introduction to Physics I/Lab (4)	
PHYS 1112/1114 - Introduction to Physics II/Lab (4)	
<b>Health and Physical Education Activities</b> .....	<b>4 Hours</b>
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
<b>Orientation I</b> .....	<b>1 Hour</b>
GSU 1210 - University Orientation I (1)	
<b>Specific Requirements</b> .....	<b>21 Hours</b>
Geology Requirements	
GEOL 3541 - Mineralogy (4)	
GEOL 3542 - Petrology and Petrography (4)	
GEOL 5142 - Stratigraphy and Sedimentation (4)	
Geology Electives (9) - (3000 level and above)	
<b>Electives</b> .....	<b>18-24 Hours</b>
<b>Foreign Language (2002 Level)</b> .....	<b>0-6 Hours</b>
<b>Minor: Must be approved by advisor</b> .....	<b>15 Hours</b>
<b>ADVISEMENT:</b> Geology Faculty in the Herty Building, Phone: (912) 681-5361.	

**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.

<b>B.S.</b>	<b>GEOLOGY</b>	<b>125 HOURS</b>
<i>See pages 52-53 for Core Curriculum, required of all students.</i>		
<b>Area A - Essential Skills</b> .....		<b>9 Hours</b>
MATH 1112 - Trigonometry (3) or MATH 1113 - Pre-Calculus (3)		
<b>Area B - Institutional Options</b> .....		<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....		<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology</b> .....		<b>11 Hours</b>
GEOL 1121/1110 and GEOL 1122 are recommended		
<b>Area E - Social Science</b> .....		<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....		<b>18 Hours</b>
* GEOL 1121/1110 and GEOL 1122 - The Earth/The Earth Lab and Historical Geology (0-8)		
* CHEM 1145 and CHEM 1146 - Principles of Chemistry I and II (8)		
* MATH 1441 and MATH 2242 - Calculus I and II (8)		
* BIOL 1130 and BIOL 1110 - General Biology I and General Biology I Lab (4)		
* <i>If not taken in Area D.</i>		
(Students <u>must</u> complete GEOL 1121/1110, GEOL 1122, Chemistry I and II, Calculus I and II, and General Biology.)		
<b>Health and Physical Education Activities</b> .....		<b>4 Hours</b>
HLTH 1520 - Healthful Living (2)		
Physical Education Activities (2)		
<b>Orientation I</b> .....		<b>1 Hour</b>
GSU 1210 - University Orientation I (1)		
<b>Specific Requirements</b> .....		<b>39 Hours</b>
Carry over from Area F (2)		
PHYS 1111/1113 - Introduction to Physics I/Lab and PHYS 1112/1114 - Introduction to Physics II/Lab (8)		
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)		
** Guided Elective (6)		
** <i>NOTE - Must be a 6 hour Geology field course - permission of advisor required.</i>		
(Students <u>must</u> complete Chemistry I and II, Calculus I and II, Physics I and II, and General Biology with lab.)		
<b>Electives</b> .....		<b>18 Hours</b>
<b>Foreign Language (2001 Level)</b> .....		<b>3 Hours</b>
<b>ADVISEMENT:</b> Geology Faculty in the Herty Building, Phone: (912) 681-5361.		

---

**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, 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.

**B.S. MATHEMATICS 125 HOURS**

*See pages 52-53 for Core Curriculum, required of all students.*

<b>* Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
<b>* Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
<b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>
CSCI 1301 - Programming Principles I (4)	
MATH 1441, 2242, 2243 - Calculus I, II, III (6-8) (Students must complete Calculus I, II, and III)	
MATH 2331 - Elementary Linear Algebra (3)	
MATH 2332 - Mathematical Structures (3)	
<b>Health and Physical Education Activities</b> .....	<b>4 Hours</b>
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
<b>Orientation I</b> .....	<b>1 Hour</b>
GSU 1210 - University Orientation I (1)	
<b>Specific Requirements</b> .....	<b>7 Hours</b>
Computer Science (3)	
Lab Science in addition to those taken in Area D (4)	
<b>* The mathematics major will take either Pre-Calculus or Calculus in Area A. If Calculus is taken, then 3 hours count in Area A and 1 hour in Area F. It is recommended that the mathematics major take a Calculus course in Area D, 3 hours of the Calculus course will count in Area D and 1 hour in Area F.</b>	
<b>Major Requirements</b> .....	<b>30 Hours</b>
Required courses (15)	
MATH 3230 - Differential Equations (3)	
MATH 3331 - Analysis I (3)	
MATH 3333 - Modern Algebra I (3)	
MATH 3337 - Probability (3)	
MATH 5539 - Mathematical Models (3)	
Elective courses: (choose any five from the list below) (15), at least one from MATH 5332, 5334, 5335	
MATH 3130 - College 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 5338 - Applied Mathematics (3)	
MATH 5434 - Functions of a Complex Variable (3)	
STAT 5330 - Introduction to Mathematical Statistics (3)	
STAT 5531 - Statistical Methods I (3)	
STAT 5532 - Statistical Methods II (3)	
(Or other upper level course as approved by advisor.)	
<b>Foreign Language Requirements (third course) (2001 Level)</b> .....	<b>0-3 Hours</b>
<b>Electives</b> .....	<b>23-26 Hours</b>

**ADVISEMENT:** Mathematical Sciences faculty, Math/Physics Building, Room 3008, Phone: (912) 681-5390.

**OTHER PROGRAM REQUIREMENTS:** A grade of "C" or above is required for each CSCI, MATH, and STAT course taken in the major. This applies to all courses (lower and upper division).

## B.S.Mat.

## MATHEMATICS

**125 HOURS**

See pages 52-53 for Core Curriculum, required of all students.

* <b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
* <b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
<b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>
CSCI 1301 - Programming Principles I (4)	
CSCI 1302 - Programming Principles II (3)	
MATH 1441, 2242, 2243 - Calculus I, II, III (5-9) (Students must complete Calculus I, II, and III)	
MATH 2331 - Elementary Linear Algebra (0-3)	
MATH 2332 - Mathematical Structures (3)	
<b>Health and Physical Education Activities</b> .....	<b>4 Hours</b>
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
<b>Orientation I</b> .....	<b>1 Hour</b>
GSU 1210 - University Orientation I (1)	

\* *The mathematics major will take either Pre-Calculus or Calculus in Area A. If Calculus is taken, then 3 hours count in Area A and 1 hour in Area F. It is recommended that the mathematics major take a Calculus course in Area D, 3 hours of the Calculus course will count in Area D and 1 hour in Area F.*

**Major Requirements** ..... **42 Hours**

Required courses (27)

- MATH 3230 - Differential Equations (3)
- MATH 3331 - Analysis I (3)
- MATH 3333 - Modern Algebra I (3)
- MATH 3337 - Probability (3)
- MATH 5332 - Analysis II (3) or MATH 5334 Modern Algebra II (3)
- MATH 5335 - Intermediate Linear Algebra (3)
- MATH 5336 - Applied Numerical Methods (3)
- MATH 5539 - Mathematical Models (3)
- STAT 5531 - Statistical Methods I (3)

Elective courses: (choose any five from the list below) (15)

- MATH 3130 - College Geometry (3)
- MATH 5234 - Number Theory (3)
- MATH 5330 - Operations Research (3)
- MATH 5332 - Analysis II (3)
- ~~MATH 5334 - Modern Algebra II (3)~~
- MATH 5338 - Applied Mathematics (3)
- ~~MATH 5434 - Functions of a Complex Variable (3)~~
- STAT 5330 - Introduction to Mathematical Statistics (3)
- STAT 5532 - Statistical Methods II (3)

(Or other upper level course as approved by advisor.)

**Foreign Language (2001 level)** ..... **0-3 Hours**

**Electives** ..... **15-18 Hours**

**ADVISEMENT:** Mathematical Sciences faculty, Math/Physics Building, Room 3008, Phone: (912) 681-5390.

**OTHER PROGRAM REQUIREMENTS:** A grade of "C" or above is required for each CSCI, MATH, and STAT course taken in the major. This applies to all courses (lower and upper division).

**NON-DEGREE**

**MILITARY SCIENCE**

**20 HOURS**

**Army Reserve Officers' Training Corps (ROTC)**

All students entering Military Science courses should have a statement from a physician attesting that the student is capable of participating in strenuous physical activities. This statement must be no more than one year old from time of entry. Coordination for an appointment may be made through the Military Science Department if the student cannot obtain one from his or her personal physician.

**Health and Physical Activities**

Students enrolled in 3000 and 4000 level Military Science courses are required to participate in physical education 3 hours a week as part of those courses.

**Specific Requirements**

**Basic Course Credit**..... **5-8 Hours**

- Students may take four 2 hour courses or Basic Military Skills Practicum (3 hours)
- MSCI/KINS 1510 - Mountaineering (1)
- MSCI 1111 - Introduction to Military Science (2)
- MSCI 1122 - Basic Military Leadership (2)
- MSCI 2121 - Basic Military Skills (2)
- MSCI 2122 - Basic Military Tactics (2) or MSCI 2731 - Basic Military Skills Practicum (3)
- See next page for other options for completing the Basic Course.

**Advanced Course Credit**..... **12 Hours**

- MSCI 3131 - Advanced Tactics I (3)
- MSCI 3132 - Advanced Tactics II (3)
- MSCI 3731 - Advanced Military Skills Practicum (3)
- MSCI 4131 - Leadership/Management Seminar (3)
- MSCI 4132 - Transition to Lieutenant (3)

**ADVICE:** Department of Military Science, Military Science Building, (912) 681-5320.

**PROGRAM ADMISSION CRITERIA:** The Basic Course enrollment is open to all medically qualified college students. Advanced Course enrollment is restricted to qualified students who have met the Basic Course requirements. Army regulation and medical requirements must be met for the 3000 and 4000 level courses. See advanced course eligibility requirements.

**OTHER PROGRAM REQUIREMENTS:**

- Basic Computer Literacy
- Written and Oral Communication Skills
- Military History

**U. S. ARMY RESERVE OFFICER TRAINING PROGRAM**

The Department of Military Science is a Senior Division Reserve Officer Training Corps (ROTC) Instructor Group staffed by Regular 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 who are eligible to pursue a commission in the U. S. Army. The Reserve Officer Training Corps 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 functioning of the Department of Defense and the role of the U. S. Army in national security and world affairs.

The Reserve Officer Training Corps 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 and senior years.



## **Basic Course**

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 Reserve Officer Training Corps as a result of taking any Basic Course classes. However, the Basic Course classes need to be taken to qualify for entrance into the advanced program. If all the basic course classes are not taken, the student may elect to attend the Leader Training Course to qualify for the advanced program. (See Two-Year Program vs. the Four-Year program)

## **Advanced Course**

The Military Science Advanced Course is taken during the junior and senior years. Students learn land navigation, communications, small unit tactics, patrolling, military management, staff operations, logistics, army administration, military law, ethics, and professionalism. Additionally, students must satisfy Professional Military Education (PME) requirements with courses in the following areas: communications skills, computer literacy, and military history. Courses mentioned above, taken in pursuit of your degree, will satisfy these PME requirements. 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, by education, training, attitude, and inherent qualities, will be the future officer leadership of the U.S. Army, U.S. Army Reserve, or the Army National Guard.

## **National Advanced Leadership Camp**

Students contracting to pursue the advanced course are required to attend the National Advanced Leadership Camp, normally between their junior and senior academic years. Students attending this camp are paid and given travel allowance from their home to camp and back. National Advanced Leadership Camp can count for 3 general elective credits.

## **Eligibility For Advanced Course Enrollment**

For selection and retention in the advanced course, a student must have completed the basic course or received placement credit for the basic course (see paragraph below). The contracting student must be physically qualified, be an academic junior, have a GPA of 2.0 or better, and must demonstrate a potential for further leadership development.

Generally, veterans, JROTC graduates (with at least three 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. The entire basic course may be credited. The amount of credit to be awarded is at the discretion of the Professor of Military Science.

Completion of or placement credit for the basic course is a prerequisite for admission into the advanced course.

Students who are given placement credit for any portion of the basic course must be academically aligned as a junior in order to contract into the advanced course.

## **Two Year Program Versus The Four Year Program**

The Reserve Officer Training Corps 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, of six 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.

## **Obligation**

There is no obligation for participating in the basic course. Prior to admittance in the advanced course the student agrees to complete the advanced course and to accept a commission. The options as to the obligations after commissioning are numerous and varied. Those offered a Reserve commission, with active duty, incur a three or four year obligation. Other options include Guaranteed Reserve Forces Duty, which calls for three months to one year on active duty at an officer's basic course and 8 years service (monthly weekend drills and two weeks annual training with the United States Army Reserve or National Guard). Another option is the individual Ready Reserve, which requires attendance at the officer's basic course, but not active duty, United States Army Reserve, or National Guard service. Graduate delay programs are also available.

## **Financial Assistance**

All contracted cadets are paid a subsistence allowance of \$250- \$400 per month based on college standing. (For up to 10 months per year) while enrolled in the advanced course. This well exceeds \$4,000 when including advanced camp payment.

## **Scholarship Program**

Each year the U.S. Army awards two, three, and four year scholarships to outstanding young men and women participating in the Army Reserve Officer Training Corps who desire careers as Army officers. In most cases, the Army pays the tuition and required fees incurred by the scholarship student. In addition, they receive \$600 per year for books and \$250-\$400 (freshman - senior) per month (for up to 10 months per year) for the academic year. The ROTC program at Georgia Southern offers four year, three year, and two year scholarships to be awarded to students enrolled at Georgia Southern. Individuals desiring to compete for these scholarships should apply to the Army Military Science Department at Georgia Southern University between December 1st and February 28th.

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 National Advanced Leadership Camp 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) 681-5320 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, military books and supplies by the Military Science Department. Uniforms must be returned before commissioning or upon disenrollment from the Reserve Officers Training Corps program.

**B.A. PHYSICS 125 HOURS**

*See pages 52-53 for Core Curriculum, required of all students.*

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
MATH 1113 - Pre-Calculus (3)	
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
<b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>
MATH 1441 - Calculus I (0-1)	
MATH 2242 - Calculus II (1-4)	
MATH 2243 - Calculus III (4)	
PHYS 1113 and PHYS 1114 - Physics Lab I and II (2)	
PHYS 2211 and PHYS 2212 - Principles of Physics I and II (6)	
(Students must complete Calculus I, II, and III)	
Additional hours in Physics, Math, Computer Science or Chemistry (1 4)	
<b>Health and Physical Education Activities</b> .....	<b>4 Hours</b>
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
<b>Orientation I</b> .....	<b>1 Hour</b>
GSU 1210 - University Orientation I (1)	
<b>Specific Requirements</b> .....	<b>3 Hours</b>
MATH 3230 - Differential Equations (3)	
<b>Major Requirements</b> .....	<b>25 Hours</b>
PHYS 3420 - Advanced Physics Laboratory (2) must be taken twice	
PHYS 3536 and PHYS 3537 - Modern Physics I and II (6)	
Physics Electives (15 hours chosen from the following list):	
PHYS 3131 - Optics (3)	
PHYS 3149 - Methods of Theoretical Physics (4)	
PHYS 3420 - Advanced Physics Laboratory (2- 4)	
PHYS 3520 - Problem Solving in Physics (2)	
PHYS 3538 - Introduction to General Relativity (3)	
ASTR 3538 - Physical Astronomy (3)	
PHYS 3539 - Introduction to Biophysics (3)	
PHYS 3542 - Analog Electronics (4)	
PHYS 3543 - Digital Electronics (4)	
PHYS 5130 - Sound Waves and Acoustics (4)	
PHYS 5134 - Principles of Laser (3)	
PHYS 5151 - Classical Mechanics (5)	
PHYS 5152 - Classical Electromagnetic Theory (5)	
PHYS 5230 - Quantum Optics (3)	
PHYS 5234 - Applications of Lasers (3)	
PHYS 5235 - Laser Technology (3)	
PHYS 5439 - Properties of Materials (3)	
PHYS 5530 - Thermal Physics (3)	
PHYS 5557 - Quantum Mechanics (5)	
PHYS 5715 - Laser Laboratory Techniques (1)	
<b>Foreign Language (2002 Level)</b> .....	<b>0-6 Hours</b>
<b>Minor</b> .....	<b>15 Hours</b>
<b>Electives</b> .....	<b>11-17 Hours</b>

**ADVISEMENT:** Physics Department Chair located in the Math/Physics Building, Phone: (912) 681-5292.

**OTHER PROGRAM REQUIREMENTS:**

No more than 30 hours of upper division course work in Physics may count toward the 125 hour minimum for graduation.

## B.S.P.

## PHYSICS

**125 HOURS**

*See pages 52-53 for Core Curriculum, required of all students.*

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
MATH 1113 - Pre-Calculus (3)	
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
<b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>
MATH 1441 - Calculus I (4)	
MATH 2242 - Calculus II (4)	
MATH 2243 - Calculus III (4)	
PHYS 1113 and PHYS 1114 - Physics Lab I and II (2)	
PHYS 2211 and PHYS 2212 - Principles of Physics I and II (6)	
(Students must complete Calculus I, II, and III)	
Additional hours in physics, math, computer science or chemistry	
<b>Health and Physical Education Activities</b> .....	<b>4 Hours</b>
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
<b>Orientation I</b> .....	<b>1 Hour</b>
GSU 1210 - University Orientation I (1)	
<b>Specific Requirements</b> .....	<b>3 Hours</b>
MATH 3230 - Differential Equations (3)	
<b>Required Physics Courses</b> .....	<b>30 Hours</b>
PHYS 3420 - Advanced Physics Laboratory (2) must be taken twice	
PHYS 3536 and PHYS 3537 - Modern Physics I and II (6)	
PHYS 5151 - Classical Mechanics (5)	
PHYS 5152 - Classical Electromagnetic Theory (5)	
PHYS 5557 - Quantum Mechanics (5)	
Physics Electives (5 hours chosen from the following list):	
PHYS 3131 - Optics (3)	
PHYS 3149 - Methods of Theoretical Physics (4)	
PHYS 3420 - Advanced Physics Laboratory (2)	
PHYS 3542 - Analog Electronics (4)	
PHYS 3543 - Digital Electronics (4)	
PHYS 3520 - Problem Solving in Physics (2)	
PHYS 3538 - Introduction to General Relativity (3)	
ASTR 3538 - Physical Astronomy (3)	
<del>PHYS 3539 - Introduction to Biophysics (3)</del>	
<del>PHYS 5130 - Sound Waves and Acoustics (3)</del>	
<del>PHYS 5134 - Principles of Laser (3)</del>	
PHYS 5230 - Quantum Optics (3)	
PHYS 5235 - Laser Technology (3)	
PHYS 5234 - Applications of Lasers (3)	
PHYS 5439 - Properties of Materials (3)	
PHYS 5530 - Thermal Physics (3)	
PHYS 5715 - Laser Laboratory Techniques (1)	
<b>Electives</b> .....	<b>24-27 Hours</b>

**ADVISEMENT:** Physics Department Chair located in the Math/Physics Building, Phone: (912) 681-5292.

### OTHER PROGRAM REQUIREMENTS:

No more than 35 hours of upper division course work in Physics may count toward the 125 hour minimum for graduation.

**B.S.Cons. CONSTRUCTION MANAGEMENT 133 HOURS**

*See Pages 52-53 for Core Curriculum, Required of All Students.*

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
<b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>
ACCT 2030 - Survey of Accounting (3)	
COMM 1110 - Principles of Public Speaking (0-3)	
CISM 1110 - Computer Applications (1)	
CISM 1120 - Computer Concepts (2)	
TCM 1120 - Architectural Graphics and Print Reading (3)	
TCM 2233 - Construction Surveying (3)	
WRIT 2130 - Technical Communications (3)	
Student Elective With Advisor Approval (0-3)	
<b>Health and Physical Education Activity</b> .....	<b>4 Hours</b>
HLTH 1520 - Healthful Living (2)	
Physical Activity (Two 1 hour Courses)	
<b>Orientation I</b> .....	<b>1 Hour</b>
GSU 1210 - University Orientation I (1)	
<b>Major Courses</b> .....	<b>65 Hours</b>
PHYS 1111/1113 - Introduction to Physics with Lab (4)	
TCM 1120 - History of Architecture and Construction (2)	
TCM 1130 - Building Materials and Systems (3)	
TCM 2230 - Wood Structures (3)	
TCM 2231 - Steel Structures (3)	
TCM 2232 - Concrete and Masonry Structures (3)	
TCM 2240 - Introduction to Structures (4)	
TCM 2241 - Mechanical and Electrical Equipment and Systems (4)	
TCM 3320 - Building Codes (2)	
TCM 3330 - Quantity Estimating (3)	
TCM 3331 - Construction Finance (3)	
TCM 3332 - Construction Equipment Management (3)	
TCM 4430 - Construction Safety (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 4540/4740 - Senior Project or Internship (4)	
MGNT 3130 - Management and Organizational Behavior (3)	
LSTD 3230 - Building Construction Law (3)	
Business Elective (3)	
<b>Free Elective</b> .....	<b>3 Hours</b>

**ADVISEMENT:** Construction Management Program Advisors, Carruth Building, Phone: (912) 681-0191.

**OTHER PROGRAM REQUIREMENTS:**

Grade of "C" or Better Required in All TCM Prefix Courses.

**B.S.C.E.T. CIVIL ENGINEERING TECHNOLOGY 133 HOURS**

*See Pages 52-53 for Core Curriculum, Required of All Students.*

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
<b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>
CHEM 1145 - Principles of Chemistry I (4)	
MATH 2242 - Calculus II (4)	
PHYS 1112 - Introduction to Physics II (3)	
PHYS 1114 - Physics Lab II (1)	
CSCI 1132 - Introduction to FORTRAN Programming (3) or equivalent	
ENGR 1133 - Engineering Graphics (3)	
<b>Health and Physical Education Activities</b> .....	<b>4 Hours</b>
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
<b>Orientation I</b> .....	<b>1 Hour</b>
GSU 1210 - University Orientation I (1)	
<b>Specific Requirements</b> .....	<b>20 Hours</b>
Carryover from Core (1)	
TENS 2141 - Statics (4)	
TENS 2142 - Dynamics (4)	
TENS 2143 - Strength of Materials (4)	
TENS 2144 - Fluid Mechanics (4)	
TENS 2137 - Engineering Economy (3)	
<b>Major Requirements</b> .....	<b>45 Hours</b>
TCET 2241 - Surveying (4)	
TCET 3141 - Environmental Pollution (4)	
TCET 3152 - Structural Analysis (5)	
TCET 3243 - Transportation Systems (4)	
TCET 3244 - Construction Materials (4)	
TCET 4141 - Water Supply Systems (4)	
TCET 4142 - Reinforced Concrete Design (4)	
TCET 4146 - Structural Steel Design (4)	
TCET 4243 - Highway Design (4)	
TCET 4244 - Soil Mechanics and Foundations (4)	
TCET 4245 - Water-Wastewater Treatment (4)	
<b>Free Elective</b> .....	<b>3 Hours</b>

**ADVICE:** CET Program Advisors, located in the Technology Building, Room 2121, Phone: (912) 681-5373.

**OTHER PROGRAM REQUIREMENTS:**

At least 30 Semester hours of approved upper division Engineering Technology credits must be earned at Georgia Southern.

The Area A Math requirement is Pre-Calculus.

Introduction to Physics I (with Physics I Lab) is recommended as an Area D, Section I - Traditional Lab Science course.

Calculus I is recommended as an Area D, Section III - Mathematics, Science or Technology course.

**CIVIL ENGINEERING TECHNOLOGY SUGGESTED CHRONOLOGY**

<b>Y E A R</b>	<b>A E A</b>	<b>FALL</b>	<b>H O U R S</b>	<b>A E A</b>	<b>SPRING</b>	<b>H O U R S</b>
<b>F I R S T</b>	A	MATH 1113 - Pre-Calculus	4	D	MATH 1441 - Calculus I	4
	A	ENGL 1101 - Composition I	3	F	ENGR 1133 - Engineering Graphics	3
	E	HIST 2110 - United States: A Comprehensive Survey	3	A	ENGL 1102 - Composition II	3
	U	GSU 1210 - University Orientation I	1	D	PHYS 1111 - Introduction to Physics I	3
	U	HLTH 1520 - Healthful Living	2	D	PHYS 1113 - Physics I Lab	1
				D	Environmental Science with Lab (Section II)	4
		<b>TOTAL</b>	<b>13</b>		<b>TOTAL</b>	<b>18</b>
<b>S E C O N D</b>	F	MATH 2242 - Calculus II	4		TENS 2143 - Strength of Materials	4
	F	TENS 2141 - Statics	4		TENS 2142 - Dynamics	4
	F	PHYS 1112 - Introduction to Physics II	3	F	CHEM 1145 - Principles of Chemistry I	4
	F	PHYS 1114 - Physics II Lab	1		TCET 2241 - Surveying	4
	F	CSCI 1232 - Introduction to FORTRAN Programming	3	U	KINS - Physical Activity	1
	B	HIST 1112 - World History II	3	B	IDS 2210 - Turning Points and Connections	1
	U	KINS - Physical Activity	1			
		<b>TOTAL</b>	<b>19</b>		<b>TOTAL</b>	<b>18</b>
<b>T H I R D</b>		Free Elective (SACS Requirement)	3	E	POLS 1101 - American Government	3
	C	Humanities/Fine Arts Elective	3	C	ENGL 2111 - World Literature I	3
		TENS 2144 - Fluid Mechanics	4	E	ECON 2105 - Economics in a Global Society	3
		TCET 3141 - Environmental Pollution	4		TCET 3243 - Transportation Systems	4
		TCET 3152 - Structural Analysis	5		TCET 3244 - Construction Materials	4
		<b>TOTAL</b>	<b>19</b>		<b>TOTAL</b>	<b>17</b>
<b>F O U R T H</b>		TCET 4141 - Water Supply Systems	4	E	Social Science Elective	3
		TCET 4142 - Reinforced Concrete Design	4		TCET 4146 - Structural Steel Design	4
		TCET 4243 - Highway Design	4		TCET 4245 - Water-Wastewater Treatment	4
		TCET 4244 - Soil Mechanics and Foundations	4		TENS 2137 - Engineering Economy	3
		<b>TOTAL</b>	<b>16</b>		<b>TOTAL</b>	<b>14</b>

U = Georgia Southern University Requirement

## **B.S.E.E.T. ELECTRICAL ENGINEERING TECHNOLOGY 133 HOURS**

*See Pages 52-53 for Core Curriculum, Required of All Students.*

<b>Area A - Essential Skills .....</b>	<b>9 Hours</b>
<b>Area B - Institutional Options .....</b>	<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts .....</b>	<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology .....</b>	<b>11 Hours</b>
<b>Area E - Social Science .....</b>	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major .....</b>	<b>18 Hours</b>
CHEM 1145 - Principles of Chemistry I (4)	
MATH 2242 - Calculus II (4)	
PHYS 2212 - Principles of Physics II (3) and PHYS 1114 - Physics Lab II (1)	
CSCI 1132 - Introduction to FORTRAN Programming (3) or equivalent	
ENGR 1133 - Engineering Graphics (3)	
<b>Health and Physical Education Activities .....</b>	<b>4 Hours</b>
HLTH 1520 - Healthful Living (2)	
Physical Education Activities (2)	
<b>Orientation I .....</b>	<b>1 Hour</b>
GSU 1210 - University Orientation I (1)	
<b>Specific Requirements .....</b>	<b>11 Hours</b>
Carryover from Core (1)	
TENS 2137 - Engineering Economy (3)	
WRIT 2130 - Technical Communication (3)	
Technical Elective (4)	
(Choose from Statics, Dynamics, Strength of Materials, Thermodynamics, Fluid Mechanics, Calculus III, or Any Upper Division Math, Physics, Computer Science, Engineering Technology, or Industrial Technology Course approved by the Advisor.)	
<b>Major Requirements .....</b>	<b>54 Hours</b>
TEET 2114 - Circuit Analysis I Lab (1)	
TEET 2133 - Circuit Analysis I (3)	
TEET 2412 - Digital Circuits Lab (1)	
TEET 2431 - Digital Circuits (3)	
TEET 2433 - Microcontrollers (3)	
TEET 3116 - Circuit Analysis II Lab (1)	
TEET 3135 - Circuit Analysis II (3)	
TEET 3212 - Electronics I Lab (1)	
TEET 3214 - Electronics II Lab (1)	
TEET 3231 - Electronics I (3)	
TEET 3233 - Electronics II (3)	
TEET 3312 - Rotating Machines Lab (1)	
<del>TEET 3331 - Rotating Machines (3)</del>	
<del>TEET 4212 - Operational Amplifiers Lab (1)</del>	
<del>TEET 4231 - Operational Amplifiers (3)</del>	
TEET 4630 - EET Senior Project (3)	
TENS 2146 - Electrical Devices and Measurements (4)	
EET Electives (16)	
Choose from the Following:	
TEET 3531/3512 - Programmable Controllers with Lab (4)	
TEET 4235/4216 - Communications Electronics with Lab (4)	
TEET 3333/3314 - Electrical Distribution Systems With Lab (4)	
TEET 4238/4219 - Industrial Electronics with Lab (4)	
TEET 4530/4512 - Classical Controls with Lab (4)	
TEET 3236/3215 - RF Amplifier Design with Lab (4)	
TEET 4237 - Fiber Optic Communication (3)	
TEET 3890 - Directed Independent Study (3)	
<b>Free Elective .....</b>	<b>3 Hours</b>

**ADVISEMENT:** Dr. Veng Kouch, located in the Technology Building, Room 2136, Phone: (912) 681-5729.

### **OTHER PROGRAM REQUIREMENTS:**

At least 30 semester hours of approved upper division Engineering Technology credits must be earned at Georgia Southern.  
Grade of "C" or better is required in each EET course which applies toward graduation.

**ELECTRICAL ENGINEERING TECHNOLOGY SUGGESTED CHRONOLOGY**

<b>Y E A R</b>	<b>A R E A</b>	<b>FALL</b>	<b>H O U R S</b>	<b>A R E A</b>	<b>SPRING</b>	<b>H O U R S</b>
<b>F I R S T</b>	A	MATH 1113 - Pre-Calculus	3	D	MATH 1441 - Calculus I	4
	F	ENGR 1133 - Engineering Graphics	3	F	CHEM 1145 - Principles of Chemistry I	4
	A	ENGL 1101 - Composition I	3	A	ENGL 1102 - Composition II	3
	B	HIST 1112 - World History II	3	F	CSCI 1232 - Introduction to FORTRAN Programming	3
	U	GSU 1210 - University Orientation I	1	B	IDS 2210 - Turning Points and Connections	1
	U	HLTH 1520 - Healthful Living	2			
	U	KINS - Physical Activity	1			
		<b>TOTAL</b>	<b>16</b>		<b>TOTAL</b>	<b>15</b>
<b>S E C O N D</b>	F	MATH 2242 - Calculus II	4		TEET 2431 - Digital Circuits TEET	3
	C	ENGL 2111 - World Literature I	3		2412 - Digital Circuits Lab POLS	1
	E	HIST 2110 - United States: A Comprehensive Survey	3	E	1101 - American Government PHYS	3
	D	PHYS 2211-Principles of Physics I	3	F	2212 - Principles of Physics II PHYS	3
	D	PHYS 1113 - Physics Lab I	1	F	1114 - Physics Lab II	1
		TENS 2146 - Electrical Devices and Measurement	4	D	Environmental Science with Lab (Section II)	4
				U	KINS - Physical Activity	1
		<b>TOTAL</b>	<b>18</b>		<b>TOTAL</b>	<b>16</b>
<b>T H I R D</b>		TEET 2433 - Microcontrollers	3		TEET 3135 - Circuit Analysis II	3
		TEET 2133 - Circuit Analysis I	3		TEET 3116 - Circuit Analysis II Lab	1
		TEET 2114 - Circuit Analysis I Lab	1		TEET 3231 - Electronics I	1
		EET Elective	4		TEET 3212 - Electronics I Lab	1
		WRIT 2130 - Technical Communication	3		Technical Elective	4
		TENS 2137 - Engineering Economy	4	E	Free Elective (SACS Requirement)	3
				E	Social Science Elective	3
		<b>TOTAL</b>	<b>18</b>		<b>TOTAL</b>	<b>16</b>
<b>F O U R T H</b>		TEET 3331 - Rotating Machines TEET	3		EET Senior Project	3
		3312 - Rotating Machines Lab TEET	1		EET Elective	4
		4231 - Operational Amplifiers TEET	3		EET Elective	4
		4212 - Operational Amplifiers Lab TEET	1	E	ECON 2105 - Economics in a Global Society	3
		3233 - Electronics II	3	C	Humanities/Fine Arts Elective	3
		TEET 3214 - Electronics II Lab	1			
		EET Elective	4			
		<b>TOTAL</b>	<b>16</b>		<b>TOTAL</b>	<b>17</b>

U = Georgia Southern University Requirement





**MECHANICAL ENGINEERING TECHNOLOGY SUGGESTED CHRONOLOGY**

<b>Y E A R</b>	<b>A E A A</b>		<b>H O U R S</b>	<b>A E A</b>		<b>H O U R S</b>
		<b>FALL</b>			<b>SPRING</b>	
<b>F I R S T</b>	A E A B U U	MATH 1113 - Pre-Calculus ECON 2105 - Economics in a Global Society ENGL 1101 - Composition I HIST 1112 - World History II GSU 1210 - University Orientation I HLTH 1520 - Healthful Living	4 3 3 3 1 2	D D D A F F	MATH 1441 - Calculus I PHYS 2211 - Principles of Physics I PHYS 1113 - Physics Lab I ENGL 1102 - Composition II CSCI 1132 - Introduction to FORTRAN Programming ENGR 1133 - Engineering Graphics	4 3 1 3 3 3
		<b>TOTAL</b>	<b>16</b>		<b>TOTAL</b>	<b>17</b>
<b>S E C O N D</b>	F F F	MATH 2242 - Calculus II PHYS 2212 - Principles of Physics II PHYS 1114 - Physics Lab II TENS 2141 - Statics TENS 2146 - Electrical Devices and Measurement	4 3 1 4 4	F	TENS 2143 - Strength of Materials TENS 2142 - Dynamics CHEM 1145 - Principles of Chemistry I TMET 2128 - Solid Modeling and Analysis TMET 2521 - Introduction to Mechatronics IDS 2210 - Turning Points and Connections	4 4 4 2 2 1
		<b>TOTAL</b>	<b>16</b>		<b>TOTAL</b>	<b>17</b>
<b>T H I R D</b>		TMET 3135 - Machine Design TMET 3341 - Materials Science TENS 2135 - Thermodynamics TENS 2144 - Fluid Mechanics TMET 3130 - Mechanism Design U KINS - Physical Activity	3 4 3 4 3 1		TMET 3136 - Machine Component Design TMET 3343 - Materials Processing TMFG 4121 - Machining, Forming, and Manufacturing Practicum TMET 3233 - Heat Transfer TMET 3232 - Thermodynamics II C Humanities/Fine Arts Elective	3 4 2 3 3 3
		<b>TOTAL</b>	<b>18</b>		<b>TOTAL</b>	<b>18</b>
<b>F O U R T H</b>		MET Elective TMET 4225 - Thermal Science Lab D Environmental Science with Lab (Section II) U KINS - Physical Activity E Social Science Elective E HIST 2110 - United States: A Comprehensive Survey	4 2 4 1 3 3		MET Elective E POLS 1101 - American Government Free Elective (Non-MET) (SACS Requirement) C Humanities/Fine Arts Elective	5 3 3 3
		<b>TOTAL</b>	<b>15</b>		<b>TOTAL</b>	<b>16</b>

U=Georgia Southern University Req.

MET Electives: Automation and CIMS, Vibrations, Applications of Thermal Science II, and Mechanical System Design.

**B.S.Manu. INDUSTRIAL MANAGEMENT 125 HOURS**

See Pages 52-53 for Core Curriculum, Required of All Students.

The mission of the Industrial Management major is to supply manufacturing firms with top-quality, manufacturing management professionals. The basic process for accomplishing this mission involves not only teaching theory of the best manufacturing strategies and the specific area of manufacturing management, but involves teaching applications of that theory. Practical application is a focus of the major.

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
<b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>

- CISM 1110 - Computers and Applications (1)
- CISM 1120 - Computer Concepts (2)
- COMM 1110 - Principles of Public Speaking (3)
- TMFG 1111 - Manufacturing Seminar (1)
- MATH 1112 - Trigonometry (3)
- TMFG 1121 - Technical Drafting (2)
- TMFG 2131 - The Manufacturing Enterprise (3)
- WRIT 2130 - Technical Communications (3)

**Health and Physical Education Activities** ..... **4 Hours**

- HLTH 1520 - Healthful Living (2)
- Physical Education Activities (2)

**Orientation I** ..... **1 Hour**

- GSU 1210 - University Orientation I (1)

**Major Requirements** ..... **57 Hours**

- ACCT 2030 - Survey of Accounting (3)
- TMFG 4330 - Cost Engineering (3)
- TMFG 3230 - Productivity, Measurement, and Improvement (3)
- TMFG 4531 - Plant Layout (3)
- TMFG 4533 - Production Planning (3)
- TMFG 2522 - Computer Drafting (2)
- TMFG 3131 - Industrial Processes and Materials (3)
- TMFG 3231 - Introduction to Industrial Management (3)
- TMFG 3232 - Applied Industrial Statistics and Quality Assurance (3)
- TMFG 4132 - Power Systems and Control Applications (3)
- TMFG 4134 - World Class Manufacturing (3)
- TMFG 4299 - Manufacturing Internship (1-6)
- TMFG 5233 - Manufacturing Applications in Information Technology (3)
- TMFG 5234 - Industrial Supervision (3)

Select from one Concentration to complete the degree. Students may choose both Concentrations if desired.

**Concentration #1: Manufacturing (15)**

- TMFG 3132 - Materials Machining Tech. (3)
- TMFG 3133 - Forming and Fabrication (3)
- TMFG 3134 - Electrical Technology (3)
- TMFG 4130 - Plastics Materials and Processes (3)
- TMFG 5133 - Automated Manufacturing Systems (3)

**Concentration #2: Industrial Safety and Environmental Compliance (15)**

- TSEC 5331 - Human Resource Protection (3)
- TSEC 5332 - Ergonomics (3)
- TSEC 5333 - Industrial Hygiene (3)
- TSEC 5334 - Hazardous Waste Management (3)
- TSEC 5335 - System Safety (3)

**Free Elective** ..... **3 Hours**

**ADVISEMENT:** Faculty Advisors located in the Carruth Building, Phone (912) 681-5828.

**B.S.P.Mgt. PRINTING MANAGEMENT 125 HOURS**

See Pages 52-53 for Core Curriculum, Required of All Students.

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
<b>Area B - Institutional Options</b> .....	<b>4 Hours</b>
<b>Area C - Humanities and Fine Arts</b> .....	<b>6 Hours</b>
<b>Area D - Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
<b>Area E - Social Science</b> .....	<b>12 Hours</b>
<b>Area F - Courses Appropriate to Major</b> .....	<b>18 Hours</b>

All Area F Courses must be completed with a grade of “C” or better.

- COMM 1110 - Principles of Public Speaking (3)
- TCPM 1131 - Introduction to Printing Technology (3)
- TCPM 1321 - Desktop Publishing (2)
- TCPM 1411 - Desktop Publishing Lab (1)
- TMFG 1131 - Manufacturing Enterprise (3)
- 1 Math Elective Not Selected Previously in Area D (3)
- 1 Other Elective Not Selected Previously in Area D (3)

**Health and Physical Education Activities** ..... **4 Hours**

- HLTH 1520 - Healthful Living (2)
- Physical Education Activities (2)

**Orientation I** ..... **1 Hour**

- GSU 1210 - University Orientation I (1)

**Major Requirements** ..... **57 Hours**

Specific Requirements (37)

All Courses Listed as Specific Requirements must be completed with a grade of “C” or better.

- |   |   |
|---|---|
| TCPM 2111 - Industrial Practicum (2)      | TCPM 3413 - Image Preparation II Lab (1)            |
| TCPM 2132 - Image Preparation I (3)       | TCPM 3745 - Internship I (4)                        |
| TCPM 2212 - Image Preparation I Lab (1)   | TCPM 5234 - Color Reproduction (3)                  |
| TCPM 2222 - Industrial Practicum Lab (2)  | TCPM 5314 - Color Reproduction Lab (1)              |
| TCPM 2332 - Bindery and Finishing (3)     | TCPM 5335 - Printing Industry Management Topics (3) |
| TCPM 2412 - Bindery and Finishing Lab (1) | TCPM 5434 - Lithographic Reproduction (3)           |
| TCPM 2432 - Inks and Substrates (3)       | TCPM 5514 - Lithographic Reproduction Lab (1)       |
| TCPM 3333 - Image Preparation II (3)      | TCPM 5535 - Printing Estimating (3)                 |

Management Electives (9-11)

All courses listed as a “Management Elective” must be completed with a grade of “C” or better. A minor can be chosen to supplement the printing management curriculum. Courses required for the minor may be used to complete the management elective requirements. Suggested minors are: Business, Finance, Industrial Safety and Environmental Compliance, or Information Systems. Consult the Undergraduate and Graduate Catalog for guidelines on completing a chosen minor.

- |  |   |
|--|---|
| ACCT 2030 - Survey of Accounting (3)                   | MGNT 4337 - Employee Benefits (3)                               |
| ACCT 2101 - Financial Accounting (3)                   | MKTG 3131 - Principles of Marketing (3)                         |
| ACCT 2102 - Managerial Accounting (3)                  | MKTG 3132 - Principles of Advertising (3)                       |
| BUSA 2106 - Environment of Business (3)                | MKTG 3133 - Professional Selling (3)                            |
| BUSA 3131 - Business Statistics (3)                    | MKTG 4137 - Marketing Management (3)                            |
| LSTD 3130 - International Trade Regulation (3)         | MKTG 4133 - Sales Management (3)                                |
| MGNT 3130 - Management and Industrial Behavior (3)     | MKTG 4135 - Buyer Behavior (3)                                  |
| MGNT 3134 - Behavior in Organizations (3)              | PSYC 3234 - Industrial/Organizational Psychology (3)            |
| MGNT 3430 - Operations Management (3)                  | TMFG 3231 - Introduction to Industrial Management (3)           |
| MGNT 4130 - Management Information Systems (3)         | TMFG 3232 - Applied Industrial Stats. and Quality Assurance (3) |
| MGNT 4334 - Current Issues in the Work Environment (3) | TMFG 4134 - World Class Manufacturing (3)                       |
| MGNT 4336 - Compensation Management (3)                | TSEC 5334 - Hazardous Waste Management (3)                      |

Printing Management Electives (9-11)

All Courses Listed as Printing Management Electives must be completed with a grade of “C” or better.

- |   |   |
|---|---|
| TCPM 3110 - Instructional Assistance (1)    | TCPM 4899 - Independent Study (Max. 4)      |
| TCPM 4132 - Screen Printing (3)             | TCPM 5090 - Selected Topics (Var)           |
| TCPM 4232 - Photo Prep for Reproduction (3) | TCPM 5332 - Multimedia Presentations (3)    |
| TCPM 4331 - Flexographic Technology (3)     | TCPM 5334 - Imaging Systems (3)             |
| TCPM 4746 - Internship II (3)               | TCPM 5534 - Digital Output Applications (3) |

**Free Elective** ..... **3 Hours**

**ADVISEMENT:** Technology Building, Room 1120, Phone: (912) 681-5761.

**(NON-DEGREE) ENGINEERING STUDIES PROGRAMS HOURS VARY**

**COURSE REQUIREMENTS FOR ALL ENGINEERING MAJOR FIELDS:**

<b>Area A - Essential Skills</b> .....	<b>9 Hours</b>
ENGL 1101 - Composition I (3)	
ENGL 1102 - Composition II (3)	
MATH 1441 - Calculus I (4) Required	
<b>Area B Institutional Options</b> .....	<b>4 Hours</b>
(To Be Satisfied at Georgia Tech)	
<b>Area C Humanities /Fine Arts</b> .....	<b>6 Hours</b>
(To Be Satisfied at Georgia Tech)	
<b>Area D Science, Mathematics, and Technology</b> .....	<b>11 Hours</b>
CHEM 1145 - Principles of Chemistry I (4)	
CHEM 1146 - Principles of Chemistry II (4)	
MATH 2242 - Calculus II (4)	
<b>Area E Social Science</b> .....	<b>12 Hours</b>
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)	
<b>Area F Courses Appropriate to Major</b> .....	<b>17 Hours</b>
ENGR 1631 - Computing for Engineers (3)	
MATH 2243 - Calculus III (4)	
PHYS 2211 - Principles of Physics I (3); PHYS 1113 - Physics Lab I (1)	
PHYS 2212 - Principles of Physics II (3); PHYS 1114 - Physics Lab II (1)	
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 (Biomedical), C = Civil, Ch = Chemical, Cp = Computer, E = Electrical, I = Industrial, M = Mechanical, Mt = Materials, N = Nuclear, T = Textiles, U = Undecided.

- BIOL 1130 - General Biology (C) (3) BIOL
- 1110 - General Biology Lab (C) (1) BIOL
- 2131 - Cellular Biology (Ag,B) (3) BIOL
- 2111 - Cellular Biology Lab (Ag,B) (1) BIOL
- 3132 - Biology of Organisms (B) (3) BIOL
- 3112 - Biology of Organisms Lab (B)
- CHEM 3341 - Organic Chemistry I (Ch,Mt) (4)
- CHEM 3342 - Organic Chemistry II (Ch) (4)
- CSCI 1301 - Programming Principles I (Ag,B,Cp,E,I) (4)
- ~~CSCI 1302 - Programming Principles II (Cp,E,I) (3)~~
- ENGR 1133 - Engineering Graphics (A,Ag,B,C,N,U) (3)
- ENGR 2230 - Introduction to Mechanics (A,Ag,B,M,Mt,N,U) (3)
- ENGR 2232 - Dynamics of Rigid Bodies (A,Ag,M,U) (3)
- ENGR 2233 - Statics and Dynamics (C,T) (3)
- ENGR 2323 - Digital Design Lab (Cp,E) (2)
- ENGR 2332 - Introduction to Computer Engineering (Cp,E) (3)
- ENGR 2334 - Circuit Analysis (Ag,Cp,E) (3)
- ENGR 2341 - Introduction to Signal Processing (Cp,E) (4)
- ENGR 2431 - Creative Decisions and Design (M) (3)
- ENGR 3431 - Thermodynamics (Ag,B,C,M,N,T,U) (3)
- MATH 3230 - Differential Equations (A,Ag,B,C,Ch,Cp,E,M,Mt,N,T,U) (3)
- MATH 2331 - Elementary Linear Algebra (A, C, Ch, Cp, E, M, N, T, U) (3)
- MATH 2332 - Mathematical Structures I (I) (3)
- MATH 2430 - Computing Techniques (C,M) (3)
- MATH 3337 - Probability (I) (3)
- STAT 5530 - Introduction to Mathematical Statistics (I) (3)

**ADVISEMENT:** Engineering Studies Office, located in Room 1007 of the Carruth Building, Phone: (912) 871-1010. Students should obtain a copy of the course chronology for their specific field of engineering.

## **ADMISSIONS CRITERIA FOR THE GEORGIA TECH REGIONAL ENGINEERING PROGRAM (GTREP) AND THE REGENTS ENGINEERING TRANSFER PROGRAM (RETP)**

### **A. Beginning Freshmen**

Students who apply to Georgia Southern University for either program as beginning freshmen must meet the following requirements. The prospective student must:

- Be a resident of the State of Georgia (RETP Only);
- Have a high school GPA of at least 3.00 (B Average);
- Have a combined SAT score of at least 1090 (with individual minimum 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 Georgia Southern University Office of Admissions with a copy of the acceptance letter from Georgia Tech);
- Have satisfied the College Preparatory Curriculum (CPC) course work before enrolling in GTREP;
- For International Students (GTREP only, have a TOEFL Score of 600 (on the paper version) or 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.

### **B. Current Georgia Southern Students and Transfer Students from another Institution**

Current Georgia Southern students are those who are currently enrolled at Georgia Southern in another academic major (including Learning Support and the Technology Options Program). Transfer students are those who have taken a college or university course from a college or university other than Georgia Southern University after graduating from high school. Such a student cannot be considered for freshmen admission. To change from the current Georgia Southern major to either GTREP or RETP, current Georgia Southern students and transfer students must:

- complete a minimum of 30 semester hours or 45 quarter hours of college course work with a cumulative GPA of 3.0;
- complete Calculus I and II (8 semester or 15 quarter hours) with grades of at least "B" (3.0 GPA in these two courses); and
- complete Principles of Chemistry I with Lab and Principles of Physics I with lab (Principles of Chemistry I and II for Chemical Engineering majors) with grades of at least "B" (3.0 GPA in these courses).

### **OTHER PROGRAM REQUIREMENTS**

Georgia Southern students who wish to apply to Georgia Tech as either a GTREP or RETP student must:

- complete a minimum of 60 semester hours, including all coursework as specified in the GTREP or RETP curriculum for the student's particular major field of engineering with a Regents cumulative GPA of 2.70 on a 4.00 scale for Georgia residents and 3.00 for nonresidents (GTREP only);
- complete the mathematics sequence (8 semester hours) with a cumulative GPA of 2.70 for Georgia residents and 3.00 for nonresidents (GTREP only);
- complete the Calculus based physics sequence (18 semester hours) with a cumulative GPA of 2.70 for Georgia residents and 3.00 for nonresidents (GTREP only);
- complete the first Chemistry course (4 semester hours) with a grade of "C" or better;
- complete English Composition I and II and all other remaining course work with a grade of "C" or better;
- submit the completed Georgia Tech application for transfer students along with either the GTREP or RETP application form to the Director of Engineering Programs at Georgia Southern University (the application fee is waived for RETP and GTREP students);
- request that the Registrar's Office of any institution(s) attended other than Georgia Southern University 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 Georgia Southern University Director of Engineering Programs as part of the admission application package; and
- 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 academic programs within the School of Technology 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. Upon successful completion of the admission requirements to the program of study, 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. To assist the student in choosing a major within the School of Technology, the TOP student will be provided information on the technical majors within the School of Technology in GSU 1210A. GSU 1210A - Freshmen Orientation for Technology majors is a special version of the University Orientation I courses designed especially for students interested in careers in engineering and technology. For further information, contact Dr. Gerald Jones, Director of Engineering Studies, Carruth Building, Room 1007, (912) 871-1010.

## **DUAL-DEGREE PROGRAM**

Georgia Southern University offers a dual-degree program in collaboration with the Georgia Institute of Technology (Georgia Tech). In the program, the student will attend Georgia Southern for approximately three years majoring in Biology, Chemistry, Computer Science, Geology, Geography, Mathematics, or Physics while also taking a group of engineering courses required during the first two years of an engineering curriculum at Georgia Tech. The student will then continue his/her studies in engineering at Georgia Tech for approximately two more years in any of the engineering degree programs. At the end of the entire program the student will receive two bachelor's degrees: one from Georgia Southern in one of the fields mentioned above, and an engineering degree from Georgia Tech. This program offers the opportunity for students to develop a liberal arts background before completing their education in a highly technical environment. Students should work closely with the dual-degree program advisor, the Chair of the Physics Department, since careful planning of the student's individual program of study is necessary from the very beginning of his/her academic career.

### **Dual-Degree Requirements Include:**

1. Complete approximately three years of study at Georgia Southern University including all specific course requirements for a major in one of the academic areas mentioned above, all math and science classes required in the engineering curriculum, and a significant portion of the core curriculum courses. Students are encouraged to take as many 1000 and 2000 level engineering courses as possible.
2. Obtain a recommendation from the dual-degree program advisor.
3. Maintain a cumulative grade point average which meets the requirements for transfer to the Georgia Institute of Technology.
4. Complete the program of study at the Georgia Institute of Technology required for a specific major field of engineering.

### Pre-Natural Resources (Two-year) Transfer Program

Georgia Southern University, in cooperation with the Warnell School of Forest Resources, University of Georgia, offers a joint program of study for students interested in pursuing a degree and career in natural resources, including fisheries, wildlife, soil and water resources, environmental assessment, or forestry. Students selecting pre natural resources follow a prescribed curriculum, depending on the intended major, at Georgia Southern University during the freshman and sophomore years. This curriculum prepares students for transfer to the Warnell School of Forest Resources to complete a Bachelor of Science in Forest Resources (BSFR). A limited number of students are accepted into the forest resources program. Students seeking admission to the University of Georgia Warnell School of Forest Resources must complete an application which is separate from the University of Georgia admission application. Application for Fall Semester admission should be submitted by March 1<sup>st</sup>, and for Spring Semester submitted by October 1<sup>st</sup>.

Application and scholarship forms may be obtained from the Undergraduate Coordinator, School of Forest Resources. For complete admission information contact the Office of Student Services, Warnell School of Forest Resources, UGA, Athens, GA, 30602, phone: (706) 542-1456; fax: (706) 542-8356; URL: <http://www.uga.edu/wsfr/>; e mail: [undergradinfo@forestry.uga.edu](mailto:undergradinfo@forestry.uga.edu). The advisor for the pre-forestry program at Georgia Southern University is: Dr. Lissa M. Leege, Department of Biology, Georgia Southern University, Statesboro, GA 30460-8042, phone: (912) 681-0800; fax: (912) 681-0845; e-mail: [Leege@GeorgiaSouthern.edu](mailto:Leege@GeorgiaSouthern.edu).

#### Area A Essential Skills ..... 9 Hours

MATH 1112 - Trigonometry (3) or MATH 1113 - Pre-Calculus (3)

#### Area B Institutional Options ..... 4 Hours

#### Area C - Humanities ..... 6 Hours

ENGL 2111 - World Literature I or ENGL 2112 - World Literature II (3)

COMM 1110 - Principles of Public Speaking (3)

#### Area D - Science and Mathematics ..... 12 Hours

CHEM 1145, 1146 - Principles of Chemistry I and II (8)

MATH 1441 - Calculus I (4)

#### Area E Social Science ..... 12 Hours

#### Area F Courses Related to Major ..... 17 Hours

BIOL 2131/2111 - Cellular Biology/Lab (4)

BIOL 3132/3112 - Biology of Organisms/Lab (4)

BIOL 3133/3113 - Evolution and Ecology/Lab (4)

Other Required Courses:

STAT 2231 - Introduction to Statistics I (3) or STAT 3130 - Applied Statistics (3)

KINS - Physical Activity Courses (2)

#### OTHER REQUIREMENTS:

Students interested in Forest Environmental Resources must take either Organic Chemistry I or Physics I.

*NOTE: The above courses meet the UGA core. The Georgia Southern University core also requires HLTH 1520, and completion of the following: either BIOL 1230/1210, CHEM 1040, PHYS 1149, or GEOL 1330/1310, and either: PHYS 1111 and PHYS 1112 or GEOL 1121/1110 and GEOL 1122.*

#### Other Recommended Electives (for the University of Georgia December 10, 2003)

TCET 4244 - Soil Mechanics and Foundations (Soil Major) (4)

BIOL 3343 - Woody Plants of the Southeast (Forestry Major) (4)

BIOL 3545 - Vertebrate Zoology (Wildlife Major) (4)

BIOL 4340 - Field Botany (Forestry Major) (4)

BIOL 5530 - Wildlife Management (Forestry or Wildlife Majors) (3)

BIOL 5444 - Ichthyology (Fisheries) (4)

BIOL 5542 - Aquatic Ecology (Fisheries) (4)



### 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. Kurt Wiegel Department of Chemistry
Pre-Optometry	Dr. John Parrish Department of Biology

### 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 1130/1110 - General Biology/Lab (4)  
 BIOL 2131/2111 - Cellular Biology/Lab (4)  
 CHEM 1145 and 1146 - Principles of Chemistry I and II (8)  
 CHEM 3341 and 3342 - Organic Chemistry I and II (8)  
 COMM 1110 - Principles of Public Speaking (3)  
 ECON 2105 - Economics in a Global Society (3)  
 ENGL 1101 and 1102 - English Composition (6)  
 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 1130/1110 - General Biology/Lab (4)  
 BIOL 2131/2111 - Cellular Biology/Lab (4)  
 CHEM 1145 and 1146 - Principles of Chemistry I and II (8)  
 CHEM 3341 and 3342 - Organic Chemistry I and II (8)  
 COMM 1110 - Principles of Public Speaking (3)  
 ECON 2105 - Economics in a Global Society (3)  
 ENGL 1101 and 1102 - English Composition (6)  
 MATH 1112 - Trigonometry (3)

MATH 1441 - Calculus (4)  
 PHYS 1111/1113 - Introduction to Physics I/Lab (4)  
 Humanities/Fine Arts Electives (6)  
 Other Electives to Total 60 Semester Hours  
 Social/Behavioral Science Electives (6)

#### South University School of Pharmacy

BIOL 1130/1110 - General Biology/Lab (4)  
 BIOL 2131/2111 - Cellular Biology/Lab (4)  
 CHEM 1145 and 1146 - Principles of Chemistry I and II (8)  
 CHEM 3341 and 3342 - Organic Chemistry I and II (8)  
 COMM 1110 - Principles of Public Speaking (3)  
 ECON 2105 - Economics in a Global Society (3)  
 ENGL 1101 and 1102 - English Composition (6)  
 History (3)  
 Literature - (3)

\* MATH 1113 - Pre-Calculus (3)  
 MATH 1441 - Calculus (4)  
 PHYS 1111 - Introduction to Physics I (3)  
 PHYS 1112 - Introduction to Physics II (3)  
 Psychology (3)  
 STAT 2231 - Introduction to Statistics (3)  
 Additional Elective hours (6)

\* *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. John W. Parrish, 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-Medicine

Biology Majors ..... Dr. John Parrish  
 Chemistry Majors ..... Dr. Pat Bishop and Dr. Jeff Orvis  
 Physics Majors ..... Dr. Arthur Woodrum  
 Other majors contact specific departments

### Pre-Dentistry

Biology Majors ..... Dr. John Parrish  
 Chemistry Majors ..... Dr. Pat Bishop and Dr. Jeff Orvis  
 Physics Majors ..... Dr. Arthur Woodrum  
 Other majors contact specific departments

### Pre-Veterinary Medicine

Biology Department ..... Dr. Oscar Pung and Dr. William Irby  
 Chemistry Department ..... Dr. Pat Bishop and Dr. Jeff Orvis

## Pre-Medical Program

There is no major in "Pre-Medicine". Students desiring to go to medical school should pursue courses of study leading to a Bachelor Degree in academic areas chosen according to their interests and aptitudes. Pre-Medical academic advisors are: Dr. John Parrish, Biology; Dr. Jeff Orvis, Chemistry; and Dr. Arthur Woodrum, Physics. Students with majors other than Biology, Chemistry, or Physics should be advised by Dr. Parrish 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.

### Freshman Pre-Medical Students:

During their first two semesters, in addition to one course appropriate for the chosen major, beginning freshmen should take BIOL 2131/2111 and BIOL 3132/3112, or BIOL 3133/3113; CHEM 1145, 1146; and the appropriate math course(s). While earning their degree students must take math courses through MATH 1441. During the designated advisement periods for pre registration for spring semester, those students who achieve at least a 3.0 cumulative, non total institution GPA after completing one semester (15-16 hours), will be assigned to a Pre-Medical advisor who will advise them during the spring semester advisement period, for pre registration for summer sessions and/or fall semester of the sophomore year.

### Sophomores, Juniors, Seniors, and Transfer Pre Medical Students:

These students will be admitted to the Pre-Medical Program and assigned to a Pre-Medical Advisor only after demonstrating that they have the potential for being competitive for acceptance into medical school. Evidence of this is a cumulative, non-total institution GPA of at least 3.0. However, a GPA of 3.0 does not assure competitiveness for medical school acceptance.

### Medical College Admissions Test (MCAT):

Scores on the MCAT are required by almost all medical schools. Currently, the test is given in April and in August. 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 the end of fall semester preceding 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 are not advised to take the MCAT unless they have finished these courses at least one semester prior to the exam time. 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 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 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 that preparatory courses designed to tutor the student for the MCAT are available at some sites.

**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 schools. 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 Dr. Todd Deal, Department of Chemistry, to arrange for an interview with the board. Interviews normally are held during fall semester. 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 2.8 cumulative, non total institution GPA. Pre-Medical students requesting interviews must have at least a 3.0 cumulative, non total institution GPA and a total of at least 20 points on the MCAT. Students who do not meet these requirements and who think that there are extenuating circumstances should make this known, in writing, to Dr. Deal. Subsequently, the board will make a decision regarding the eligibility of the student for an interview. Students anticipating participation in early acceptance programs should advise Dr. Deal of their intentions and must request interviews at the beginning of fall semester. 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.

**Pre-Medicine and Pre-Dentistry**

- BIOL 2131/2111 - Cellular Biology/Lab (4)
- BIOL 3132/3112 - Biology of Organisms/Lab (4)
- BIOL 3133/3113 - Evolution and Ecology/Lab (4)
- 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 (4) (Strongly Recommended)
- COMM 1110 - Principles of Public Speaking (3)
- MATH 1112 - Trigonometry (3)
- MATH 1441 - Calculus I (4)
- MATH 2242 - Calculus II (4) (Recommended)
- PHYS 2211/1113 - Principles of Physics I/Lab and PHYS 2212/1114 - Principles of Physics II/Lab (8) (Calculus based Physics Strongly Recommended) or PHYS 1111/1113 - Introduction to Physics I/Lab and PHYS 1112/1114 - Introduction to Physics II/Lab (8)
- PSYC 1101 - Introduction to Psychology (3) or SOCI 1101 - Introduction to Sociology (3)

Because they will have a very limited number of Biology courses, students not majoring in Biology should consult with Dr. Parrish 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 and Dr. Oscar Pung, Department of Biology, and Dr. Jeff Orvis, Department of Chemistry, serve as advisors to students in this program.

BIOL 2131/2111 - Cellular Biology/Lab (4)

BIOL 3132/3112 - Biology of Organisms/Lab (4)

BIOL 3133/3113 - Evolution and Ecology/Lab (4) (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 1111/1113 - Introduction to Physics I/Lab and PHYS 1112/1114 - Introduction to Physics II/Lab (8) or PHYS 2211/1113 - Principles of Physics I/Lab and PHYS 2212/1114 - Principles of Physics II/Lab (8)

Highly Recommended Electives:

BIOL 3240 - Biology of Microorganisms (4)

BIOL 5132 - Eukaryotic Molecular Genetics (3)

BIOL 5144 - Advanced Cell Biology (4)

BIOL 5241 - Comparative Vertebrate Anatomy (4)

MATH 1441 - Calculus I (4)

Recommended Electives:

BIOL 5146 - Developmental Biology (4)

BIOL 5210 - Comparative Animal Physiology Lab (1)

BIOL 5230 - Comparative Animal Physiology (3)

BIOL 5240 - Histology (4)

BIOL 5248 - Immunology (4)

# Jack N. Averitt College of Graduate Studies

Visit us at our web site at <http://cogs.georgiasouthern.edu/>

College of Graduate Studies  
Administrative Annex Building  
GSU, Statesboro, GA 30460-8008

Acting Dean, Dr. Charles J. Hardy  
(912) 681-0578  
chardy@georgiasouthern.edu

Associate Dean, Dr. John R. Diebolt  
(912) 681-0578  
diebolt@georgiasouthern.edu

Director, Michael W. Backus  
Recruiting and Marketing  
(912) 871-1756  
mbackus@georgiasouthern.edu

Director, Julie B. Cole  
Research Services and Sponsored Programs  
(912) 681-5465  
jcole@georgiasouthern.edu

## VISION

The Jack N. Averitt College of Graduate Studies seeks to become a national model for post-baccalaureate education, and research and creative scholarly activities. The College of Graduate Studies is committed to being at the forefront of best practice in graduate education, providing exemplary learning environments in which to educate our next generation of scholars, teachers, professionals, and global leaders. To achieve this level of excellence, the College seeks to be *recognized, respected, and revered*, for our student-centered approach, academically distinct programs of study, and cutting-edge scholarship that serves society's need for creating and transmitting knowledge, improving practice, and advancing understanding.

## MISSION

In line with The University System of Georgia's Administrative Committee on Graduate Work (ACOGW) mission for graduate education the purpose of the College of Graduate Studies is to contribute to the educational, cultural, economic, and social advancement of Georgia by providing excellent masters, professional, and doctoral degrees, by pursuing leading-edge research, scholarly inquiry and creative endeavors; and by functioning as a cultural resource for the surrounding community. We are committed to bring the University's intellectual resources to bear on the needs of business, the general economic and social development of the state, and the continuing education of its citizens. Recognizing our responsibility to the citizens of the State of Georgia, we will fully cooperate in such a way that the breadth of our graduate programs meets the needs of the state, nation and world. Based upon this mission, the College of Graduate Studies seeks to accomplish the following goals:

- \* To ensure that all graduate students will be educated by faculty who are at the forefront of teaching and research in their disciplines.
- \* To prepare students for leadership in a global society.

- \* To prepare students to communicate and apply knowledge in ways useful to society.
- \* To educate students to venture beyond existing boundaries of knowledge.
- \* To offer programs which are sensitive and responsive to the cultural diversity of the state and the nation.
- \* To ensure that individual units will cooperate at all levels to ensure the quality of graduate education.
- \* To ensure that qualified Georgians will have access to graduate education opportunities regardless of their financial resources.
- \* To identify pre-college and undergraduate students with high academic potential and encourage them to pursue graduate study.

## Degrees and Programs

Graduate programs bring together faculty and graduate students as a community of scholars with a common interest in advanced study and creative and professional work. The College of Graduate Studies offers Master's programs in 42 fields, the Master of Fine Arts, the Education Specialist, the Doctor of Education and certificate programs. More than 1700 graduate students are enrolled on and off campus under the instruction of over 300 graduate faculty members.

Georgia Southern University increasingly employs a variety of traditional and non-traditional modes of instruction in offering quality programs designed to serve a diverse student population. In addition to offering courses on the Statesboro campus, Georgia Southern University offers courses in off-campus centers and locations in Augusta, Brunswick, Dublin, Hinesville, and Savannah, Georgia.

## GRADUATE DEGREES

Doctor of Education (EDD)  
Education Specialist (EDS)  
Master of Fine Arts (MFA)  
Master of Arts (MA)  
Master of Accounting (MACC)  
Master of Business Administration (MBA)  
Master of Education (MED)  
Master of Health Services Administration (MHSA)  
Master of Music (MM)  
Master of Public Administration (MPA)  
Master of Public Health (MPH)  
Master of Science (MS)  
Master of Science in Nursing (MSN)  
Master of Technology (MT)

**DEGREE PROGRAMS**

**College**

Business Administration

**Major/Degree**

Accounting - MACC  
 Business Administration - MBA

**Study Concentrations**

Accounting  
 Health Services Administration  
 Information Systems  
 International Business

Education

Art Education - MED Business  
 Education - MED Counselor  
 Education - MED, EDS

Community Counseling  
 Student Services in Higher Education  
 School Counseling

Curriculum Studies - EDD

Arts Education  
 Cultural Curriculum Studies  
 Curriculum Theory  
 Instructional Improvement  
 Literacy Education  
 Mathematics/Science/Computing Technology Education  
 Multicultural Education

Early Childhood Education - MED  
 Educational Administration - EDD

Higher Education Administration  
 P-12 Administration  
 Teacher Leadership

Educational Leadership - MED, EDS  
 English Education - MED  
 French Education - MED  
 Health and Physical Education - MED  
 Higher Education Administration - MED  
 Instructional Technology - MED  
 Mathematics Education - MED  
 Middle Grades Education - MED  
 Music Education - Alternative MED  
 Reading Education - MED  
 School Psychology - MED, EDS  
 Science Education - MED  
 Social Science Education - MED  
 Spanish Education - MED  
 Special Education - MED

Behavior Disorders  
 Interrelated Disabilities  
 Learning Disabilities  
 Mental Retardation

Health and Human Sciences

Teaching and Learning - EDS  
 Technology Education - MED  
 Family Nurse Practitioner - MSN  
 Health Services Administration - MHSA  
 Kinesiology - MS

Coaching  
 Exercise Science  
 Sport Medicine-Athletic Training  
 Sport Psychology  
 Family Nurse Practitioner  
 Rural Community Health Nurse Specialist  
 Women's Health Nurse Practitioner  
 Biostatistics  
 Community Health Education

Nursing - MSN

Public Health - MPH

Liberal Arts and Social Sciences

Recreation Administration - MS  
 Sport Management - MS  
 Art - MFA  
 English - MA  
 History - MA  
 Music - MM

Composition  
 Music Education  
 Music History  
 Performance  
 Clinical  
 Experimental

Psychology - MS

Public Administration - MPA  
 Sociology - MA  
 Biology - MS  
 Mathematics - MS

Science and Technology

Technology - MT

Applied Mathematics  
 Computer Science  
 Statistics  
 Engineering Technology  
 Environmental Studies  
 Industrial Safety/Environmental Compliance  
 Industrial Management  
 Information Technology  
 Laser Technology  
 Printing Management

**GRADUATE CERTIFICATE PROGRAMS**

**College**

Health and Human Sciences

**Study Concentrations**

Coaching  
 Family Nurse Practitioner  
 Women's Health Nurse Practitioner  
 Rural Community Health Nurse Specialist

**Graduate Degree Programs Directors/Coordinators**

<b><u>Program</u></b>	<b><u>Name</u></b>	<b><u>Telephone (912)</u></b>	<b><u>E-Mail</u></b>
Accounting	Dr. Lowell Mooney	681-5678	lmooney@georgiasouthern.edu
Art	Dr. Julie McGuire	681-5358	jmcguire@georgiasouthern.edu
Art Education	Dr. Bruce Little	681-5291	BLittle752@aol.com
Athletic Training	Dr. Bryan Reimann	681-5268	briemann@georgiasouthern.edu
Biology	Dr. Ray Chandler	681-5657	chandler@georgiasouthern.edu
Business Administration	Dr. Mike McDonald	681-5767	mmcdonal@georgiasouthern.edu
Business Education	Dr. Missy Bennett	681-0356	mbennett@georgiasouthern.edu
Coaching	Dr. Drew Zwald	681-0091	dzwald@georgiasouthern.edu
Counselor Education	Dr. Mary Jackson	681-5736	mjackson@georgiasouthern.edu
Curriculum Studies	Dr. Delores Liston	871-1551	listond@georgiasouthern.edu
Early Childhood Education	Dr. Susan Franks	681-0073	sfranks@georgiasouthern.edu
Educational Administration	Dr. James Burnham	681-5567	jburnham@georgiasouthern.edu
Educational Leadership	Dr. Walter Polka	681-5600	wpolka@georgiasouthern.edu
English	Dr. John Humma	681-5779	humma@georgiasouthern.edu
English Education	Dr. Deborah Thomas	486-7691	debthom@georgiasouthern.edu
Exercise Science	Dr. Greg Brown	681-0495	gabrown@georgiasouthern.edu
French Education	Dr. David Alley	681-0246	dalley@georgiasouthern.edu
Health & Physical Education	Dr. Steve Elliott	486-7666	smelliot@georgiasouthern.edu
Health Services Admin	Dr. Kevin L. Burke	681-5267	keburke@georgiasouthern.edu
Higher Education Admin	Dr. Mike Richardson	486-7267	mdrich@georgiasouthern.edu
History	Dr. Craig Roell	681-5586	croell@georgiasouthern.edu
Instructional Technology	Dr. Judi Repman	681-5394	jrepman@georgiasouthern.edu
Kinesiology	Dr. Kevin L. Burke	681-5267	kevburke@georgiasouthern.edu
Mathematics	Dr. Laurene Fausett	871-1972	lfausett@georgiasouthern.edu
Mathematics/Computer Science	Dr. Robert Cook	486-7440	bobcook@georgiasouthern.edu
Mathematics/Statistics	Dr. Laurene Fausett	871-1972	lfausett@georgiasouthern.edu
Mathematics Education	Dr. Greg Chamblee	871-1917	gchamblee@georgiasouthern.edu
Middle Grades Education	Dr. Deborah Thomas	486-7691	debthom@georgiasouthern.edu
Music Education	Dr. Greg Harwood	681-5813	gharwood@georgiasouthern.edu
Music	Dr. Greg Harwood	681-5813	gharwood@georgiasouthern.edu
Nursing	Dr. Donna Hodnicki	681-0017	dhodnick@georgiasouthern.edu
Political Science	Dr. Barry Balleck	681-5698	bballeck@georgiasouthern.edu
Psychology	Dr. Richard Rogers	681-5539	rrogers@georgiasouthern.edu
Public Administration	Dr. Karen McCurdy	871-1400	mpa@georgiasouthern.edu
Public Health-Community	Dr. Anthony Parrillo	681-5057	aparrill@georgiasouthern.edu
Public Health-Biostatistics	Dr. Stuart Tedders	871-1922	stedders@georgiasouthern.edu
Reading Education	Dr. Michael McKenna	651-2559	mmckenna@georgiasouthern.edu
Recreation Administration	Dr. Henry Eisenhart	681-5345	henry_e@georgiasouthern.edu
School Psychology	Dr. Robert Martin	681-5051	bobmart@georgiasouthern.edu
Science Education	Dr. Missy Bennett	681-0356	mbennett@georgiasouthern.edu
Secondary Education	Dr. Missy Bennett	681-0356	mbennett@georgiasouthern.edu
Social Science Education	Dr. Robert Stevens	681-5701	robstev@georgiasouthern.edu
Sociology	Dr. Peggy Hargis	681-5426	har_agga@georgiasouthern.edu
Spanish Education	Dr. David Alley	681-0246	dalley@georgiasouthern.edu
Special Education	Dr. Maggie LaMontagne	681-0353	lamontag@georgiasouthern.edu
Sport Management	Dr. John Naurigh	486-7427	jnaurigh@georgiasouthern.edu
Sport Psychology	Dr. Kevin L. Burke	681-5267	kevburke@georgiasouthern.edu
Teaching and Learning	Dr. Ronnie Sheppard	681-5203	sheppard@georgiasouthern.edu
Technology	Dr. David Williams	681-5810	dwilliams@georgiasouthern.edu
Technology Education	Dr. Creighton Alexander	871-1549	calexand@georgiasouthern.edu

**Admission to Graduate Studies**

Graduates of colleges or universities accredited by the proper regional accrediting association may apply for admission to the College of Graduate Studies. Admission is restricted to include only those students whose academic records indicate that they can successfully undertake graduate work. Only students formally admitted to the College of Graduate Studies are eligible to enroll in graduate courses (courses numbered 5000G, 6000, 7000, 8000 and 9000).

**Application information is available in the following offices:**

Office of Graduate Admissions  
Georgia Southern University  
P.O. Box 8113  
Statesboro, Georgia 30460-8113  
Voice: (912) 681-5384  
Fax: (912) 681-0740  
E-Mail: [admissions@georgiasouthern.edu](mailto:admissions@georgiasouthern.edu)  
Web: <http://admissions.georgiasouthern.edu/>

The College of Graduate Studies  
Georgia Southern University  
P.O. Box 8008  
Statesboro, Georgia 30460-8008  
Voice: (912) 871-1756  
Fax: (912) 681-0605  
E-Mail: [gradschool@georgiasouthern.edu](mailto:gradschool@georgiasouthern.edu)  
Web: <http://cogs.georgiasouthern.edu/>

Georgia Southern University Savannah Office  
Coastal Georgia Center  
305 Fahm Street  
Savannah, Georgia 31401  
(912) 651-2005  
Web: <http://cgc.georgiasouthern.edu/>

Brunswick Center  
Coastal Georgia Community College  
Brunswick, Georgia 31523  
(912) 264-7227  
Web: <http://www.cgcc.edu/bruncen/home.html>

Dublin Center  
1900 Bellevue Rd., Room 100  
Dublin, GA 31021  
(478) 275-6750

The Liberty Center  
Building 130, Fort Stewart  
P.O. Box 586  
Hinesville, GA 31310-0586  
(912) 767-0812

**Application Procedures**

**US Citizens and Resident Aliens**

All degree-seeking applicants for admission to the College of Graduate Studies must submit the following:

1. A completed Application for Graduate Admission.
2. \$30 Application Fee (Non-Refundable). Applications will not be considered until the application fee is received.
3. Official transcripts from all institutions previously attended.
4. Official test scores as required for the selected program. (To be official, test scores must be sent to the Office of Graduate Admissions directly from the testing agency or be recorded on an official transcript.)
5. All other documents as required by the program to which application is made.

All applicants who do not wish to work toward a degree must submit the following:

1. A completed Application for Graduate Admission
2. Official transcripts from all institutions previously attended.

3. A completed non-degree form.
4. Other documents that may be required by department for non-degree admission consideration.
5. Test scores are not required for persons seeking non-degree admission.

All applicants are required by the Board of Regents to provide proof of immunization against measles, mumps, and rubella (MMR) before registering for, or attending, classes at Georgia Southern University. Please refer to page 20 for further information.

Transcripts must be original copies and must be sent directly from the institution to the Office of Graduate Admissions or submitted in sealed envelopes (with signature of Registrar) from the issuing institution(s).

The completed application and all credentials must be received by the Office of Graduate Admission by the application deadline dates listed in the Georgia Southern University Calendar. Materials submitted in support of an application become the property of Georgia Southern University and cannot be forwarded or returned.

**Admission By Appeal**

Students denied admission to a graduate program may appeal the admission decision. To appeal for admission, students must write a letter stating what they are appealing and their justification for filing the appeal. The letter of appeal, along with a minimum of three letters of reference from persons who have knowledge of the student's academic abilities must be submitted to the College of Graduate Studies. Other documents may also be submitted by the student. Students should contact the College of Graduate Studies if additional appeal information is needed. The final decision on an appeal will be made by the Dean of the College of Graduate Studies.

**Test Score Time Limit**

It is recommended that official copies of standardized admission test scores that meet the minimum program admission requirement be less than five years old. Official scores more than five years old may be reviewed and accepted by Graduate Program Directors in the individual colleges.

**Admission Notification**

A student must be admitted to the College of Graduate Studies in order to be admitted to a graduate degree program or be eligible to enroll in graduate courses. The official letter of admission notification is sent to the applicant along with a statement outlining any conditions that may be attached to the admission.

A student must be admitted by the close of the first week of an academic term in order for the admission to be effective for that term. If the admission process is completed after that deadline the admission will be effective the following academic term. The term for which the applicant is admitted is stated in the official notification of admission letter from the Office of Graduate Admissions.

**Admission Classification**

A prospective student who has earned a baccalaureate degree and plans to take course work beyond the baccalaureate degree must apply to the College of Graduate Studies and be admitted under one of the following classifications:



**Degree Admission**

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:

1. **Regular** - A prospective candidate for a degree who 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 College of Graduate Studies is classified as a regular degree student.
2. **Provisional** - A prospective candidate for a degree who does not satisfy the full admission requirements will be classified in this category under conditions specified at the time of admission. The College of Graduate Studies will establish these conditions based on the recommendation of the graduate faculty of the department in the college or program in which the student proposes to study. Unless otherwise stated in the official letter of admission, provisional admission requires the student to earn grades of "B" or better in the first nine (9) hours of graduate work taken under the provisional admission category. A student admitted in this category will be reclassified to regular admission when the conditions have been met. A student initiating graduate work under this classification may enroll in graduate courses leading to a degree and such courses may be counted in a degree program when the student has met the specified conditions and has been reclassified. Only credit earned in graduate courses at Georgia Southern University may be used to satisfy provisional admission requirements. Failure to satisfy the conditions of provisional admission will result in the student's ineligibility to continue work in the College of Graduate Studies. A student excluded from a graduate degree program for failure to meet the conditions of provisional admission may not be readmitted to the College of Graduate Studies under non-degree admission to continue to study in the major area. There is no provisional admission to the Doctorate of Education.

**Non-Degree Admission**

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. One who is admitted as a non-degree student may apply to a degree program at any time. Upon the advisor's recommendation, a maximum of 9 semester hours of credit may be included in a program of study should the student gain reclassification as a degree student. Some departments do not permit non-degree enrollment or limit non-degree enrollment in graduate courses to less than nine (9) semester hours. A student may be admitted in one of the following non-degree admission categories:

1. **Limited** - A student whose file is incomplete because certain required application materials have not been received in the Office of Graduate Admissions may be admitted to the College of Graduate Studies with enrollment limited to a maximum of nine (9) semester hours credit in graduate courses.
2. **Certificate** - A student seeking initial teaching certification may enroll in graduate courses required for certification in any seven contiguous years. A student initiating graduate work under this classification may apply for a degree program by submitting proper credentials.

3. **Graduate Special** - A student not admitted to a degree program and who wishes to take courses for personal or professional interest. A student admitted in this classification is limited to eighteen (18) semester hours in any seven contiguous years.
4. **Post Graduate** - A student admitted to the College of Graduate Studies but not to a degree program who holds a graduate degree may enter as non-degree, post-graduate. A student enrolling for graduate work under this classification is not limited in the number of semester hours of graduate credit earned.

**Transient Admission**

In order to be admitted to the College of Graduate Studies under this classification, the student must submit a transient student application and a certificate stating that he is in good standing in a recognized graduate school at another institution. The transient student application form is available from the Office of Graduate Admissions or the College of Graduate Studies at Georgia Southern University. A student is admitted under this classification for one semester only. The student must be readmitted under this classification each semester to be eligible to enroll in graduate courses.

**Teacher Certification**

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 or to certify in a new area may enroll in graduate courses for credit for this particular purpose after formal admission to the College of Graduate Studies as a Non-Degree student. (See Teaching Certificates and Alternative Teacher Certification Process and Procedures sections under College of Education.)

**Graduate Credit for Seniors**

A senior, within 9 semester hours of completing the requirements for the bachelor's degree, may apply for the Senior Privilege to be permitted to enroll in courses for graduate credit providing:

1. The applicant completes and submits the "Request to Enroll in Courses for Graduate Credit" form;
2. Except for the undergraduate degree, the applicant is otherwise qualified Regular admission to the College of Graduate Studies and to a graduate degree program which requires the submission of official admission test scores as required for the degree program;
3. Permission to enroll in such courses is obtained from the chairperson of the department involved, the appropriate graduate program director, and the College of Graduate Studies; and,
4. The total term load does not exceed fifteen (15) semester hours, with no more than nine (9) hours of graduate credit.

Courses cannot be used for both graduate and undergraduate credit.

**International Students**

Georgia Southern University subscribes to the principles of international education and to the basic concept that only through education and understanding by individuals from diverse cultures can mutual respect, appreciation and tolerance of others be achieved.

International students must qualify for regular admission to be granted admission to the College of Graduate Studies. To apply for admission to the College of Graduate Studies, international applicants must submit the following:

1. A completed Graduate Application for Graduate Admission
2. \$30 application fee (Non-Refundable). Applications will not be considered until the application fee is received.
3. Certified ORIGINAL transcripts from each institution previously attended.
4. Certified English translation of ORIGINAL transcripts from each institution previously attended. In cases where there is only one original copy, the institution will inspect the original, copy it and return the original to the applicant.
5. Certified copies of original and English translation of diploma. The completion of a 4-year Bachelor's degree or equivalent is required.
6. Official test scores as required for the selected program (test scores must be sent to the Office of Graduate Admissions directly from the testing agency)
7. Official TOEFL scores (minimum of 550-Paper test or 213-CBT required) not more than two years old. TOEFL scores may be waived for international applicants who have graduated from a U.S. institution or whose native language is English.
8. Completed and signed Financial Statement Form (I-20/DS-2019 Request Form for International Students).
9. Original Bank Statement not more than 6 months old that confirms required funding to meet all financial obligations for the expected duration of the period of study.
10. Other documents as required by the selected programs for admission consideration.

Georgia Southern University reserves the right to request other information which may be necessary to evaluate an application, including syllabi of courses taken and other materials considered essential in the evaluation process.

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 & Associates, Inc.  
International Education Consultants  
7101 WS 102 Avenue  
Miami, FL 33173  
(305) 273-1616  
Fax: (305) 273-1338  
email: [info@jsilny.com](mailto: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](mailto:INFO@WES.ORG)  
<http://www.wes.org>

Lisano International  
P.O. Box 407  
Auburn, AL 36831-0407  
(334) 745-0425  
Fax: (334) 745-0425  
email: [LisanoINTL@AOL.com](mailto:LisanoINTL@AOL.com)  
<http://www.LISANO-Intl.com>

**Health Insurance** - All international students are required to purchase a student Health Insurance Plan made available through the University. Substitutions are not permitted or acceptable, except under exceptional situations. The current cost for students of this insurance is \$393.50 per academic year, and may be subject to change. Charges for this insurance will be on the student's invoice and collected with other university fees. Insurance for families is available. Contact the Center for International Studies for information and costs for the family coverage.

**Course Load** - International students on a student visa are required to carry a full course of study by U.S. Immigration Law. Failure to do so may result in the loss of visa and a requirement that the student leave the United States.

**Financial Information** - International students should not expect to work during their first year in the United States. All financial support necessary must be available without the necessity for working.

International students may apply for Graduate Assistantships. However, international applicants should not expect or count on being awarded a graduate assistantship. Graduate Assistantship awards are made by the colleges, departments or units. Selection criteria are based upon the duties and responsibilities of the position. Federal regulations restrict international students to 20 hours of work per week.

Georgia Southern University offers a limited number of Out-Of-Country tuition waivers to exceptional international students. However, this is a limited grant covering approximately 20% of required expenses and it is the student's responsibility to provide monies necessary to pay all other expenses.

**Visa Information** - The University will issue the I-20 or IAP-66, whichever is appropriate, AFTER the applicant has been fully admitted. These documents permit the applicant to obtain the appropriate student visa from a U.S. embassy if outside the United States or effect a transfer if within the U.S. Students residing in the United States must submit proof that they are "In Status" with the U.S. Immigration Service before final admission.

**International Student Advisor** - Georgia Southern University has an International Student Office with experienced, qualified advisors available to help international students become oriented to the campus and registered for classes. Advisors are available for advice and support while a student is enrolled.

#### **Required Entrance Examinations**

Prospective candidates for graduate degrees are required to submit scores from the examination appropriate to their specific degree program. To be official, test scores must be sent from the testing agency directly to the Office of Graduate Admissions or be recorded on an official transcript. 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) 681-5415.

Doctor of Education (GRE or MAT)  
Education Specialist (GRE or MAT)  
Master of Accounting (GMAT)  
Master of Arts (GRE)

Master of Business Administration (GMAT)  
Master of Education (GRE or MAT)  
Master of Health Services Administration (GRE or GMAT)  
Master of Public Administration (GRE)  
Master of Public Health (GRE or GMAT)  
Master of Science (Biology) (GRE)  
Master of Science (Kinesiology) (GRE)  
Master of Science (Mathematics) (GRE)  
Master of Science (Psychology) (GRE)  
Master of Science (Recreation Administration) (GRE, GMAT or MAT)  
Master of Science (Sport Management) (GRE, MAT, or GMAT)  
Master of Science in Nursing (GRE or MAT)  
Master of Technology (GRE)

### **Graduate Management Admission Test (GMAT)**

The GMAT consists of seven separately timed sections, and consists of two essays and multiple choice questions. Total test time is three and one-half hours. The GMAT measures general verbal and mathematical skills that are associated with success during the first year of graduate study in management. Verbal and quantitative scores are required.

### **Graduate Record Examinations (GRE)**

The GRE General Test contains sections designed to measure verbal, quantitative, and analytical writing abilities. Specialized Subject Tests are also offered. General Test scores are required. Please Note: Effective October 2002, the GRE General Test changed from Verbal, Quantitative and Analytical sections to Verbal, Quantitative and Analytical Writing sections. The verbal and quantitative section of the new test is scored the same way as in the past (200-800), however, the Analytical Writing section is scored from 0-6. The College of Graduate Studies will continue to accept official GRE scores taken prior to October 2002 and will use verbal, quantitative and analytical GRE scores from the old test until a transition is fully completed to incorporate the analytical writing test score for admission consideration. During this transition, students may be considered for admission based upon the GRE general test taken prior to October 2002 or the new GRE General test taken after October 2002. Applicants may visit the GRE web site at <http://www.gre.org> for testing information.

### **Miller Analogies Test (MAT)**

The MAT consists of 100 multiple choice questions designed to measure verbal aptitude. The total exam time is 50 minutes. A single raw score is assigned.

### **Graduate Student Advisors**

When the student is notified of admission to the College of Graduate Studies, a faculty member in the student's major field will be assigned as the advisor. If a department faculty is not designated as the student's advisor, the Graduate Program Director will serve as advisor.

A graduate student may request a change in advisor by contacting the Graduate Program Director in writing. If the request is granted, the student will be notified in writing.

The graduate student advisor will assist in:

1. Development and approval of the Program of Study.
2. Course Scheduling and pre-registration
3. Graduation Clearance
4. Compliance with all policies and procedures as required by the College of Graduate Studies.

### **Graduate Credit**

Courses numbered 5000G - 5999G may be taken for graduate credit. Courses numbered 6000 - 9999 are restricted to graduate students ONLY. Courses numbered 9000 -9999 are open to EdD graduate students ONLY.

At least fifty percent of the courses applicable toward a Master's or Education Specialist degree must be courses in which enrollment is restricted to graduate students. All course work applicable toward the EdD must be in courses in which enrollment is restricted to graduate students.

A maximum credit of six semester hours earned in "Independent Study" may apply toward a graduate degree, with the approval of the major professor, provided the student was classified in "Regular" graduate standing when the work was taken. (NOTE: See section Independent Study.)

Graduate credit is not allowed for work done in extension (continuing education) or by correspondence.

A student seeking a second master's degree may count up to three courses (not more than 9 semester hours) from the first degree toward requirements for the second degree upon the recommendation of the student's advisor and approval of the department chairperson. Only courses with grades of B or better may be counted.

### **Credit By Transfer**

A graduate student may transfer graduate credit from a regionally accredited institution for recording on a permanent record. Maximum graduate credit of six semester hours from a regionally accredited institution may apply toward a Master's or Education Specialist's degree provided:

1. The institution offers the graduate degree program for which the student has been admitted at Georgia Southern University.
2. An official transcript is sent directly to the College of Graduate Studies from the institution in which graduate work was taken.
3. The credit was earned no more than seven years prior to the projected or completion term of the graduate degree that the student is pursuing.
4. The student's major professor or advisor has to approve the transfer credit as a part of the student's planned 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 major professor and the College of Graduate Studies prior to enrolling in 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 he/she 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 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.

### **Course Registration**

A student admitted to the College of Graduate Studies must register for courses within twelve months after admission to the College of Graduate Studies. An applicant who does not register within the period of twelve months will be required to submit a new application for admission at a later date. A student who reapplies must satisfy all conditions for admission required at the time of re-application. A student who has been admitted to the College of Graduate Studies and begins a program of study and fails to enroll in any term following the period in which he/she initiated the course work must notify the Office of Graduate Admissions of his/her intention to enroll in a subsequent term and may be required to complete an application for admission.

### **Course Load**

The course load for graduate students does not exceed twelve semester hours and the student may earn credit for no more than twelve semester hours in any one semester/term without written permission from the College of Graduate Studies.

### **Program of Study Procedures**

Every degree seeking graduate student must file a Program of Study with the College of Graduate Studies. This program is a formal list of courses the student will complete to fulfill the requirements for the degree. A student should prepare the program of study in consultation with their advisor. The program must be signed by the student, and approved by the advisor and department chair, or graduate program director. It is then submitted to the College of Graduate Studies for final approval by the Graduate Dean. Students must submit their Program of Study to the College of Graduate Studies not later than the end of the semester prior to the expected graduation term. An approved Program of Study must be on file in the College of Graduate Studies to be eligible to graduate. The EDD Program of Study requires the signatures of the Major Professor and members of the Supervisory Committee before being submitted to the College of Graduate Studies for approval by the Graduate Dean.

If any change in the approved program of study is required, an Amended Program of Study Form or a new Program of Study must be signed by the same approval signatures as the original Program of Study.

### **Independent Study**

A graduate student may be granted permission to register for a maximum credit of six semester hours in “Independent Study,” to apply toward a graduate degree provided that:

1. Applicant has unqualified admission to the College of Graduate Studies.
2. Applicant has completed a minimum of nine semester hours in a graduate program prior to making application for a course through “Independent Study.”
3. The course requested is not scheduled during the college year at a time or place accessible to the student.
4. Once approved, the student continues a course through “Independent Study” of sufficient length to insure the

academic integrity of the course. It is conceivable that the time factor may call for more conferences with the instructor than the number of periods on campus to meet requirements of a regularly scheduled course.

5. Applicant secures the signature of the instructor who will be responsible for supervising the “Independent Study” course, as well as the student’s advisor and department chair. Under no circumstances may a graduate student register for more than one Independent Study course per semester.

### **Change of Degree Program or Major Within a Degree Program**

With the approval the department and the College of Graduate Studies, a student may change his/her major within a degree program offered by the same department provided the student is in good standing and has unqualified admission to the College of Graduate Studies. To be approved for the new major/degree program, the student is required to meet the program admission requirements and satisfy in full the course requirements as prescribed by the new degree program and major.

### **Required Academic Standing**

Graduate students must have a cumulative graduate GPA of 3.0 or higher on all graduate work and in the program of study, to graduate. In the Master of Education and the Education Specialist, a cumulative GPA of 3.0 must also be maintained in the subject matter fields as well as in the total program. Only grades of “C” (earned at Georgia Southern University) or above may apply toward a degree.

A cumulative graduate GPA of at least 3.0 is required for a student to sit for the comprehensive examination, terminal examination, thesis or dissertation defense for the EdD-Curriculum Studies. A cumulative graduate GPA of at least 3.5 is required for the EdD in Education Administration.

Graduate students are ineligible to graduate with grades of “I” or “IP” on their graduate academic record.

### **Credit to Raise Grade Point Average to Qualify for Admission**

Credits taken as a non-degree student in order to meet the cumulative grade point average required for admission to a degree program may not be used to satisfy the graduation requirements of the program.

### **Probation and Exclusion**

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

### **Reinstatement Following Exclusion**

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. The appeal must be accompanied by at least three letters of support from the program's 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.

### Academic Dishonesty

1. All graduate students of Georgia Southern University are required to comply with the standards of conduct published in The Student Conduct Code.
2. The Student Conduct Code is available from the Division of Student Affairs, Post Office Box 8063, Georgia Southern University, Statesboro, GA 30460.

### Residence and Time Limits

All work credited toward the degree must be completed within seven years unless otherwise stated for a specific degree program. Extension 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.

The minimum residence requirement for a Master's degree is one academic year or three summer sessions.

### Registration for Thesis or Dissertation

A prospective candidate for a graduate degree must be registered during each term in which an internship is being conducted, a project (in lieu of thesis), thesis (if required), or a dissertation is under preparation and where university facilities and/or staff time are utilized, including the final term in which the internship, project, thesis or dissertation is being completed.

#### Policy Regulations:

1. A student must register by the term registration deadline. Any student failing to register by the term registration deadline will be enrolled in the following term and will be updated for graduation for the same term, if applicable.
2. The student's advisor and/or major professor will be responsible for advising the student to register for the appropriate number of credit hours to comply with internship, project, thesis, dissertation, and/or comprehensive examination enrollment requirements.
3. Graduate Application for Graduation must be filed in the Office of the Registrar by the application deadline listed in the official academic calendar. Refer to the calendar in this Catalog for the final dates for filing an application for graduation each term.

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

REPORTED GRADE OF D, F = U

Upon completion of internship, project, thesis, or dissertation requirements, final grades for preceding terms will be changed to the appropriate grade.

### Comprehensive Examination Procedure

The degree candidate must schedule the comprehensive examination and/or thesis defense through his/her major professor. The examination/defense must be completed by the deadline stated in the academic calendar for the term. Check the calendar in the Catalog for the examination/defense deadlines. During the examination the candidate is expected to prove a competency to discuss facts, justify interpretations, and defend opinions. The decision on the candidate's performance on the examination shall be reported "pass" or "fail" to the College of Graduate Studies no later than one week prior to the last day of classes in the term in which the student plans to graduate.

The comprehensive examination may be divided into two parts. The department in which the student plans to graduate may elect to conduct part one of the examination over graduate course work when all the courses in the student's planned program of study are completed. If the department chooses this option, part two of the examination will be the defense of the thesis only. If the department does not select this option, the examination will be held at one sitting with the examination of the course work and the defense of the thesis included.

### Dissertation Defense Procedure

The oral dissertation defense will be conducted by the dissertation committee chair and must be attended by all members of the committee. This meeting is open to all members of the University community. The dissertation defense must be completed by the final date for dissertation defense established by the College of Graduate Studies for each term. The candidate's performance on the dissertation defense will be reported in writing as "pass" or "fail" by the dissertation committee chairperson to the College of Graduate Studies at least one week prior to graduation.

### Requirements for Graduation

Subject to the limitations and qualifications stated elsewhere in this Catalog, the requirements for an advanced degree are as follows:

1. A minimum of three semesters (one academic year) or three summer sessions in residence.
2. Satisfactory completion of course work and other requirements appropriate to the advanced degree for which the student is a candidate.
3. Graduate Application for Graduation must be filed in the Office of the Registrar by the application deadline listed in the official academic calendar.
4. Refer to the calendar in this Catalog for the final dates for filing an application for graduation each term.

The graduation fee must be paid and all other financial obligations or "holds" must be satisfied before a student is cleared for graduation.

### Grading System

The "A" grade may be interpreted to mean that the instructor recognized the student's exceptional mastery of the course material.

The grade of "B" indicates that the student has demonstrated an above average mastery of the course material.

The "C" grade is the instructor's certification that the student has demonstrated minimal mastery of the course material.

The student is graded “D” or “F” when his/her grasp of the course material is unacceptable.

No grade below a “C” may apply toward any graduate degree.

An “IP” symbolizes an incomplete in progress. It is used for credit designed to extend over more than one term, i.e. dissertation, thesis, internship and practicum credit.

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 beyond his/her control. An “I” must be removed within one calendar year following the term in which it was recorded. It is the student’s responsibility to insure that the course work is completed. If the “I” is not satisfactorily removed at the appropriate time it will be changed to an “F”.

An “S” indicates that credit has been given for completion of degree requirements other than academic course work.

The symbol “U” indicates unsatisfactory performance in an attempt to complete degree requirements other than academic course work.

Neither “S”, nor “U” is included in the computation of the grade point average.

A student who registers for a course and finds that he/she has made an error at registration must make the official change through drop/add. Under no conditions may a student earn credit for a course unless he/she is registered officially for the course. It is the student’s responsibility to follow the proper procedures in changing courses.

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 policy.

#### **Withdrawal from Course/School**

A “W” is employed to indicate official withdrawal from a course without penalty. It is assigned in all cases in which a student withdraws before the mid-point of the term. Beyond the mid-term a “WF” will be assigned except in cases of hardship as determined by the instructor. A “W” is not considered in computing the grade point average. The “WF” is computed as an “F”.

Any withdrawal from a course must be approved by the instructor and the student’s advisor. Any student who discontinues attending a class for which he/she is registered will receive an “F” unless he/she officially (by appropriate signatures) withdraws from the course at the time he/she ceases to attend.

Prior to the first day of classes, a student should complete a Preregistration Voluntary Cancellation Form obtained from and returned to the Office of the Registrar. Any student who wishes to withdraw from school during the term must present an Official Withdrawal Form to the Registrar’s Office. Failure to do so will result in the assignment of failing grades in all courses for which the student registered. Withdrawal is not permitted after the last day of class.

**Petition to Review/Change of Grade**  
See Academic Information.

#### **Grade Point Average**

The cumulative grade point average is the grade average made by a student on all work for which he/she has enrolled. It is obtained by dividing the total number of grade points earned by the total number of hours attempted. Courses carrying an “S” grade 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 grade point average.

#### **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 fifteen weeks.

A semester hour is equivalent to 12.5 clock hours of instruction.

#### **Transcripts**

A complete copy of the student’s academic record (transcript) may be obtained by presenting a written request to the Registrar. Telephone requests will not be honored. One week must be allowed for processing a transcript request. There is no charge for transcript services.

#### **Academic Common Market**

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. 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. Please contact the Registrar’s Office at (912) 681-0862 for more details.

#### **Border County Fee Waiver**

Graduate students who are legal residents of out-of-state counties bordering on Georgia counties where an institution of the University System is located and who are enrolled in said institution may be eligible for a fee waiver based upon the Border County rule. For more information, please contact the Registrar’s Office at (912) 681-0862.

#### **Financial Aid Programs**

See Financial Aid section of this catalog. Graduate students may also contact the College of Graduate Studies for additional information.

## College of Business Administration

### M.B.A. BUSINESS ADMINISTRATION 30 HOURS for General MBA 36 HOURS for MBA with Area Concentration

**Advising:** College of Business Administration, Dr. J. Michael McDonald, P.O. Box 8050, Statesboro, GA 30460-8050, (912) 681-5767, mmcdonal@georgiasouthern.edu or Angela Leverett, (912) 681-0290, aleveret@georgiasouthern.edu, Fax: (912) 486-7480.

#### MBA Mission Statement

It is our intent to provide students with:

1. Strong functional skills that can be applied from a management perspective across the firm and that can be applied to cross functional problems.
2. Analytical problem solving and decision making skills that emphasize management concerns regarding the firm.
3. A global management perspective on strategy and business practices.
4. A sense of social responsibility and environmental concern and stewardship.
5. Adaptability to changing technology and information systems.
6. Team work skills, interpersonal and leadership skills, and persuasive communication skills.

#### Admission Requirements

A prospective student who has earned a baccalaureate degree from an accredited college or university and plans to take courses in the MBA 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 MBA degree who meets all requirements for unqualified admission and has been recommended by the Director of Graduate Studies 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 standard formula score of 1000 or higher (or with an upper-level score of 1050 or higher)<sup>1</sup> will be admitted as a regular MBA student. Student transcripts are evaluated for the prerequisite requirements prior to admission. The requirement to make up deficiencies in the prerequisite courses is listed on the notification of acceptance as a condition of acceptance.

##### Provisional Admission

A prospective candidate for the MBA degree that does not satisfy the full admission requirements as defined by the standard formula<sup>1</sup> may be classified in this category under conditions specified at the time of admission by the College of Graduate Studies upon the recommendation of the Director of Graduate Studies in the College of Business Administration. A student with an index equal to or greater than 950 and less than 1000 will be admitted as a **Provisional** MBA student provided the undergraduate GPA is 2.80 or higher, or the GMAT score is a 470 or higher. A student admitted in this category will be required to make a grade of "B" or higher in each of the first three graduate courses. Only credit earned at Georgia Southern University may be used to satisfy this admission requirement. A student admitted in this category will be reclassified to regular admission when the conditions have been met. *Failure to satisfy the conditions in the specified course limit will result in the student's ineligibility to continue work in the MBA program.*

1 - Standard formula score is calculated by multiplying undergraduate GPA times 200 plus the GMAT score, [(UGPA x 200) + GMAT => 1000]. Upper level formula is [(Last 60 semester hours UGPA x 200) + GMAT => 1050].

#### 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. One who is admitted as a non-degree student may apply to the MBA program at any time. Students are admitted non-degree in business in one of the following categories:

##### Post-Graduate

An applicant who holds a Master's degree may be admitted to the College of Graduate Studies as a post-graduate for the purpose of enrolling in MBA courses but not the MBA degree program. Once admitted under this classification an acceptable GMAT score must be submitted to the College of Graduate Studies by the completion of the third graduate level course in order to continue with additional graduate courses in the MBA program.

##### Limited

An applicant admitted to the College of Graduate Studies but not to the MBA degree program is limited to earning a total of 9 semester hours of credit in graduate courses. 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 must be submitted by the completion of the third graduate level course in order to continue with additional graduate courses in the MBA program. The requirement to make up deficiencies in the prerequisite courses is listed on the notification of acceptance as a condition of acceptance. Graduate credit earned under this classification may not count toward the degree program except under special conditions decided at the time of admission to the MBA degree program.

(Continued on Next Page)

**Graduate Transient Credit**

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

**Graduate Transfer Credit**

The College of Business Administration accepts graduate transfer 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 grade of “B” or better 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 Director of Graduate Studies 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 Director of Graduate Studies 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 Director of Graduate Studies 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 grade of “C” or better) of the following “Core/Foundation” course content in Business Administration or take the undergraduate equivalents:

<b>Core/Foundation/Prerequisites .....</b>	<b>18 Hours</b>
ACCT 6130 - Accounting and Control (3)	LSTD 6130 - Legal and Ethical Issues in Business (3)
ECON 6230 - Foundations of Economics (3)	MGNT 6331 -Foundations of Management and Marketing (3)
FINC 6230 - Fundamentals of Corporate Finance (3)	MGNT 6330 - Quantitative Methods for Business (3)
<b>General MBA Requirements .....</b>	<b>24 Hours</b>
ACCT 7230 - Accounting for Executives (3)	MGNT 7331 - Problem Solving with Quantitative Methods (3)
CISM 7330 - Information Technology Management (3)	MGNT 7430 - Management of Operations (3)
FINC 7231 - Financial Problems (3)	MKTG 7431 - Strategic Marketing Management (3)
MGNT 7330 - Leadership and Organizational Behavior (3)	BUSA 7530 - Global Business Strategy (3)

**MBA Electives (Select two) .....** **6 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 (PROBLEM SOLVING WITH QUANTITATIVE METHODS) MUST BE TAKEN DURING THE STUDENT’S FIRST SEMESTER OF 7000 LEVEL COURSE WORK. ALL STUDENTS ENROLLED IN MGNT 7331 MUST TAKE A BASIC QUANTITATIVE SKILLS PROFICIENCY EXAM DURING THE FIRST WEEK OF CLASSES. IF THE STUDENT FAILS THE EXAM, THEN HE/SHE WILL BE ADVISED TO ENROLL IN MGNT 6330 BEFORE TAKING MGNT 7331. STUDY GUIDELINES FOR THE BASIC SKILLS PROFICIENCY EXAM CAN BE OBTAINED FROM THE COLLEGE OF BUSINESS ADMINISTRATION OFFICE OF GRADUATE STUDIES.**

**(Continued on Next Page)**



**M.B.A. BUSINESS ADMINISTRATION 36 HOURS**  
**WITH AREA CONCENTRATION**

**Advising:** College of Business Administration, Dr. J. Michael McDonald or Angela Leverett, P.O. Box 8050, Statesboro, GA 30460, (912) 681-5767, or FAX: (912) 681-0292.

**MBA Area Concentrations:**

Students may earn an area concentration in the following fields: Accounting, 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.

**Accounting Concentration:**

**General MBA Requirements Excluding ACCT 7230 ..... 21 Hours**

**Concentration Requirements, (Select five from the following) ..... 15 Hours**

- ACCT 7130 - Seminar in Financial Accounting (3)
- ACCT 7134 - Financial Reporting and Analysis (3)
- ACCT 7330 - Taxation of Corporations and Partnerships (3)
- ACCT 7430 - Seminar in Auditing (3)
- ACCT 7530 - Seminar in Accounting Information Systems (3)
- LSTD 7230 - Law and Ethics for Accountants (3)

*NOTE: In addition to the core/foundation/prerequisites for the MBA program, a student who desires to complete the accounting concentration must present evidence of satisfactory completion ( a grade of “C” or better) in the following undergraduate courses:*

- ACCT 3131 - Intermediate Accounting I (3)
- ACCT 3132 - Intermediate Accounting II (3)
- ACCT 3231 - Managerial Accounting II (3)
- ACCT 3330 - Income Tax (3)
- ACCT 4130 - Accounting Information Systems (3)
- ACCT 4430 - Auditing (3)

**Health Service Administration Concentration:**

**General MBA Requirements ..... 24 Hours**

**Concentration Requirements, all four courses must be taken ..... 12 Hours**

- HLTH 7231 - Epidemiology (3)
- HLTH 7330 - Health Services Administration (3)
- HLTH 7331 - Health Care Financing (3)
- HLTH 7332 - Health Policy Issues and Ethics (3)

**Information Systems Concentration:**

**General MBA Requirements ..... 24 Hours**

**Concentration Requirements, all four courses must be taken ..... 12 Hours**

- CISM 7331 - Business Systems Analysis (3)
- CISM 7332 - Client/Server Computing (3)
- CISM 7333 - Electronic Commerce (3)
- CISM 7334 - Information Technology Evaluation and Adoption (3)

**International Business Concentration:**

**General MBA Requirements ..... 24 Hours**

**Concentration Requirements, all four courses must be taken ..... 12 Hours**

- BUSA 7130 - International Trade Management (3)
- FINC 7232 - Global Finance (3)
- MGNT 7334 - Global Management (3)
- MKTG 7435 - Global Marketing (3)

**M.Acc.**

**ACCOUNTING**

**30 HOURS**

**Advising:** College of Business Administration, Dr. J. Lowell Mooney, P.O. Box 8141, Statesboro, GA 30460, (912) 681-5678, lmooney@georgiasouthern.edu, FAX: (912) 681-0105.

**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 Graduate Studies 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 standard formula score of 1000 or higher (or with an upper-level score of 1050 or higher)<sup>1</sup> will be admitted as a regular student. Student transcripts are evaluated for prerequisite requirements prior to admission. The requirement to make up deficiencies in prerequisite courses is listed on the notification of acceptance as a condition of acceptance.

**Provisional Admission**

A prospective candidate for the M.Acc. degree who does not satisfy the full admission requirements as defined by the standard formula<sup>1</sup> may be classified in this category under conditions specified at the time of admission by the College of Graduate Studies upon the recommendation of the Director of Graduate Studies in the College of Business Administration. A student with an index equal to or greater than 950 and less than 1000 will be admitted as a provisional M.Acc. student provided the undergraduate GPA is 2.80 or higher, or the GMAT score is a 470 or higher. A student admitted in this category will be required to make a grade of "B" or higher in each of the first three graduate courses. Only credit earned at Georgia Southern University may be used to satisfy this admission requirement. A student admitted in this category will be reclassified to regular admission when the conditions have been met. *Failure to satisfy the conditions in the specified course limit will result in the student's ineligibility to continue work in the M.Acc. program.*

1 - Standard formula score calculated by multiplying undergraduate GPA times 200 plus the GMAT score, [(UGPA x 200) + GMAT => 1000]. Upper level formula is [(Last 60 semester hours UGPA x 200) + GMAT => 1050].

**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. One who is admitted as a non-degree student may apply to the M.Acc. program at any time. Students are admitted non-degree in business in one of the following categories:

**Post-Graduate**

An applicant who holds a Master's degree may be admitted to the College of Graduate Studies as a post-graduate for the purpose of enrolling in M.Acc. courses but not the M.Acc. degree program. Once admitted under this classification, an acceptable GMAT score must be submitted to the College of Graduate Studies by the completion of the third graduate level course in order to continue with additional graduate courses in the program.

**Limited**

An applicant admitted to the College of Graduate Studies but not to the degree program is limited to earning a total of 9 semester hours credit in graduate courses. 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 must be submitted by the completion of the third graduate level course in order to continue with additional graduate courses in the program. The requirement to make up deficiencies in the prerequisite courses is listed on the notification of acceptance as a condition of acceptance. Graduate credit earned under this classification may not count toward the degree program except under special conditions decided at the time of admission to the degree program.

**Graduate Special**

A student not admitted to a degree program or not admitted under the non-degree limited category described above may take courses for personal or professional interest but is limited to eighteen (18) semester hours in any seven contiguous years. A student who has not taken the GMAT may be admitted under this classification if his/her overall undergraduate GPA is 3.25 or higher. The requirement to make up deficiencies in the prerequisite courses is listed on the notification of acceptance as a condition of acceptance. Graduate credit earned under this classification may not count toward the degree program except under special conditions decided at the time of admission to the degree program.

**(Continued on Next Page)**

## Graduate Transient Credit

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

## Graduate Transfer Credit

The College of Business Administration accepts graduate transfer 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.

## Program of Study: Master of Accounting Degree

### 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 grade of "C" or better) of the following course content:

#### Accounting:

- ACCT 3131 - Intermediate Accounting I (3)
- ACCT 3132 - Intermediate Accounting II (3)
- ACCT 3231 - Managerial Accounting II (3)
- ACCT 3330 - Income Tax (3)
- ACCT 4130 - Accounting Information Systems (3)
- ACCT 4430 - Auditing (3)

#### General Business:

- ACCT 6130 - Accounting and Control (3)
- ECON 6230 - Foundations of Economics (3)
- FINC 6230 - Fundamentals of Corporate Finance (3)
- LSTD 6130 - Legal and Ethical Issues in Business (3)
- MGNT 6331 - Foundations of Management and Marketing (3)
- MGNT 6330 - Quantitative Methods for Business (3)

### Required Courses ..... 18 Hours

- ACCT 7130 - Seminar in Financial Accounting (3)
- ACCT 7134 - Financial Reporting and Analysis (3)
- ACCT 7330 - Taxation of Corporations and Partnerships (3)
- ACCT 7430 - Seminar in Auditing (3)
- ACCT 7530 - Seminar in Accounting Information Systems (3)
- LSTD 7230 - Law and Ethics for Accountants (3)

### Electives (no more than six ACCT hours) ..... 12 Hours

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



## College of Education

### Master of Education Programs

Master of Education (M.Ed.) degree programs are offered in 19 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 thirty-six 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.

### Alternative Teacher Certification Programs

The College of Education offers 3 alternative avenues leading to initial teaching certification to those who hold a bachelor's degree in a teaching or related field from a regionally accredited college of university and who have never been licensed to teach in Georgia: (a) Alternative M.Ed. programs, (b) Georgia Teacher Alternative Preparation Program (known as the Teacher Internship Program or TIP), and (c) non-degree certification programs. For each of these options, 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. If a graduate degree is sought, all admission requirements for the graduate program must also be met.

Alternative M.Ed. programs are available to individuals who hold a bachelor's degree and seek initial certification and the Master's degree in one of the following fields: Middle Grades, Secondary Education fields (except Technology Education), Foreign Language, and Music. Through several steps of course work, students can acquire a Provisional Teaching Certificate, then complete requirements for a Clear Renewable Level Four Teaching Professional Certificate, and finally, the M.Ed. degree and a Level Five Teaching Professional Certificate. A graduate faculty advisor is assigned to Alternative M.Ed. students after verification that all TEP admission requirements and prerequisites are met.

The Georgia Teacher Alternative Preparation Program (known as the Teacher Internship Program or TIP) is another alternative route to teacher certification for persons who hold a bachelor's degree and seek certification in one of the following fields: Middle Grades, Secondary Education fields (except Technology Education), and Special Education. TIP students are admitted in cohorts each summer and must complete a set of prescribed courses over a two-year period while teaching in a classroom with an Intern Certificate. The TIP program is designed specifically for persons who obtain a teaching contract with a local school system and are committed to completing the certification program during those two years. Before entering the teaching internship, the student must meet all TEP admission requirements. During the teaching internship, the University and the employing school system are obligated to provide continuing mentoring and supervision support to the Interns. After completion of the two-year program, TIP students are recommended for a Clear Renewable Level Four Teaching Certificate. If they choose, they may continue in the program and receive the M.Ed. degree and recommendation for a Clear Renewable Level Five Teaching Certificate.

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 (Art, Foreign Language, Health and Physical Education, and Music), and Special Education. This program option is designed for those who do not wish to pursue a Master's degree. Non-degree students must be admitted for graduate study as a Non-degree Certification student (test scores are not required) and must meet all TEP admission requirements. A transcript evaluation by the Certification Coordinator 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, Educational Leadership, School Psychology, and Instructional Technology require completion of the M.Ed. degree. Initial certification in these fields can not be completed as non-degree post-baccalaureate study.

### 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.

(Continued on Next Page)

## **Off-Campus Graduate Offerings**

Courses are offered in Savannah which support M.Ed. programs in Counselor Education, Early Childhood Education, Educational Leadership, Middle Grades Education, select Secondary Education programs, and Special Education, and Ed.S. programs in Counselor Education, Educational Leadership, and Teaching and Learning. Graduate course offerings are also scheduled regularly in Augusta, Brunswick, Dublin, Hinesville, and other off-campus sites. Master's core courses are offered each semester through on-line delivery. 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.

## **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 2.50 (4.0 scale) grade point average or higher on all undergraduate and graduate work.
4. Present a score of no less than 450 on the verbal subtest and a score of no less than 450 on the quantitative subtest of the Graduate Records Examination (GRE), or a score of no less than 44 on the Miller Analogies Test (MAT).

NOTE: Some programs, including Counselor Education, School Psychology, and the Ed.D. programs, have additional admissions requirements;

refer to programs for specific information.

### **Provisional Admission**

If "regular admission" requirements 1., 2., and 3. are met, provisional admission will be granted if the student presents a score of no less than 400 on the verbal subtest and a score of no less than 400 on the quantitative subtest of the GRE, or a score of no less than 35 on the MAT. Provisional admission also may be granted through a program review process if GPA and/or test score criteria are not met; additional materials, including a statement of intent and three reference letters, must be submitted for the program review process.

### **Admission by Appeal**

A student who does not meet the test score 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.

### **Non-Degree Graduate Studies and Endorsements**

Non-degree opportunities are available 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 Certification Coordinator).

Endorsement programs are available in the areas of: English for Speakers of Other Languages (ESOL), Gifted Education, Preschool Handicapped, Reading, Teacher Support Specialist (TSS), and Leadership endorsements. 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.

### **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 a score of no less than 450 on the verbal subtest and a score of no less than 450 on the quantitative subtest of the Graduate Records Examination (GRE), or a score of no less than 49 on the Miller Analogies Test (MAT). 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.

A graduate student who is within six hours of completing a Master's program may enroll for a maximum of three semester hours of graduate credit toward an Ed.S. program provided: (1) a completed application to the Ed.S. program has been submitted to the College of Graduate Studies; (2) except for the degree, the student meets all criteria for unqualified admission to graduate study in the Ed.S. program; (3) permission to enroll in such courses is approved by the College of Graduate Studies upon the recommendation of the graduate faculty Advisor of the Ed.S. program in which the applicant proposes to study; and (4) the total number of hours of course work for the term does not exceed nine hours of graduate credit. 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:**

Provisional admission may be granted through program faculty review if GPA and/or test score criteria for regular admission in the Ed.S. program are not met. Additional materials, including a statement of intent and three reference letters, must be submitted.

### **Admission by Appeal**

A student who does not meet the grade point average and/or test score 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 secured by contacting the College of Graduate Studies.

### **Ed.S. Comprehensive Exit Assessment**

To complete degree requirements for the Ed.S. degree, each student must demonstrate the ability to conduct and present a field-based research project. The student and the graduate faculty Advisor should consider possible research topics that complement the student's career objectives and Program of Study. Upon enrollment in EDUR 8434 - Field-Based Educational Research, the second course in the research sequence, the student is expected to have formulated a research topic and will select three graduate faculty members to serve on an Advisory Team. This team will approve the research topic, mentor the progress of the research, and attend a formal presentation of the research. The team will be comprised of a content area instructor, the student's graduate Advisor, and one member of the student's choice selected with the Advisor's approval. The third member may be from a field outside the student's major area. The research proposal developed in EDUR 8434 will include the statement of the problem, a literature review, and research methodology. In the directed field-based research course specific to the field of study, the student engages in guided field research to develop inquiry and problem-solving skills and implements the proposal developed in EDUR 8434. The instructor, collaborating with the Advisory Team, is responsible for evaluation of the research project/thesis and assigns a final course grade. A formal presentation of the research is made during which the Ed.S. candidate orally shares the research and related findings. The presentation may be up to forty minutes followed by a period when the student's Advisory Team or others attending may make inquiry pertaining to the research being presented. 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 an Emphasis 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.

See program for specific information on admission, Program of Study, and other requirements.

**M.Ed.****ART EDUCATION****36 HOURS**

**Advising:** Department of Art, Foy Fine Arts Building, Dr. Bruce Little, P.O. Box 8032, Statesboro, GA 30460, (912) 681-5291, BLittle752@aol.com, FAX: (912) 681-0514

**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 Art Education.
3. Present a 2.50 or higher GPA on all undergraduate and graduate work.
4. Present a score of no less than 450 on the verbal subtest and a score of no less than 450 on the quantitative subtest of the Graduate Record Examination (GRE), or a score of no less than 44 on the Miller Analogies Test (MAT).

**Provisional**

If "regular admission" requirements 1., 2., and 3. are met, provisional admission will be granted if the student presents a score of no less than 400 on the verbal subtest and a score of no less than 400 on the quantitative subtest of the GRE, or a score of no less than 35 on the MAT. Provisional admission also may be granted through a program review process if GPA and/or test score criteria are not met; additional materials must be submitted for the program review process.

**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)

**Major Requirements ..... 24 Hours**

- ART 7430 - Foundations of Art Education (3)
- ART 7431 - Cultural Diversity Through Art (3)
- ART 7435 - Aesthetics and Criticism in Art Education (3)
- 15 hours of graduate art courses approved by the Advisor. Courses must include a minimum of one Art History and one Studio Art. (15)

**Elective ..... 3 Hours****Other Program Requirements**

- \* Successful completion of the M.Ed. Comprehensive Exit Examination



**M.Ed.**

**BUSINESS EDUCATION**

**36 HOURS**

**Advising:** Department of Teaching and Learning, Dr. Missy Bennett, P.O. Box 8134, Statesboro, GA 30460, (912) 681-0356, mbennett@georgiasouthern.edu, FAX: (912) 681-0026, <http://coe.georgiasouthern.edu/tandl/>

**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 Business Education.
3. Present a 2.50 or higher GPA on all undergraduate and graduate work.
4. Present a score of no less than 450 on the verbal subtest and a score of no less than 450 on the quantitative subtest of the Graduate Record Examination (GRE), or a score of no less than 44 on the Miller Analogies Test (MAT).

**Provisional**

If "regular admission" requirements 1., 2., and 3. are met, provisional admission will be granted if the student presents a score of no less than 400 on the verbal subtest and a score of no less than 400 on the quantitative subtest of the GRE, or a score of no less than 35 on the MAT. Provisional admission also may be granted through a program review process if GPA and/or test score criteria are not met; additional materials must be submitted for the program review process.

**Professional Education Core Requirements ..... 6 Hours**

EDUF 7130 - Learning Theories and Applications (3)

EDUR 7130 - Educational Research (3)

**Specific Requirements ..... 6 Hours**

MSED 7131 - Enhancing Student Performance in the Middle and Secondary Schools (3)

\* SCED 8633 - Seminar in Secondary Education (3)

\* *The capstone course must be taken the last spring semester prior to completing the program.*

**Major Requirements ..... 18-21 Hours**

ITEC 7335 - Web Design and Development (3)

WRIT 5930G - Technical Writing (3)

\* BEED 5130 - Coordination of Vocational Business (3)

12 Hours of Graduate Level Business Courses (12)

\* *Unless taken at the undergraduate level*

**Elective ..... 3-6 Hours**

**Other Program Requirements**

\* Successful Completion of M.Ed. Exit Experience



**M.Ed.**

**COUNSELOR EDUCATION**

**48 HOURS**

**Advising:** Department of Leadership, Technology and Human Development, Dr. Jim Bergin, P.O. Box 8131, Statesboro, GA 30460, (912) 681-0873, jim\_bergin@georgiasouthern.edu, Fax: (912) 486-7104; Dr. Mary Jackson (School Counseling), P. O. Box 8131, Statesboro, GA 30460, (912) 681-5736, mjackson@georgiasouthern.edu, Fax: (912) 486-7104; Dr. Leon Spencer (Community Counseling), P. O. Box 8131, Statesboro, GA 30460, (912) 681-5917, lesponce@georgiasouthern.edu, Fax: (912) 486-7104, <http://coe.georgiasouthern.edu/eltr/dept1.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 emphases/track based on educational background and career goals:

**Emphasis/Track One:** School Counseling - Does not require Professional Level Four Certification for admission. This track is designed for those students who wish to pursue a career in school counseling.

**Emphasis/Track Two:** Community Counseling - This track is designed for those students who seek Counselor preparation for a variety of settings not requiring Level Five Certification in School Counseling for employment.

**Emphasis/Track Three:** Student Services in Higher Education - This track 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 2.50 or higher GPA on all undergraduate and graduate work.
3. Present a score of no less than 450 on the verbal subtest and a score of no less than 450 on the quantitative subtest of the Graduate Record Examination (GRE), or a score of no less than 44 on the Miller Analogies Test (MAT).
4. Complete Counselor Education program application packet (available from Office of Graduate Studies).

**Provisional**

If “regular admission” requirements 1. and 2. are met, provisional admission will be granted if the student presents a score of no less than 400 on the verbal test and a score of no less than 400 on the quantitative subtest of the GRE, or a score of no less than 35 on the MAT. Provisional admission also may be granted through a program review process if GPA and/or test score criteria are not met; additional materials must be submitted for the program review process.

**Adding Field:** Persons with a Level Five Certificate other than School Counseling may earn the School Counselor Level Five Certificate by completing the M.Ed. in Counselor Education. Up to three courses from a previous M.Ed. Program may be applied toward degree requirements. Persons holding a Master’s degree in a counseling field other than School Counseling may add the School Counseling Level Five Certificate by completing a minimum of 18 hours in the Ed.S. Program in Counselor Education. Persons holding an Ed.S. or doctoral degree may add the School Counseling Level Five Certificate by completing a minimum of 39 hours in Counselor Education. Additional courses may be required based on individual evaluation.

**Emphasis/Track One: School Counseling**

**Professional Education Core Requirements ..... 6 Hours**

- EDUF 7130 - Learning Theories and Applications (3)
- EDUR 7130 - Educational Research (3)

**Specific Requirements ..... 33 Hours**

- COUN 7331 - Professional Orientation and Ethics (3)
- 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)
- COUN 7738 - Internship I (3)
- COUN 7739 - Internship II (3)

**School Counseling Requirements ..... 6 Hours**

- COUN 7431 - Consultation and Program Coordination (3)
- COUN 7432 - Developmental Guidance Curriculum (3)

**Electives ..... 3 Hours**

Recommended Elective Courses

**Emphasis/Track Two: Community Counseling**

**Professional Education Core Requirements ..... 6 Hours**

- EDUF 7130 - Learning Theories and Applications (3)
- EDUR 7130 - Educational Research (3)

**Specific Requirements ..... 33 Hours**

- COUN 7331 - Professional Orientation and Ethics (3)
- 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
- COUN 7738 - Internship I
- COUN 7739 - Internship II

**Community Counseling Requirements ..... 6 Hours**

- COUN 7231 - Community Counseling (3)
- COUN 7232 - Addiction Counseling (3) or COUN 7233 - Family Counseling (3)

**Electives ..... 3 Hours**

**Emphasis/Track Three: Student Services in Higher Education**

**Professional Education Core Requirements ..... 6 Hours**

- EDUR 7130 - Educational Research (3)
- EDUR 8131 - Educational Statistics I (3) or COUN 7999 - Thesis (6) or EDUF 7130 - Learning Theories and Applications (3)

**Specific Requirements**

**Counselor Education ..... 15 Hours**

- COUN 7332 - Theories of Counseling (3)
- COUN 7333 - Models and Techniques of Counseling (3)
- COUN 7334 - Group Dynamics (3)
- COUN 7335 - Individual Analysis (3)
- COUN 7336 - Career Counseling (3)

**Higher Education ..... 18 Hours**

- 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)

\* HIED 7799 - Internship II in Higher Education (3)

\* *A non-internship option is available for students who are employed full time in post-secondary settings.*

**Thesis Option ..... 9 Hours**

- COUN 7999 - Thesis (6)
- Elective (3)

\* **Non-Thesis Option ..... 12 Hours**

- COUN 7337 - Cross Cultural Counseling (3)
- ITEC 7530 - Instructional Technology Foundations (3) or ITEC 7335 - Web Design and Development (3)
- EDUF 7130 - Learning Theories and Applications (3)
- Elective (3)

\* *EDUR 8131 - Educational Statistics is not required in this option.*

**Other Program Requirements**

\* Successful Completion of the M.Ed. Comprehensive Exit Examination

**Ed.S.**

**COUNSELOR EDUCATION**

**30 HOURS**

**Advising:** Department of Leadership, Technology and Human Development, Dr. Mary Jackson, P. O. Box 8131, Statesboro, GA 30460, (912) 681-5736, mjackson@georgiasouthern.edu, Fax: (912) 486-7104, <http://coe.georgiasouthern.edu/eltr/dept1.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 a score of no less than 450 on the verbal subtest and a score of no less than 450 on the quantitative subtest of the Graduate Record Examinations (GRE), or a score of no less than 49 on the Miller Analogies Test (MAT).

**Provisional**

Provisional admission may be granted through program faculty review if GPA and/or test score criteria for regular admission in the Ed.S. program are not met, additional materials must be submitted.

**Prerequisites**

EDUR 7130 - Educational Research (3)

**Research Sequence Requirements ..... 9 Hours**

EDUR 8131 - Educational Statistics I (3)

\* EDUR 8434 - Field-based Educational Research (3)

\*\* COUN 8839 - Action Research in Counselor Education (3)

\* *Advisory approval of research topic is a prerequisite to enrolling.*

\*\* *IRB approval of research proposal required before enrolling.*

**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)

**Recommended Counselor Education Electives ..... 9 Hours**

COUN 7231 - Community Counseling (3)

COUN 7232 - Addiction Counseling (3)

COUN 7233 - Family Counseling (3)

COUN 7431 - Consultation and Program Coordination (3)

COUN 7432 - Developmental Guidance Curriculum (3)

COUN 7739 - Internship (3)

COUN 8535 - Organization and Administration of Student Services (3)

COUN 8590 - Selected Topics in Counseling (3)

COUN 8890 - Directed Individual Study (*Advisor Permission Required*) (3)

ESPY 7230 - Developmental Diagnosis of School Age Children (3)

ITEC 8530 - Applications of Instructional Technology (3)

SPED 6130 - Introduction to Special Education (3)

**Other Electives ..... 3 Hours**

Additional electives may be chosen from Counselor Education, Educational Leadership, Higher Education Student Services, Psychology, Sociology, or other areas related to projected work setting.

**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.



**M.Ed.**

**EARLY CHILDHOOD EDUCATION**

**36 HOURS**

**Advising:** Department of Teaching and Learning, Dr. Susan Franks, P.O. Box 8134, (912) 681-0073, sfranks@georgiasouthern.edu, FAX: (912) 681-0026, <http://coe.georgiasouthern.edu/tandl/>

**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 Early Childhood Education (P-5).
3. Present a 2.50 or higher GPA on all undergraduate and graduate work.
4. Present a score of no less than 450 on the verbal subtest and a score of no less than 450 on the quantitative subtest of the Graduate Record Examination (GRE), or a score of no less than 44 on the Miller Analogies Test (MAT).

**Provisional**

If "regular admission" requirements 1., 2., and 3. are met, provisional admission will be granted if the student presents a score of no less than 400 on the verbal subtest and a score of no less than 400 on the quantitative subtest of the GRE, or a score of no less than 35 on the MAT. Provisional admission also may be granted through a program review process if GPA and/or test score criteria are not met; additional materials must be submitted for the program review process.

**Professional Education Core Requirements ..... 9 Hours**

- EDUF 7130 - Learning Theories and Applications (3)
- ECED 7132 - Effective Curriculum and Instruction in Elementary Schools (3)
- EDUR 7130 - Educational Research (3)

**Specialized Content for Teaching ..... 12 Hours**

(12 hours of Professional Education Prerequisites)

- ECED 7230 - Advanced Language Arts Methods (3)
- ECED 7530 - Advanced Social Studies Methods (3)
- ECED 7330 - Advanced Math Methods (3)
- ECED 7430 - Advanced Science Methods (3)

**Culmination Course ..... 3 Hours**

(Professional Education and Specialized Content Prerequisites)

- ECED 7639 - Seminar in P-5 (3)

**Restricted Electives ..... 6 Hours**

Selected from ECED 7232, 7130, 7231, 7331, 8230, 8330, 8430, 8530, 7032/7032S, 7090, ESED 5232G, 5233G, 5234G, READ 7131, 7132, 7330, EDLD 7137, SPED 7631, 7632, or ECED 7138

**Open Electives (approved by advisor) ..... 6 Hours**

**Other Program Requirements:**

- Successful Completion of M.Ed. Exit Experience

**M.Ed.**

**EDUCATIONAL LEADERSHIP**

**36 HOURS**

**Advising:** Department of Leadership, Technology, & Human Development, Dr. Walter Polka, P.O. Box 8131, Statesboro, GA 30460, (912) 681-5600, wpolka@georgiasouthern.edu, Fax: (912) 486-7104, <http://coe.georgiasouthern.edu/eltr/dept1.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.
3. Present a 2.50 or higher GPA on all undergraduate and graduate work.
4. Present a score of no less than 450 on the verbal subtest and a score of no less than 450 on the quantitative subtest of the Graduate Record Examination (GRE), or a score of no less than 44 on the Miller Analogies Test (MAT).

**Provisional**

If “regular admission” requirements 1., 2., and 3. are met, provisional admission will be granted if the student presents a score of no less than 400 on the verbal test and a score of no less than 400 on the quantitative subtest of the GRE, or a score of no less than 35 on the MAT. Provisional admission also may be granted through a program review process if GPA and/or test score criteria are not met; additional materials must be submitted for the program review process.

**Professional Education Core Requirements ..... 12 Hours**

- EDUR 7130 - Educational Research (3)
- EDUF 7130 - Learning Theories and Applications (3)
- EDUC 7130 - Curriculum, Theories and Design (3)
- ITEC 7530 - Instructional Technology for Educators (3) or ITEC 8534 - Instructional Technology for School Leaders (3)

**Specific Requirements ..... 24 Hours**

- EDLD 7132 - General School Administration (3)
- EDLD 7133 - School Law (3)
- EDLD 7234 - Instructional Supervision (3)
- EDLD 7235 - School Business Administration (3)
- EDLD 7236 - School Personnel Administration (3)
- EDLD 7337 - The Principalship (3)
- EDLD 7737 - Supervised Field Experience I (3)
- EDLD 7738 - Supervised Field Experience II (3)

NOTE: Upon evidence of three years of acceptable (Certified) school experience, completion of all M.Ed. degree requirements, and successful completion of the certification test in Educational Leadership (Praxis II), the student will be endorsed for the Renewable Level-5 Certificate in Leadership.

**Other Program Requirements**

- \* Successful Completion of the M.Ed. Comprehensive Exit Examination



**Ed.S. EDUCATIONAL LEADERSHIP 30 HOURS**

(For Students Holding Level 5 Certification and Seeking Level 6 Certification)

**Advising:** Department of Leadership, Technology, & Human Development, Dr. Walter Polka (912) 681-5600, wpolka@georgiasouthern.edu, Fax: (912) 486-7104, <http://coe.georgiasouthern.edu/eltr/dept1.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.
3. Present a 3.25 or higher GPA on all graduate work attempted.
4. Present a score of no less than 450 on the verbal subtest and a score of no less than 450 on the quantitative subtest of the Graduate Record Examination (GRE), or a score of no less than 49 on the Miller Analogies Test (MAT).
5. Have had two years of experience in school work.

**Provisional**

Provisional admission may be granted through program faculty review if GPA and/or test score criteria for regular admission in the Ed.S. program are not met, additional materials must be submitted.

**Prerequisites**

EDUR 7130 - Educational Research (3)

**Research Sequence Requirements ..... 12 Hours**

EDLD 8130 - Educational Evaluation (3)

EDUR 8131 - Educational Statistics I (3)

EDUR 8434 - Field-based Educational Research (3)

EDLD 8839 - Directed Research in Educational Leadership (3)

**Area of Specialization (Selected in Consultation with Advisor) ..... 18 Hours**

EDLD 8135 - Educational Planning (3)

EDLD 8136 - Educational Facilities (3)

EDLD 8230 - The Curriculum Leader (3)

EDLD 8430 - School Finance (3)

EDLD 8436 - Grant Development/Administration (3)

EDLD 8438 - Organizational Leadership (3)

EDLD 8531 - School Public Relations (3)

EDLD 8532 - Policy Studies in Schools (3)

EDLD 8533 - Politics of Education (3)

EDLD 8534 - The Superintendency (3)

\* EDLD 8739 - Advanced Field Experience (3)

\* *Required in Ed.S. Program of Study when the student lacks at least one year of Administrative/Supervisory experience.*

**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.

**CONCENTRATION: 36-39 HOURS**  
**HIGHER EDUCATION ADMINISTRATION**

**Required Research Core ..... 9 Hours**

\* EDUR 8131- Educational Statistics I (3) or EDLD 8130 - Educational Evaluation (3)

\*\* EDUR 8434 - Field-Based Educational Research (3)

EDLD 8839 - Directed Research in Educational Leadership (3)

\* *If equivalent was taken, student may substitute with Advisor approval*

\*\* *Prerequisite: Advisor and committee approval of research topic*

**Higher Education Core ..... 12 Hours**

Selected in consultation with Advisor

**Elective Course work ..... 15 Hours**

Selected in consultation with Advisor

**Other Concentration Requirements**

\* For those students pursuing 18 hours of graduate work in a specific discipline, an additional 3 hours of content course work is required.

**M.Ed.**

**ENGLISH EDUCATION**

**36 HOURS**

**Advising:** Department of Teaching and Learning, Dr. Deborah Thomas, P.O. Box 8134, Statesboro, GA 30460, (912) 486-7691, debthom@georgiasouthern.edu, FAX: (912) 681-0026, <http://coe.georgiasouthern.edu/tandl/>

**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 English Education.
3. Present a 2.50 or higher GPA on all undergraduate and graduate work.
4. Present a score of no less than 450 on the verbal subtest and a score of no less than 450 on the quantitative subtest of the Graduate Record Examination (GRE), or a score of no less than 44 on the Miller Analogies Test (MAT).

**Provisional**

If “regular admission” requirements 1., 2., and 3. are met, provisional admission will be granted if the student presents a score of no less than 400 on the verbal subtest and a score of no less than 400 on the quantitative subtest of the GRE, or a score of no less than 35 on the MAT. Provisional admission also may be granted through a program review process if GPA and/or test score criteria are not met; additional materials must be submitted for the program review process.

**Professional Education Core Requirements ..... 6 Hours**

- EDUF 7130 - Learning Theories and Applications (3)
- EDUR 7130 - Educational Research (3)

**Specific Requirements ..... 12 Hours**

- MSED 7131 Enhancing Student Performance in the Middle and Secondary Schools (3)
- SCED 8633 - Seminar in Secondary Education (3)
- MSED 7332 - Integrated Language Arts for the Middle and Secondary Schools (3) or MSED 7333 - Writing Instruction for the Middle and Secondary Schools (3)
- MSED 7331 - Teaching Early Adolescent/Young Adult Literature (3)

**Major Requirements ..... 15 Hours**

- \* WRIT 5330 - History of the English Language (3) or WRIT 5130 - Modern English Grammar (3)
  - \* WRIT 7130 - Advanced Composition (3)
- 9 hours of Graduate English Courses Approved by the Advisor.  
The Major must Include a Minimum of 6 hours in Writing and 6 Hours in Literature.
- \* *If taken at the undergraduate level, substitute graduate literature course.*

**Elective ..... 3 Hours**

**Other Program Requirements**

- \* Successful Completion of M.Ed. Exit Experience.



**M.Ed.**

**ALTERNATIVE MASTER OF EDUCATION  
FOREIGN LANGUAGE EDUCATION**

**36 HOURS**

**Advising:** College of Education Advisement Center, P.O. Box 8029, Statesboro, GA 30460, (912) 681-0698, [bwray@georgiasouthern.edu](mailto:bwray@georgiasouthern.edu), Fax: (912) 681-5514

**Admission Requirements**

This M.Ed. program provides an alternative route to initial teaching certification for those persons who hold a baccalaureate degree. The total hours in an individual's program of study is dependent on previous course work in the teaching content area; therefore, transcript evaluation by the College of Education Teacher Certification Programs Coordinator 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.

**Regular**

1. Complete requirements for a Bachelor's degree from a regionally accredited institution.
2. Present a transcript evaluation by the College of Education Teacher Certification Programs Coordinator; completion of specified prerequisite course work.
3. Present a 2.50 or higher GPA on all undergraduate and graduate work.
4. Present a score of no less than 450 on the verbal subtest and a score of no less than 450 on the quantitative subtest of the Graduate Record Examination (GRE), or a score of no less than 44 on the Miller Analogies Test (MAT).

**Provisional**

If "regular admission" requirements 1., 2., and 3. are met, provisional admission will be granted if the student presents a score of no less than 400 on the verbal subtest and a score of no less than 400 on the quantitative subtest of the GRE, or a score of no less than 35 on the MAT. Provisional admission also may be granted through a program review process if GPA and/or test score criteria are not met; additional materials must be submitted for the program review process.

**Prerequisites**

Identified through transcript evaluation. Acceptable content courses must meet the 36 hour major field requirements. Previous course work must reflect competence in written language skills, evidenced by grades of "C" or above in freshman composition courses. In order to enter the Alternative Teacher Education Preparation program, students must complete all requisite course work and receive admission to Teacher Education (including a passing score on Praxis I).

**Alternative M.Ed. Program Sequence**

**Step One:** Complete requisite course work (with a 2.75 GPA or higher) for Provisional Certification

- EDUF 7130 - Learning Theories and Applications (3)
- \* ESED 7231 - Foreign Language Curriculum (3)
- 6 hours of Teaching Field Courses in the Major
- \* ESED 6798 - Supervised Practicum (1-3 for those with no previous teaching experience)
- \* ESED 7232 - Foreign Language Methods (3)
- \* SPED 6130 - Introduction to Special Education (3)
- \* *Certification courses not included in the M.Ed. Program of Study*

**Step Two:** Acquire Provisional Certification

1. Pass the Praxis II Test in the appropriate teaching field area.
2. Apply for Provisional Certification from the Georgia Professional Standards Commission (dated and valid for 3 years). Must have teaching position for Provisional Certification (not required to continue in the Alternative M.Ed. Program).

**Step Three:** Complete requisite course work for Level Four Certification (initial clear renewable certificate).

- \* Completion of ESED 679 - Internship: P-12 Programs (3-9) or ESED 4799 - Student Teaching (9)
- \* *Must have **Provisional** Certification and a teaching position in order to enroll in ESED 6799. Credits may vary due to individual needs.*

**Step Four:** Successful completion of admission requirements for M.Ed. degree Program (Regular or Provisional status)

**Step Five:** Clear renewable Level Four Certification recommended to Professional Standards Commission (Regular or Provisional status).

**Step Six:** Complete course work (with a 3.00 or higher GPA) for the M.Ed. degree and Level Five Certification.

- EDUR 7130 - Educational Research (3)
- FREN 5130G - Advanced Grammar (3) or SPAN 7131 - Stylistics in Spanish (3), FREN or SPAN 7130 - Second Language Acquisition (3)
- 9 hours of teaching field courses
- Electives (9)

**Step Seven:** Level Five Certification recommended to the Professional Standards Commission.

**Other Program Requirements**

- \* Successful Completion of M.Ed. Exit Experience



**M.Ed.**

**FRENCH EDUCATION**

**36 HOURS**

**Advising:** Department of Foreign Languages, Dr. David Alley, P.O. Box 8081, Statesboro, GA 30460, (912) 681-0246, dalley@georgiasouthern.edu, Fax: (912) 681-0652

**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 French Education.
3. Present a 2.50 or higher GPA on all undergraduate and graduate work.
4. Present a score of no less than 450 on the verbal subtest and a score of no less than 450 on the quantitative subtest of the Graduate Record Examination (GRE), or a score of no less than 44 on the Miller Analogies Test (MAT).

**Provisional**

If “regular admission” requirements 1., 2., and 3. are met, provisional admission will be granted if the student presents a score of no less than 400 on the verbal subtest and a score of no less than 400 on the quantitative subtest of the GRE, or a score of no less than 35 on the MAT. Provisional admission also may be granted through a program review process if GPA and/or test score criteria are not met; additional materials must be submitted for the program review process.

**Professional Education Core Requirements** ..... **6 Hours**

- EDUR 7130 - Educational Research (3)
- EDUF 7130 - Learning Theories and Applications (3)

**Specific Requirements** ..... **6 Hours**

- ESED 7231 - Foreign Language Curriculum (3)
- ESED 7232 - Foreign Language Methods (3)

**Major Requirements** ..... **15 Hours**

- \* FREN 5130G - Advanced Grammar (3)
- FREN 7130 - Second Language Acquisition in French (3)
- 9 hours of Graduate French Courses approved by the Advisor
- \* *If taken at the undergraduate level, substitute an additional course in French.*

**Electives** ..... **9 Hours**

**Other Program Requirements**

- \* Successful Completion of the M.Ed. Exit Experience

**M.Ed.**

**HEALTH & PHYSICAL EDUCATION**

**36 HOURS**

**Advising:** Jiann-Ping Hsu School of Public Health, Hollis Building, Graduate Program Director, P.O. Box 8076, Statesboro, GA 30460, (912) 486-7666, Fax: (912) 681-0381, [http://chhs.georgiasouthern.edu/health/m\\_he\\_a\\_phys\\_ed.html](http://chhs.georgiasouthern.edu/health/m_he_a_phys_ed.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 Health & Physical Education.
3. Present a 2.50 or higher GPA on all undergraduate and graduate work.
4. Present a score of no less than 450 on the verbal subtest and a score of no less than 450 on the quantitative subtest of the Graduate Record Examination (GRE), or a score of no less than 44 on the Miller Analogies Test (MAT).

**Provisional**

If “regular admission” requirements 1., 2., and 3. are met, provisional admission will be granted if the student presents a score of no less than 400 on the verbal subtest and a score of no less than 400 on the quantitative subtest of the GRE, or a score of no less than 35 on the MAT. Provisional admission also may be granted through a program review process if GPA and/or test score criteria are not met; additional materials must be submitted for the program review process.

**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)

**Major Requirements** ..... **24 Hours**

- EDLD 7137 - Supervising Skills for Teacher Support Specialist (3)
- KINS 7437 - Analysis of Teaching Physical Education (3)
- KINS 8430 - Supervision of Instruction in Physical Education (3)
- KINS 8431 - Curriculum Issues/trends in Physical Education (3)
- 6 hours of Guided Major Health Electives
- 6 hours of Guided Major Kinesiology Electives

**Elective** ..... **3 Hours**

**Other Program Requirements**

- \* Successful Completion of the M.Ed. Comprehensive Exit Examination

**M.Ed.**

**HIGHER EDUCATION ADMINISTRATION**

**36 HOURS**

**Advising:** Department of Leadership, Technology, & Human Development, Dr. Michael D. Richardson, P.O. Box 8131, Statesboro, GA 30460, (912) 486-7267, mdrich@georgiasouthern.edu, Fax: (912) 486-7104, <http://coe.georgiasouthern.edu/eltr/dept1.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.
3. Present a 2.50 or higher GPA on all undergraduate and graduate work.
4. Present a score of no less than 450 on the verbal subtest and a score of no less than 450 on the quantitative subtest of the Graduate Record Examination (GRE), or a score of no less than 44 on the Miller Analogies Test (MAT).

**Provisional**

If "regular admission" requirements 1., 2., and 3. are met, provisional admission will be granted if the student presents a score of no less than 400 on the verbal test and a score of no less than 400 on the quantitative subtest of the GRE, or a score of no less than 35 on the MAT. Provisional admission also may be granted through a program review process if GPA and/or test score criteria are not met; additional materials must be submitted for the program review process.

**Professional Education Core Requirements ..... 9 Hours**

EDUR 7130 - Educational Research (3)

EDUF 7130 - Learning Theories and Applications (3)

ITEC 7335 - Web Design and Development (3) or ITEC 7530 - Instructional Technology Foundations (3) or ITEC 8534 - Instructional Technology for School Leaders (3)

**Higher Education Administration Common Core ..... 12 Hours**

EDLD 7430 - American Higher Education (3)

EDLD 7431 - Higher Education Administration (3)

EDLD 7432 - History of American Education (3)

HIED 7132 - Contemporary College Student (3)

**Elective Course work selected in consultation with advisor, master's level or higher ..... 15 Hours**

**Other Program Requirements**

- \* For those students pursuing 18 hours of graduate work in a specific discipline, an additional 3 hours of elective course work in the teaching discipline is required.
- \* Successful Completion of the M.Ed. Comprehensive Exit Examination

**M.Ed. INSTRUCTIONAL TECHNOLOGY 36 HOURS**

(For Students Seeking Level 5 Certification as a Media Specialist)

**Advising:** Department of Leadership, Technology, & Human Development, Dr. Judi Repman, P.O. Box 8131, Statesboro, GA 30460, (912) 681-5394, jrepman@georgiasouthern.edu, Fax: (912) 486-7104, [http://coe.georgiasouthern.edu/eltr/tech/inst\\_tech/index.htm](http://coe.georgiasouthern.edu/eltr/tech/inst_tech/index.htm)

**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 not holding Level Four Certification may be admitted; however, the program will exceed 36 hours.
3. Present a 2.50 or higher GPA on all undergraduate and graduate work attempted.
4. Present a score of no less than 450 on the verbal subtest and a score of no less than 450 on the quantitative subtest of the Graduate Record Examinations (GRE), or a score of no less than 44 on the Miller Analogies Test (MAT).

**Provisional**

If “regular admission” requirements 1., 2., and 3. are met, provisional admission will be granted if the student presents a score of no less than 400 on the verbal test and a score of no less than 400 on the quantitative subtest of the GRE, or a score of no less than 35 on the MAT. Provisional admission also may be granted through a program review process if GPA and/or test score criteria are not met; additional materials must be submitted for the program review process.

**Prerequisites**

None, if the person possesses or is eligible for a Professional Level Four Certificate or equivalent in a teaching field. If the person does not possess a Professional Level Four Certificate or equivalent in a teaching field, the following courses are required as prerequisites:

- EDUC 7130 - Curriculum Theory and Design (3)
- SPED 6130 - Introduction to Special Education (3)

**Professional Education Core Requirements ..... 6 Hours**

- EDUF 7130 - Learning Theories and Applications (3)
- EDUR 7130 - Educational Research (3)

**Specific Requirements ..... 30 Hours**

- MGED 7331 - Literature for the Early Adolescent (3) or SCED 7331- Young Adult Literature (3) or ECED 7232 - Multimedia Approach to Children’s Literature (3)
- ITEC 7132 - Administration of Instructional Media Program (3)
- ITEC 7134 - Collection Development and Organization (3)
- ITEC 7136 - Reference and Information Sources (3)
- ITEC 7230 - Selection and Development of Instructional Technologies (3)
- ITEC 7430 - Instructional Design (3)
- ITEC 7530 - Instructional Technology Foundations (3)
- ITEC 7535 - Advanced Hardware and Software (3)
- ITEC 7737 - Practicum in Instructional Technology (3)
- ITEC 8530 - Applications of Instructional Technology (3)

**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.

**Director of Media Services Endorsement ..... 9 Hours**

- EDLD 7132 - General School Administration (3)
- EDLD 7234 - Instructional Supervision (3)
- ITEC 8130 - Advanced Media Management and Supervision (3)



**M.Ed. INSTRUCTIONAL TECHNOLOGY 36 HOURS**

(For Students Not Seeking Level 5 Certification as a Media Specialist)

**Advising:** Department of Leadership, Technology, & Human Development, Dr. Judi Repman, P.O. Box 8131, Statesboro, GA 30460, (912) 681-5394, jrepman@georgiasouthern.edu, Fax: (912) 486-7104, [http://coe.georgiasouthern.edu/eltr/tech/inst\\_tech/index.htm](http://coe.georgiasouthern.edu/eltr/tech/inst_tech/index.htm)

Program Intent: This program does not lead to a Level Five Instructional Media Specialist Certification.

**Admission Requirements**

**Regular**

1. Complete requirements for a Bachelor's degree from a regionally accredited institution.
2. Present a 2.50 or higher GPA on all undergraduate and graduate work attempted.
3. Present a score of no less than 450 on the verbal subtest and a score of no less than 450 on the quantitative subtest of the Graduate Record Examination (GRE), or a score of no less than 44 on the Miller Analogies Test (MAT).

**Provisional**

If "regular admission" requirements 1. and 2. are met, provisional admission will be granted if the student presents a score of no less than 400 on the verbal test and a score of no less than 400 on the quantitative subtest of the GRE, or a score of no less than 35 on the MAT. Provisional admission also may be granted through a program review process if GPA and/or test score criteria are not met; additional materials must be submitted for the program review process.

**Professional Education Core Requirements ..... 6 Hours**

- EDUF 7130 - Learning Theories and Applications (3)
- EDUR 7130 - Educational Research (3)

**Specific Requirements ..... 21 Hours**

- ITEC 7230 - Selection and Development of Instructional Technologies (3)
- ITEC 7430 - Instructional Design (3)
- ITEC 7530 - Instructional Technology Foundations (3)
- ITEC 7535 - Advanced Hardware and Software (3)
- ITEC 7738 - Field Experience in Instructional Tech (3)
- ITEC 8434 - Needs Assessment (3) or ITEC 8435 - Program Evaluation (3)
- ITEC 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.

**M.Ed. INSTRUCTIONAL TECHNOLOGY 36 HOURS**

(For students seeking a Master's in Instructional Technology for staff development and training)

**Advising:** Department of Leadership, Technology, & Human Development, Dr. Judi Repman, P.O. Box 8131, Statesboro, GA 30460, (912) 681-5394, jrepman@georgiasouthern.edu, Fax: (912) 486-7104, [http://coe.georgiasouthern.edu/eltr/tech/inst\\_tech/index.htm](http://coe.georgiasouthern.edu/eltr/tech/inst_tech/index.htm)

**Admission Requirements**

**Regular**

1. Completed requirements for a Bachelor's degree from a regionally accredited institution.
2. Present a 2.50 or higher GPA on all undergraduate and graduate work.
3. Present a score of no less than 450 on the verbal subtest and a score of no less than 450 on the quantitative subtest of the Graduate Record Examinations (GRE), or a score of no less than 44 on the Miller Analogies Test (MAT).

**Provisional**

If "regular admission" requirements 1. and 2. are met, provisional admission will be granted if the student presents a score of no less than 400 on the verbal test and a score of no less than 400 on the quantitative subtest of the GRE, or a score of no less than 35 on the MAT. Provisional admission also may be granted through a program review process if GPA and/or test score criteria are not met; additional materials must be submitted for the program review process.

**Professional Education Core Requirements ..... 6 Hours**

- EDUF 7130 - Learning Theories and Applications (3)
- EDUR 7130 - Educational Research (3)

**Specific Requirements ..... 24 Hours**

- ITEC 7230 - Selection and Development of Instructional Technologies (3)
- ITEC 7335 - Web Design and Development (3)
- ITEC 7338 - Internet as an Information Resource (3)
- ITEC 7430 - Instructional Design (3)
- ITEC 7530 - Instructional Technology Foundations (3)
- ITEC 7535 - Advanced Hardware and Software (3)
- ITEC 8532 - Multimedia Authoring (3)
- ITEC 8734 - Applied Distance Education (3)

**Elective ..... 6 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.

**M.Ed. MATHEMATICS EDUCATION 36 HOURS**

**Advising:** Department of Teaching and Learning, Dr. Greg Chamblee, P.O. Box 8134, Statesboro, GA 30460, (912) 871-1917, gchamblee@georgiasouthern.edu, Fax: (912) 681-0026, <http://coe.georgiasouthern.edu/tandl/>

**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 Mathematics Education.
3. Present a 2.50 or higher GPA on all undergraduate and graduate work.
4. Present a score of no less than 450 on the verbal subtest and a score of no less than 450 on the quantitative subtest of the Graduate Record Examination (GRE), or a score of no less than 44 on the Miller Analogies Test (MAT).

**Provisional**

If “regular admission” requirements 1., 2., and 3. are met, provisional admission will be granted if the student presents a score of no less than 400 on the verbal subtest and a score of no less than 400 on the quantitative subtest of the GRE, or a score of no less than 35 on the MAT. Provisional admission also may be granted through a program review process if GPA and/or test score criteria are not met; additional materials must be submitted for the program review process.

**Professional Education Core Requirements ..... 6 Hours**

EDUF 7130 - Learning Theories and Applications (3)

EDUR 7130 - Educational Research (3)

**Specific Requirements ..... 9 Hours**

\* MSED 7131 - Enhancing Student Performance in the Middle and Secondary Schools (3)

MSED 7535 - Teaching Middle Grades and Secondary Mathematics (3)

\*\* SCED 8633 - Seminar in Secondary Education (3)

\* *Prerequisite to MSED 7535*

\*\* *The capstone course must be taken the Spring semester prior to completing the program*

**Major Requirements ..... 18 Hours**

History (0-3 hours required)

\*\*\* MATH 5136 - History of Mathematics (3)

\*\*\* *This course is required if a history of mathematics course was not taken previously. If such a course was taken, then this course is not allowed for credit.*

*Geometry/Algebra/Number Theory (3 hours required)*

MATH 5230G - Advanced Geometry (3)

MATH 5234G - Number Theory (3)

MATH 5334G - Modern Algebra II (3)

MATH 6430 - Fundamental Ideas of Algebra (3)

*Analysis (3 hours required)*

MATH 5332G - Analysis II (3)

MATH 5434G - Functions of a Complex Variable (3)

MATH 6230 - Fundamental Ideas of Calculus (3)

*Applications (3 hours required)*

MATH 5338G - Applied Mathematics (3)

MATH 5438G - Linear Programming (3)

MATH 5539G - Mathematical Models and Applications (3)

MATH 6330 - Fundamental Ideas of Probability (3)

MATH 6432 - Fundamental Ideas of Statistics (3)

STAT 5330G - Mathematical Statistics (3)

*Approved Mathematics Electives (6-9 hours required)*

**Elective ..... 3 Hours**

**Other Program Requirements**

Successful Completion of M.Ed. Exit Experience.

**M.Ed.**

**MIDDLE GRADES EDUCATION**

**36 HOURS**

**Advising:** Department of Teaching and Learning, Dr. Deborah Thomas, P.O. Box 8134, (912) 486-7691, debthom@georgiasouthern.edu, Fax: (912) 681-0026, <http://coe.georgiasouthern.edu/tandl/>

**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 Middle Grades Education.
3. Present a 2.50 or higher GPA on all undergraduate and graduate work.
4. Present a score of no less than 450 on the verbal subtest and a score of no less than 450 on the quantitative subtest of the Graduate Record Examination (GRE), or a score of no less than 44 on the Miller Analogies Test (MAT).

**Provisional**

If "regular admission" requirements 1., 2., and 3. are met, provisional admission will be granted if the student presents a score of no less than 400 on the verbal subtest and a score of no less than 400 on the quantitative subtest of the GRE, or a score of no less than 35 on the MAT. Provisional admission also may be granted through a program review process if GPA and/or test score criteria are not met; additional materials must be submitted for the program review process.

**Professional Education Core Requirements ..... 6 Hours**

EDUR 7130 - Educational Research (3)

EDUF 7130 - Learning Theories and Applications (3)

**Specific Requirements ..... 12 Hours**

MSED 7131 - Enhancing Student Performance in the Middle and Secondary Schools (3)

MGED 8131 - Integrated Curriculum for the Middle Grades (3)

MGED 8132 - Effective Middle Schools (3)

\* MGED 8633 - Seminar in Middle Grades Education (3)

\* Prerequisites: MGED 8131, and MGED 8132. The capstone course must be taken the last fall semester prior to completing the program.

**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.

\*\* *MSED 7535 is required of candidates concentrating in mathematics and is a prerequisite to MSED 7131.*

**Elective ..... 6 Hours**

**Other Program Requirements**

Successful Completion of M.Ed. Exit Experience.

**M.Ed.****ALTERNATIVE MASTER OF EDUCATION  
MIDDLE GRADES EDUCATION****36 HOURS**

**Advising:** College of Education Advisement Center, P.O. Box 8029, Statesboro, GA 30460, (912) 681-0698, bwray@georgiasouthern.edu, Fax: (912) 681-5514.

**Admission Requirements**

This M.Ed. Program provides an alternative route to initial teaching certification for those persons who hold a baccalaureate degree. The total hours in an individual's program of study is dependent on previous course work in the teaching content area; therefore, transcript evaluation by the College of Education Teacher Certification Programs Coordinator 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.

**Regular**

1. Complete requirements for a Bachelor's degree from a regionally accredited institution.
2. Present a transcript evaluation by the College of Education Teacher Certification Programs Coordinator; completion of specified prerequisite course work.
3. Present a 2.50 or higher GPA on all undergraduate and graduate work.
4. Present a score of no less than 450 on the verbal subtest and a score of no less than 450 on the quantitative subtest of the Graduate Record Examination (GRE), or a score of no less than 44 on the Miller Analogies Test (MAT).

**Provisional**

If "regular admission" requirements 1., 2., and 3. are met, provisional admission will be granted if the student presents a score of no less than 400 on the verbal subtest and a score of no less than 400 on the quantitative subtest of the GRE, or a score of no less than 35 on the MAT. Provisional admission also may be granted through a program review process if GPA and/or test score criteria are not met; additional materials must be submitted for the program review process.

**Prerequisites**

Identified through transcript evaluation. Acceptable content courses must meet the 36 hour major field requirements. Previous course work must reflect competence in written language skills, evidenced by grades of "C" or above in Freshman composition courses. In order to enter the Alternative Teacher Education Preparation Program, students must complete all requisite course work and receive admission to Teacher Education (including a passing score on PRAXIS I).

**Alternative M.Ed. Program Sequence:**

**Step One:** Complete requisite course work (with a 2.75 GPA or higher) for Provisional Certification

- EDUF 7130 - Learning Theories and Applications (3)
- \* MGED 6131 - Middle Grades Curriculum (3)
- \* MGED 6132 - Middle Grades Instruction (3)
- \* ESED 6798 - Supervised Practicum (1-3 for those with no previous teaching experience)
- \* SPED 6130 - Introduction to Special Education (3)
- 3 hours of Teaching Field Course in First Concentration
- 3 hours of Teaching Field Course in Second Concentration
- \* *Certification courses not included in the M.Ed. program of study*

**Step Two:** Acquire Provisional Certification

1. Pass the Praxis II test in the appropriate teaching field area.
2. Apply for Provisional Certification from the Georgia Professional Standards Commission (dated and valid for 3 years). Must have teaching position for Provisional Certification (not required to continue in the Alternative M.Ed. Program).

**Step Three:** Complete requisite course work for Level Four Certification (Initial Clear Renewable Certificate)

- \* Completion of MGED 6799 - Internship: Middle Grades (3-9) or MGED - 4799 Student Teaching (9)
- \* *Must have **Provisional** Certification and a teaching position in order to enroll in MGED 6799. Credits may vary due to individual needs.*

**Step Four:** Successful completion of admission requirements for the M.Ed. degree program regular or provisional status)

**Step Five:** Clear Renewable Level Four Certification recommended to Professional Standards Commission (regular or provisional status)

**Step Six:** Complete course work (with a 3.00 or higher GPA) for M.Ed. degree and Level Five Certification

- EDUR 7130 - Educational Research (3)
- MSED 7131 - Enhancing Student Performance in the Middle and Secondary Schools (3)
- MGED 8131 - Integrated Curriculum for Middle Grades (3)
- MGED 8132 - Effective Middle Schools (3)
- 3 hours of Teaching Field Course in First Concentration
- 3 hours of Teaching Field Course in Second Concentration
- 3 hours of Additional Teaching Field Course
- \* MGED 8633 - Seminar in Middle Grades Education (3)
- \* *Prerequisites: MGED 8131 and MGED 8132*
- Electives (6)

**Step Seven:** Level Five Certification Recommended to the Professional Standards Commission.

**Other Program Requirements**

Successful Completion of M.Ed. Exit Experience.

**M.Ed.**

**MUSIC EDUCATION**

See Alternative Master of Education program in Music Education if applicant seeks initial certification.  
 See Master of Music Program (Department of Music) if applicant possesses Professional Level Four Certificate or equivalent in Music Education.

**M.Ed.**

**ALTERNATIVE MASTER OF EDUCATION  
 MUSIC EDUCATION**

**36 HOURS**

**Advising:** Department of Teaching & Learning, Dr. Ronnie Sheppard, P.O. Box 8134, Statesboro, GA 30460, (912) 681-5203, sheppard@georgiasouthern.edu, Fax: (912) 681-0026.

**Admission Requirements**

This M.Ed. Program provides an alternative route to initial teaching certification for those persons who hold a baccalaureate degree. The total hours in an individual's program of study is dependent on previous course work in the teaching content area; therefore, transcript evaluation by the College of Education Teacher Certification Programs Coordinator 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.

**Regular**

1. Complete requirements for a bachelor's degree from a regionally accredited institution.
2. Present a transcript evaluation by the College of Education Teacher Certification Programs Coordinator; completion of specified prerequisite course work.
3. Present a 2.50 or higher GPA on all undergraduate and graduate work.
4. Present a score of no less than 450 on the verbal subtest and a score of no less than 450 on the quantitative subtest of the Graduate Record Examination (GRE), or a score of no less than 44 on the Miller Analogies Test (MAT).

**Provisional**

If "regular admission" requirements 1., 2., and 3. are met, provisional admission will be granted if the student presents a score of no less than 400 on the verbal subtest and a score of no less than 400 on the quantitative subtest of the GRE, or a score of no less than 35 on the MAT. Provisional admission also may be granted through a program review process if GPA and/or test score criteria are not met; additional materials must be submitted for the program review process.

**Prerequisites**

Identified through transcript evaluation. Acceptable content courses must meet the 36 hour major field requirements. Previous course work must reflect competence in written language skills, evidenced by grades of "C" or above in Freshman composition courses. In order to enter the Alternative Teacher Education Preparation Program, students must complete all requisites course work and receive Admission to Teacher Education (including a passing score on PRAXIS I).

**Alternative M.Ed. Program Sequence:**

**Step One:** Complete requisite course work (with a 2.75 or higher GPA) for Provisional Certification

- EDUF 7130 - Learning Theories and Applications (3)
- \* SCED 6131 - Secondary/P-12 Curriculum (3)
- \* SCED 6132 - Methods for Secondary/P-12 (3)
- \* SPED 6130 - Introduction to Special Education (3)
- MUSC 7231 - History and Philosophy of Music Education (3)
- MUSC 7431 - Advanced Choral Techniques and Materials (3) or MUSC 7433 - Advanced Instrumental Techniques and Materials (3)
- \* ESED 6798 - Supervised Practicum (1-3 for those with no previous teaching experience)
- \* *Certification courses not included in the M.Ed. Program of Study*

**Step Two:** Acquire Provisional Certification

1. Pass the PRAXIS II Test in the appropriate teaching field area.
2. Apply for Provisional Certification from the Georgia Professional Standards Commission (dated and valid for 3 years). Must have teaching position for Provisional Certification; not required to continue in the Alternative M.Ed. Program.

**Step Three:** Complete requisite course work for Level Four Certification (initial Clear Renewable Certificate).

- \* Completion of ESED 6799 - Internship: P-12 Programs (3-9) or ESED 4799 - Student Teaching (9)
- \* *Must have **Provisional** Certification and a teaching position in order to enroll in ESED 6799. Credits may vary due to individual needs.*

**Step Four:** Successful completion of admission requirements for the M.Ed. degree program (regular or provisional status).

**Step Five:** Clear Renewable Level Four Certification recommended to Professional Standards Commission (regular or provisional status).

**Step Six:** Complete course work (with a 3.00 or higher GPA) for the M.Ed. degree and Level Five Certification.

- 3 hours of Music Theory or Composition Elective
- 3 hours of Music History or Literature Elective
- EDUC 7130 - Curriculum Theories and Design (3)
- EDUR 7130 - Educational Research (3)
- MUSC 6131 - Music Reference Tools and Resources (3)
- MUSC 6531 - Technology in Music (3)
- MUSC 7432 - Choral Literature (3) or MUSC 7434 - Band Literature (3)

**Electives** ..... **3 Hours**

*Three Hours Selected From:*

- MUSC 7234 - 20<sup>th</sup> Century Music Methods (3)
- MUSC 7331 - Advanced Analytical Techniques (3)
- MUSC 7334 - Advanced Choral Arranging (3)
- MUSC 7435 - Marching Band Techniques (3)
- MUSC 7531 - Advanced Band Techniques (3)

**Step Seven:** Level Five Certification recommended to the Professional Standards Commission.

**Other Program Requirements**

- Successful completion of M.Ed. Comprehensive Exit Examination



**M.Ed.**

**READING EDUCATION**

**36 HOURS**

**Advising:** Department of Curriculum, Foundations, and Reading, Dr. Michael McKenna, P. O. Box 8144, Statesboro, GA 30460, (912) 681-2559, mmckenna@georgiasouthern.edu, Fax: (912) 681-5382, <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 2.50 or higher GPA on all undergraduate and graduate work.
4. Present a score of no less than 450 on the verbal subtest and a score of no less than 450 on the quantitative subtest of the Graduate Record Examination (GRE), or a score of no less than 44 on the Miller Analogies Test (MAT).

**Provisional**

If “regular admission” requirements 1., 2., and 3. are met, provisional admission will be granted if the student presents a score of no less than 400 on the verbal subtest and a score of no less than 400 on the quantitative subtest of the GRE, or a score of no less than 35 on the MAT. Provisional admission also may be granted through a program review process if GPA and/or test score criteria are not met; additional materials must be submitted for the program review process.

**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**

9 hours selected from: ENGL 5135G, 5232G, 5534G, 5535G; ECED 7230, 7231, 7232; MSED 7331, 7332, 7333, 7334; MGED 8331; SPED 7136; WRIT 5130G, 5230G, 5330G, 5530G

**Free Electives ..... 6 Hours**



**M.Ed.**

**SCHOOL PSYCHOLOGY**

**36 HOURS**

**Advising:** Department of Leadership, Technology & Human Development, Dr. Robert A. Martin, P.O. Box 8131, Statesboro, GA 30460, (912) 681-5051, bobmart@georgiasouthern.edu, Fax: (912) 486-7104, <http://coe.georgiasouthern.edu/eltr/dept1.html>

**Program Intent:** This program prepares psychologists to serve children and adolescents with learning, behavioral, or emotional problems in educational settings. The M.Ed. degree may be obtained after the successful completion of the prescribed program of study; however, the Level Six Certificate in School Psychology is required for Professional Certification in Georgia. Successful completion of the combined Master's and Specialist programs and an acceptable score on the PRAXIS II examination in School Psychology are required for the Renewable Level Six Certificate. Level Four Certification is not required for admission.

**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 2.50 or higher GPA on all undergraduate and graduate work.
3. Present a score of no less than 450 on the verbal subtest and a score of no less than 450 on the quantitative subtest of the Graduate Record Examination (GRE), or a score of no less than 44 on the Miller Analogies Test (MAT).
4. Additional admission requirements as specified by program.

**Provisional**

If "regular admission" requirements 1. and 2. are met, provisional admission will be granted if the student presents a score of no less than 400 on the verbal test and a score of no less than 400 on the quantitative subtest of the GRE, or a score of no less than 35 on the MAT. Provisional admission also may be granted through a program review process if GPA and/or test score criteria are not met; additional materials must be submitted for the program review process.

**Prerequisites**

SPED 2120 - Introduction to Special Education (2) or SPED 6130 - Introduction to Special Education (3)

**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 ..... 27 Hours**

- COUN 7332 - Theories of Counseling (3)
- COUN 7338 - Life Span Development (3) or PSYC 7331 - Advanced Developmental Psychology (3)
- EDUF 7235 - Multicultural Education (3)
- ESPY 7130 - Professional School Psychology (3)
- ESPY 7131 - Behavioral Interventions (3)
- ESPY 7230 - Developmental Diagnosis of School-aged Children (3)
- ESPY 7132 - Interpretation of Psychoeducational Tests (3) or SPED 6230 - Assessment in Special Education (3)
- ITEC 7430 - Instructional Design (3)
- PSYC 7236 - Neuropsychology (3)

**Other Program Requirements**

Successful Completion of M.Ed. Comprehensive Exit Examination

**Ed.S. SCHOOL PSYCHOLOGY 33 HOURS**

**Advising:** Department of Leadership, Technology & Human Development, Dr. Robert A. Martin, P.O. Box 8131, Statesboro, GA 30460, (912) 681-5051, bobmart@georgiasouthern.edu, Fax: (912) 486-7104, <http://coe.georgiasouthern.edu/eltr/dept1.html>

**Program Intent:** 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 PRAXIS examination in School Psychology.

**Admission Requirements**

**Regular**

1. Complete requirements for a master’s degree in School Psychology or equivalent.
2. Present a 3.25 or higher GPA on all graduate work attempted.
3. Present a score of no less than 450 on the verbal subtest and a score of no less than 450 on the quantitative subtest of the Graduate Record Examination (GRE), or a score of no less than 49 on the Miller Analogies Test (MAT).
4. Additional admission requirements as specified by program.

**Provisional**

Provisional admission may be granted through program faculty review if GPA and/or test score criteria for regular admission in the Ed.S. program are not met, additional materials must be submitted.

**Prerequisite**

Master of Education in School Psychology or equivalent degree and content

**Research Sequence Requirements ..... 9 Hours**

- EDUR 8131 - Educational Statistics I (3)
- EDUR 8434 - Field-based Educational Research (3)
- ESPY 8839 - Action Research in Education (3)

**Specialized Content ..... 15 Hours**

- COUN 8534 - Vocational Assessment (3) or SPED 7137 - Life Span Issues in Special Education (3) or ESPY 8130 - Curriculum Based Assessment (3)
- ESPY 8131 - Individual Intellectual Assessment (3)
- ESPY 8132 - Advanced Individual Assessment (3)
- ESPY 8230 - Consulting in Educational Settings (3)
- ESPY 8631 - Seminar in School Psychology (3)

**Applied Content ..... 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 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.

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

**M.Ed. SCIENCE EDUCATION 36 HOURS**

**Advising:** Department of Teaching and Learning, Dr. Missy Bennett, P.O. Box 8134, Statesboro, GA 30460, (912) 681-0356, mbennett@georgiasouthern.edu, Fax: (912) 681-0026, <http://coe.georgiasouthern.edu/tandl/>

**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 Middle Grades Education.
3. Present a 2.50 or higher GPA on all undergraduate and graduate work.
4. Present a score of no less than 450 on the verbal subtest and a score of no less than 450 on the quantitative subtest of the Graduate Record Examination (GRE), or a score of no less than 44 on the Miller Analogies Test (MAT).

**Provisional**

If “regular admission” requirements 1., 2., and 3. are met, provisional admission will be granted if the student presents a score of no less than 400 on the verbal subtest and a score of no less than 400 on the quantitative subtest of the GRE, or a score of no less than 35 on the MAT. Provisional admission also may be granted through a program review process if GPA and/or test score criteria are not met; additional materials must be submitted for the program review process.

**Professional Education Core Requirements ..... 6 Hours**

- EDUF 7130- Learning Theories and Applications (3)
- EDUR 7130- Educational Research (3)

**Specific Requirements ..... 9 Hours**

- MSED 7131 - Enhancing Student Performance in the Middle and Secondary Schools (3)
- MSED 7232 - Teaching the Great Ideas in Science I (3) or SCED 7232- Teaching Science in the Secondary School (3)
- SCED 8633- Seminar in Secondary Education (3)

**Major Requirements ..... 18 Hours**

18 hours of graduate science courses approved by the advisor. Courses must include three science areas from: physics, biology, earth-space science, and chemistry.

**Elective ..... 3 Hours**

**Other Program Requirements**

Successful Completion of M.Ed. Exit Experience.

**M.Ed.**

**ALTERNATIVE MASTER OF EDUCATION**

**36 HOURS**

**SECONDARY EDUCATION - English, Mathematics, Science or Social Science**

**Advising:** College of Education Advisement Center, P.O. Box 8029, Statesboro, GA 30460, (912) 681-0698, [bwray@georgiasouthern.edu](mailto:bwray@georgiasouthern.edu), Fax: (912) 681-5514

**Admission Requirements**

This M.Ed. Program provides an alternative route to initial teaching certification for those persons who hold a baccalaureate degree. The total hours in an individual's program of study is dependent on previous course work in the teaching content area; therefore, transcript evaluation by the College of Education Teacher Certification Programs Coordinator 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.

**Regular**

1. Complete requirements for a bachelor's degree from a regionally accredited institution.
2. Present a transcript evaluation by the College of Education Teacher Certification Programs Coordinator; completion of specified prerequisite course work.
3. Present a 2.50 or higher GPA on all undergraduate and graduate work.
4. Present a score of no less than 450 on the verbal subtest and a score of no less than 450 on the quantitative subtest of the Graduate Record Examination (GRE), or a score of no less than 44 on the Miller Analogies Test (MAT).

**Provisional**

If "regular admission" requirements 1., 2., and 3. are met, provisional admission will be granted if the student presents a score of no less than 400 on the verbal subtest and a score of no less than 400 on the quantitative subtest of the GRE, or a score of no less than 35 on the MAT. Provisional admission also may be granted through a program review process if GPA and/or test score criteria are not met; additional materials must be submitted for the program review process.

**Prerequisites**

Identified through transcript evaluation. Acceptable content courses must meet the 36 hour major field requirements. Previous course work must reflect competence in written language skills, evidenced by grades of "C" or above in freshman composition courses. In order to enter the Alternative Teacher Education Preparation Program, students must complete all requisite course work and receive Admission to Teacher Education (including a passing score on PRAXIS I).

**Alternative M.Ed. Program Sequence**

**Step One:** Complete requisite course work (with a 3.00 or higher GPA) for Provisional Certification

EDUF 7130 - Learning Theories and Applications (3)

\* SCED 6131 - Secondary/P-12 Curriculum (3)

\* SCED 6132 - Methods for the Secondary/P-12 (3)

\* ESED 6798 - Supervised Practicum (1-3 for those who have no previous teaching experience)

SPED 6130 - Introduction to Special Education (3)

6 hours of Teaching Field Course in the Major

\* *Certification courses not included in the M.Ed. Program of Study*

**Step Two:** Acquire Provisional Certification

1. Pass the PRAXIS II test in the appropriate teaching field area.

2. Apply for Provisional Certification from the Georgia Professional Standards Commission (dated and valid for 3 years).

3. Must have teaching position for Provisional Certification (not required to continue in the Alternative M.Ed. Program).

**Step Three:** Complete requisite course work for Level Four Certification (Initial Clear Renewable Certificate)

\* Completion of SCED - 6799 Internship: Secondary (3-9) or SCED 4799 - Student Teaching (9)

\* *Must have **Provisional** Certification and a teaching position in order to enroll in SCED 6799. Credits may vary due to individual needs.*

**Step Four:** Successful completion of admission requirements for M.Ed. degree program (regular or provisional status)

**Step Five:** Clear Renewable Level Four Certification recommended to Georgia Professional Standards Commission (regular or provisional status).

**Step Six:** Complete course work (with a 3.0 or higher GPA) for the M.Ed. degree program and Level Five Certification.

EDUR 7130 - Educational Research (3)

MSED 7131 - Enhancing Student Performance in the Middle and Secondary Schools (3)

Appropriate Advanced Methods Course (Dependent on Requirement of Specific Program Area; 3 hours)

12 hours of Teaching Field Courses

SCED 8633 - Seminar in Secondary Education (3)

Elective (3)

**Step Seven:** Level Five Certification Recommended to the Professional Standards Commission.

**Other Program Requirements**

Successful Completion of M.Ed. Exit Experience.

**M.Ed. SOCIAL SCIENCE EDUCATION 36 HOURS**

**Advising:** Department of Teaching and Learning, Dr. Robert Stevens, P.O. Box 8134, Statesboro, GA 30460, (912) 681-5701, robstev@georgiasouthern.edu, Fax: (912) 681-5701, <http://coe.georgiasouthern.edu/tandl/>

**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 Social Science Education.
3. Present a 2.50 or higher GPA on all undergraduate and graduate work.
4. Present a score of no less than 450 on the verbal subtest and a score of no less than 450 on the quantitative subtest of the Graduate Record Examination (GRE), or a score of no less than 44 on the Miller Analogies Test (MAT).

**Provisional**

If “regular admission” requirements 1., 2., and 3. are met, provisional admission will be granted if the student presents a score of no less than 400 on the verbal subtest and a score of no less than 400 on the quantitative subtest of the GRE, or a score of no less than 35 on the MAT. Provisional admission also may be granted through a program review process if GPA and/or test score criteria are not met; additional materials must be submitted for the program review process.

**Professional Education Core Requirements ..... 6 Hours**

EDUF 7130 - Learning Theories and Applications (3)

EDUR 7130 - Educational Research (3)

**Specific Requirements ..... 9 Hours**

MSED 7131 - Enhancing Student Performance in the Middle and Secondary Schools (3)

MSED 7432 - Teaching Social Studies in the Middle and Secondary Schools (3)

SCED 8633 - Seminar in Secondary Education (3)

**Major Requirements ..... 18 Hours**

18 hours of graduate social science courses approved by the advisor. Courses must include four social science areas selected from history, behavioral science, geography, political science, and economics.

**Elective ..... 3 Hours**

**Other Program Requirements**

Successful Completion of M.Ed. Exit Experience

**M.Ed. SPANISH EDUCATION 36 HOURS**

**Advising:** Department of Foreign Languages, Dr. David Alley, P.O. Box 8081, Statesboro, GA 30460, (912) 681-0246, dalley@georgiasouthern.edu, Fax: (912) 681-0652

**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 Spanish Education.
3. Present a 2.50 or higher GPA on all undergraduate and graduate work.
4. Present a score of no less than 450 on the verbal subtest and a score of no less than 450 on the quantitative subtest of the Graduate Record Examination (GRE), or a score of no less than 44 on the Miller Analogies Test (MAT).

**Provisional**

If “regular admission” requirements 1., 2., and 3. are met, provisional admission will be granted if the student presents a score of no less than 400 on the verbal subtest and a score of no less than 400 on the quantitative subtest of the GRE, or a score of no less than 35 on the MAT. Provisional admission also may be granted through a program review process if GPA and/or test score criteria are not met; additional materials must be submitted for the program review process.

**Professional Education Core Requirements ..... 6 Hours**

EDUF 7130 - Learning Theories and Applications (3)

EDUR 7130 - Educational Research (3)

**Specific Requirements ..... 6 Hours**

ESED 7231 - Foreign Language Curriculum (3)

ESED 7232 - Foreign Language Methods (3)

**Major Requirements ..... 15 Hours**

\* SPAN 7130 - Second Language Acquisition in Spanish (3)

SPAN 7131 - Stylistics in Spanish (3)

9 hours of graduate Spanish courses approved by the Advisor

\* *If taken at the undergraduate level, substitute an additional course in Spanish.*

**Electives ..... 9 Hours**

**Other Program Requirements**

Successful completion of the M.Ed. Exit Experience.

**M.Ed.**

**SPECIAL EDUCATION**

**33 HOURS**

**Advising:** Department of Teaching and Learning, Dr. Maggie LaMontagne, P.O. Box 8134, Statesboro, GA 30460, (912) 681-0353, lamontag@georgiasouthern.edu, FAX: (912) 486-7104, <http://coe.georgiasouthern.edu/tandl/>

**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 Special Education. Persons may be admitted into the program with Level Four Certification in a teaching field other than Special Education if prerequisite course work is completed.
3. Present a 2.50 or higher GPA on all undergraduate and graduate work.
4. Present a score of no less than 450 on the verbal subtest and a score of no less than 450 on the quantitative subtest of the Graduate Record Examination (GRE), or a score of no less than 44 on the Miller Analogies Test (MAT).

**Provisional**

If "regular admission" requirements 1., 2., and 3. are met, provisional admission will be granted if the student presents a score of no less than 400 on the verbal subtest and a score of no less than 400 on the quantitative subtest of the GRE, or a score of no less than 35 on the MAT. Provisional admission also may be granted through a program review process if GPA and/or test score criteria are not met; additional materials must be submitted for the program review process.

In addition to the above requirements, all new master's level students must schedule and meet with their assigned Special Education Advisor for a brief interview and orientation meeting prior to their first semester of course work in order to meet the registration requirements of the program.

**Prerequisites**

- \* PSYC 3330 - Abnormal Psychology (3)  
    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 in Special Education (3)  
    SPED 6330 - Classroom Management (3)
- \* *Prerequisite for M.Ed. in Special Education with a focus in Behavior Disorder, only program.*

**Program of Study for Certification Areas**

**Professional Education Core Requirements ..... 6 Hours**

- EDUR 7130 - Educational Research (3)
- EDUF 7130 - Learning Theories and Applications (3)

**Specialized Content for Teaching ..... 15 Hours**

- ITEC 7530 - Instructional Technology Foundations (3) or ITEC 8530 - Application of Instructional Technology (3)
- SPED 7136 - Language Development (3)
- SPED 7133 - Collaboration Across the Life Span (3)
- SPED 7630 - Seminar in Special Education (3)
- SPED 7736 - Internship (3)

**Specialized Area of Emphasis Courses ..... 6 Hours**

6 hours in courses specific to the certification area: Behavior Disorders, Interrelated Disabilities, Learning Disabilities, or Mental Retardation (must have Advisor approval)

**Electives ..... 6 Hours**

NOTE: Interrelated certification may be earned and/or endorsements may be added in Gifted Education and Preschool Handicapped through selected course work; however, program may exceed 36 semester hours.

**Other Program Requirements**

- Successful completion of the M.Ed. Comprehensive Exit Examination

**Ed.S. TEACHING AND LEARNING 30 HOURS**

**Advising:** Department of Teaching and Learning, Dr. Ronnie Sheppard, P.O. Box 8134, Statesboro, GA 30460, (912) 681-5203, sheppard@georgiasouthern.edu, FAX: (912) 681-0026, <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, or a Secondary Education program area.
3. Present a 3.25 or higher GPA on all graduate work attempted.
4. Present a score of no less than 450 on the verbal subtest and a score of no less than 450 on the quantitative subtest of the Graduate Record Examination (GRE), or a score of no less than 49 on the Miller Analogies Test (MAT)

**Provisional**

Provisional admission may be granted through program faculty review if GPA and/or test score criteria for regular admission in the Ed.S. program are not met, additional materials must be submitted.

**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)

+ ITEC 8231 - Transforming Learning with Technology (3)

+ ESED 8131 - Teacher Leadership (3)

+ ESED 8132 - Curriculum and Instruction (3)

**++ Emphasis Area (or) Electives ..... 9 Hours**

\* *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*

++ *Candidates may select an emphasis from one of the following areas: Science Education, Mathematics Education, Social Science Education, English Education, Technology Education, Business Education, Instructional Technology, Reading Education, Art Education, Music Education, Health & Physical Education, Foreign Language Education, Middle Grades Education, Special Education, or Early Childhood Education. An emphasis area is not required.*

**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 research paper.

**M.Ed. TECHNOLOGY EDUCATION 36 HOURS**

**Advising:** Department of Teaching and Learning, Dr. Creighton Alexander, P.O. Box 8134, Statesboro, GA 30460, (912) 871-1549, calexand@georgiasouthern.edu, FAX: (912) 871-1549, <http://coe.georgiasouthern.edu/tandl/>

**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 Technology Education.
3. Present a 2.50 or higher GPA on all undergraduate and graduate work.
4. Present a score of no less than 450 on the verbal subtest and a score of no less than 450 on the quantitative subtest of the Graduate Record Examination (GRE), or a score of no less than 44 on the Miller Analogies Test (MAT).

**Provisional**

If "regular admission" requirements 1., 2., and 3. are met, provisional admission will be granted if the student presents a score of no less than 400 on the verbal subtest and a score of no less than 400 on the quantitative subtest of the GRE, or a score of no less than 35 on the MAT. Provisional admission also may be granted through a program review process if GPA and/or test score criteria are not met; additional materials must be submitted for the program review process.

**Professional Education Core Requirements ..... 6 Hours**

EDUR 7130 - Educational Research (3)

EDUF 7130 - Learning Theories and Applications (3)

**Specific Requirements ..... 3 Hours**

MSED 7131 - Enhancing Student Performance in the Middle and Secondary Schools (3)

**Major Requirements ..... 18 Hours**

TCED 7131 - Organizing and Implementing Programs of Technology Education (3)

TCED 7132 - Designs for Technology Education Teachers (3)

12 hours of graduate courses approved by the Advisor, which includes a minimum of two cluster areas from communication, manufacturing, construction, and transportation.

**Electives ..... 9 Hours****Other Program Requirements**

Successful Completion of M.Ed. Exit Experience.

## Ed.D.

## EDUCATIONAL ADMINISTRATION

75 semester hours beyond Master's including dissertation; 66 semester hours of course work

**Advising:** Department of Leadership, Technology & Human Development, Dr. James Burnham, P.O. Box 8131, Statesboro, GA 30460, (912) 681-5567, [jburnham@georgiasouthern.edu](mailto:jburnham@georgiasouthern.edu), FAX: (912) 486-7104, <http://coe.georgiasouthern.edu/eltr/dept1.html>

### Admission Requirements

Applicants who wish to pursue advanced professional preparation in Educational Administration beyond the Specialist degree, 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.

### 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. Applicants who anticipate eventual endorsement for the Level Six and Level Seven Certificates in Educational Leadership should hold the Georgia Level Five Certificate at the point of admission.
3. Present a minimum grade point average of 3.50 (4.0 scale) in previous graduate work.
4. Hold an administrative or supervisory position at the P-12 or post-secondary level. Alternate admission criteria are applied when the applicant is not so employed.
5. Present scores from the Graduate Records Examination (GRE) or the Miller Analogies Test (MAT).
6. Submission of four professional references which attest to the applicant's potential for success in a doctoral program and for executive leadership in education.
7. Submission of a personal statement which outlines the applicant's future direction and how the degree will benefit the applicant.
8. Submission of a brief, two-page resume which highlights the achievements of the applicant.
9. Successful interview, if requested.

### The final phase of the admission process will require adherence to the following procedures:

1. Applicant credentials are rated by Educational Leadership (EDL) 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 may be required to interview with EDL Faculty. The interview would explore their potential for leadership in educational organizations, qualifications for doctoral study, their career aspirations, their visions for education, and their thoughts on topics for doctoral level study.
4. A writing sample may be required.
5. Educational leadership faculty, meeting as a committee of the whole, make recommendations on candidates for each cohort.
6. Faculty recommendations are forwarded to the College of Graduate Studies.

**Residency:** The Ed.D. degree presupposes a minimum of five semesters of continuous study beyond the Specialist Degree and cannot be secured through summer study alone. At least six semester hours must be completed during each of two semesters to satisfy full-time residency requirements at Georgia Southern University (semesters do not have to be consecutive).

**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 comprehensive examinations and being admitted to degree candidacy will be withdrawn from the program, or must retake comprehensive examinations to be reinstated.

**Grade Average:** A student must maintain at least a 3.50 (B) GPA on all graduate courses taken and on all courses on the Program of Study.

**Supervisory Committee.** Before the end of the first year of study of a prospective candidate for the Ed.D. degree, the Dean of the College of Graduate Studies shall, upon the recommendation of the program coordinator offering the degree, appoint a Supervisory Committee for the student. The committee will consist of a major professor, who will serve as committee chairperson, and three additional members. The chair of the Supervisory Committee must meet all requirements established by the College of Graduate Studies for directing doctoral dissertations. All members of the committee must have graduate faculty status. Department recommendations for committee membership, and any necessary replacements, shall be determined by procedures established by the majority of the graduate faculty of that program. The Supervisory Committee, in consultation with the student, is charged with planning and approving the student's Program of Study. It is also charged with approving a subject for the dissertation, and approving the student's oral defenses of his/her research. The committee will advise the student of the skills and understandings required both in content and inquiry/research areas.

**Program of Study.** A preliminary Program of Study based on a minimum of seventy-five semester hours beyond the Master's degree, will be submitted to the Supervising Committee Chair (i.e., the major professor) by the end of the student's first semester of study. The preliminary program must be developed by the Committee Chair and the doctoral student. A total of 30 semester hours of course work, exclusive of dissertation credit, must be taken at Georgia Southern University at the doctoral level. A final Program of Study must be approved by the Supervisory Committee, the Department Chair, and the Dean of the College of Graduate Studies before application for admission to degree candidacy. The final Program of Study submitted prior to graduation must show all graduate courses relevant to the Ed.D. program (Specialist and transfer credit), and not just courses satisfying minimum degree requirements. A minimum of nine semester hours of dissertation credit must be included in the Program of Study. Program faculty will evaluate carefully and fully each doctoral student's progress at the end of each year of study to advise the student whether or not to continue in the program.

(Continued on Next Page)



**Comprehensive/Qualifying Examinations.** A student must pass formal, comprehensive written and/or oral examinations before being admitted to candidacy for the degree. These examinations will be administered in accordance with policies in effect in the College of Graduate Studies and the student's department. The oral examination will be an inclusive examination within the student's field of study. Following each examination, written and/or oral, each member of the Supervisory Committee will cast a written vote of "pass" or "fail" on the examination. At least three out of a possible four positive votes are required to pass each examination. The results of both examinations will be reported to the College of Graduate Studies. If a student fails the comprehensive examination for a second time, he/she will be removed from the program.

**Admission to Degree Candidacy.** The student is responsible for initiating an application for admission to degree candidacy so that it is filed with the College of Graduate Studies at least two semesters 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:

- a. all prerequisites set as a condition for admission have been met;
- b. all inquiry/research skill requirements have been met;
- c. the final Program of Study has been approved by the Supervisory Committee, the Department Chair, and the Dean of the College of Graduate Studies;
- d. a grade point average of 3.50 (B) 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 (2.0) may be placed on the final Program of Study;
- e. written and/or oral comprehensive examinations have been passed and reported to the College of Graduate Studies;
- f. the Supervising Committee, including any necessary changes in the membership, is confirmed and all its members have been notified of their appointments; and
- g. the residency requirement has been met.

The Supervisory Committee Chair has the primary responsibility for guiding the student's research, but the student should regularly consult all members to draw upon their expertise in relevant areas. After admission to degree candidacy, a student must register for a minimum of nine semester hours. Students in the Ed.D. degree program in Educational Administration must enroll in EDLD 9999-Dissertation. Students must be enrolled for a minimum of three semester hours of credit in any semester when using University facilities or staff time. Students must be continuously enrolled (fall and spring semesters) in EDLD 9999 after Admission to Candidacy.

**Dissertation Planning.** The dissertation preprospectus and prospectus for the Ed.D. degree in Educational Administration will be defended by the candidate upon completion of all prerequisite course work. It is possible that the composition of the student's Supervisory Committee may change to ensure that faculty members are knowledgeable in the areas of the student's research. If changes in the composition of the original committee are in order, all affected parties will be notified, including the Dean of the College of Graduate Studies. The Supervisory Committee Chair and the committee membership will guide the student in planning the dissertation. When the Committee Chair certifies that the dissertation prospectus is satisfactory, it must be formally considered by the Supervisory Committee at a meeting with the student. Following the meeting, each committee member will cast a written vote of "pass", "fail," or "pass with modifications." At least three out of a possible four positive votes are required for approval. Their signatures on the appropriate form, with a final copy of the approved prospectus, will be filed in the department office. A copy of the approval/disapproval form will be forwarded to the College of Graduate Studies. If a student fails any stage of the dissertation process (preprospectus, prospectus or full dissertation) a second time, he/she will be removed from the program.

**Dissertation Defense and Approval.** When the Supervisory Committee chair is satisfied with the completed dissertation, he/she will certify approval and indicate that it is ready to be read by all members of the Supervising Committee. Copies will be distributed to the remaining members of the Supervisory Committee, a final oral defense scheduled, and the College of Graduate Studies notified. The College of Graduate Studies will announce the time and place of the defense of the dissertation. Committee members will have at least three weeks to READ and evaluate the dissertation. If the committee declines to approve the dissertation, the Supervisory Committee Chair will so notify the student and the College of Graduate Studies. The oral defense session will be led by the Supervising Committee Chair and must be attended by all members of the committee. This meeting is open to all members of the University community. Three out of four members of the committee must approve the student's dissertation and defense and certify their approval in writing. The results of the defense must be reported to the College of Graduate Studies as per deadlines announced by the College of Graduate Studies. Once the dissertation has been approved by the Supervisory Committee and the final oral examination has been passed, the dissertation must be submitted to the College of Graduate Studies for final approval by the deadline announced by the College of Graduate Studies.

**Binding the Dissertation.** Eight (8) official copies of the dissertation must be filed with the University Library for binding. Each copy must carry an original Certificate of approval signed by the Supervising Committee Chair, the Supervisory Committee members, and the Dean of the College of Graduate Studies.

**Other Requirements.** The student must submit a receipt showing that he/she has deposited with the University Controller the cost of microfilming the dissertation. (If the student wishes to copyright the dissertation, an additional charge must be paid.) This fee must be presented to the Dean of the College of Graduate Studies in the form of a receipt from the Georgia Southern University Business Office.

**Program of Study**

**Tier I Content Courses** ..... 36 Hours

Selected by student and advisor

**Tier II Core Courses** ..... 30 Hours

EDLD 7090 - Selected Topics in Educational Leadership (3)

EDLD 8830 - Directed Study in Educational Leadership (3)

EDLD 9231 - Administrative Theory (3)

EDLD 9232 - Decision Making/Problem Solving (3)

EDLD 9233 - Leadership Theory (3)

EDLD 9631 - Research Seminar I (3)

EDLD 9632 - Research Seminar II (3)

EDUR 8132 - Educational Statistics 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)

**Ed.D. Electives**

Elective course selection is dependent upon the program option. Course credit is given for Ed.S. course work to a maximum of 36 semester hours, provided the course work was completed in a timely manner at an accredited institution authorized to offer the Ed.S. in Educational Administration/Leadership.

**Strands**

There are three strands in the doctoral program in Educational Administration: P-12 Administration, Higher Education Administration, and Teacher Leadership.

**Georgia Southern University**  
**EDUCATIONAL ADMINISTRATION**  
**Doctoral Program**  
*Post-Masters*

<b>TIER I</b>	<b>TIER II</b>	<b>TIER III</b>
Ed.S. AND CONTENT (Ed.S. in Educational Leadership)	DOCTORAL CORE	DISSERTATION
Specialization	EDUR 9131 - Doctoral Research Methods (3)	Dissertation
K-12      HIGHER ED      TEACHER LEADER-SHIP	EDUR 9231 - Qualitative Research in Education (3)	
	EDUR 8132 - Educational Statistics II (3) EDLD	
	9231 - Administrative Theory (3)	
	EDLD 7090 - Selected Topics in Educational Leadership (3)	
	EDLD 8830 - Directed Study in Educational Leadership (3)	
	EDLD 9232 - Decision Making/Problem Solving (3)	
	EDLD 9233 - Leadership Theory (3)	
	EDLD 9631 - Research Seminar I (3)	
	EDLD 9632 - Research Seminar II (3)	
<div style="border: 1px solid black; width: 20px; height: 10px; margin: 0 auto;"></div> <b>Minimum of 36 Semester Hours</b>	<b>Minimum of 30 Semester Hours</b>	<b>Minimum of 9 Semester Hours</b>

**TOTAL: 75 Semester Hours**

## Ed.D.

## CURRICULUM STUDIES

63 semester hours beyond Master's including dissertation, 54 hours beyond Master's excluding dissertation

**Advising:** Department of Curriculum, Foundations, & Reading, Dr. Delores Liston, P. O. Box 8144, Statesboro, GA 30460, (912) 871-1551, listond@georgiasouthern.edu, FAX: (912) 681-5382, <http://coe.georgiasouthern.edu/foundations/edd.html>

### 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 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. Complete all College of Graduate Studies admission requirements, including:
  - Application for admission
  - Immunization record
  - Official test scores
  - Official transcripts from all institutions previously attended
  - Three professional reference letters
5. Complete an in-house writing sample.
6. 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. The number of applicants accepted each year will be dependent upon available resources.

**Residency:** One academic year of continual enrollment.

**Time Limit:** All course work credited toward the degree and the Candidacy Examination must be completed within seven years after the completion of the first course in the Program of Study following admission to the program. Students must complete and defend the dissertation within five years of admission to candidacy. If the time limits are not met, a student may be required to take additional course work and/or retake the Candidacy Examination.

**Program of Study:** This degree program consists of work in four areas: (1) The Doctoral Core, (2) Research and Inquiry, (3) Emphasis 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)
- EDUR 7130 - Educational Research (3)
- EDUF 7235 - Multicultural Education (3)

Some students might enter the program carrying course work beyond the Master's degree. Up to 27 semester hours of applicable and appropriate post-Master's work can be applied toward degree requirements with the approval of the student's Candidacy Committee Chair.

**Endorsements:** Students can pursue two Georgia endorsements within the Instructional Improvement Emphasis area.

#### *Instructional Supervision Endorsement*

- EDUC 7130 - Curriculum Theories and Design (3) (Program Prerequisite)
- EDLD 7135 - Organizational Leadership (3)
- EDLD 7130 - Educational Supervision (3)

#### *L-5 Leadership Certificate*

- EDUC 7130 - Curriculum Theories and Design (3) (Program Prerequisite)
- EDLD 7131 - Educational Personnel Management (3)
- EDLD 7132 - General School Administration (3)
- EDLD 7133 - School Law (3)
- EDLD 7234 - Instructional Supervision (3)
- EDLD 7235 - School Business Administration (3)
- EDLD 7236 - School Personnel Administration (3)
- EDLD 7337 - The Principalship (3)

Supervised Field Experience (To be completed outside the requirements of the Ed.D. Curriculum Studies Program through the Department of Leadership, Technology, and Human Development.)

**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.

**Emphasis Areas.** This program offers seven interdisciplinary emphasis areas covering a broad terrain of scholarly inquiry and educational application.

1. **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. The program 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.

2. **Instructional Improvement**

This area meets the needs of many practicing professionals in South Georgia. These include 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. **Literacy Education**

Literacy has been largely conceptualized in the nation's schools as the acquisition of reading and writing skills. This Emphasis Area moves beyond the utilitarian definition of the term to invoke a larger sphere which integrates diverse aspects of reading, writing, and language which are usually addressed in separate programs. As such, we offer an interdisciplinary approach utilizing a broad definition of literacy as the construction and organization of experience and its articulation through both written and oral forms of communication. The strength of the Emphasis in Literacy Education lies both in its reflection of modern research and perspectives by integrating diverse aspects of language, reading, and writing, traditionally addressed by distinct programmatic organizational patterns; and its targeting of an array of problems endemic to the region.

4. **Mathematics/Science/Computing Technology Education**

This area is for mathematics and science teachers, curriculum directors, and others with a high degree of interest and aptitude in any of these areas. This Emphasis is not intended as a set of separate inquires into discrete content areas, but rather as an interdisciplinary program emphasizing *the connections* between mathematics in science education, science in mathematics education, and computing technologies in both these fields. Students selecting this Emphasis Area will be better equipped to enhance their own instructional practices as well as provide leadership in interdisciplinary applications of mathematics/science/computing technology education within their constituent schools and school systems.

5. **Multicultural Education**

Originally linked to concerns of racism in schools and schooling, the content of multicultural education has expanded to address inequities based upon gender, class, age, and/or physical ability, as well as wider concerns of cultural diversity. We emphasize both the breadth of analysis inherent in contemporary approaches to multicultural education and the relationship of inquiry to those same analytics. The Emphasis Area will explore new methods for meeting the challenges posed by individual and structural racism, as well as provide for the intense investigation of the needs and problems of the culturally diverse groups found within the region. In addition, this Emphasis facilitates the study of cultural conflicts to determine the roles of family and community in successful multicultural education. Further, the Emphasis Area addresses how schools might be organized to promote creative or non-violent conflict resolution, appreciation of cultural diversity, and the relationship of culture and academic achievement.

6. **Cultural Curriculum Studies**

This emphasis area reflects current major trends in the field of curriculum studies. It 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. The intersections of popular culture on pedagogy and curriculum theory are complex.

7. **Arts Education**

This area is primarily for art and music teachers, but those theater arts and dance teachers and others with a high degree of interest and aptitude in any of the arts may pursue this Emphasis Area. Students selecting this Emphasis Area will explore curriculum theory and structure in their specific arts discipline and learn new skills in order to develop, implement and revise arts curricula that meet the educational goals and needs of diverse learners. This Emphasis Area will help arts teachers become better equipped to develop and assess curriculum, instruction, programs, and student achievement in their specific fine arts discipline.

**Grade Average.** To be eligible for graduation, a student must maintain a cumulative 3.0 grade point average.

**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. Proposal defense
5. Prospectus defense
6. Dissertation defense

A student will be excluded from the program upon earning grades of “C” or below in two or more courses.

**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. The membership of these committees may or may not be comprised of the same individuals, at the student’s discretion. 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 content of the examination will cover three blocks: the Core, Research, and an Emphasis area. The administration of the examination consists of two parts: written and oral. The formats for the written portion can be either take-home or timed. Students, in concert with their committee chair, will determine which format to employ for the individual blocks of the written examination. The oral portion must be completed within four weeks after the written portion is concluded and the entire examination process must be completed within nine weeks. If a student does not pass all sections of the candidacy examination, the committee may grant one additional examination over the failed section/s to be administered under conditions stipulated by the committee members. These conditions might include additional course work at the committee’s discretion. Students may not take the additional examination any earlier than the term following the first examination.

**The Candidacy Committee.** The committee will be comprised of three faculty, each responsible for one of the examination blocks (Core, Research, Emphasis). 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 Proposal Hearing.** 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 Proposal Hearing. 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 Hearing.** 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.

**The Dissertation Committee.** The Proposal Hearing, Prospectus Hearing, and the Dissertation Defense is 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. If the committee is larger than four (at the candidate’s discretion), there may be only one dissenting vote in order for the candidate to pass.

**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**

<b>Required</b> .....	<b>15 Hours</b>
EDUC 9230 - Power and Schooling (3) or EDUF 7233 - School and Society (3)	
EDUC 9631 - Advanced Seminar in Curriculum Theory (3)	
EDUF 8831 - Philosophies of Education (3)	
EDUF 9131 - Ethical Dimensions of Education (3)	
EDUF 9132 - History of American Curriculum (3) or EDUF 7234 - History of American Education (3)	

**Research and Inquiry**

<b>Required</b> .....	<b>12 Hours</b>
EDUC 9232 - Forms of Curriculum Inquiry (3)	
EDUF 9133 - Theories of Educational Inquiry (3)	
EDUR 8131 - Educational Statistics I (3)	
EDUR 9231 - Qualitative Research (3)	

<b>Doctoral Core and Research and Inquiry Combined Elective</b> .....	<b>12 Hours</b>
---	-----------------

<b>Emphasis in Curriculum Theory</b> .....	<b>15 Hours</b>
--	-----------------

<b>Required</b> .....	<b>6 Hours</b>
EDUC 9130 - Contemporary Curriculum Theorists (3) (May be repeated for elective credit)	
EDUC 9132 - Critical Reading in Curriculum (3) (May be repeated for elective credit)	

<b>Elective</b> .....	<b>9 Hours</b>
-----------------------	----------------

<b>Emphasis in Instructional Improvement</b> .....	<b>15 Hours</b>
--	-----------------

<b>Option A-Learning and Instruction</b> .....	<b>3 Hours</b>
--	----------------

**Required**

EDUC 9133 - Curriculum Design and Evaluation (3)

<b>Choose Two</b> .....	<b>6 Hours</b>
-------------------------	----------------

- 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)

<b>Elective</b> .....	<b>6 Hours</b>
-----------------------	----------------

<b>Option B-L5 Leadership Certificate</b> .....	<b>15 Hours plus field experience</b>
---	---------------------------------------

<b>Required</b> .....	<b>15 Hours</b>
-----------------------	-----------------

- EDLD 7132 - General School Administration (3)
- EDLD 7133 - School Law (3)
- EDLD 7234 - Instructional Supervision (3)
- EDLD 7235 - School Business Administration (3)
- EDLD 7236 - School Personnel Administration (3)

Supervised Field Experience and EDLD 7337 - The Principalship (3) to be completed outside the program

<b>Emphasis in Literacy Education</b> .....	<b>15 Hours</b>
---	-----------------

<b>Required</b> .....	<b>3 Hours</b>
-----------------------	----------------

READ 8130 - Advanced Diagnosis and Correction of Reading Difficulties (3)

<b>Elective</b> .....	<b>12 Hours</b>
-----------------------	-----------------

<b>Emphasis in Mathematics/Science/Computing Technology Education</b> .....	<b>15 Hours</b>
---	-----------------

<b>Required</b> .....	<b>9 Hours</b>
-----------------------	----------------

- ESED 8537 - Trends in MSC Education (3)
- ESED 8538 - Applications: Mathematics/Science Education (3)
- ESED 8539 - Computer Technology in Math/Science Education (3)

<b>Elective</b> .....	<b>6 Hours</b>
-----------------------	----------------

<b>Emphasis in Multicultural Education</b> .....	<b>15 Hours</b>
--	-----------------

<b>Required</b> .....	<b>6 Hours</b>
-----------------------	----------------

- EDUF 7231 - Comparative Educational Thought (3)
- EDUF 9632 - Regional Issues in Multicultural Education (3)

<b>Elective</b> .....	<b>9 Hours</b>
-----------------------	----------------

<b>Emphasis in Cultural Curriculum Studies</b> .....	<b>15 Hours</b>
--	-----------------

<b>Required</b> .....	<b>6 Hours</b>
-----------------------	----------------

- EDUF 9631 - Seminar in Cultural Studies (3)
- EDUC 9132 - Critical Readings in Curriculum (3)

<b>Elective</b> .....	<b>9 Hours</b>
-----------------------	----------------

<b>Emphasis in Arts Education</b> .....	<b>15 Hours</b>
---	-----------------

<b>Elective (determined in consultation with advisor)</b> .....	<b>15 Hours</b>
---	-----------------

<b>Dissertation</b> .....	<b>9 Hours</b>
---------------------------	----------------

EDUC 9999 - Dissertation (3) (minimum of 9 credit hours)

## College of Health and Human Sciences

**M.S. KINESIOLOGY 36 HOURS**

**Advising:** Jiann-Ping Hsu School of Public Health, Georgia Southern University, P. O. Box 8076, Statesboro, GA 30460, (912) 681-0775, FAX: (912) 681-0381, [http://chhs.georgiasouthern.edu/m\\_sci\\_kinesiology.html](http://chhs.georgiasouthern.edu/m_sci_kinesiology.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 Jiann-Ping Hsu School of Public Health 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:*

**Sport Psychology Emphasis ..... 30 Hours**

- KINS 7530 - Psychology of Peak Performance (3)                      KINS 7733 - Practicum in Sport Psychology (3)
- KINS 7531 - Team Dynamics (3)    KINS 7999 - Thesis (6)
- KINS 7533 - Sport Psychology Interventions (3)                      Guided Major Elective (9)
- KINS 7534 - Current Issues in Sport Psychology (3)

**Athletic Training Emphasis ..... 30 Hours**

**Athletic Training Common Courses ..... 12 Hours**

- KINS 7336 - Current Topics in Athletic Training (3)                      KINS 7334 - Advanced Rehabilitation Skills in Athletic Training (3)
- KINS 7333 - Advanced Evaluation Skills in Athletic Training (3)                      KINS 7335 - Medical Aspects of Athletic Training (3)

**Guided Major Elective ..... 3 Hours**

**KINS 7999 - Thesis ..... 6 Hours**

**Students must choose one of the following focus areas ..... 9 Hours**

- |  |   |
|--|---|
| <i>Clinical Instruction Focus Area</i>                                     | <i>Clinical Foundations Focus Area (Select 9 hours)</i> |
| KINS 7330 - Clinical Teaching Skills in Athletic Training (3)              | KINS 7230 - Exercise Physiology (3)                     |
| KINS 7731 - Clinical Practicum for Teaching Athletic Training Skills (3)   | KINS 7234 - Clinical Applications of Biomechanics (3)   |
| KINS 7732 - Clinical Practicum for Evaluating Athletic Training Skills (3) | KINS 7238 - Human Performance and Nutrition (3)         |
|  | KINS 7438 - Motor Behavior (3)                          |
|  | KINS 7530 - Psychology of Peak Performance (3)          |

**Exercise Science Emphasis ..... 30 Hours**

- KINS 7230 - Exercise Physiology (3)
- KINS 7232 - Health Appraisal and Fitness Testing (3)
- KINS 7233 - Fitness Program Administration (3)
- KINS 7234 - Clinical Applications of Biomechanics (3)
- KINS 7999 - Thesis (6)
- \* Guided Major Electives (9)
- \* *Students may select KINS 7799 - Internship (9) in place of Thesis and 1 Guided Major Elective*
- Elective (3)

**Coaching Emphasis ..... 30 Hours**

- 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)
- KINS 7530 - Psychology of Peak Performance (3) or KINS 7531 - Team Dynamics (3) or KINS 7534 - Current Issues in Sport Psychology (3)
- \* Guided Major Electives (9)
- \* *Students may select KINS 7999 - Thesis (6) to replace 6 hours of the Guided Major Electives*
- Elective (3)



**COACHING CERTIFICATE PROGRAM**

**18 HOURS**

**Advising:** Jian-Ping Hsu School of Public Health, Georgia Southern University, P.O. Box 8076, Statesboro, GA 30460, (912) 681-0091, FAX: (912) 681-0381, [http://chhs.georgiasouthern.edu/m\\_sci\\_kinesiology.html](http://chhs.georgiasouthern.edu/m_sci_kinesiology.html)

**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)

Choose one of the following:

- KINS 7530 - Psychology of Peak Performance (3) or KINS 7531 - Team Dynamics (3) or KINS 7534 - Current Issues in Sport Psychology (3)
- Guided Elective (3)



**M.P.H.**

**45 HOURS**

**EMPHASIS IN BIostatISTICS**

**Advising:** Jiann-Ping Hsu School of Public Health, PO Box 8076, Statesboro, GA 30460 (912) 871-1922, or (912) 681-0200; or Fax: (912) 681-0381, [http://chhs.georgiasouthern.edu/health/m\\_biostatistics.html](http://chhs.georgiasouthern.edu/health/m_biostatistics.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 Biostatistics Program Coordinator in the Jiann-Ping Hsu School of Public Health for complete information.

**COURSE REQUIREMENTS:**

**Public Health Courses ..... 15 Hours**

- HLTH 6132 - Introduction to Biostatistics with SAS Applications (3)
- HLTH 7230 - Health Behavior Theory (3)
- HLTH 7231 - Epidemiology (3)
- HLTH 7233 - Environmental Health (3)
- HLTH 7330 - Health Services Administration (3)

**Biostatistics Courses ..... 30 Hours**

*Required:*

- BIOS 6135 - Topics of Inference in Biostatistics (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)
- BIOS 7790 - Practicum in Biostatistics (6) or BIOS 7899 - Research Project in Biostatistics (6)

*Electives (Select 6 hours from the list below):*

- 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 7099 - Selected Topics in Biostatistics (3)

**M.P.H.**

**45 HOURS**

**EMPHASIS IN COMMUNITY HEALTH EDUCATION**

**Advising:** Jiann-Ping Hsu School of Public Health, Georgia Southern University, P. O. Box 8076, Statesboro, GA 30460, (912) 681-0200, FAX: (912) 681-0381, [http://chhs.georgiasouthern.edu/m\\_mph\\_health.html](http://chhs.georgiasouthern.edu/m_mph_health.html)

**Admission Requirements**

**Regular**

1. Completion of a Bachelor's degree from an accredited institution.
2. A minimum GRE verbal score of 400, Undergraduate GPA (2.75 minimum/4.0 scale) plus submission of both the GRE Quantitative and Analytical/Analytical Writing scores.
3. 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. A minimum GRE verbal score of 350, Undergraduate GPA (2.50 minimum/4.0 scale) plus submission of both the GRE Quantitative and Analytical/Analytical Writing scores. Also, GMAT scores may be submitted.
3. 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 Jiann-Ping Hsu School of Public Health for complete information.

**COURSE REQUIREMENTS:**

**Public Health Courses ..... 15 Hours**

- HLTH 6131 - Biostatistics (3)
- HLTH 7230 - Health Behavior Theory (3)
- HLTH 7231 - Epidemiology (3)
- HLTH 7233 - Environmental Health (3)
- HLTH 7330 - Health Services Administration (3)

**Community Health Education ..... 30 Hours**

- HLTH 6130 - Research Methods in Health Science (3)
- HLTH 7232 - Health Promotion Planning and Evaluation (3)
- HLTH 7234 - Community Health Analysis (3)
- HLTH 7235 - Community Health Education Methods (3)
- HLTH 7236 - Social Marketing and Health Communication (3)
- HLTH 7237 - Rural Community Health Issues (3)
- Guided Major Electives (6)
- HLTH 7760 - Practicum in Community Health Education (6) or HLTH 7999 - Thesis (6)



**M.H.S.A.**

**HEALTH SERVICES ADMINISTRATION**

**38-39 HOURS**

**Advising:** Jiann-Ping Hsu School of Public Health, Georgia Southern University, P. O. Box 8076, Statesboro, GA 30460, (912) 681-0200, FAX: (912) 681-0381, [http://chhs.georgiasouthern.edu/m\\_mhsa.html](http://chhs.georgiasouthern.edu/m_mhsa.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. Graduate Management Admission Test: GMAT scores may be submitted in lieu of GRE scores.
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. Graduate Management Admission Test: GMAT scores may be submitted in lieu of GRE scores.
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 School of Public Health for complete information.

**Course Requirements**

**Health Services Administration Courses ..... 15 Hours**

- HLTH 6131 - Biostatistics (3)
- HLTH 7231 - Epidemiology (3)
- HLTH 7330 - Health Services Administration (3)
- HLTH 7331 - Health Care Financing (3)
- HLTH 7332 - Health Policy, Issues, and Ethics (3)

**Business Courses ..... 12 Hours**

- ACCT 6130 - Accounting and Control (3)
- ECON 6230 - Foundations of Economics (3)
- CISM 7330 - Information Technology Management (3)
- MGNT 6331 - Foundations of Management and Marketing (3)

**Guided Electives ..... 5-6 Hours**

Students are advised to select courses from among the following:

- HLTH 7333 - Strategies for Managed Care (3) HLTH 7334 - Long-Term Care Administration (3) MGNT 6330 - Quantitative Methods for Business (3) FINC 6230 - Foundations of Corporate Finance (3)
- PBAD 7321 - Diversity Issues in Public Management (2)
- PBAD 7337 - Environmental Management and Policy (3)
- PBAD 7531 - Public Program Evaluation (3)

**Managerial Residency ..... 6 Hours**

- HLTH 7769 - Managerial Residency in Health Services Administration (6) or HLTH 7999 - Thesis (6)

---

**HEALTH SERVICES ADMINISTRATION CONCENTRATION**

**12 HOURS**

**Advising:** Jiann-Ping Hsu School of Public Health, Georgia Southern University, P. O. Box 8076, Statesboro, GA 30460, (912) 681-0200, FAX: (912) 681-0381, [http://chhs.georgiasouthern.edu/m\\_mhsa.html](http://chhs.georgiasouthern.edu/m_mhsa.html)

**Advisement**

Graduate students interested in this concentration should contact the Graduate Program Director in the School of Public Health for complete information.

This concentration is designed to develop the knowledge, understanding, and skills that graduate students need to succeed in the health care industry. Specialized courses in health care administration, health and disease, health care financing, and health care policy and ethics lay the foundation for the future graduate to analyze health information, make decisions and manage change in health care organizations. While this program is designed for the MBA student, interested students can elect to take the courses.

**Course Requirements**

- HLTH 7231 - Epidemiology (3)
- HLTH 7330 - Health Services Administration (3)
- HLTH 7331 - Health Care Financing (3)
- HLTH 7332 - Health Policy, Issues, and Ethics (3)

**M.S.N.**

**NURSING**

**36-48 HOURS**

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, MSN Program, Dr. Donna Hodnicki, P. O. Box 8158, Statesboro, GA 30460-8158, (912) 681-0017, FAX: (912) 871-1679; dhodnick@georgiasouthern.edu, [http://chhs.georgiasouthern.edu/m\\_msci\\_nursing.html](http://chhs.georgiasouthern.edu/m_msci_nursing.html)

**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. Two years of clinical nursing experience prior to entering the major clinical specialty courses.
4. Prerequisite undergraduate statistics course or a statistically oriented methodology course.
5. Completion with a grade “B” or better of an undergraduate basic health assessment course for Rural Community Health Nurse Specialist major.
6. Pre-admission interview by nursing faculty.
7. 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 Healthcare Provider CPR certification
  - f. Three letters of recommendation
  - g. School of Nursing Student Health Appraisal form

**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**

Minimum undergraduate GPA of 3.0 (on 4.0 scale) plus one option below:

1. Minimum Miller Analogy Test (MAT) of 44.
2. Minimum Verbal 450 and minimum 450 on Quantitative or Analytical on Graduate Record Examination (GRE) taken prior to October 1, 2002.
3. Minimum Verbal and Quantitative of 450 and minimum Writing Level of 4 on GRE taken after October 1, 2002.

**Provisional**

Minimum undergraduate GPA of 2.7 (on 4.0 scale) plus one option below:

1. Minimum Miller Analogy Test (MAT) of 36.
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:**

<b>MSN Degree</b>	<b>Total Credits</b>
Family Nurse Practitioner (FNP)	48
Women’s Health Nurse Practitioner (WHNP)	46
Rural Community Health Nurse Specialist (RCHNS)	36

**Post-MSN Certificates:**

Family Nurse Practitioner	22 - 35
Women’s Health Nurse Practitioner	20 - 33
Rural Community Health Nurse Specialist	23

**Course Requirements:**

**Graduate Core (All MSN degree) ..... 13 Hours**

- NURS 6121 - Theory for Advanced Practice Nursing (2)
- NURS 6131 - Professional Roles and Issues (3)
- NURS 6132 - Principles and Methods of Nursing Research (3)
- NURS 6133 - Health Care Organizations and Nursing Informatics for Advanced Practice Nursing (3)
- NURS 6811 - Research Practicum I (1)
- NURS 6812 - Research Practicum II (1)

**Advanced Practice Core (MSN degree and Post-MSN Certificate) ..... 13 Hours**

- NURS 5240 - Advanced Health Assessment Across the Lifespan (FNP, WHNP-60 clinical hours) (4)
- NURS 6134 - Differential Diagnosis and Pathophysiology (FNP, WHNP) (3)
- NURS 6135 - Pharmacotherapeutics for Advanced Practice Nursing (FNP, WHNP) (3)
- NURS 6136 - Family Health Promotion for Advanced Practice Nursing (All) (3)

**Options:**

- NURS 7090 - Selected Topics in Nursing (1-3)
- NURS 7890 - Independent Study in Nursing (1-3)
- NURS 7999 - Thesis in Nursing (4-6)

**SPECIALTY CORE:**

**Family Nurse Practitioner (and Post-MSN FNP) ..... 22 Hours**

- NURS 7221 - Primary Care Clinical 1: Women (120 clinical hours) (2)
- NURS 7223 - Primary Care Clinical 2: Pediatrics (120 clinical hours) (2)
- NURS 7231 - Primary Care 1: Women (3)
- NURS 7233 - Primary Care 2: Pediatrics (3)
- NURS 7243 - Primary Care 3: Adult (4)
- NURS 7244 - Primary Care Clinical 3: Adult (240 clinical hours) (4)
- NURS 7740 - Primary Care Clinical Practicum: FNP (180 clinical hours) (4)
- FNP TOTAL: DIDACTIC 540 HRS; CLINICAL 720 HRS

**Woman's Health NP (and Post-MSN WHNP) .....20 Hours**

- NURS 7221 - Primary Care Clinical 1 (120 clinical hours) (2)
- NURS 7231 - Primary Care 1 (3)
- NURS 7331 - Woman's Health 2 (3)
- NURS 7332 - Woman's Health Clinical 2 (180 clinical hours) (3)
- NURS 7341 - Woman's Health Care 3 (4)
- NURS 7351 - Woman's Health Clinical 3 (300 clinical hours) (5)
- WHNP TOTAL: DIDACTIC 525 HRS; CLINICAL 660 HRS

**Rural Community Health Nurse Specialist (and Post-MSN RCHNS) ..... 20 Hours**

- NURS 7431 - Leadership in the Context of Community for Advanced Practice Nursing (3)
- NURS 7433 - Costing-out Health Care Services for Advanced Practice Nursing (3)
- NURS 7434 - Health Program Planning and Evaluation for Advanced Practice Nursing (3)
- NURS 7435 - Care of Vulnerable Populations 1 (60 clinical hours) (3)
- NURS 7441 - Care of Vulnerable Populations 2 (60 clinical hours) (4)
- NURS 7741 - Rural Community Health Nurse Specialist Practicum (240 clinical hours) (4)
- RCHNS TOTAL: DIDACTIC 450 HRS; CLINICAL 360 HRS

**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 and Women's Health Nurse Practitioner MSN degree or Certificate option are eligible to sit for national certification examination.
- \* Preference is given to applicants with a desire to work in rural or under served areas. Minority and rural students are encouraged to apply.

**M.S. RECREATION ADMINISTRATION 36 HOURS**

**Advising:** Department of Hospitality, Tourism and Family & Consumer Sciences, Dr. Henry Eisenhart, Georgia Southern University, P. O. Box 8034, Statesboro, GA 30460, (912) 681-5345, FAX: (912) 681-0276 E-Mail: henry\_e@georgiasouthern.edu, [http://chhs.georgiasouthern.edu/m\\_recreation.html](http://chhs.georgiasouthern.edu/m_recreation.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 & Consumer Sciences.
6. Three letters of recommendation by persons familiar with the applicant’s academic and/or employment experience.

**Provisional**

Provisional admission may be granted with a 2.5 undergraduate grade point average and minimum GRE subtest scores of 400 Verbal plus 400 Quantitative or Analytical for a subtest score total of 1100; or minimum subtest scores of 400 Verbal, 400 Quantitative and 3 on the Analytical Writing section for persons taking the GRE after October 1, 2002. Provisional admission may also be granted with a 40 MAT; or GMAT scores are evaluated by the following formula: 200 x overall GPA + the GMAT score must equal no less than 950 for provisional admission.

**Program of Study**

The Chair of the Department of Hospitality, Tourism and Family & Consumer Sciences shall name the major professor who, in conference with the graduate student, will develop a Program of Study to include:

**Required Recreation Core Requirements ..... 18 Hours**

- RECR 7235 - Issues and Trends in Recreation (3)
- RECR 7236 - Philosophy of Recreation (3)
- RECR 7237 - Recreation Management (3)
- RECR 6030 - Selected Topics in Recreation and Sport (3) or RECR 7830 - Directed Individual Study (3)
- RECR 6230 - Computer Applications in Recreation and Sport Management (3)
- RECR 7230 - Research Methods and Statistical Applications in Recreation and Sport Management (3)

**Required Administrative ..... 9 Hours**

Students choose 9 hours from the following:

**Public Administration**

- PBAD 7130 - Ethics in Government (3)
- PBAD 7230 - Budgeting for State and Local Government (3)
- PBAD 7330 - Intergovernmental Relations (3)
- PBAD 7331 - Managing Small Cities and Towns (3)
- PBAD 7430 - Public Personnel Management (3)
- PBAD 7631 - Public Sector Management (3)

**Business**

- LSTD 7130 - Legal and Ethical Issues in Business (3)
- MGNT 6331 - Foundations of Management and Marketing (3)
- MGNT 7330 - Leadership and Motivation (3)

**\* EMPHASIS AREA, ADVISOR APPROVED ELECTIVES/THESIS OPTION ..... 9 Hours**

Students may choose electives that will lead to an emphasis in an area such as:

- Environmental Studies
- Natural and Cultural Resource Management
- Hospitality
- Tourism
- Sport Management
- Historic Preservation

In addition to course work, non thesis students must pass a written Comprehensive Examination which is administered in the student’s final semester.

\* *Students selecting the thesis option receive six semester credit hours.*

**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.

**M.S.**

**SPORT MANAGEMENT**

**36 HOURS**

**Advising:** Department of Hospitality, Tourism and Family & Consumer Sciences, Dr. John Nauright, Georgia Southern University, P. O. Box 8077, Statesboro, GA 30460, (912) 486-7427, FAX: (912) 681-0386

**Admission Requirements**

**Regular**

For regular admission to the College of Graduate Studies to pursue graduate work leading to the Master Of Science (Major in Sport Management), the applicant must have:

1. Completed requirements for the Bachelor's degree in a college or university accredited by the proper regional accrediting association.
2. A 2.75 (4.0 scale) cumulative grade point average or higher on all 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 Admission Test (GMAT). GMAT scores are evaluated by the following formula:  $200 \times \text{overall GPA} + \text{the GMAT score}$  must equal no less than 1000 for regular admission.
4. Two letters of recommendation by persons familiar with the applicant's academic or professional experience.
5. Successful completion of a personal interview with members of the faculty.

**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 36 MAT or 950 GMAT formula.

**Program of Study**

The Chair of the Department of Hospitality, Tourism and Family & Consumer Sciences shall name the major professor who, in conference with the graduate student, will develop a Program of Study to include:

**Sport Management Requirements ..... Sport Management Core (12 Hours)**

- SMGT 6335 - Sport Administration (3)
- SMGT 7330 - Research Methods and Statistical Applications in Recreation and Sport Management (3)
- SMGT 7335 - Sport Law and Risk Management (3)
- SMGT 7337 - Sport Marketing (3)

**Guided Sport Management Electives ..... (6-15 Hours)**

- SMGT 6330 - Social and Ethical Issues in Sport (3)
- SMGT 6337 - Sport Facility and Event Management (3)
- SMGT 7339 - Strategies for Sport Finance (3)
- SMGT 6230 - Computer Applications in Recreation and Sport Management (3)
- SMGT 6030 - Selected Topics in Sport Management (3)
- RECR 6030 - Selected Topics in Recreation and Sport (3)

**Guided Business Electives ..... (6-9 Hours)**

- MGNT 7323 - Leadership and Motivation (2)
- MGNT 7332 - Management of Not for Profit Organizations (3)
- MKTG 7431 - Strategic Marketing Management (3)
- MKTG 7433 - Advanced Buyer Behavior (3)
- MKTG 7434 - Advanced Sales Management (3)
- MGNT 7335 - Entrepreneurship (3)
- MGNT 7338 - The Human Resource Process (3)

**Thesis/Internship Option**

**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, including the Georgia Southern University Graduate Student Manual. The thesis option is completed by a thesis defense.

**Internship Option (9 hours)**

This option is for students whose primary interest lies in a career in the sport industry. The internship may begin upon completion of at least 27 hours of course work. The internship must consist of at least one full academic semester. The student/intern is expected to work 35/40 hours per week. At the conclusion of the internship, the student will make a presentation to faculty on all aspects of their activities during the internship.



**College of Liberal Arts and Social Sciences**

**M.A.**

**ENGLISH**

**36 HOURS**

Total Hours: 30 + 6 hours Thesis

**Advising:** College of Liberal Arts and Social Sciences, Department of Literature and Philosophy, Dr. John Humma, Georgia Southern University, P.O. Box 8023, Statesboro, GA 30460, Phone: (912) 681-5779, Fax: (912) 681-0653, 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)
- Six seminars at the ENGL 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 (see below)** ..... **6 Hours**

**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 who do not plan to enter a Ph.D. program 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 grade of “C” or better 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 6090 - Seminar in Selected Topics (3)                               | ENGL 7630 - Seminar in World and Comparative Literature (3)       |
| ENGL 6630 - Seminar in Medieval Literature (3)                           | ENGL 7631 - Seminar in the British Novel (3)                      |
| ENGL 6631 - Seminar in Shakespeare (3)                                   | ENGL 7632 - Seminar in the American Novel (3)                     |
| ENGL 6632 - Seminar in Literature of the English Renaissance (3)         | ENGL 7633 - Seminar in Nineteenth-Century British Literature (3)  |
| ENGL 6633 - Seminar in Eighteenth-Century and Restoration Literature (3) | ENGL 7635 - Seminar in Nineteenth-Century American Literature (3) |
| ENGL 6634 - Seminar in Major Authors (3)                                 | ENGL 7637 - Seminar in Twentieth-Century American Literature (3)  |
| ENGL 6635 - Seminar in Women’s and Gender Studies (3)                    | ENGL 7638 - Seminar in Twentieth-Century Poetry (3)               |
| ENGL 6637 - Seminar in Criticism and Theory (3)                          | ENGL 7999 - Thesis (1-9)  |

A student may repeat a seminar once when it is taught with a different subtitle.

**M.A.**

**HISTORY**

**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) 681-5586, Fax: (912) 681-0377, 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**

**Required Hours** ..... **15 Hours**

- HIST 7630 - The Historian's Craft (3)
- HIST 7xxx - Reading Colloquium (in area of concentration) (3)
- HIST 7xxx - Reading Colloquium (outside area of concentration) (3)
- HIST 7638 - Research Seminar (3)
- HIST 7830 - Historical Writing and Editing (3)

**Electives (5000-level courses and above)** ..... **15 Hours**

\* Up to six hours may be taken in other disciplines upon approval of Advisor

**Thesis** ..... **6 Hours**

**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.

**M.A.**

**SOCIOLOGY**

**36 HOURS**

**Advising:** College of Liberal Arts and Social Sciences, Department of Sociology and Anthropology, Dr. Peggy G. Hargis, Georgia Southern University, P.O. Box 8051, Statesboro, GA 30460, Phone: (912) 681-5426, Fax: (912) 681-0703, website: <http://class.georgiasouthern.edu/socianth/>

**Admission Requirements:** Basic requirements for admission are:

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 goals.
3. A favorable review by the Sociology Graduate Admissions Committee. Consideration is given to an applicant’s potential for succeeding in the program, undergraduate GPA, GRE scores, and career aspirations.

**Program Requirements:**

**Core Course Work** ..... **9 Hours**

- SOCI 6431 - Contemporary Theory (3)
- SOCI 6434 - Research Design and Methodology (3)
- SOCI 6435 - Sociological Quantitative Analysis (3)

**Specialty Courses** ..... **21 Hours**

In consultation with the Sociology Graduate Director, students will select 21 hours of additional course work. Six hours (6) of relevant graduate course work may be completed outside the department if approved by the Graduate Director. All specialty course work must be taken at the graduate level (5000 level or above), but at least 50% of the courses applicable toward a degree must be courses in which enrollment is restricted to graduate students (6000 level or above). Courses that are taken to fulfill the language requirement or a prerequisite for admission (undergraduate theory, methods, and statistics) may not be used to satisfy specialty course hour requirements.

**Terminal Courses** ..... **6 Hours**

**Applied Research**

The applied research track is for students who plan to enter applied, clinical, or sociological practice, such as community service, administration, organizational research, program planning or evaluation. Students must complete 6 hours of course work that has an applied research emphasis, such as applied sociology, grant writing, research methods, field instruction, statistics, or program evaluation. Specific courses must be approved by the Graduate Director.

**Research Thesis**

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 sociological theory, methodology, and a substantive area as well as his/her ability to conduct research. Data for empirical research projects may be qualitative and/or quantitative and primary and/or secondary in nature.

**Foreign Language Requirements:**

The foreign language requirement may be fulfilled through foreign language course work (completion of the second intermediate course), passing the Foreign Language Reading exam, or earning a “B” or better in six hours of computer and/or statistics course work approved by the graduate advisor.



**M.F.A.**

**FINE ARTS**

**60 HOURS**

**Advising:** College of Liberal Arts and Social Sciences, Department of Art, Director of Master of Fine Art Program, Dr. Julie McGuire, Georgia Southern University, P.O. Box 8032, Statesboro, GA 30460, Phone: (912) 681-5358, Fax: (912) 681-5104, Email: jmcguire@georgiasouthern.edu

**Admission Requirements**

Application Deadlines: March 1 for Fall Semester, October 1 for Spring Semester

**Regular**

1. Completed requirements for the Bachelor's degree in a college accredited by the appropriate accrediting association.
2. Completed a minimum of 18 semester hours of undergraduate studio arts courses and a minimum of 9 semester hours of art history.
3. A 2.5 (4.0 scale) cumulative grade point average or higher on all undergraduate work.
4. Prospective students are required to submit a creative portfolio for consideration by the admissions committee in the Art Department (i.e., slides or color reproductions, artist statement, letters of reference, vita and statement of intent) to be sent with application materials.

**Program of Study**

A student admitted to the Master of Fine Arts degree will pursue either a two-dimensional or three-dimensional concentration. Upon the completion of 30 hours, the student must pass a review of their work. The committee reviewing the work will consist of the major professor and two other art faculty members. A grade of A or B is required in course work applied toward the degree. No more than two grades of C are permitted while seeking the degree. A student earning grades of C or below in three courses will be excluded from the program.

**Requirements ..... 60 Hours**

**Major concentration (2-D or 3-D) (35 hours)**

- ART 7190 - Drawing - (Variable credit, with permission of instructor)
- ART 7191 - Ceramics - (Variable credit, with permission of instructor)
- ART 7192 - Painting - (Variable credit, with permission of instructor)
- ART 7193 - Sculpture - (Variable credit, with permission of instructor)
- ART 7194 - Graphic Design - (Variable credit, with permission of instructor)
- ART 7195 - Photography - (Variable credit, with permission of instructor)
- ART 7196 - Printmaking - (Variable credit, with permission of instructor)
- ART 7197 - Jewelry (Variable credit, with permission of instructor)
- ART 7890 - Problems in Art (Variable credit, with permission of instructor)

**Art History (9 hours)**

- ART 7231 - Ancient Art (3)
- ART 7232 - Medieval Art (3)
- ART 7233 - Renaissance Art (3)
- ART 7234 - Baroque and Rococo Art (3)
- ART 7235 - Nineteenth Century Art (3)
- ART 7236 - Twentieth Century Art (3)
- ART 7237 - Contemporary Art (3)
- ART 7238 - African Art (3)
- ART 7239 - African American Art (3)
- ART 7330 - American Art (3)
- ART 7331 - Art of Asia (3)
- ART 7335 - Native American Art (3)
- ART 7431 - Cultural Diversity Through Art (3)
- ART 7435 - Aesthetics and Criticism (3)
- ART 7530 - Problems in Studio Pedagogy (3)
- ART 7630 - Art History Seminar (3)
- ART 8630 - New Art Theory and Criticism (3)
- ART 8831 - Art History Research (3)

**Graduate Seminar (4 hours) - One from each topic area**

- ART 9610a - Readings in Professional Literature (1)
- ART 9610b - Art Theory and Criticism (1)
- ART 9610c - Professional Practices for the Artist (1)
- ART 9610d - Pedagogical Practices for the Artist in Academia (1)

**Electives outside Major Concentration (6 hours)**

**Thesis Exhibition and Support Paper (6 hours)**

**Thesis Exhibition**

The student will successfully complete an M.F.A. Thesis Exhibition. The Thesis is to include a major exhibition of studio work supported by a written paper that adheres to the College of Graduate Studies guidelines and explains the historical and theoretical foundations for the student's work.

**M.M.**

**MUSIC**

**33 HOURS**

**Advising:** College of Liberal Arts and Social Sciences, Department of Music, Dr. Gregory W. Harwood, Music Department, Georgia Southern University, P.O. Box 8052, Statesboro, GA 30460, Phone: (912) 681-5813, Fax: (912) 681-0583, 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. Two letters of recommendation.
4. Requirements pertinent to the student's intended major area of emphasis:
  - 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. Performance: satisfactory audition with compositions from at least 3 different periods

**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 proficiency (undergraduate exit level) in music theory (part-writing, analysis, and ear-training) and music history, determined through a test administered by the Department of Music. In addition, candidates in vocal performance must demonstrate acceptable proficiency in diction in both English and at least two foreign languages during their audition; basic undergraduate proficiency levels in the International Phonetic Alphabet (IPA) in German, French, Italian; and fluency in basic keyboard skills. 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.

**General Requirements ..... 9 Hours**

- MUSC 6131 - Music Reference Tools and Resources (3)
  - Music History: (3 hours)
  - MUSC 5031G or 7092 - Selected Topics in Music (history or literature based)
  - MUSC 5230G - Music of the Baroque Period (3)
  - MUSC 5231G - Music of the Classical Period (3)
  - MUSC 5232G - Music in the Romantic Period (3)
  - MUSC 5233G - Music in the Contemporary Period (3)
  - MUSC 5234G - History of Opera (3)
  - MUSC 5235G - Music in the United States (3)
  - Music Theory: (3 hours)
  - MUSC 6531 - Technology in Music (3) (required for emphasis in Music Education)
  - MUSC 7331 - Advanced Analytical Techniques (3) (required for emphasis in Composition or Performance)
- The advisor may approve other graduate music theory courses.

**Specific Requirements Relevant To Each Emphasis ..... 12-15 Hours**

- Emphasis in Composition (12)
  - MUSA 7191 - Recital (3)
  - MUSC 6531 - Technology in Music (3) or MUSC 7531 - Advanced Electronic/Digital Music (3)
  - MUSC 7391 - Composition (6)
- Emphasis in Performance (12)
  - MUSA 7xxx - Applied Music (6)
  - MUSA 7191 - Recital (3)
  - MUSC 7091 - Selected Studies in Music Literature (3)
- Emphasis in Music Education (15)
  - MUSC 7232 - Music Education Research Techniques and Methodologies (3)
  - MUSC 7991 - Music Education Final Project (3)
- 6 hours chosen from the following:
 

MUSC 5031G or 7092 - Selected Topics in Music (or other music education courses approved by advisor)	MUSC 7431 - Advanced Choral Techniques and Materials (3)
MUSC 7231 - History and Philosophy of Music Education (3)	MUSC 7432 - Choral Literature (3)
MUSC 7233 - Methods and Materials in General Music (3)	MUSC 7433 - Advanced Instrumental Techniques and Materials (3)
MUSC 7234 - 20 <sup>th</sup> Century Music Education Methodologies (3)	MUSC 7434 - Band Literature (3)
	MUSC 7631 - Interdisciplinary Music Education (3)
- 3 hours chosen from the following (or other education courses approved by advisor):
 

ECED 7130 - Creativity and Children (3)	EDUF 7234 - History of American Education (3)
EDUC 7130 - Curriculum Theories and Design (3)	EDUF 8831 - Philosophies of Education (3)
EDUC 8130 - Curriculum for Effective Schooling (3)	ESED 7430 - Character Education (3)
EDUF 7130 - Learning Theories and Applications (3)	ITEC 7530 - Instructional Technology Foundations (3)
EDUF 7131 - Comparative Educational Thought (3)	SCED 6131 - Secondary School Curriculum (3)
EDUF 7135 - Multicultural Education (3)	SCED 6132 - Methods for the Secondary School (3)
EDUF 7233 - School and Society (3)	

**Free Electives Approved By Student's Advisor ..... 9-12 Hours**

All M.M. candidates are required to pass a comprehensive oral examination, covering course work and their recital or final project.

**M.P.A.**

**PUBLIC ADMINISTRATION**

**36 HOURS**

**Advising:** College of Liberal Arts and Social Sciences, Department of Political Science, Dr. Karen M. McCurdy, MPA Program, Georgia Southern University, P.O. Box 8101, Statesboro, GA 30460, Phone: (912) 871-1400, Fax: (912) 871-1396, 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 2.5 (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 or Quantitative section 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 a 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 grade of C or better 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 2.5 and will be restricted to two courses per semester (determined by the program director).

**Prerequisites:**

At least one undergraduate class in American Government and one in Statistics, each completed with a C or better.

**Program of Study**

The graduate student and the MPA Program Director shall jointly develop a Program of Study which includes a 3-semester hour core course, 15 semester hours in basic principles courses, 4 semester hours in administrative skill courses, 9 (pre-service students) or 12 (in-service students) hours of electives, 3 semester hours of internship (pre-service students only), and 2 semester hours in a capstone course.

**Core Requirements ..... 5 Hours**

- PBAD 7631 - Foundations of Public Administration (3)
- PBAD 7620 - Capstone Seminar in Public Management (2)

**Basic Principles ..... 15 Hours**

- PBAD 7430 - Public Personnel Management (3) or PBAD 7431 - Organizational Behavior in the Public Sector (3)
- PBAD 7230 - Budgeting in the Public Sector (3) or PBAD 7232 - Public Sector Financial Management (3)
- PBAD 7530 - Research Methods for Government (3) (prerequisite of "C" or better in undergraduate statistics) or PBAD 7531 - Public Program Evaluation (3) (if the student had strong undergraduate methods training)
- PBAD 7130 - Ethics in Government (3) or PBAD 7133 - Public Law and Administration (3)
- PBAD 7330 - Intergovernmental Relations (3) or PBAD 7331 - Managing Small Cities and Towns (3) or PBAD 7332 - State Government (3) or PBAD 7334 - Rural Development Management (3) or PBAD 7335 - Urban Management (3)

**Administrative Skills:**

**Select any two of the following courses ..... 4 Hours**

- PBAD 7020 - Selected Skills in Public Management (2)
- PBAD 7120 - Written Communication for Public Managers (2)
- PBAD 7121 - Presentations for Public Managers (2)
- PBAD 7122 - Grant Writing for Public Managers (2)
- PBAD 7220 - Computer Applications for Public Managers (2)
- PBAD 7221 - Geographic Information Systems (2)
- PBAD 7320 - Community Organizing and Development (2)
- PBAD 7321 - Diversity Issues in Public Management (2)

**Public Administration or Related Electives ..... 9 Hours (preservice) or 12 Hours (inservice)**

**Other Program Requirements ..... 3 Hours (preservice)**

Students who are not professionally employed in the public or non-profit sector while a student in the MPA program will be required to complete an internship in a public agency or non-profit 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.

**M.S.**

**PSYCHOLOGY**

**45 CLINICAL HOURS  
36 EXPERIMENTAL HOURS**

**Advising:** College of Liberal Arts and Social Sciences, Department of Psychology, Dr. Richard Rogers, Georgia Southern University, P.O. Box 8041, Statesboro, GA 30460, Phone: (912) 681-5539, Fax: (912) 681-0751, Website: <http://class.georgiasouthern.edu/psychology/>

**Admission Requirements**

New students are admitted to the program in fall semester only. Each track 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. For the experimental track, it is preferred that the applicant have taken Research Methods or experimental Psychology and, for the Clinical Track, Abnormal Psychology.
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, and a choice of track in the Psychology graduate program: Experimental or Clinical.
  - 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 one but not both the GPA requirement and the 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 for the Experimental Track**

- 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**

**Program of Study for the Clinical Track**

- Research for Applied Psychology (3)
- Clinical skills course, i.e., Assessment and Therapy (18)
- Content courses, e.g., Developmental Psychology, Psychopathology (18)
- Practica in Assessment and Therapy (6)

**Total ..... 45 Hours**

**Other Program Requirements**

All students in the MS program must pass a written, comprehensive exam given early in the spring semester of the second year. Students doing a thesis must pass an oral defense of their thesis. A student will be terminated from the program if he or she earns more than one grade below a B in any course, including courses taken multiple times.



# Allen E. Paulson College of Science and Technology

**M.S.**

**BIOLOGY**

**30 HOURS**

**Advising:** Allen E. Paulson College of Science and Technology, Department of Biology, Dr. Ray Chandler, Department of Biology, Georgia Southern University, P.O. 8042, Statesboro, GA 30460-8042, (912) 681-5657, chandler@georgiasouthern.edu, Fax: (912) 681-0845, 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 persons familiar with the applicant's potential to complete successful graduate work.
6. A statement of career goals.

### **Provisional**

Students that 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. Provisional students must earn a B or higher in their first 6 hours of courses to be converted to regular status.

### **Non-degree**

Non-degree students are accepted on an individual basis as space is available.

### **Program of Study**

The graduate student and their graduate committee shall jointly develop a Program of Study that includes 24 semester credit hours in graduate course work plus 3 credit hours of research and 3 credit hours of thesis. Of the 30 required credit hours, 15 must be at the 6000 level or higher.

### **General Requirements**

#### **Core Requirements**

BIOL 7610 - Graduate Seminar (2-4)

#### **Specific Requirements**

BIOL 7610 - Graduate Seminar (2-4)

BIOL 7895 - Research (3)

BIOL 7999 - Thesis (3)

**Electives** ..... **20-22 Hours**

Courses at 5000G level or above

#### **Other Program Requirements**

Students entering the Master of Science program in Biology are expected to demonstrate knowledge of a broad range of biological principles such as those covered in a general biology course. Thus, all students entering the graduate program in biology at Georgia Southern must (1) have passed the GRE advance biology test with an overall score in at least the 50<sup>th</sup> percentile **OR** (2) pass a qualifying exam equivalent to a final in a general biology course with a minimum score of 80%. Students must take the qualifying exam during their first week of classes and may retake the test no more than two times during their first semester. Students that fail to pass the qualifying exam will not be re-admitted for a second semester.

Each candidate for the Master of Science degree in Biology must complete a thesis on a subject approved by his/her committee. This thesis must be defended before the graduate committee and presented at a public exit seminar. The thesis defense is a comprehensive examination that may include questions on the thesis, subject matter related to the thesis, and course work taken at Georgia Southern University.



**M.S.**

**MATHEMATICS**

**30 HOURS COURSE WORK  
6 HOURS RESEARCH PROJECT**

**Advising:** College of Science and Technology, Department of Mathematical Sciences, Dr. Laurene Fausett, Georgia Southern University, P.O. 8093, Statesboro, GA 30460, (912) 681-5390, E-mail: [LFausett@georgiasouthern.edu](mailto:LFausett@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://www.cs.georgiasouthern.edu/>.

**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 semester hours)

- MATH 5330G - Operations Research (3)
- MATH 7231 - Advanced Numerical Analysis I (3)
- STAT 5531G - Statistical Methods I (3)
- CSCI 5230G - Discrete Simulation (3)

Electives in Concentration Area (18 semester 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 Project in Concentration Area (6 semester hours)

The student must submit a written report in compliance with requirements and procedures similar to those with a thesis. In addition, the student is required to complete a successful defense of the results of the research project before a faculty committee.



**M.T.**

**TECHNOLOGY**

**33 THESIS TRACK  
 36 NON-THESIS TRACK**

Total Hours: Thesis Track 27 + 6 hours thesis  
 Non Thesis Track 36 hours

**Advising:** School of Technology, Dr. David Williams, Georgia Southern University, P.O. Box 8046, Statesboro, GA 30460, (912) 681-5810, FAX: (912) 871-1455, E-mail: dwilliams@georgiasouthern.edu

**Admission Requirements**

**Regular**

1. Completed requirements for the Bachelor's degree at a college or university accredited by the proper regional accrediting association.
2. A 2.5 (4.0 scale) cumulative grade point average or higher on courses in undergraduate work.
3. A score of no less than 450 on the Verbal Section and 450 on the Quantitative section of the Graduate Record Examinations. (Scores from the Analytical section of the Graduate Record Examinations will be reviewed and may be considered in determining admission status recommendations to the College of Graduate Studies.)
4. An undergraduate major or the equivalent in the proposed field of study.

**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 School of Technology 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 of Study for options within the College of Science and Technology**

The Master of Technology degree program provides options in Industrial Safety and Environmental Compliance, Industrial Management/Manufacturing, Laser Technology, and Printing Management.

A minimum of 50% of courses for the Master of Technology degree must be taken at or above the 6000 level.

**Core Requirements for Thesis Track ..... 9 Hours**

- TCGT 7230 - Manufacturing Case Study Analysis (3)
- TCGT 7530 - Research and Technology (3)
- TCGT 7532 - Global Technology (3)

**Restricted Electives for Thesis Track (Courses at or above the 5000 level) ..... 15 Hours**

**Thesis ..... 6 Hours**

- TCGT 7999 - Thesis (6)

**Core Requirements for Non-Thesis Track ..... 9 Hours**

- TCGT 7230 - Manufacturing Case Study Analysis (3)
- TCGT 7530 - Research and Technology (3)
- TCGT 7532 - Global Technology (3)

**Restricted Electives for Non-Thesis Track (Courses at or above the 5000 level) ..... 27 Hours**

**Other Requirements for Non-Thesis Track:**

Comprehensive Examination

**Program of Study for Multi-Disciplinary Options**

The Master of Technology degree program also provides multi-disciplinary options in Environmental Studies and Information Technology. Environmental Studies is offered in cooperation with the College of Business Administration, the Master's of Public Administration program, the College of Health and Professional Studies, and the Departments of Biology, Chemistry, and Geology. The Information Technology option is offered in cooperation with the College of Business Administration and the Math and Computer Science Department. A minimum of 50 % of the courses for the Master of Technology degree must be taken at or above the 6000 level.

**Environmental Studies Option**

**Core Requirements for Thesis Track ..... 15 Hours**

- PBAD 7337 - Environmental Policy and Management (3)
- TCGT 7530 - Research and Technology (3)
- TSEC 5333G - Industrial Hygiene (3)
- BIOL 7090 - Introduction to Environmental Science (3)

One Advanced Science Elective (from the list below) (4)

- BIOL 5540G - Advanced Ecology (4)
- CHEM 5243G - Environmental Chemistry (4)
- GEOL 6440 - Environmental Geology (4)

**Restricted Electives for Thesis Track (Courses at or above the 5000 level) ..... 11 Hours**

**Thesis ..... 6 Hours**

- TCGT 7999 - Thesis (6)

**Core Requirements for Non-Thesis Track ..... 15 Hours**

- BIOL 7090- Introduction to Environmental Science (4)
- PBAD 7337 - Environmental Policy and Management (3)
- TCGT 7530 - Research in Technology (3)
- TSEC 5333G - Industrial Hygiene (3)

One Advanced Science Elective (from the list below) (4)

- BIOL 5540G - Advanced Ecology (4)
- CHEM 5243G - Environmental Chemistry (4)
- GEOL 6440 - Environmental Geology (4)

**Restricted Electives for Non-Thesis Track (Courses at or above the 5000 level) ..... 20 Hours**

**Other Program Requirements**

Comprehensive Examination

**Information Technology Option**

In addition to the standard admission requirements, the MT program with an Information Technology Option 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.  $[(UGPA \times 200) + GMAT = 1000]$ .

**Core Requirements for Thesis Track ..... 13 Hours**

- CISM 7331 - Information Technology Management (3)
- CSCI 7140 - Software Development and Machine Architecture (4)
- TCGT 7530 - Research and Technology (3)
- TCGT 7532 - Global Technology (3)

**Restricted Electives for Thesis Track (Courses at or above the 5000 level) ..... 15 Hours**

**Thesis ..... 6 Hours**

- TCGT 7999 - Thesis (6)

**Core Program for Non-Thesis Track ..... 12 Hours**

- CISM 7321 - Information Technology Management (2)
- CSCI 7140 - Software Development and Machine Architecture (4)
- TCGT 7532 - Global Technology (3)
- TCPM 7232 - Multimedia for Industry and Business (3)

**Restricted Electives for Non-Thesis Track (Courses at or above the 5000 level) ..... 24 Hours**

**Other Program Requirements**

Comprehensive Examination

**Thesis**

Each candidate for the Master of Technology 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 a "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 Technology degree. Procedural steps in the preparation of the thesis are as follows:

1. The prospectus for the thesis shall be submitted to the major professor and thesis committee for approval.
2. 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.
3. 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*

# 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. Under the semester format we will offer a 5000G level course that may be taken for graduate credit. (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

Under 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  
 CLASS - College of Liberal Arts and Social Sciences  
 COBA - College of Business Administration  
 COE - College of Education  
 CIT - College of Information Technology  
 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	FINC	Finance	PBAD	Public Administration
ACCT	Accounting	FMAD	Fashion Merchandising/Apparel Design	PHIL	Philosophy
AMST	American Studies	FORL	Foreign Language	PHYS	Physics
ANTH	Anthropology	FREN	French	POLS	Political Science
ARAB	Arabic	GEOG	Geography	PRCA	Public Relations
ART	Art	GEOG	Geology	PSYC	Psychology
ASTR	Astronomy	GRMN	German	READ	Reading
BEED	Business Education	GSU	Georgia Southern University	RECR	Recreation
BHON	Bell Honors	HIST	History	REDV	Regional Economic Development
BIOL	Biology	HLTH	Health	RELS	Religious Studies
BIOS	Biostatistics	HNRM	Hotel and Restaurant Management	RGTE	Regents Remediation Essay
BRCT	Broadcasting	HUMN	Humanities	RGTR	Regents Remediation Reading
BUSA	Business Administration	IDS	Interdisciplinary Studies	SCED	Secondary Education
CHEM	Chemistry	INDS	Interior Design	SMGT	Sport Management
CHFD	Child and Family Development	INTS	International Studies	SOCI	Sociology
CISM	Computer Information Systems	IRSH	Irish Studies	SPAN	Spanish
CLAS	College of Liberal Arts and Social Sciences	IT	Information Technology	SPCM	Speech Communication
COED	College of Education	ITEC	Instructional Technology Education	SPED	Special Education
COML	Comparative Literature	JAPN	Japanese	STAT	Statistics
COMM	Communication Arts	JOUR	Journalism	TCED	Technology Education
COOP	Cooperative Education	KINS	Kinesiology	TCET	Civil Engineering Technology
COUN	Counseling Education	LAST	Latin American Studies	TCGT	General Technology
CRJU	Criminal Justice	LATN	Latin	TCM	Construction Management
CSCI	Computer Science	LING	Linguistics	TCPM	Printing Management
ECED	Early Childhood Education	LOGT	Logistics/Intermodal Transportation	TEET	Electrical Engineering Tech
ECON	Economics	LSTD	Legal Studies	TENS	Engineering Science
EDLD	Educational Leadership	MATH	Mathematics	TGET	Graduate Engineering Tech
EDUC	Curriculum	MGED	Middle Grades Education	THEA	Theatre
EDUF	Educational Foundations	MGNT	Management	TIET	Industrial Engineering Tech
EDUR	Educational Research	MKTG	Marketing	TMET	Mechanical Engineering Tech
ENGL	English	MSCI	Military Science	TMFG	Manufacturing Technology
ENGR	Engineering	MSED	Middle Grades & Secondary Education	TSEC	Safety and Environmental Compl
ESED	Early Childhood-Secondary Education	MUSA	Applied Music	WMBA	Web MBA
ESL	English Second Language	MUSC	Music	WGST	Women and Gender Studies
ESPY	Education Psychology	MUSE	Music Ensemble	WRIT	Writing
FACS	Family and Consumer Science	NTFS	Nutrition and Food Science	YORU	Yoruba
FILM	Film	NURS	Nursing		

<b>Africana Studies (Interdisciplinary)</b>		
<b>AAST 3030-Selected Topics in Africana Studies</b>	(1 to 3)-0-(1 to 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.		
<b>AAST/HIST/AMST 3130-African American History to 1877</b>	<b>3-0-3</b>	
See HIST 3130 for course description.		
<b>AAST/HIST/AMST 3131-African American History Since 1877</b>	<b>3-0-3</b>	
See HIST 3131 for course description.		
<b>AAST 3230-Introduction to Africana Studies</b>	<b>3-0-3</b>	
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.		
<b>AAST/ENGL/AMST 3231-Survey of African-American Literature</b>	<b>3-0-3</b>	
See ENGL 3231 for course description.		
<b>AAST/POLS/AMST 3237-African American Politics</b>	<b>3-0-3</b>	
See POLS 3237 for course description.		
<b>AAST/YORU 3330-Yoruba Culture and Civilization</b>	<b>3-0-3</b>	
See YORU 3330 for course description.		
<b>AAST/THEA/AMST 3332-African American Theatre</b>	<b>3-0-3</b>	
See THEA 3332 for course description.		
<b>AAST/FREN 3336-Francophone Cultures of Africa and the Caribbean</b>	<b>3-0-3</b>	
See FREN 3336 for course description.		
<b>AAST/LING/ANTH/POLS 3337-Language, Power, Politics</b>	<b>3-0-3</b>	
See POLS 3337 for course description.		
<b>AAST/POLS 3431-African Politics</b>	<b>3-0-3</b>	
See POLS 3431 for course description.		
<b>AAST/ART 3435-African Art and Culture</b>	<b>3-0-3</b>	
See ART 3435 for course description.		
<b>AAST/ART 3436-African-American Art</b>	<b>3-0-3</b>	
See ART 3436 for course description.		
<b>AAST/INTS/HIST 3530-History of Africa to 1800</b>	<b>3-0-3</b>	
See HIST 3530 for course description.		
<b>AAST/INTS/HIST 3531-History of Africa since 1800</b>	<b>3-0-3</b>	
See HIST 3531 for course description.		
<b>AAST/HIST 4134-The Civil Rights Movement</b>	<b>3-0-3</b>	
See HIST 4134 for course description.		
<b>AAST/GEOG 4330-Geography of Africa South of the Sahara</b>	<b>3-0-3</b>	
See GEOG 4330 for course description.		
<b>AAST/AMST 4333-Race and Ethnicity</b>	<b>3-0-3</b>	
See SOCI 4333 for course description.		
<b>AAST/SPCM/AMST 4337-Rhetoric of Social Movements</b>	<b>3-0-3</b>	
See SPCM 4337 for course description.		
<b>AAST/SOCI 4431-Inequality</b>	<b>3-0-3</b>	
See SOCI 4431 for course description.		
<b>AAST/HIST/WGST 4530 - Revelation and Revolution</b>	<b>3-0-3</b>	
See HIST 4530 for course description.		
<b>AAST/HIST 4532-Destruction of Slavery</b>	<b>3-0-3</b>	
See HIST 4532 for course description.		
<b>AAST 4630-Seminar in Africana Studies</b>	<b>3-0-3</b>	
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.		
<b>AAST/YORU 4890-Directed Individual Study in Yoruba</b>	(1 to 15)-0-(1 to 15)	
See YORU 4890 for course description.		
<b>AAST/HIST 5233/5233G-The American City</b>	<b>3-0-3</b>	
See HIST 5233 for course description.		
<b>AAST/AMST/MUSC 5236/5236G-Jazz History</b>	<b>3-0-3</b>	
See MUSC 5236 for course description.		
<b>AAST/SPAN 5330/5330G-African Hispanic Culture</b>	<b>3-0-3</b>	
See SPAN 5330 for course description.		
<b>AAST/SOCI/ANTH/AMST 5435/5435G-The Rural South</b>	<b>3-0-3</b>	
See SOCI 5435 for course description.		
<b>AAST/ANTH 5437/5437G-Cultures of Africa</b>	<b>3-0-3</b>	
See ANTH 5437 for course description.		
<b>AAST/ENGL/WGST 5539/5539G-Literature by Women</b>	<b>3-0-3</b>	
See ENGL 5539 for course description.		
<b>Accounting (COBA)</b>		
<b>ACCT 2030-Survey of Accounting</b>	<b>3-0-3</b>	
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.		
<b>ACCT 2101-Financial Accounting</b>	<b>3-0-3</b>	
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. Prerequisite: Completion of Area A.		
<b>ACCT 2102-Managerial Accounting</b>	<b>3-0-3</b>	
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: Grade of "C" or better in ACCT 2101.		
<b>ACCT 3131-Intermediate Accounting I</b>	<b>3-0-3</b>	
The nature of financial accounting, reporting and current practice in the preparation of financial statements and in accounting for cash; current receivables; inventories, property, plant, and equipment; intangible assets; current liabilities; and contingencies. The time value of money is emphasized. The course stresses problem solving and critical thinking. Prerequisite: Grade of "B" or better in ACCT 2101; or a grade of "C" or better in both ACCT 2101 and ACCT 2102.		
<b>ACCT 3132-Intermediate Accounting II</b>	<b>3-0-3</b>	
A continuation of financial accounting from ACCT 3131. This course provides detailed coverage of several financial accounting topics including, property, plant, and equipment; intangible assets; current liabilities and contingencies; long-term liabilities; stockholders' equity; earnings per share; and investments. 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 grade of "C" or better 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. Prerequisite: Grade of "C" or better in ACCT 2102.

**ACCT 3330-Income Tax** 3-0-3  
Develops an understanding of the reporting of individuals, corporations, partnerships, trusts, and estates. Prerequisite: Grade of "C" or better 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 grade of "C" or better in both ACCT 2101 and ACCT 2102; for non-BBA students, a grade of "C" or better in ACCT 2030.

**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: Grade of "C" or better 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: Grade of "C" or better in ACCT 3131.

**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 revenue recognition; accounting for income taxes; accounting for pensions and other post-retirement benefits; accounting for leases; accounting changes and error corrections; the statement of cash flows; and financial accounting disclosures are the basis for this course. 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. Prerequisites: Grade of "C" or better 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: Grade of "C" or better in ACCT 3132 AND grade of "C" or better in ACCT 4130 or concurrent enrollment in ACCT 4130.

**ACCT 4790-Internship in Accounting** (3 to 6)-0-(3 to 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-Selected Topics 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: Senior standing and permission of director.

**ACCT 4890-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 to increase competence in managerial accounting techniques that can be used to assist managers in the pricing of products or services, to demonstrate the application of specialized uses of accounting information in inventory costing, planning and control functions, and to enhance the use of a variety of decision making techniques. Prerequisite: Grade of "C" or better in ACCT 3231.

**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. Prerequisite: Grade of "C" or better in ACCT 3131.

**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: Graduate standing.

**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 consent 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: Graduate Standing.

<b>ACCT 7331-Taxation of Estates, Gifts, and Trusts</b> 3-0-3 Covers transfers pursuant to estates and gifts as well as the taxation of both simple and complex trusts and estates. Prerequisite: Graduate standing.	<b>AMST/THEA/AAST 3332-African American Theatre</b> 3-0-3 See THEA 3332 for course description.
<b>ACCT 7332-Advanced Tax Planning and Research</b> 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.	<b>AMST/POLS 3333-Southern Politics</b> 3-0-3 See POLS 3333 for course description.
<b>ACCT 7430-Seminar in Auditing</b> 3-0-3 Advanced topics in independent, internal, and governmental auditing. Prerequisite: Graduate standing.	<b>AMST/SOCI 3336-Social Problems</b> 3-0-3 See SOCI 3336 for course description.
<b>ACCT 7431-Auditing Practice</b> 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.	<b>AMST/PHIL 3430-American Philosophy</b> 3-0-3 See PHIL 3430 for course description.
<b>ACCT 7530-Seminar in Accounting Information Systems</b> 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: Graduate standing.	<b>AMST/ART 3437-American Art</b> 3-0-3 See ART 3437 for course description.
<b>ACCT 7730-Internship in Accounting</b> 0-0-3 A supervised work-study program of specified length in selected business and accounting firms. Prerequisite: Graduate Standing and permission of Director.	<b>AMST/ART 3535-Native American Art</b> 3-0-3 See ART 3535 for course description.
<b>ACCT 7899-Directed Study in Accounting (1 to 3)-0-(1 to 3)</b> 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.	<b>AMST 4033-Seminar in American Studies</b> 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.
<b>American Studies (Interdisciplinary)</b>	<b>AMST/POLS 4130-American Political Thought</b> 3-0-3 See POLS 4130 for course description.
<b>AMST 3033-Introduction to American Studies</b> 3-0-3 The first course in the American Studies minor program, introducing students to the interdisciplinary nature of American Studies. Prerequisite: ENGL 1101.	<b>AMST/HIST 4131-American Biography</b> 3-0-3 See HIST 4131 for course description.
<b>AMST/HIST/AAST 3130-African-American History to 1877</b> 3-0-3 See HIST 3130 for course description.	<b>AMST/HIST 4132-Recent America: US Since 1945</b> 3-0-3 See HIST 4132 for course description.
<b>AMST/HIST/AAST 3131-African-American History Since 1877</b> 3-0-3 See HIST 3131 for course description.	<b>AMST 4139/ANTH 4131-North American Archeology</b> 3-0-3 See ANTH 4131 for course description.
<b>AMST/ENGL 3132/3132S-American Literature II</b> 3-0-3 See ENGL 3132 for course description.	<b>AMST/HIST 4135-The United States in the 1960's</b> 3-0-3 See HIST 4135 for course description.
<b>AMST/HIST 3133-United States Constitutional History</b> 3-0-3 See HIST 3133 for course description.	<b>AMST/ENGL 4237-The American Novel</b> 3-0-3 See ENGL 4237 for course description.
<b>AMST/HIST 3134-American Economic History</b> 3-0-3 See HIST 3134 for course description.	<b>AMST/JOUR 4331-History of American Journalism</b> 3-0-3 See JOUR 4331 for course description.
<b>AMST/HIST/WGST 3137-History of Women in the United States</b> 3-0-3 See HIST 3137 for course description.	<b>AMST/JOUR 4332-Contemporary American Newspapers</b> 3-0-3 See JOUR 4332 for course description.
<b>AMST/HIST 3230-American Military History</b> 3-0-3 See HIST 3230 for course description.	<b>AMST/AAST/SOCI 4333-Race and Ethnicity</b> 3-0-3 See SOCI 4333 for course description.
<b>AMST/ENGL/AAST 3231-Survey of African-American Literature</b> 3-0-3 See ENGL 3231 for course description.	<b>AMST/SPCM/AAST 4337-Rhetoric of Social Movements</b> 3-0-3 See SPCM 4337 for course description.
<b>AMST/POLS/AAST 3237-African American Politics</b> 3-0-3 See POLS 3237 for course description.	<b>AMST/HIST 4431-Contact, Encounter and Colonization: Early America to 1670</b> 3-0-3 See HIST 4431 for course description.
<b>AMST/FILM 3331-History of American Film</b> 3-0-3 See FILM 3331 for course description.	<b>AMST/HIST 4432-Diversity and Division: Early America 1670-1763</b> 3-0-3 See HIST 4432 for course description.
	<b>AMST/GEOG 5130/5130G-Geography of North America</b> 3-0-3 See GEOG 5130 for course description.
	<b>AMST/ANTH 5131/5131G-Historical Archeology</b> 3-0-3 See ANTH 5131 for course description.
	<b>AMST/HIST 5133/5133G-Revolutionary America</b> 3-0-3 See HIST 5133 for course description.
	<b>AMST/HIST 5134/5134G-Civil War and Reconstruction</b> 3-0-3 See HIST 5134 for course description.
	<b>AMST/HIST 5137/5137G-The Antebellum South</b> 3-0-3 See HIST 5137 for course description.

**AMST/HIST 5138/5138G-The New South** 3-0-3  
See HIST 5138 for course description.

**AMST/ENGL 5230/5230G-Colonial American Literature** 3-0-3  
See ENGL 5230 for course description.

**AMST/ENGL 5234/5234G-Southern Literature** 3-0-3  
See ENGL 5234 for course description.

**AMST/MUSC 5235/5235G-Music in the United States** 3-0-3  
See MUSC 5235 for course description.

**AMST/MUSC/AAST 5236/5236G-Jazz History** 3-0-3  
See MUSC 5236 for course description.

**AMST/ANTH 5431/5431G-North American Indians** 3-0-3  
See ANTH 5431 for course description.

**AMST/ANTH 5432/5432G-Southeastern Indians** 3-0-3  
See ANTH 5432 for course description.

**AMST/AAST/SOCI/ANTH 5435/5435G-The Rural South** 3-0-3  
See SOCI 5435 for course description.

**AMST/ANTH 6131-North American Archeology** 3-0-3  
See ANTH 6131 for course description.

**AMST/ANTH 6132-Southeastern Archeology** 3-0-3  
See ANTH 6132 for course description.

**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 3091-Selected Topics Anthropology (1 to 3)-0-(1 to 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  
See LING 3337 for course description.

**ANTH 3531-Biological Anthropology** 3-0-3  
Examines the interaction of biological and cultural forces in shaping human behavior and physical diversity. Key areas of study include human evolution, primatology and the physical diversity of modern populations. Prerequisite: ANTH 1102 or permission of instructor.

**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/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-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, 4262, 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, 4262, 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 4333-Comparative Social Organization** 3-0-3  
A cross-cultural examination of patterns of social organization including family, kinship, associations, and social networks, through comparative studies of selected cultures from around the world. Prerequisite: ANTH 1102 or permission of instructor.

**ANTH 4335-Anthropology and International Business** 3-0-3  
A study of the applications of anthropological concepts and methods in the study of the cultural dimensions of business in other countries. It examines the problems and skills involved in intercultural business relationships including intercultural communication, cultural sensitivity, organizational cultures, culture shock, and cross-cultural misunderstandings. Prerequisite: ANTH 1102 or permission of instructor.



**ANTH 4337-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 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 4890-Directed Individual Study** (1 to 3)-0-(1 to 3)  
Independent study under faculty supervision. Prerequisite: Permission of the instructor.

**ANTH 5091/5091G-Selected Topics in Anthropology** (1 to 3)-0-(1 to 3)  
Various topics. 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. 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. 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. 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. 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. 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. Prerequisite: ANTH 1102 or permission of instructor.

**ANTH/SOCI/AAST/AMST 5435/5435G-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. Prerequisite: ANTH 1102 or SOCI 1101 or permission of instructor.

**ANTH/SOCI/LAST 5436/5436G-Latin American Societies** 3-0-3  
Descriptive and analytical survey of the formation of Latin American societies emphasizing their historical backgrounds and emergent characteristics as products of the interplay between internal processes and external influences. Special attention is given to the socio-cultural characteristics, forms of social interaction and social structure, and relations between urban and rural life.

**ANTH/AAST 5437/5437G-Cultures of Africa** 3-0-3  
A comparative study of the lifeways of African peoples south of the Sahara. Traditional cultures, contemporary development, and the course of culture change in various regions are examined. Prerequisite: ANTH 1102 or permission of instructor.

**ANTH/COMM/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. Prerequisite: ANTH 1102 or SOCI 1101.

**ANTH 5531/5531G-Anthropological Theory** 3-0-3  
A study of the major anthropological theories of human culture covering the history of theory and contemporary materialist and idealist theories. Prerequisite: ANTH 1102 or permission of instructor.

**ANTH 6091-Selected Topics in Anthropology** (1 to 3)-0-(1 to 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/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 6333-Comparative Social Organization 3-0-3**  
 A cross-cultural examination of patterns of social organization including family, kinship, associations, and social networks through comparative studies of selected cultures from around the world. Prerequisite: ANTH 1102 or permission of instructor.

**ANTH 6335-Anthropology and International Business 3-0-3**  
 A study of the applications of anthropological concepts and methods in the study of the cultural dimensions of business in other countries. It examines the problems and skills involved in intercultural business relationships including intercultural communication, cultural sensitivity, organizational cultures, culture shock, and cross-cultural misunderstandings. 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 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 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.

**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-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 oil and/or acrylic 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 with the media, mixing color, value, and composition. Equally stressed are iconographic concepts such as symbolic use of color, marks and form to increase expressionistic content within a work of art. Direct observation is utilized. Prerequisite: Art Major, Art Minor, or Permission of Department.

**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.

**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. Prerequisite: ART 1030.

**ART 1236-Jewelry 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. Prerequisite: ART 1030 or permission of instructor.

**ART 1335-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.

**ART 1430-Printmaking I 3-0-3**  
 A brief overview of all printing processes with focus on relief and intaglio. Emphasis will be placed on understanding the printmaking process within a historical and critical context. Prerequisite: ART 1020.

**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.

**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 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: 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: ART 1010 and 1020.

**ART 2331-Graphic Design I** **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: ART 1010 and 1020.

**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-Printmaking II** **3-0-3**  
Intermediate study of printmaking focusing on the planographic and serigraphic print processes. Emphasis will be placed on understanding the printmaking process within a historical and critical context. Prerequisite: ART 1430.

**ART 2531-Art History I** **3-0-3**  
A chronological survey of world visual arts from pre-historic times through the Middle Ages in the West and various non-western cultures. Emphasis is on architecture, sculpture, painting, and other major media. This course introduces questions of style, meaning, and cultural context for works of art.

**ART 2532/2532S-Art History II** **3-0-3**  
A chronological survey of the visual arts from the Renaissance to contemporary times. Emphasis is on architecture, sculpture, painting, and other major media. This course introduces questions of style, meaning, and cultural context for works of art. Prerequisite: ART 2531.

**ART 3131-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 3134-Art for the General Classroom Teacher P-8** **3-0-3**  
Prepares the future elementary and middle school classroom teacher to plan, implement and evaluate visual art education for children in grades PreK-8.

**ART 3135-Art Teacher P-5** **3-0-3**  
The art education major will learn to plan, implement, and evaluate visual art education for children in grades PreK-5. Course work addresses the history and theories of art education, state and national standards for the teaching of visual arts, children's artistic development, and related teaching strategies.

**ART 3136-Art Methods for the Art Classroom Teacher 6-12** **3-0-3**  
Students examine history, theory, instructional strategies studio skills necessary to integrate art learning experiences in aesthetics, art criticism, art history and art production. Emphasis is on developing advanced skills in planning, implementation and evaluation of art instruction for grades 6-12.

**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 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 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 3330-Packaging Design** **3-2-3**  
A study of various aspects of packaging design. Creative solutions to a diverse range of packaging design problems will be explored, along with study of practical and technical demands specific to three dimensional design. Prerequisite: ART 2331.

**ART 3331-Graphic Design II** **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: ART 2330 and ART 2331.

**ART 3333-Corporate Identity** **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. Prerequisite: 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 3335-Photography III** **3-0-3**  
A studio course that explores a variety of photographic methods to achieve an advanced level of personal expression and an understanding of aesthetics. Prerequisite: ART 2335.

**ART 3336-Photography IV** **0-6-3**  
A studio course that explores photographic seeing through the application of advanced processing, and printing techniques. Experimental imagery will be encouraged. Emphasis on the development of a personal style. Prerequisite: ART 3335.

**ART 3337-Enameling** **3-0-3**  
Students will explore various enameling processes including cloisonne, champleve, Limoge and basse-taille. Students will also investigate the use of color in the creations of contemporary jewelry and small sculptural objects. Prerequisite: ART 1236 or permission of instructor.

**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 3430/3430S-Printmaking III** 0-6-3  
Advanced instruction in various printing processes with emphasis on one process. Students are encouraged to develop their own form of individual expression and critical understanding within the visual language of printmaking. Prerequisite: 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** 3-0-3  
Surveys the major themes, cultural groups, and art traditions of Africa. It focuses on materials, function, meaning, and the contexts in which art is used. Prerequisite: ART 2531 and ART 2532.

**ART/AAST 3436-African American Art** 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. Prerequisite: ART 2531 and ART 2532.

**ART/AMST 3437-American Art** 3-0-3  
Study of American architecture, painting, sculpture, graphic art, decorative art, and photography from the seventeenth century to the present. Art works, styles, issues, and artists will be studied in relation to the historical, social, cultural, and political background which they reflected and which gave them meaning. Prerequisite: ART 2531 and ART 2532.

**ART 3438-Art of Asia** 3-0-3  
A study of art and architecture from the major cultures in Asia and the Far East including India, Southeast Asia, China, Korea, and Japan. Prerequisite: ART 2531 and ART 2532.

**ART 3490-Problems in Printmaking** 0-(2 to 6)-(0 to 9)  
Intensive individual research in a specific printmaking process or specific mixed media approach. Emphasis will be placed on creating a cohesive body of work which could include the exploration of artist's books and papermaking. Prerequisite: Advanced Printmaking or permission of instructor.

**ART 3530-Ancient Art** 3-0-3  
A study of the architecture, sculpture, painting, and applied arts of major civilizations in the Middle East and the Mediterranean world from prehistory to the 4th century C.E., with emphasis on developments in Greece and Rome. Prerequisite: ART 2531 and ART 2532.

**ART 3531/3531S-Medieval Art** 3-0-3  
A study of architecture, painting, sculpture, and applied arts in Europe and the Mediterranean world from the Fall of Rome to the thirteenth century. Prerequisite: ART 2531 and ART 2532.

**ART 3532-Renaissance Art** 3-0-3  
A study of the architecture, sculpture, painting, and applied arts in Europe from the fourteenth through the sixteenth centuries with emphasis on developments in Italy and Northern Europe. Prerequisite: ART 2531 and ART 2532.

**ART 3533-Baroque and Rococo Art** 3-0-3  
A study of architecture, painting, sculpture, and graphic arts in Europe during the seventeenth and eighteenth centuries. Prerequisite: ART 2531 and ART 2532.

**ART 3534/3534S-Nineteenth Century Art** 3-0-3  
A chronological study of the visual arts in Europe and America from the late eighteenth through the early twentieth centuries. This course examines the art, artists and issues in Nineteenth century art through lectures and discussion. Prerequisite: ART 2531 and ART 2532.

**ART/AMST 3535-Native American Art** 3-0-3  
A survey of the visual arts and artifacts of native North American cultures from prehistory to contemporary times. This course examines Native American artifacts for their distinctive aesthetic value in addition to their ritual significance. Prerequisite: ART 2531, 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-Problems in Drawing** 0-(2 to 6)-(1 to 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 4191-Problems in Painting** 0-(2 to 6)-(1 to 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 in handling traditional formal elements such as composition, color mixing, and paint surface is stressed. Prerequisite: Permission of the instructor.

**ART 4230-Kiln Building** 0-6-3  
The history, design, and construction of ceramic kilns. Students will design and construct a variety of kilns used throughout the history of ceramics. Includes the study of how fuels interact with the structure to achieve desired design results. Prerequisite: ART 2230.

**ART 4231-Glaze Calculation** 0-6-3  
Introduction to the development of clay bodies and glazes. Students will utilize specific glaze and ceramic formulas for desired technical and aesthetic results. Traditional glazes will be contrasted with experimental approaches. Prerequisite: ART 3230.

**ART 4290-Problems in Ceramics** 0-(2 to 6)-(1 to 3)  
Intensive individual research in a specific area of ceramics. Prerequisite: Permission of the instructor.

**ART 4291-Problems in Sculpture** 0-(2 to 6)-(1 to 3)  
Individual research in sculpture. Prerequisite: Permission of the instructor.

**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 III** 3-2-3  
An advanced level course focusing on advertising design. Various types of advertisement problems will be explored, including magazine, catalogs, brochures, and newspapers as well as electronic advertising designed for the web. Students will explore marketing related issues and learn to develop visual design which effectively communicates a client's desired message. Prerequisites: ART 3331 and ART 3338.

**ART 4391-Problems in Photography** 0-(2 to 6)-(1 to 3)  
A studio course in which students organize and assemble a photographic portfolio. Emphasis is on the development of a personal style using advanced photographic techniques and aesthetics. Prerequisite: Permission of the instructor.

**ART 4392-Problems in Jewelry** 0-(2 to 18)-(1 to 9)  
 Intensive individual research in a specific area of jewelry. Students will demonstrate proficiency in the media while developing a unique personal style. Prerequisite: Permission of the instructor.

**ART 4435-Art History Travel** 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. Prerequisite: Permission of the instructor.

**ART 4473-Senior Painting Exhibition** 0-6-3  
 Students prepare and mount an exhibition of images they create as students at Georgia Southern. In this exhibition the students show the depth and breadth of their understanding for developing a personal iconography and for increasing the expressionistic content of their work. Prerequisites: Completion of 9 credits of Problems in Painting and permission of the instructor.

**ART 4490-Problems in Printmaking** (1-9)-0-(1-9)  
 Intensive individual research in a specific printmaking process or specific mixed media approach. Emphasis will be placed on creating a cohesive body of work which could include the exploration of artist's books and papermaking. Prerequisite: Permission of the instructor.

**ART 4530-Twentieth Century Art** 3-0-3  
 Surveys in detail the development of the artistic avant-garde in Europe and America from the late nineteenth century to the present. Major movements, individuals, and theoretical issues will be considered. Emphasis on painting and sculpture with some attention to photography, architecture, printmaking and other areas. Prerequisite: ART 2532.

**ART 4531-Contemporary Art** 3-0-3  
 Examines in detail the major tendencies in contemporary painting, sculpture, printmaking, performance, video, photography, and environmental art from the middle of the twentieth century to the present. Emphasis is on the major themes, styles, and approaches to art in the contemporary world. Prerequisite: ART 2532.

**ART 4590/4590S-Problems in Art** 0-(2 to 6)-(1 to 3)  
 Individual research in a specific area of art. Prerequisite: Permission of the instructor.

**ART 4631-Art History Seminar** 3-0-3  
 A seminar-format course on selected topics in art history with emphasis on directed readings and classroom discussion. Prerequisite: Permission of the instructor.

**ART 4731-Senior Ceramics Exhibition** 0-6-3  
 The student will develop an exhibition of ceramic work documented by way of photographic slides. The student will be expected to produce a resume and an artist's statement. Prerequisite: Permission of instructor.

**ART 4732-Senior Drawing Exhibition** 3-0-3  
 The capstone course of the drawing concentration in which the students produce works for a final exhibition and stage an exhibit of their work before graduating. Prerequisite: Permission of instructor.

**ART 4733-Senior Painting Exhibition** 0-6-3  
 Students prepare and mount an exhibition of images they have created. In this exhibition the students show the depth and breadth of their understanding for developing a personal iconography and for increasing the expressionistic content of their work. Prerequisite: Permission of instructor.

**ART 4734-Senior Photography Exhibition** 0-6-3  
 Work leading up to the presentation of a professional and cohesive body of printmaking within an individual senior exit show. Prerequisites: Six credits of ART 4391 and permission of instructor.

**ART 4735-Senior Printmaking Exhibition** 0-6-3  
 Work leading up to the presentation of a professional and cohesive body of printmaking within an individual senior exit show. Prerequisites: Nine hours of ART 4490 and permission of instructor.

**ART 4736-Senior Sculpture Exhibition** 0-6-3  
 Individual research and exhibition of advanced studio work. Prerequisite: Permission of instructor.

**ART 4737-Art History Thesis** 0-0-3  
 Independent research and writing on a specific topic under the supervision of an art history faculty member. The course is intended as a capstone experience for senior art history students during their final semester. The thesis is a substantial research paper which demonstrates advanced understanding or interpretation on a specific art history topic.

**ART 4790-Practicum in Art Education** 0-(6-12)-(3-6)  
 Prepares the art education major to plan, implement, and evaluate instructional programs in visual art education in grades P-12.

**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. Prerequisite: Senior Standing.

**ART 4889-Portfolio Design** 3-2-3  
 The student will compile a professional portfolio and exhibit creative work to the public. Prerequisite: ART 4381.

**ART 7190-Drawing** 0-(1 to 18)-(1 to 9)  
 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.

**ART 7191-Ceramics** 0-(1 to 18)-(1 to 9)  
 Individual research in a specific area of ceramics.

**ART 7192-Painting** 0-(2 to 6)-(1 to 9)  
 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.

**ART 7193-Sculpture** 0-6-(1 to 9)  
 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.

**ART 7194-Graphic Design** 0-6-(1 to 9)  
 An advanced level course which focuses on advertising design. Various types of advertisement will be explored including magazines, catalogs, brochures, and newspapers as well as electronic advertising designed for the web. Students will explore marketing related issues and learn to develop visual designs which effectively communicate a client's desired message.

**ART 7195-Photography** 3-0-(1 to 9)  
 A studio course in which students organize and assemble a photographic portfolio. Emphasis is on the development of a personal style using advanced photographic techniques and aesthetics.

**ART 7196-Printmaking** 0-6-(1 to 9)  
 Individual research in a specific printmaking process or specific mixed media approach. Emphasis on creating a cohesive body of work.

**ART 7231-Ancient Art** 3-0-3  
 A study of the architecture, sculpture, painting, and applied arts of major civilizations in the Middle East and the Mediterranean world from prehistory to the 40th century C.E. with emphasis on developments in Greece and Rome.

**ART 7232-Medieval Art** 3-0-3  
 A study of architecture, painting, sculpture, and applied arts in Europe and the Mediterranean world from the fall of Rome to the thirteenth century.

**ART 7233-Renaissance Art** 3-0-3  
 A study of architecture, painting, sculpture, and applied arts in the European world from the fourteenth through the sixteenth centuries with emphasis on developments in Italy and Northern Europe.

**ART 7234-Baroque and Rococo Art** 3-0-3  
A study of architecture, painting, sculpture, and graphic arts in Europe during the seventeenth and eighteenth centuries.

**ART 7235-Nineteenth Century Art** 3-0-3  
A chronological study of the visual arts in Europe and America from the late eighteenth through the early twentieth centuries. Examines the art, artists, and issues in nineteenth century art through lectures and discussions.

**ART 7236-Twentieth Century Art** 3-0-3  
Surveys in detail the development of the artistic avant-garde in Europe and America from the late nineteenth century to the present. Major movements, individuals, and theoretical issues will be considered.

**ART 7237-Contemporary Art** 3-0-3  
Examines in detail the major tendencies in contemporary painting, sculpture, printmaking, performance, video, photography, and environmental art from the middle of the twentieth century to the present. Emphasis on the major themes, styles, and approaches to art in the contemporary worlds.

**ART 7238-African Art** 3-0-3  
Surveys the major themes, cultural groups, and art traditions of Africa. Focuses on materials, function, meaning, and the contexts in which art is used.

**ART 7239-African American Art** 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 7330-American Art** 3-0-3  
Study of American architecture, painting, sculpture, graphic art, decorative art, and photography from the seventeenth century to the present. Art works, styles, issues, and artists will be studied in relation to the historical, social, cultural, and political background which they reflect and give meaning.

**ART 7331-Art of Asia** 3-0-3  
A study of art and architecture from the major cultures in Asia and the Far East including India, Southeast Asia, China, Korea, and Japan.

**ART 7335-Native American Art** 3-0-3  
A survey of the visual arts and artifact of native North American cultures from prehistory to contemporary times. Examines Native American artifacts for their distinctive aesthetic value in addition to their ritual significance.

**ART 7339-Methods in Middle and Secondary School Art** 3-0-3  
Students examine history, theory, instructional strategies, and studio skills necessary to integrate art learning experiences in aesthetics, art criticism, art history, and art production. Emphasis is on developing advanced skills in planning, implementing, and evaluating art instruction for grades 6-12.

**ART 7430-Foundations of Art Education** 3-0-3  
The study of theoretical and historical foundations of art education: philosophical, psychological, anthropological, and sociological approaches and their influence on curriculum development at the elementary and secondary levels.

**ART 7431-Cultural Diversity Through Art** 3-0-3  
Provides an opportunity to explore the role art plays in the interpretation and dissemination of cultural, historical, and philosophical views by comparing and contrasting art from various world cultures.

**ART 7432-Curriculum and Methods in P-5 Art Education** 3-0-3  
The practices for the teaching of perceptual awareness, production, art history, aesthetics, and criticism of the visual arts in grades P-5. Analysis of common situations in early childhood and elementary education will be made to discover opportunities for creative work and the methods and materials by which they may be realized are explored.

**ART 7433-Methods in Middle and Secondary School Art** 3-0-3  
Students examine history, theory, instructional strategies, and studio skills necessary to integrate art learning experiences in aesthetics, art criticism, art history, and art production. Emphasis is on developing advanced skills in planning, implementing, and evaluating art instruction for grades 6-12.

**ART 7434-History and Philosophy of Art Education** 3-0-3  
An examination of the historical dimensions of art education in the United States.

**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 7436-Art Therapy/Special Populations** 3-0-3  
Introduces art teachers to art therapy and special populations. Emphasizes instructional strategies and therapeutic techniques relevant to social and learning needs.

**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 7438-Curriculum Development in Art Education** 3-0-3  
The planning, implementation and evaluation of a sequential curricula for the fine arts in schools, museums, and art centers. Areas of analysis include past and present art programs and art education movements as alternative models for curriculum design; creation and evaluation of innovative school, college, museum, and other institutional art programs; meaning and method of curriculum improvement; guidelines for curriculum decision making; testing and evaluating curriculum innovations. Prerequisites: Graduate course work in at least two courses of one medium to be target of research.

**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-Problems in Art** 3-0-(1 to 9)  
Individual research in a specific area of art. Prerequisite: Permission of instructor.

**ART 7999-M.Ed. Thesis Project in Art Education** 3-0-(1 to 6)  
Having completed all other degree requirements, individuals engage in a substantive special project/scholarly inquiry into an area of art education. 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-New Art Theory and Criticism** 3-0-3  
A seminar on new theoretical ideas about art and art criticism. The course is organized around the most important recent critical writings on various topics such as postmodernism, feminism, myth, semiotics, aesthetics, psychoanalysis, the avant-garde and how they affect contemporary art and artists.

**ART 8830-Problems in Art Education** 3-0-3  
Individual and specialized study in areas of art education not otherwise covered in the student's program. 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 8832-Research in Art Education** 3-0-3  
Individual and specialized study in research methodology, critical evaluation of art education research, and proposed topics of research in art education. Prerequisite: Permission of instructor.

**ART 8834-Readings in Art Education** 3-0-3  
A critical examination of the scholarly literature from a variety of disciplines which have bearing on the nature and practice of art education.

**ART 8999-Master of Fine Arts Thesis** 0-6-(1 to 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. Prerequisite: Permission of instructor.

**ART 9610-Master of Fine Arts Seminar** 1-0-1  
Provides the Master of Fine Arts degree candidates the opportunity of formally discussing issues relative to their degree. The course will combine group critiques with seminar discussions. 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-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 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.

**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** (1 to 3)-0-(1 to 3)  
**Special Topics**  
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. 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 to 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.

**BEED 7130-Office Administration** 3-0-3  
The total operations of an office will be analyzed for effective planning, controlling, organizing, and actuating techniques utilizing the systems management approach in which office activities are considered components of systems. The course involves in-depth reading and analysis of the components of office systems including technical, organizational, and communicational dimensions.

**BEED 7230-Trends in Teaching Business and Accounting** 3-0-3  
A study of current literature, research findings and practices with special reference to current trends, issues and integration of technology in basic business and accounting.

**BEED 7330-Coordination of Vocational Business** 3-0-3  
Acquaints students with the policies, problems and procedures involved in cooperative business education. It is designed to prepare students to effectively organize and operate a planned cooperative business education program according to national, state and local guidelines and to analyze business workplace skills needed in a technological society.

**BEED 7431-Principles and Problems** 3-0-3  
A study of the evolution of business education principles and practices, content and curricula for business programs. Consideration is given to such problems as objectives, relationships of vocational to general education, place of business education in changing secondary school curriculum, standards of achievement, and the effect of modern trends and developments.

**BEED 7432-Administrative Support** 3-0-3  
A study of current literature, research findings and practices with special reference to current trends and issues in administrative support systems.

**BEED 7433-History and Philosophy of Business Education** 3-0-3  
Principles, problems, philosophy and history of business education. An analysis of professional literature and research, trends, issues and organizations.

**BEED 7434-Business Research Writing** 3-0-3  
Effective communication in business and education, including business letters, proposals, abstracts, articles, and business reports. Attention is given to the creative and functional aspects in understanding problems, gathering and organizing data, analysis preparation, research methods, tools and interpretation of research data. Prerequisite: EDUR 7130.

**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-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-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-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-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 2111-Cellular Biology 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: CHEM 1145 (may be taken concurrently).
- BIOL 2131/2131H-Cellular Biology** 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: CHEM 1145 (may be taken concurrently).
- BIOL 2240-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 3099- Selected Topics/Biology** 3-3-4  
Course taught on a selected topic in biology on a one-time basis. Prerequisites: BIOL 2131, BIOL 3132, and BIOL 3133.
- BIOL 3112-Biology of Organisms 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. Prerequisites: BIOL 2111 and BIOL 2131.
- 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 2111 and BIOL 2131.
- BIOL 3132-Biology of Organisms** 3-0-3  
Survey of the diversity and basic biology of viruses, bacteria, protista, fungi, plants and animals. For each group, emphasis will be placed on systematic relationships at higher taxonomic levels, recognition of diagnostic structures, functional systems and reproduction. Prerequisites: BIOL 2111 and BIOL 2131.
- 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 2111 and BIOL 2131.
- 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 2131, BIOL 3132, BIOL 3133 and three or four courses in chemistry.

- BIOL 3240-Biology of Microorganisms** 3-2-4  
Covers the principles and techniques of general microbiology, including physiology, genetics, and host-parasite interactions involving bacteria, eukaryotic microorganisms and viruses. Prerequisites: BIOL 2131, BIOL 3132, and BIOL 3133.
- 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 2131, BIOL 3132, and BIOL 3133.
- 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 2131, BIOL 3132 and BIOL 3133.
- 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 2131, BIOL 3132 and BIOL 3133.
- BIOL 3533-Field Entomology** 1-6-3  
An off-campus concentrated introduction to the study of insects. Field collection and laboratory identification supplement the lecture, which focuses on external and internal morphology, development, behavior, and interactions with plants and animals. Prerequisites: BIOL 2131, BIOL 2132 and BIOL 3133.
- 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 2131, BIOL 2132 and BIOL 3133.
- 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 2131, BIOL 3132 and BIOL 3133.
- 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 2131, BIOL 2131 H, BIOL 3132, BIOL 3133.
- BIOL 3790-Teaching Internship in Biology** 1-(2 to 6)-(1 to 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: 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 4340-Field Botany** 2-6-4  
An introduction to plant systematics with primary emphasis on identification and classification of non-woody flora. Prerequisites: BIOL 2131, BIOL 3132, BIOL 3133 or permission of instructor.
- 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 quarter and will be led by biology faculty. Prerequisite: 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: Minimum GPA of 2.75 and junior standing.

**BIOL 4890-Undergraduate Research (1 to 4)-0-(1 to 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 Biology 4890 may be counted toward the 22 (BA) or 32 (BSB) credit hours needed in Biology Elective course work. Prerequisites: Minimum GPA of 2.75 and junior standing.

**BIOL 4895H-Honors Research 0-(1 to 4)-(1to 4)**

Independent research under the guidance of a biology faculty member for Biology honors students. Students may register for 1-4 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 the biology course, BIOL 4890. Prerequisites: Open to students in the Honors in Biology only.

**BIOL 4999H-Honors Thesis 2-0-2**

Written and oral presentation of results of individual research in partial fulfillment of the requirements for Honors in Biology. Students opting to attempt the honors degree program would be precluded from receiving biology elective credit for the biology course, BIOL 4890. Prerequisites: Minimum GPA of 3.5 in all course work applied to the Biology degree and junior standing and BIOL 4895H.

**BIOL 5099/5099G-Selected Topics/Biology 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. Prerequisites: BIOL 2131, BIOL 3132 and BIOL 3133.

**BIOL 5130/5130G-Biology of Cell Membranes 2-3-3**

A comparative course on membrane structure and function. Specific areas to be included are: transport kinetics, physiochemical properties, electrical properties, membrane transport, comparative studies, biochemical assays for membrane proteins, cell-cell communication and medical applications of membrane biology. Prerequisites: BIOL 5144 and BIOL 5230 strongly recommended.

**BIOL 5132/5132G-Eukaryotic Molecular Genetics 3-0-3**

Examines aspects of inheritance of eukaryotes at the molecular, biochemical, cytological, organismic, and population levels. Prerequisite: 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. Prerequisites: BIOL 2131, BIOL 3132 and BIOL 3133. 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. Prerequisites: BIOL 2131, BIOL 3132 and BIOL 3133.

**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. Prerequisites: BIOL 2131, BIOL 3132 and BIOL 3133.

**BIOL 5144/5144G-Advanced Cell Biology 3-3-4**

Examines the structure and physiology of cells and subcellular organelles. Topics include membrane transport, DNA, RNA and protein synthesis, cellular respiration, the synthesis and function of macromolecules, the cellular biology of neural and endocrine cells, and the cellular biology of bioluminescence. Prerequisites: BIOL 2131, BIOL 3132, BIOL 3133 and two semesters of chemistry.

**BIOL 5146/5146G-Developmental Biology 3-3-4**

Examines the development of the chordates with emphasis on interpretation of experimental procedures. Prerequisites: BIOL 2131, BIOL 3132 and BIOL 3133.

**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. Prerequisites: BIOL 2131, BIOL 3132, BIOL 3133, 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. Prerequisite: BIOL 5230 or concurrent registration, or permission of instructor.

**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. Prerequisites: BIOL 2131, BIOL 3132 and BIOL 3133.

**BIOL 5233/5233G-Biology of Aging 3-0-3**

Covers biological processes accompanying aging in humans and other organisms. Emphasizes physiological decline, theoretical explanations, attempts to prolong life, and the utility and limitations of model systems used to analyze human aging. Field trips required. Prerequisites: BIOL 2131, BIOL 3132, BIOL 3133 or permission of instructor.

**BIOL 5235/5235G-Fish Physiology and Behavior 2-3-3**

A comparative study of the physiological and behavioral processes in cartilaginous and bony fishes. Selected topics include acid-base metabolism, cardiovascular function, excretion, feeding, locomotion, migration, osmoregulation, reproduction, respiration, sensory systems and thermoregulation. Prerequisites: BIOL 2131, BIOL 3132, BIOL 3133 and BIOL 5230. BIOL 3545 recommended.

**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. Prerequisites: BIOL 2131, BIOL 3132 and BIOL 3133. BIOL 5144, CHEM 1146 and PHYS 1112 recommended.

**BIOL 5240/5240G-Histology 3-3-4**

Examines the origin, development, structure and function of vertebrate tissues. Prerequisites: BIOL 2131, BIOL 3132 and BIOL 3133.

**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. Prerequisites: BIOL 2131, BIOL 3132 and BIOL 3133.

**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. Prerequisites: BIOL 2131, BIOL 3132, and BIOL 3133. 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. Prerequisites: BIOL 2131, BIOL 3132 and BIOL 3133.

**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, measurement and analysis of simple and complex behaviors. Course is held in residence at a field station. Prerequisites: BIOL 2131, BIOL 3132 and BIOL 3133.

**BIOL 5246/5246G-Human Pathophysiology** 3-3-4  
A selective survey of causes and effects of disease in humans at the molecular, cellular, and systemic level. Selected topics include cellular malfunctions, altered cell environments, cancer biology, and the pathophysiology of the nervous, endocrine, cardiovascular, pulmonary, and renal organ systems. Prerequisites: BIOL 2131, BIOL 3132, BIOL 3133 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. Prerequisites: BIOL 2131, BIOL 3132 and BIOL 3133.

**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. Prerequisites: BIOL 2131, BIOL 3132, BIOL 3133 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. Prerequisites: BIOL 3132 and BIOL 3133 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. Prerequisites: BIOL 2131, BIOL 3132 and BIOL 3133.

**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. Prerequisites: BIOL 2131, BIOL 3132 and BIOL 3133.

**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. Prerequisites: BIOL 2131, BIOL 3132, BIOL 3133 and one of the following: BIOL 5442, BIOL 5341 or BIOL 5341.

**BIOL 5345/5345G-Systematic Biology** 3-3-4  
Introduces the principles and methods of biosystematics. Speciation, bio-nomenclature, hierarchical taxonomic categories, systematic characters, molecular systematics, and phylogenetic analyses are discussed. Laboratories involve use of modern molecular techniques and computational analysis with a variety of software packages. Prerequisites: BIOL 2131, BIOL 3132 and BIOL 3133.

**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. Prerequisites: MATH 1441 or permission of instructor. Biology majors should have completed 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. Prerequisites: BIOL 2131, BIOL 3132 and BIOL 3133.

**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. Prerequisites: BIOL 2131, BIOL 3132 and BIOL 3133.

**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. Prerequisites: BIOL 2131, BIOL 3132, BIOL 3133 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. Prerequisites: BIOL 2131, BIOL 3132 and BIOL 3133.

**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. Prerequisites: BIOL 2131, BIOL 3132 and BIOL 3133.

**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. Prerequisites: BIOL 2131, BIOL 3132 and BIOL 3133.

**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. Prerequisites: BIOL 2131, BIOL 3132 and BIOL 3133.

**BIOL 5447/5447G-Advanced Ornithology** 3-3-4  
Advanced course reviews current research topics in the field of ornithology. Students develop practical field skills for ornithological research, including banding, censusing, and behavioral observations. Prerequisites: BIOL 2131, BIOL 3132, BIOL 3133 and BIOL 5446, or graduate status.

**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. Prerequisites: BIOL 2131, BIOL 3132 and BIOL 3133.

**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. Prerequisites: BIOL 2131, BIOL 3132 and BIOL 3133.

**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. Prerequisites: BIOL 2131, BIOL 3132 and BIOL 3133. 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. Prerequisites: BIOL 2131, BIOL 3132 and BIOL 3133.

**BIOL 5533/5533G-Evolutionary Ecology** 3-0-3  
Focuses on the evolutionary response of populations to selection pressures arising from their external abiotic and biotic environments. Responses to evolutionary pressures will be reviewed and analyzed from the contexts of demography, population growth, community structure, and biogeography. Prerequisites: BIOL 2131, BIOL 3132 and BIOL 3133.

**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. Prerequisites: BIOL 2131, BIOL 3132 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. Prerequisites: BIOL 2131, BIOL 3132 and BIOL 3133.

**BIOL 5539/5539G-Biological Macrophotography** 2-3-3  
Introduction to techniques in photographing biological specimens both in the field and in the lab. Basic techniques of black and white film processing will be covered. Prerequisites: BIOL 2131, BIOL 3132, BIOL 3133 and two additional biology courses.

**BIOL 5540/5540G-Advanced 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. Prerequisites: BIOL 2131, BIOL 3132 and BIOL 3133.

**BIOL 5541/5541G-Tropical Marine Biology** 3-3-4  
This is an intensive 2-week field course conducted in the Bahamas. Through daily lectures and field excursions, students are exposed to the natural history and ecology of a variety of marine organisms and ecosystems including mangroves, seagrasses, rocky shores and coral reefs. Additional fees required. Prerequisites: BIOL 2131, BIOL 3132, and BIOL 3133, or equivalent 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. Prerequisites: BIOL 2131, BIOL 3132, 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. Prerequisites: 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. Prerequisites: BIOL 2131, BIOL 3132 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. Prerequisites: BIOL 2131, BIOL 3132, and BIOL 3133, or equivalent 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. Prerequisites: BIOL 2131, BIOL 3132 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. Prerequisites: BIOL 2131, BIOL 3132, BIOL 3133 or permission of instructor.

**BIOL 5548/5548G-Conservation Biology** 3-3-4  
Explores the causes and consequences of the loss of biodiversity, as well as methods for conserving rare species and ecosystems. Prerequisites: BIOL 2131, BIOL 3132 and BIOL 3133.

**BIOL 5645/5645G-Behavioral Ecology** 4-3-3  
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. Prerequisite: BIOL 3635 - Biological Basis of Animal Behavior 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 Genetics** 3-0-3  
Studies from a molecular viewpoint of gene structure and action in both prokaryotic and eukaryotic organisms. Emphasis is placed on how genes function in their biological context. Prerequisites: Three semester hours of genetics; organic chemistry, biochemistry recommended. Simultaneous enrollment in BIOL 7141 recommended.

**BIOL 7135-Cytogenetics** 3-0-3  
Studies from a cytological aspect of eukaryotic chromosomes including chromosome structure, chromosomal aberrations, and chromosome mapping.

**BIOL 7141-Molecular Techniques (0 to 2)-6-(3 to 4)**  
Students learn molecular biology techniques through hands-on exercises. Techniques covered include DNA isolation, agarose and polyacrylamide gel electrophoresis, restriction enzyme analysis, Southern blot analysis, cloning, DNA sequencing and bioinformatics. Prerequisites: Three semester hours of genetics, organic chemistry, biochemistry recommended, or permission of instructor.

**BIOL 7341-Local Flora** 2-6-4  
A study of Georgia's plants with emphasis on ferns and seed plants, including methods of plant collection, identification, and preservation. Meets on alternate weekends. Not for Master of Science in Biology students. Prerequisites: BIOL 2131, BIOL 3132 and BIOL 3133 or permission of instructor.

**BIOL 7410-Insect Hematophagy** 1-0-1  
Examines aspects of the biology of blood-sucking insects, host location, feeding, ingestion of blood, host-insect interactions and transmission of parasites.

**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 7521-Research Computing Skills** 0-4-2  
An introduction to the methodology of research and its effective presentation. Topics will include computer skills in biology, literature searching and scientific writing formats. This course is designed for first year M.S. students and is a prerequisite to BIOL 7522.

**BIOL 7522-Scientific Presentation** 0-4-2  
An introduction to the methodology of research and its effective presentation. Topics will include darkroom and digital photographic skills, oral and written scientific presentation, grant writing and the peer review process. Designed for second year M.S. students. Prerequisite: BIOL 7521.

**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 to 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 to 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 to 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 to 3)-0-(1 to 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 (CHHS)**

**BIOS 6135-Topics of Inference in Biostatistics** 3-0-3  
Provides an introduction to the fundamental knowledge of derivatives, integrals and matrix algebra found in biostatistical inference. The course will introduce the theory of quadratic forms and their applications to distributions, the method of maximum likelihood estimation, likelihood ratio tests, restricted maximum likelihood, and the basis for inferences derived from hypothesis testing and confidence intervals. Emphasis will be placed on how these techniques are used in biostatistical problems and applications using examples from the pharmaceutical industry.

**BIOS 6331-Regression Analysis in Biostatistics** 3-0-3  
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. Students will also be introduced to linear logistic models, Poisson models and linearized models as found in the biomedical and health related areas. The students will learn how to apply SAS procedures PROC REG, PROC CORR, PROC GLM, PROC LOGISTIC, and PROC PROBIT and interpret the results of analysis. Prerequisite: HLTH 6132 or equivalent.

**BIOS 6332-Experimental Design in Biostatistics** 3-0-3  
Introduces the student to experimental designs commonly used in health-related fields and the methods for analyzing them. It will introduce the student to completely randomized designs, randomized block designs, nested designs, split-plot designs, crossover designs, Latin squares and analysis of longitudinal designs. Students will be introduced to fixed effects models, random effects models and mixed models. Students will learn how to apply SAS procedures: PROC GLM, PROC MIXED, PROC GENMOD and PROC VARCOMP to data and interpret the analysis results. Prerequisite: BIOS 6331 or equivalent.

**BIOS 6531-Categorical Data Analysis** 3-0-3  
This course introduces statistical methods for analyzing both univariate and multivariate categorical and count data arising in health-related fields. Emphasis will be given to applications and computational aspects rather than theoretical concepts. The students will learn how to apply SAS procedures to data and interpret the results. Although in some situations exact small sample procedures will be introduced, the course will mainly focus on methods based on large-sample theory. Prerequisite: HLTH 6132 or equivalent.

**BIOS 7099-Selected Topics in Biostatistics** 0-0-(1 to 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: BIOS 6331 and BIOS 6531 or equivalent.

**BIOS 7231-Clinical Trials Methodology** 3-0-3  
This course will focus on scientific, regulatory and management aspects of clinical trials. The student will develop and critique specific sections of protocols. Students will write proposals for the statistical analysis methods appropriate to the statistical design in a proposal. Prerequisite: BIOS 6331 and BIOS 6531 or equivalent.

**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: 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: BIOS 6331 and BIOS 6332 or equivalent.

**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: BIOS 6331 and BIOS 6332 or equivalent.

**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. Particular focus is placed on applications pertaining to clinical trials. Prerequisite: HLTH 6132 or equivalent.

**BIOS 7790-Practicum in Biostatistics** 0-0-(3 to 6)

Permits the student to receive practical experience in selected biostatistical settings. Students will be placed in a guided consultative role where all learning experiences will be utilized to address statistical protocol, analysis and written communication skills. Prerequisite: Permission of instructor.

**BIOS 7899-Research Projects in Biostatistics** 0-0-(3 to 6)

Research project addressed toward an active research problem. Students will be placed in a guided consultative role where all learning experiences will be utilized to address statistical protocol, analysis and written communication skills. Prerequisites: Consent of the project advisor and permission of the department chair.

**Broadcasting (CLASS)**

**BRCT 3333-Telecommunications** 3-0-3

Studies the operations of the various forms of media as they relate to the burgeoning information-based economy. Offers theoretical and practical knowledge toward understanding and forecasting the roles of new and evolving media technologies as well as comprehending the societal, public policy, and economic impact of information technologies. Prerequisite: COMM 2332.

**BRCT 3331-Audio Production** 3-0-3

Introduces fundamentals of audio production and equipment, production principles and techniques, station operations, radio history, and FCC regulations. Focus and emphasis is on production of laboratory projects and programs with student activity in various studio tasks involved with broadcast radio production. Prerequisite: BRCT 3335 (Writing for Electronic Media) and COMM 2332.

**BRCT 3332-Video Production** 3-0-3

Introduces basic television equipment and elements of studio operation. Analyzes the techniques, equipment, materials, aesthetics, and problems of video and lighting. Students will participate in various studio roles while producing several laboratory programs. Prerequisites: BRCT 3335 (Writing for Electronic Media) COMM 2332.

**BRCT/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. Prerequisite: JOUR 2331.

**BRCT 3335-Writing for Electronic Media** 3-0-3

Provides the principles and techniques necessary for adapting the principles of copy writing to the electronic media, specifically radio and television. Prerequisite: COMM 2332.

**BRCT/INTS 3336-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. Permission of instructor.

**BRCT/JOUR 3337-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: COMM 2332.

**BRCT 3338-Electronic Media Sales** 3-0-3

Studies selling of commercial advertising in electronic media. Examines analytical and creative aspects of spots and sponsorship. Students gain working knowledge of the skills for success in commercial objectives for electronic media. Course develops audience research techniques and audience oriented media-marketing principles. Prerequisites: MKTG 3132, COMM 2332, and BRCT 3333.

**BRCT 3339-Politics and the Media** 3-0-3

See POLS 3233 for course description. Prerequisite: POLS 1101 and COMM 2332.

**BRCT 4030-Selected Topics In Broadcasting** 3-0-3

Offers varied courses in specialized areas of the field of broadcasting study. Prerequisites: Permission of instructor and BRCT 3333.

**BRCT 4090-Broadcast Applications** 0-(2.5-30)-(1-12)

Practicum course providing experience in audio or video production of broadcast news or corporate news or corporate programming. Course requires three hours of approved practicum activity per week per semester hour of credit. With instructor approval, student may register for one to three hours of credit per semester, and may repeat the course up to a maximum of 12 hours. Only six hours may be counted toward broadcast majors (1-12). Prerequisites: Instructor permission.

**BRCT 4331-Advanced Audio Production** 3-0-3

Designed to increase audio production techniques including, but not limited to, enhancement of audio with signal processing techniques, multi-voice production, and digital audio editing procedures. Students produce audio projects such as complex commercials and simulated live programming in the style of professional radio broadcasters. Prerequisite: BRCT 3331.

**BRCT 4332-Advanced Video Production** 3-0-3

Offers understanding in video editing techniques, field production techniques, and greater understanding of video aesthetics and producing/directing of a variety of video aesthetics and producing/directing of a variety of video programs on location. Prerequisites: BRCT 3331 and BRCT 3332.

**BRCT 4333-Electronic Media Management** 3-0-3

Studies the organization and operation of broadcast station policies and procedures. Examines telecommunications management theory and practice, key media administrator roles, media industry processes and departments, and media manager skills in finances, personnel, programming, promotion/marketing, and audience research. Prerequisites: COMM 2332 and BRCT 3333.

**BRCT 4337-Digital Video Editing** 3-0-3

Teaches the fundamentals of non-linear digital video editing via computer-based system. Prerequisite: BRCT 3332.

**BRCT 4791-Broadcast 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. May be taken in conjunction with BRCT 4792, with instructor approval. A maximum of six hours of internship credit may be applied toward the Broadcasting major. Prerequisites: 2.75 total institution GPA and instructor permission.

**BRCT 4792-Broadcast Internship** **0-400-6**  
Optional internship course open only to broadcast majors who have earned 2.75 total institution GPA and have completed all other Broadcast major requirements. Faculty place student applicants in approved electronic media facility. Students will work 30 hours per week over 15 weeks or 40 hours per week over ten weeks- to equal a total of 400 clock hours during a semester. A maximum of six hours of internship credit may be applied toward the Broadcasting major. Prerequisite: 2.75 total institution GPA or instructor permission.

**BRCT 4793-Broadcast Internship** **0-400-9**  
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 six hours of internship credit may be applied toward the Broadcasting major. May be taken in conjunction with BRCT 4791. Prerequisite: 2.75 total institution GPA or instructor permission.

**BRCT 4831-Directed Study in Broadcasting** **3-0-3**  
Permits students to conduct in-depth study of issues associated with broadcasting. This course cannot be used to replace existing catalog courses. Course designs must be approved by the instructor and the department chair. Prerequisite: Permission of instructor.

**Business Administration (COBA)**  
**BUSA 1105-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 2106-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 "C" or better in ENGL 1101.

**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 "C" or better in MATH 1232 or MATH 1441.

**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 "C" or better 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: Grade of "C" or better in both ACCT 2101 and ACCT 2102; or a grade of "C" or better in ACCT 2030.

**BUSA 4131-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 "C" or better in the following courses: BUSA 3132, FINC 3131, MGNT 3130, MGNT 3430, and MKTG 3131.

**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 to 6)-0-(3 to 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 4830-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-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 Trade Management** **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-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 7322, 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 to 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-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.

**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 and Organic Chemistry** 3-3-4  
Introduces students to the basic concepts of chemical structure and reactivity with a focus on organic chemistry. After covering the elementary concepts of the atom, elements, and compounds, the students will apply these concepts to understand the significance of structure in organic chemistry and relate these concepts to the reactivity of organic compounds. 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 2031-Introduction to Chemical Research Methods** 2-2-3  
An introduction to the techniques and resources related to data reduction and management and an introduction to primary and secondary sources of chemical information. Prerequisites: A minimum grade of "C" in CHEM 1146 and MATH 1113 or equivalent.

**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 2031 or equivalent.

**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 (1 to 3)-0-(1 to 3)**  
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 3342 and CHEM 3441 or equivalent.

**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 2242, MATH 2242, PHYS 2212, and PHYS 1114 or equivalent.

**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. Prerequisite: A minimum grade of "C" in CHEM 3441 or equivalent.

**CHEM 3610-Junior Seminar** 1-0-1  
Introduces students to the skills necessary to be a competitive chemical professional. Topics covered may include resume writing, choosing and applying to a graduate school, chemistry related careers and preparing and delivering a research presentation. Outside speakers from industry and academia will be a regular part of this course. Prerequisite: Junior standing.

**CHEM 3790-Teaching Internship in Chemistry** 1-(3 to 9)-(1 to 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 4040-Polymer Chemistry** 3-3-4  
An introduction to synthetic and naturally occurring polymers with a focus on the relationship between the structure of a polymer and its properties. The laboratory component includes relevant polymer synthesis techniques as well as the analysis and applications of macromolecules. Prerequisite: A minimum grade of "C" in CHEM 3342 or equivalent.

**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 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 4340-Advanced Organic Chemistry** 3-3-4  
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 4611-Senior Seminar** 1-0-1  
A continuation of the junior seminar with increased emphasis on the preparation and presentation of a research topic. Prerequisite: A minimum grade of "C" in CHEM 3610 or equivalent.

**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 to 12)-(1 to 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. Prerequisites: A minimum grade of "C" in CHEM 2242 and CHEM 3342, or equivalent.

**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. 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. 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-(0to3)-(3to4)  
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** 2-2-3  
A study of the developmental characteristics of young children ages 3 to 6, using a whole child approach. Reviews research, theory, and practice that contribute to a developmentally appropriate experience for children in a quality group setting. Observation and interaction at the Family Life Center Child Development Laboratory required.

**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 3130-Research Methods in Child and Family Development** 0-0-3  
A study of the basic techniques and methods of research is presented which enables students to effectively read, understand, and critique research, particularly as it pertains to the field of child and family development. Prerequisites: A grade of "C" or better in CHFD 2134 and CHFD 2135.

**CHFD 3132-Prenatal and Infant Development** 2-2-3  
Emphasis on development from conception through the first thirty-six months of life. This course reviews research, theory, and practice that contribute to a developmentally appropriate experience for the very young child in a quality group setting. Observation and interaction in the LITE (Little Infant and Toddler Eagles) laboratory program required. Prerequisite: A grade of "C" or better in CHFD 2135.

**CHFD 3134-Child Development: Principles and Techniques** 2-2-3  
Planning and implementing developmentally appropriate activities for children 3 to 6 is the focus. Activities used must be consistent with the whole child philosophy and guidelines established by NAEYC. Students participate in the Family Life Center Child Development Laboratory. Prerequisite: A grade of "C" or better in CHFD 2135.

**CHFD 3135-Middle Childhood and Adolescence** 3-0-3  
Reviews research, theory and practice as it relates to the physical, intellectual, 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 their development. Prerequisites: A grade of "C" or better in CHFD 2134 and CHFD 2135.

**CHFD 3136-Families in Later Life** 3-0-3  
An in-depth study of factors influencing interrelationships in family development in the later years of the life cycle. Prerequisite: A grade of "C" or better in CHFD 2134.

**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 grade of "C" or better in CHFD 2130, CHFD 2134, and CHFD 2135.

**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. Prerequisite: A grade of "C" or better in CHFD 2134.

**CHFD 4135-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 grade of "C" or better in CHFD 2134 and CHFD 2135.

**CHFD 4136-Assessment of Children and Families** 3-0-3  
Developmental assessment and research as related to children and families. Students will administer, score and interpret results using a variety of assessment techniques. Prerequisites: A grade of "C" or better in CHFD 2134, CHFD 2135, and CHFD 3132.

**CHFD 4137-Psychosocial Care of Children in Hospitals and Other Settings** 3-0-3  
Special psychosocial needs of children who are hospitalized will be identified. Students will learn to assess children (age 0-18) in a holistic manner, and to function as part of a health care team. This course will, in part, prepare students for certification as a Child Life Specialist or to work with children in other treatment environments. Prerequisite: Permission of the instructor.

**CHFD 4790-Internship in Child and Family Development** 0-0-12  
Supervised experience in Child and Family Development which requires the student to employ the knowledge base acquired. Site is selected by the student and preapproved 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 the satisfactory/unsatisfactory mode. Students will work full-time for the entire semester while enrolled in the internship program. Prerequisites: A minimum grade of "C" or better in CHFD 3130; CHFD 3132; CHFD 3134; CHFD 3135; CHFD 3136; CHFD 4130; CHFD 4134 or CHFD 4137; CHFD 4135; CHFD 4136; 3 guided electives; senior status; 2.0 GPA; approval 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 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.

**Computer Information Systems (CIT)**  
**CISM 1110 - 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 - 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 & storage, software & multimedia, computer architecture, data communications & network configuration, data security & privacy, viruses, ethic, email, Internet, and the computer marketplace. Corequisite: CISM 1110.

**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 "C" or better in CSCI 1236 (or equivalent) and a solid understanding of data types, control structures, and algorithm design before taking this class.

**CISM 2530-Advanced Business Applications** 3-0-3  
This course will emphasize database management systems (DBMS), spreadsheets, and the use of HTML/XML.

**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. Prerequisites: A "C" or better in either CSCI 1236 or CSCI 1301.

**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: A "C" or better in either CSCI 1236 or CSCI 1301.

**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 "C" or better in either 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 "C" or better in CISM 2230.

**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. Prerequisites: A "C" or better in the following courses: MGNT 3130, CISM 1110, and CISM 1120.

**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 "C" or better 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: A "C" or better in CISM 3135.

**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 "C" or better 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 'C' or better 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-Decision Support Systems 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: A 'C' or better in CISM 3135.

**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 'C' or better 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 "C" or better 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 4790-Internship in Information Systems (3 to 6)-0-(3 to 6)**  
A supervised work-study program in selected business firms throughout the southeast. Prerequisites: A 'C' or better in CISM 3135 is required. Completion of CISM 2230 and CISM 3134 (with 'C' or better) 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 to 3)**  
Designed for independent study and research in selected areas of information systems under faculty supervision. Prerequisite: Permission of department chair or director.

**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 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 Director of COBA Graduate Studies for non-MBA students.

**CISM 7331-Business Systems Analysis 3-0-3**  
Introduces the fundamental principles of business systems analysis and design. Students will learn to apply the tools and techniques used by systems analysts to analyze business problems and design information systems-based solutions to those problems. While classical, structured tools for describing data flows, data structures and input/output design will be presented, the emphasis will be on the concepts and techniques of object-oriented systems analysis and design. Prerequisite: Graduate standing and the completion of the MBA prerequisites, or permission of Director of COBA Graduate Studies for non-MBA students.

**CISM 7332-Client/Server Computing 3-0-3**  
Provides essentials of distributed database, client/server computing. Topics include distributed database design and implementation, client based applications development accessing server based data using fourth generation development tools, distributed database management and open systems implementation of organizational database requirements. A 4GL tool will be used to support course projects in a team environment. Prerequisite: Graduate standing and the completion of the MBA prerequisites, or permission of Director of COBA Graduate Studies for non-MBA students.

**CISM 7333-Electronic Commerce 3-0-3**  
Provides an overview and detailed examination of electronic commerce (EC). Students are exposed to various forms of electronic commerce including electronic data interchange (EDI) and Internet/World Wide Web applications. Particular emphasis is placed on the evolution of EC, network infrastructure, security, and the impacts of EC on business organizations and society. Student projects focus on the detailed analysis/critical evaluation of Web based business applications. Prerequisite: Graduate standing and the completion of the MBA prerequisites, or permission of Director of COBA Graduate Studies for non-MBA students.

**CISM 7334-Information Technology Evaluation 3-0-3 and Adoption**  
Provides a basis for evaluating information technology (IT) from a managerial and entrepreneurial perspective. As technology continues to advance at an almost incomprehensible rate, this course leads the student to an understanding of how IT can be used for competitive advantage in the firm. The student will understand how organizations are transformed by information technology. Prerequisite: Graduate standing and the completion of the MBA prerequisites, or permission of Director of COBA Graduate Studies for non-MBA students.

**College of Liberal Arts & 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 AGPA and have earned 18 semester hours of credit toward the major to apply.

**College of Education (COE)**

**COED 2110-PPB Practicum** 0-(3-4)-1  
This pre-professional block practicum is designed to integrate and apply knowledge gained through class activities in each of the following PPB courses: EDUF 2120, Foundations of Education; EDUF 2121, Human Growth and Development; ITEC 2120, Instructional Technology, and SPED 2120, Introduction to Special Education. This practicum requires the completion of a variety of field-based assignments from each course. Successful completion of this practicum is one of the requirements for admission into the Teacher Education Program. Prerequisites: Sophomore standing. Co-requisites: EDUF 2120, Foundations of Education; EDUF 2121, Human Growth and Development; ITEC 2120, Instructional Technology; and SPED 2120, Introduction to Special Education.

**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.

**COML 3090-Selected Topics** (1 to 3)-0-(1 to 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 4538-Literary Criticism** 3-0-3  
See ENGL 4538 for course description.

**COML/ENGL 5330/5330G-Drama to Romanticism** 3-0-3  
See ENGL 5330 for course description.

**COML/ENGL 5334/5334G-Modern Drama** 3-0-3  
See ENGL 5334 for course description.

**COML/ENGL/RELS 5530/5530G-The Bible as Literature** 3-0-3  
See ENGL 5530 for course description.

**COML/ENGL 5536/5536G-Post-Colonial Literature** 3-0-3  
See ENGL 5536 for course description.

**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.

**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.

**COMM 2332/2332S-Introduction to Mass Communication** 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.

**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/LING 3031-Phonology** 3-0-3  
See LING 3031 for course description.

**COMM/LING 3032-Syntax** 3-0-3  
See LING 3032 for course description.

**COMM 3331-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/WGST 4331-Women and Media** 3-0-3  
Focuses on three basic areas with regard to women and media: 1) the representation of women in the media; 2) the status of women as media professionals; 3) the ways women make use of media as audience members. Prerequisite: COMM 2332.

**COMM 4332-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-Theories of Mass Communication** 3-0-3  
Examines the development of mass media systems and the resulting theoretical perspectives. Encourages theory application as means of understanding and explaining what happens to us individually and as members of a society as mass communication became possible and now as 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.

**COMM/LING/ANTH/WRIT 5530/5530G-Sociolinguistics** 3-0-3  
See ANTH 5530 for course description.

**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-Community Counseling** 3-0-3  
Provides an overview of community counseling. Includes a survey of theoretical foundations, research and practice 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 7331-Professional Orientation and Ethics** 3-0-3  
Designed to introduce the student to the profession of counseling and practice in various settings. The history and development of the profession, national associations, ethical codes, and standards for counselor preparation and credentials are examined, as well as, counselor roles, functions and responsibilities.

**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. Prerequisite: COUN 7331.

**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 7331 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-Consultation and Program Development 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 and consultant are covered. Topics include: needs assessment, program planning and implementation, scheduling, research and evaluation, counselor accountability, public relations and counselor consultation with parents, teachers and administrators. Coordination of the school's pupil personnel specialists team and referral services is also examined as a role of the counselor.

**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.

**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 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 7838-Action Research in Higher Education (1 to 3)-0-3**

Students will apply their knowledge of research skills by preparing and completing a research project related to a practical problem in higher education 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. Prerequisites: EDUR 7130, EDUR 8131 and 33 credit hours in the program.

**COUN 7890-Directed Individual Study (1 to 3)-0-(1 to 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 7999-Thesis (1 to 6)-0-(1 to 6)**

Empirical and theoretical research conducted on a topic related to Higher Education Student Services directed by the candidate's thesis advisor. Normally two semesters are required for completion of a thesis in Higher Education Student Services. Prerequisites: EDUR 7130, EDUR 8131, 30 hours course work, and permission of advisor.

**COUN 8531-Advanced Counseling Theory 3-0-3**

Advanced study of the cognitive dynamic (action oriented) approaches in counseling and their application to therapeutic work with individual clients and groups in variety of settings. Student will research and demonstrate an in-depth knowledge and skill level of theory(s) of their choice. Prerequisite: Admission to the Ed.S. program in Counselor Education or permission of instructor.

**COUN 8532-Interpretation of Psychoeducational Tests 3-0-3**

Fosters accurate interpretation of individual educational and psychological test results to produce appropriate instructional approaches for children with learning or behavior problems. Training in multi-factored assessment skills, particularly as they relate to the interpretation of psychoeducational evaluations, is emphasized. Prerequisite: Admission to the Ed.S. Program or permission of instructor.

**COUN 8533-Professional Practice and Ethics 3-0-3**

Informs students of ethical standards, laws, ordinances, and statues 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 8534-Vocational Assessment 3-0-3**

Students learn vocational assessment processes. Emphasis is placed on the evaluation of students with disabilities. Consideration of the impact of cognitive and physical disabilities, as well as, the affect of the assessment, evaluation and decision making processes associated with vocational choice and quality of life are addressed.

**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 EDS 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 8539-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 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 to 3)-(0 to 2)-1 to 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

Students apply approaches to justice and ethical theories to issues in the justice system. Among the topics studied are police discretion, lawyer misconduct, rationales for punishment, the death penalty, white-collar crime, and privacy issues in preventing and investigating cyber-crime.

**CRJU 3131-Criminal Law** 3-0-3

Studies of the nature, origins, and purposes of criminal law in the United States. Also addresses the constitutional limits on criminal law, the general principles of criminal liability, the elements of specific crimes, and the defenses of criminal liability, as well as an examination of the Georgia Criminal Code as it relates to specific crimes.

**CRJU 3133-Criminal Procedure** 3-0-3

Students will study the legal processes from arrest through appeal, with emphasis upon the rights of the accused. Particular attention is paid to due process, the right to counsel, search and seizure, the privilege against self-incrimination, and the challenges to individual rights represented by advances in technology and information systems.

**CRJU 3134-Criminal Investigations** 3-0-3

Introduces students to the fundamentals of conducting a criminal investigation. Specific topics include: gathering evidence at a crime scene, interviewing and interrogating, testifying in court, and writing investigation reports.

**CRJU/POLS 3137-Judicial Process** 3-0-3

See POLS 3137 for course description.

**CRJU 3230-Policing** 3-0-3

An introduction to the study of policing in American society. Focuses on a variety of topics, including: the development of policing; agency structure, organization, and management; professionalism, ethics, and discretion; community policing; constraints on police action; the use of technology and computer information systems by police agencies; and special issues, such as corruption, AIDS, civil liability, and stress.

**CRJU 3331-Corrections** 3-0-3

An overview of correction theories, philosophies, practices, and procedures.

**CRJU 3332-Community-Based Corrections** 3-0-3

Theories and methods of offender community-based treatment. Offers theories and techniques which may be employed within the boundaries of probation, parole, and other non-custodial programs that influence and alter the attitudes, values, and behaviors of persons adjudicated guilty by the criminal justice system. Also reviews community-based treatment programs, emphasizing functions of half-way houses and the use of volunteers in corrections.

**CRJU 3431-Juvenile Justice** 3-0-3

Provides an overview of the operation of the juvenile justice system and juvenile jurisprudence. Specifically, examines the history of the juvenile justice movement and its future, explains how juveniles are handled by the system, and discusses the legal status of juveniles in the adult system.

**CRJU/SOCI 3432-Gangs, Drugs, and Criminal Justice** 3-0-3

Focuses on the history and crime-related aspects of mid-affecting drugs, with emphasis on effects on criminal behavior, the legal response to the problem, and on the interface of drugs and youth gangs. Also examines the history of youth gangs in the United States and how gangs have changed over time. Students will learn about contemporary gangs and their activities, why youths join gangs, and how gangs relate to the larger society.

**CRJU 4031-Offender Counseling** 3-0-3

An examination of theories and techniques that may be employed to influence and alter the attitudes, values, and behaviors of offenders within the boundaries of the correctional system.

**CRJU 4032-Criminal Behavior** 3-0-3

An examination of criminal and deviant behaviors from a multidisciplinary approach that include violent property offenders, delinquency, and white-collar offenses, such as fraud and computer crimes. Addresses major theories and research, correlates of crimes including classification concepts, case studies, and application by various components of the criminal justice system.

**CRJU 4133-Criminal Justice Organizations** 3-0-3

Provides students with the opportunity to conduct a detailed study of the component of the criminal justice system in which they are serving internships. Co-requisite: CRJU 4792.

**CRJU 4135-Directed Study in Criminal Justice** 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. Prerequisite: Junior or senior standing.

**CRJU 4192-Special Topics** 3-0-3

Scheduled periodically to explore topics not offered in the regular curriculum.

**CRJU 4231-Criminal Justice Research Methods** 3-0-3

Provides students with a better understanding of research and its application in the field of criminal justice. Topics include understanding the scientific method, research methodology, inductive and deductive statistics, and data analysis for report preparation. Also includes student utilization of computer-based spreadsheets, database management, and interactive statistical packages.

**CRJU 4531-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 which address questions of justice. The legal, political, philosophic, social, and historical factors underlying these institutions are of primary concern.

**CRJU/POLS 4732-Politics, Government, and Criminal Justice** 3-0-3

Provides students with a basic understanding of the relationship between criminal justice and American political institutions. Topics include the theoretical foundations of criminal behavior; trends in crime legislation, criminal justice perspectives, and crime policy; the application of public policy models to the criminal justice system; and the creation, implementation, and evaluation of crime policy at the local, state, and federal levels of government.

**CRJU/POLS 4733 -Theories of Justice** 3-0-3

A consideration of the primary theories of justice formulated throughout history. Students will examine and evaluate the theoretical foundations of conceptions of justice from a variety of perspectives.

**CRJU 4792-Internship in Criminal Justice** 0-0-(3 to 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. Prerequisites: Junior or senior status and permission of the director to enroll. 3, 6, and 9 hour internships available.

**CRJU 4830-Criminal Justice Administration** 3-0-3

A study of organizational and managerial issues associated with the criminal justice system in respect to the courts, policing, and corrections. This course examines a variety of topics within the context of the criminal justice system, including: staffing and training; leadership, power, and decision-making; organizational change; and the selection and use of technology, such as network applications and management information systems.

**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 the BASIC 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 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, and event-driven programming. Prerequisite: a minimum grade of "C" in MATH 1111 or equivalent.

**CSCI 1301-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-driven design and implementation and file processing techniques. Prerequisites: A minimum grade of "C" in CSCI 1301.

**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 2230-C++ Programming** 3-0-3

A study of the C++ programming language. Designed for transfer students. Credit cannot be received for this course and CSCI 1302 if Programming Principles II was taken in either the C or C++ programming language. Prerequisites: CSCI 1302 in a language other than C or C++ programming language.

**CSCI 3230-Data Structures** 3-0-3

Introduction to abstract data types such as lists, stacks, queues, and trees, algorithm analysis and memory management. Prerequisites: Minimum grade of "C" in CSCI 1302.

**CSCI 3231-Logic Circuits & 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. Corequisites: CSCI 1302.

**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 both MATH 2332 and CSCI 1302.

**CSCI 4790-Special Problems/CO-OP** (1 to 3)-0-(1 to 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 to 3)-(0 to 2)-(1 to 3)

Directed study under faculty supervision. Well prepared Computer Science majors may be permitted to enroll in an independent study upon the recommendation of a Computer Science faculty member. Prerequisites: Permission of instructor and department chair.

**CSCI 5090/5090G-Selected Topics in Computer Science** (1 to 3)-(0 to 2)-(1 to 3)

Specialized study in a selected area of Computer Science. 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. 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. Prerequisites: minimum grade of "C" in CSCI 3230 and STAT 5531 or permission of instructor.



**CSCI 5232/5232G-Operating Systems 3-0-3**  
A study of functions and structures of operating systems. Emphasis will be placed on the management of files, processes, memory, and input/output devices of the Unix operating system. Prerequisite: minimum grade of "C" in both CSCI 3230 and CSCI 3231 or permission of instructor.

**CSCI 5234/5234G-Parallel Processing 3-0-3**  
Fundamental concepts of parallel/distributed computing including architectures of parallel/distributed computing systems, as well as languages, algorithms, performance, and programming practice issues. Prerequisites: minimum grade of "C" in both CSCI 3230 and CSCI 3231 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. Prerequisites: CSCI 3230 and CSCI 3236.

**CSCI 5331G-Computer Architecture 2-2-3**  
Topics include the study of the Microprocessor Organization and Bus Structures, Complex Instruction Set Computer (CISC) Systems, Reduced Instruction Set, Computer (RISC) Systems, Micro-programmed Control and Controller Design, Concepts and Application of Embedded Systems, Pipeline and Vector processing, Input-Output Organization, Memory Organization, Parallel processor Architecture. Advanced topics related to Hardware-Software Co-design. Prerequisites: 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: minimum grade of "C" in CSCI 5232 or permission of instructor.

**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. Prerequisites: 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. Prerequisites: minimum grade of "C" in CSCI 3230 or permission of instructor.

**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. Prerequisites: a minimum grade of "C" in CSCI 3230 or permission of instructor.

**CSCI 5434/5434G-Theory of Programming Languages 3-0-3**  
A study of the formal description, the abstraction and the features of modern programming languages. Various computational paradigms and corresponding languages are introduced. Prerequisites: a minimum grade of "C" in both CSCI 3230 and CSCI 3236 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, distributive transactions, remote procedure calls, component objects, server side programming and network load balancing. Prerequisite: A grade of "C" or better in CSCI 3230 or its equivalent.

**CSCI 5530/5530G-Software Engineering 3-0-3**  
A study of the development and management of software; strategies and techniques of design, testing, documentation and maintenance. Prerequisite: a minimum grade of "C" in CSCI 3230 or permission of instructor.

**CSCI 7090-Selected Topics in Computer Science (1 to 3)-(0 to 2)-(1 to 3)**  
Specialized study in a selected area of Computer Science. Prerequisites: 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 Technology 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 7232-Switching Theory 3-0-3**  
Introduction to sets, relations, lattices, and switching algebra. Minimization techniques. Special switching functions. Multivalued logics. Finite state automata. Hazard analysis, fault detection and correction. Testing and testability. Prerequisite: CSCI 5331 or permission of instructor.

**CSCI 7330-Advanced Operating Systems 3-0-3**  
A study of functions and structures of distributed operating systems: communication, synchronization, file system, processes and memory management. Prerequisite: CSCI 5232.

**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: CSCI 5332 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: CSCI 5232.

**CSCI 7336-Broadband Communications 3-0-3**  
An in-depth study of the structures and principles of broadband networks. Major concepts and principles are explained along with their mathematical analysis. Prerequisite: a grade of "B" or better in CSCI 5332 Data Communications and STAT 5531, or equivalent.

**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 grade of "B" or better in CSCI 5332 Data Communications, STAT 5531.

**CSCI 7430-Advanced System Modeling and Simulation 3-0-3**  
Advanced study directed toward system and modeling theory, analysis, validation, verification techniques, simulation languages to model and analyze real systems. Prerequisite: CSCI 5230, equivalent, or by 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: CSCI 5332 and CSCI 5432.

**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. Prerequisites: CSCI 5330 or permission of instructor.

**CSCI 7434-Data Mining 3-0-3**  
The application of concepts and techniques from information science, statistics, visualization, artificial intelligence, and machine learning for the purpose of extracting, integrating, and visualizing information and knowledge from large databases. Prerequisite: CSCI 5432 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: CSCI 5432.

**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: CSCI 5432.

**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: CSCI 5530.

**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: CSCI 5530.

**CSCI 7890-Directed Study in Computer Science (1 to 3)-(0 to 2)-(1 to 3)**  
Directed study under faculty supervision. Prerequisite: Permission of instructor and department chair.

**CSCI 7899-Research Project in Computer Science (1 to 6)-(0 to 4)-(1 to 6)**  
Research project addressed toward a real world problem. Prerequisite: Permission of project advisor and permission of department chair.

**Early Childhood Education (COE) 3-0-3**  
**ECED 3131-The P-5 Curriculum 3-0-3**  
Introduces the student 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. Prerequisite: Admission to Teacher Education Program.

**ECED 3132-Assessment and Management 3-0-3**  
Provides advanced preparation in two important teaching skill areas. First, it will provide students with the knowledge and skills to create and implement developmentally appropriate forms of assessment that will prepare them to evaluate development and learning in the social, emotional, physical, and cognitive domains. Second, this course will help students to develop knowledge of and skills in effectively motivating students and managing classrooms through preventive and interventive techniques. This course will further develop and expand upon selected topics initially addressed in Educational Psychology. Prerequisites: EDUF 3231, ECED 3131.

**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: READ 2230, ECED 3131. Corequisite: ECED 3732.

**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: ECED 3131 and completion of or concurrent enrollment in ECED 3232 and ECED 4533. Corequisite: ECED 3262.

**ECED 4090-Early Childhood Education (1 to 3)-0-(1 to 3) Special Topics**  
Designed to provide specialized training and/or field-based experiences to meet the needs of students. Attention will be directed toward a wide range of skills as they relate to the early childhood classroom and early childhood teachers. 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: MATH 3032, ECED 3131, and EDUF 3231.

**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: ECED 3131 and EDUF 3231.

**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. Prerequisites: ECED 3131.

**ECED 4633-P-5 Senior Seminar 3-0-3**  
Students will analyze issues related to school law, classroom/behavior management, and appropriate instruction for a diverse student population. Special emphasis will be placed on instructional setting, strategies, and related services. Prerequisites: ECED 4733. Co-requisite: ECED 4799.

**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 4799-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 courses and professional education sequence; must meet requirements for admission to Student Teaching. Co-requisite: ECED 4633: P-5 Senior Seminar.

**ECED 7032/7032S-International Study of Early Childhood/Elementary Education 3-0-3**  
This course offers students the opportunity to study early childhood/elementary education practices of another country through travel abroad. Students will be asked to investigate specific instructional practices used by early childhood/elementary teachers of another country. Students will collaborate with educators from the country being examined. Prerequisite: Approval of instructor. Co-requisite: EDUF 7236.

**ECED 7090-Selected Topics in P-5 Education 3-0-3**  
Designed to serve dual purposes: 1) allows the department to respond to specific needs of area schools with in-service education, and 2) allows the department to respond to current issues and trends in P-5 education with topical courses.

**ECED 7130-Creativity and Children 3-0-3**  
Provides students with the opportunity to examine current research and practice regarding creativity. Emphasizes utilizing research findings to analyze classroom practices leading to the development of creativity and the integration of the creative arts in the P-5 curriculum.

**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 7138-Supervision of Teachers 3-0-3**  
Designed to enable the supervising-mentor teacher to demonstrate, in a classroom setting, mastery of skills related to effective observation, conferencing, and communication. To receive credit, the course participant must have a student teacher or an intern, or be serving as a mentor teacher while enrolled in this course. Prerequisites: EDLD 7137 and completion of emphasis area.

**ECED 7230-Advanced Language Arts Methods 3-0-3**  
Designed to build on the graduate students' knowledge of material s 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: EDUR 7130, EDUF 7130, ECED 7132 or permission of program.

**ECED 7231-Emerging Literacy 3-0-3**  
Provides students with the opportunity to examine current research and practice regarding emerging literacy. Emphasizes utilizing research findings to analyze grades. Prerequisites: EDUR 7130, EDUF 7130, ECED 7132 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 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: EDUR 7130, EDUF 7130, ECED 7132 or permission of program.

**ECED 7331-Emerging Science and Mathematics Concepts 3-0-3**  
Provides students with the opportunity to examine current research and practice regarding emerging science and mathematics concepts. Emphasizes utilizing research findings to analyze P-2 classroom practices leading to the development of science and mathematics thinking. Prerequisites: EDUR 7130, EDUF 7130, ECED 7132 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: EDUR 7130, EDUF 7130, ECED 7132 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: EDUR 7130, EDUF 7130, ECED 7132 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. Prerequisites: Completion of ECE emphasis area.

**ECED 8230-Problems in P-5 Language Arts 3-0-3**  
Focuses on research related to the identification of methods to address problems in the teaching and learning of language arts in the P-5 curriculum. Prerequisites: ECED 7230, ECED 7231, and EDUR 8131.

**ECED 8330-Problems in P-5 Mathematics 3-0-3**  
Focuses on research related to the identification of methods to address problems in the teaching and learning of mathematics in the P-5 curriculum. Prerequisites: ECED 7330, ECED 7331, and EDUR 8131.

**ECED 8430-Problems in P-5 Science** 3-0-3  
 Focuses on research related to the identification of methods to address problems in the teaching and learning of science in the P-5 curriculum. Prerequisites: ECED 7331, ECED 7430, and EDUR 8131.

**ECED 8530-Problems in P-5 Social Studies** 3-0-3  
 Focuses on research related to problems in the teaching and learning of social studies in the P-5 curriculum. Prerequisites: ECED 7530 and EDUR 8131.

**ECED 8819-P-5 Advanced Seminar and Field Study I** (1 to 2)-0-1  
 Designed to enable students to research a topic designed to lead to instructional improvement implemented in a P-5 situation. Students will meet to discuss each other's projects and to gain support in researching their individual projects developed in Field-Based Educational Research. Prerequisite: EDUR 8434.

**ECED 8829-P-5 Advanced Seminar and Field Study II** 2-0-2  
 Designed to enable students to do research and prepare for presentation in oral and written form the findings of their research topic developed in Field-Based Educational Research. Prerequisites: ECED 8819.

**ECED 8890-Directed Individual Study** (1 to 3)-0-(1 to 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 "C" or better 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 "C" or better in both 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 "C" or better in both 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 "C" or better in both 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 "C" or better in both ECON 2105 and ECON 2106.

**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 "C" or better 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 "C" or better in both 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 "C" or better in the following courses: ECON 2105, ECON 2106 and MGNT 3130.

**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 "C" or better in both 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 "C" or better in both ECON 2105 and ECON 2106.

**ECON 4336-Industrialized 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 "C" or better in both ECON 2105 and ECON 2106.

**ECON 4431-International Economic Development** 3-0-3  
 Covers economic development theories with applications. Examines the evolution of developing and transition economies and presents empirical evidence that supports or contradicts the existing theories. The student will gain an understanding of how economic development has occurred historically around the world and what lessons have been learned and are now being applied in international development policies. Prerequisites: A "C" or better in both 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 "C" or better in ECON 2106.

**ECON/FINC 4534-Business Insurance** 3-0-3  
 See FINC 4534 for course description.

**ECON 4790-Internship in Economics** (3 to 9)-0-(3 to 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-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 6230-Foundations of Economics** 3-0-3  
A study of the fundamental concepts and theories of microeconomics and macroeconomics. Prerequisite: Graduate standing.

**Educational Leadership (COE)**  
**EDLD 4090-Selected Topics in Educational Leadership** (1 to 3)-0-(1 to 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 to 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.

**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 7137-Supervising Skills for Teacher-Support Specialists** 3-0-3  
Participants develop supervisory skills and understandings that support the instructional mentoring process. Emphasis is on the supervision of five categories of teachers: pre-service teachers, student teachers, teachers new to the profession, teachers new to the school, and teachers with identified needs. This is the first of the two-course sequence leading to TSS endorsement by the Georgia Professional Standards Commission.

**EDLD 7234-Instructional Supervision** 3-0-3  
Participants explore the difference and the relationship between supervision and administration, both at the building and district levels. Attention is specifically directed to curriculum, instructional practice, staff development, and staff evaluation.

**EDLD 7235-School Business Administration** 3-0-3  
Participants will develop an understanding of all aspects of school business functions, including school budgeting and accounting procedures, auditing, risk management, cash management, pupil transportation, school food services, management information systems, purchasing, and school facilities maintenance and operation.

**EDLD 7236-School Personnel Administration** 3-0-3  
Participants will examine the primary functions and processes of personnel administration in public school systems. Skills will be developed in recruiting, selecting, orienting, assigning, developing and evaluating school personnel. Legal constraints, including affirmative action, and employee rights will be included.

**EDLD 7337-The Principalship** 3-0-3  
Class activities prepare participants for the day-to-day operation of a P-12 school. Participants receive direction in developing the knowledge, skills and attitudes that foster instructional leadership within "today's" schools. Prerequisites: EDLD 7132, EDLD 7133, EDLD 7234.

**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 7737-Supervised Field Experience I** 0-7-3  
Students will complete a 100-hour practicum in building level administration under the direction of a practicing administrator and supervising faculty member. This course is a part of the 9 hour culminating block for the masters in educational leadership that includes both the opening and closing of the school year. Prerequisites: EDLD 7337.

**EDLD 7738- Supervised Field Experience II** 0-7-3  
Students will complete a 100 hour practicum in building level administration under the direction of a practicing administrator and supervising faculty member. This course is a part of the 9 hour culminating block for the masters in educational leadership that includes both the opening and closing of the school year. Prerequisite: EDLD 7737.

**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 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 8739-Advanced Field Experience 0-7-3**  
 Participants will complete a supervised field experience in building or central office administration under the direction of a practicing school administrator. Prerequisite: Admission to Ed.S. study in Educational Leadership.

**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 the 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 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 to 3)-0-(1 to 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.

**Curriculum (COE)**  
**EDUC 7130-Curriculum, Theories and Design** 3-0-3  
A comprehensive overview of the field of curriculum designed to develop the theoretical knowledge competencies and strategies needed by teachers and other curriculum developers at all levels of education to participate in the curriculum change process.

**EDUC 8130-Curriculum for Effective Schooling** 3-0-3  
Explores the relationship between policy and curriculum with particular attention to how school reform and restructuring efforts affect the curriculum. Special emphasis is given to an analysis of the impact of recent effective schools research, school restructuring and/or the national standards movement upon the formulation and delivery of public school curriculum in the United States. Prerequisite: EDUC 7130.

**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 9133-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 or permission of advisor and instructor.

**EDUC 9134-Teacher Education Curriculum** 3-0-3  
Examines alternative approaches to designing and evaluating curriculum for Teacher Education Program within historical, professional, legal, political, and institutional contexts. Prerequisite: Ed.D. admission or 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. Prerequisite: Ed.D. admission.

**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 Theories of Educational Inquiry.

**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, Qualitative Research in Education, students will engage in in-depth analysis of various forms of qualitative research, as well as develop and articulate their own research agenda. Prerequisite: EDUR 9231.

**EDUC 9999-Dissertation** (1 to 3)-0-(1 to 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-Special Topics in Educational Foundations** (1 to 3)-0-(1 to 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 2120-Foundations of Education** 2-0-2  
This pre-professional block course provides opportunities for the future educator to examine both public schooling in the United States and the teaching profession from multiple perspectives including philosophy, history, and sociology. Sophomore standing is required. The pre-professional block includes: EDUF 2121 Human Growth and Development, ITEC 2120 Instructional Technology, SPED 2120 Introduction to Special Education, and COED 2110 Pre-Professional Block Practicum. Prerequisites: Sophomore standing. Co-Requisites: EDUF 2121 Human Growth and Development, ITEC 2120 Instructional Technology, SPED 2120 Introduction to Special Education, and COED 2110 Pre-Professional Block Practicum.

**EDUF 2121-Human Growth and Development 2-0-2**  
 This course provides an introduction to the study of growth and development of the person from conception through adolescence. Particular aspects of development, such as physical, social/personality, emotional, intellectual, and moral development and the relationship of these aspects of development to learning and achievement in school will be addressed. This course is intended as one component of the pre-professional block that includes: EDUF 2120 Foundations of Education, ITEC 2120 Instructional Technology, SPED 2120 Introduction to Special Education, and COED 2110 Pre-Professional Block Practicum. Prerequisite: Sophomore standing. Co-Requisites: EDUF 2120 Foundations of Education, ITEC 2120 Instructional Technology, SPED 2120 Introduction to Special Education, and COED 2110 Pre-Professional Block Practicum.

**EDUF 2132-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 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 preprofessional 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 preprofessional 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 3235-Cognitive and Language Development of the Special Needs Child 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, Characteristics of Mild Disabilities.

**EDUF 7090-Selected Topics in Educational Foundations (1 to 3)-0-(1 to 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 7231-Comparative Education 3-0-3**  
 This course focuses on the analysis of theories and practices in world education that will enrich students' international expertise and equip teachers with professional skills to deal with issues which arise in the USA and around the globe in the post-Cold-War era.

**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 7234-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 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 7236/7236S-International Study of Educational Practices 3-0-3**  
 This course offers students the opportunity to examine educational practices of another country through travel abroad. Students will be asked to reflect on the American educational system-theoretical perspectives, curriculum, instructional methodologies, and comparative issues and trends-and to compare and contrast it with another country's educational system. Topics will be investigated through selected readings, observations, participation, and discussions. Special sessions will be held with educators from the country being examined. Prerequisites: Approval of instructor.

**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 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 to 3)-0-(1 to 3)  
Readings and research under the direction of a member of the educational research faculty whose interests coincide with those of the student. Prerequisites: EDUF 8831, 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 Situationism, 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 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: EDUF 9631.

**Educational Research (COE)**  
**EDUR 7090-Selected Topics in Educational Research** (1 to 3)-0-(1 to 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 8230-Classroom Measurement** 3-0-3  
Provides detailed coverage of concepts and skills necessary for proper construction of valid classroom tests. Emphasized are procedures for developing and evaluating various types of test items (e.g., multiple-choice, brief-response essays, true-false, etc.). Also covered are portfolio development and assessment, performance assessments, standardized score interpretation and methods for establishing validity and reliability.

**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 to 3)-0-(1 to 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 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 9632-Adv Sem in Qual Diss Writ 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, Qualitative Research in Education, students will engage in in-depth analysis of various forms of qualitative research, as well as develop and articulate their own agenda. Prerequisite: 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 quarter 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-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 grade of “C” or better in ENGL 1101 or equivalent and evidence that the Regents’ Exam was taken while enrolled in ENGL 1101.

**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.

**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.

**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.

**ENGL/FILM 2422-Movies: The Language of Film 2-0-2**  
 A study of the ways that films communicate meaning. Explores the correspondences between the literary and scenic dimensions of prose fiction and film with respect to such concerns as point of view, character revelation and development, plot, and meaning. Prerequisite: ENGL 1102.

**ENGL 3121/3121S-British Literature I 3-0-3**  
 A study of British literature and literature history from the Old English Period through the early eighteenth century, focusing on literary types, themes, and responses to historical, political, and cultural circumstances. Prerequisite: ENGL 2111 or ENGL 2112.

**ENGL 3122/3122S-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: ENGL 2111 or ENGL 2112.

**ENGL 3131-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: ENGL 2111 or ENGL 2112.

**ENGL/AMST 3132/3132S-American Literature II 3-0-3**  
 A survey of American literature from 1865 to the present, focusing on major movements, authors, and themes. Prerequisite: ENGL 2111 or ENGL 2112.

**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. Prerequisite: 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. Prerequisite: ENGL 2111 or ENGL 2112.

**ENGL/AMST 3238-The American Dream 3-0-3**  
 A survey of the development of the ideal vision of the American Dream of freedom, opportunity, and success as depicted in the writings of the earliest European explorers to those of contemporary American authors. Prerequisite: ENGL 2111 or ENGL 2112.

**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 1101, ENGL 1102; and one of the following: ENGL 2111, ENGL 2112.

**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. Prerequisite: ENGL 2111 or ENGL 2112.

**ENGL/WRIT 3537/3537S-Special Topics in English 3-0-3**  
 Readings on particular authors, genres, literary histories and movements or on topics not covered by regular courses. Prerequisite: ENGL 2111 or ENGL 2112.

**ENGL 4133-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. Prerequisite: ENGL 2111 or ENGL 2112.

**ENGL 4135-Chaucer 3-0-3**  
 A study of The Canterbury Tales and other selected works. May be used to fulfill the single author requirement. Prerequisite: ENGL 2111 or ENGL 2112.

**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. Prerequisite: ENGL 2111 or ENGL 2112.

- ENGL 4337-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. Prerequisite: ENGL 2111 or ENGL 2112.
- 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. Prerequisite: ENGL 2111 or ENGL 2112.
- ENGL/COML 4538-Literary Criticism** 3-0-3  
A study of literary criticism from Plato to Derrida with concluding emphasis on the theory, approaches, and techniques of current literary study. Prerequisite: ENGL 2111 or ENGL 2112.
- ENGL 5090/5090G/5090S-Selected Topics** 3-0-3  
Selected topics in English.
- ENGL/IRSH 5130/5130G-20th Century Irish Literature** 3-0-3  
A study of representative fiction, poetry, and drama by twentieth century Irish authors. Readings will emphasize the way Irish writers have explored the diversity of the Irish experience as it has been influenced by history, culture, politics, and religion. Prerequisite: ENGL 2111 or ENGL 2112.
- ENGL 5131/5131S/5131G-British Romantics** 3-0-3  
A study of English Romantic poetry and prose, including major works of Blake, Wordsworth, Coleridge, Byron, the Shelleys, Keats, and many recently rediscovered authors of the period. Prerequisite: ENGL 2111 or ENGL 2112.
- ENGL 5134/5134G-British Neoclassical Literature** 3-0-3  
A study of verse and prose from the Restoration to the Romantic period. Prerequisite: ENGL 2111 or ENGL 2112.
- 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. Prerequisites: ENGL 2111 or 2112.
- ENGL 5136/5136G/5136S-English Medieval Literature, Excluding Chaucer** 3-0-3  
A study of Old and Middle English literature emphasizing the major genres of prose and poetry unique to this period. Prerequisite: ENGL 2111 or ENGL 2112.
- 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. Prerequisite: ENGL 2111 or ENGL 2112.
- 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. Prerequisite: ENGL 2111 or ENGL 2112.
- 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. Prerequisite: ENGL 2111 or ENGL 2112.
- 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. Prerequisite: ENGL 2111 or ENGL 2112.
- ENGL/COML 5330/5330G-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. Prerequisite: ENGL 2111 or ENGL 2112.
- ENGL 5333/5333G-Studies in English Drama** 3-0-3  
Dramatic literature will be selected from the beginnings of English drama through Shaw, excluding Shakespeare. Courses may focus on particular periods, themes, genres, or authors. Prerequisite: ENGL 2111 or ENGL 2112.
- ENGL/COML 5334/5334G-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. Prerequisite: ENGL 2111 or ENGL 2112.
- 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. Prerequisite: ENGL 2111 or ENGL 2112.
- ENGL 5434/5434G-Donne and Milton** 3-0-3  
A study of two major poets that focuses on close study and interpretation of their greatest works, creating involvement in religious and historical circumstances of the time in which they were written. Among the poetry are the best loved poems of all time. May be used to fulfill the single author requirement. Prerequisite: ENGL 2111 or ENGL 2112.
- ENGL 5436/5436G/5436S-Spirit of Place in British Literature** 3-0-3  
A study of British literary figures important for their evocation of place, against the background of the regions they wrote about. A ten-to-fourteen-day tour of the English countryside is part of the course. Offered summers only. Prerequisite: ENGL 2111 or ENGL 2112.
- 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. Prerequisite: ENGL 2111 or ENGL 2112.
- 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. Prerequisite: ENGL 2111 or ENGL 2112.
- 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. Prerequisite: ENGL 2111 or ENGL 2112.
- 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. Prerequisite: ENGL 2111 or ENGL 2112.
- 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. Prerequisite: ENGL 2111 or ENGL 2112.
- 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. Prerequisite: ENGL 2111 or ENGL 2112.

**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. Prerequisite: ENGL 2111 or ENGL 2112.

**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, Chestnutt, 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 Eighteenth 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-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-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 3-0-(1 to 6)**

**Engineering (COST)**

**ENGR 1111-Introduction to Engineering 1-0-1**  
 An introductory course required of all engineering students. Topics include: Historical development of engineering, modern engineering challenges, engineering study skills, engineering communications, engineering career opportunities, the engineering curriculum, the engineering team, ethics and other professional responsibilities of engineering, and the engineering design process.

**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 1631-Computing for Engineers 2-2-3**  
 This course is designed to familiarize the students with various computing and programming principles related to solving engineering problems. Laboratory instruction in the course is based on utilization of the MATLAB computing software as well as other software tools commonly used by engineers in preparing engineering reports and presentations. Prerequisite: Concurrent or prior completion of MATH 1441.

**ENGR 2230-Introduction to Mechanics 3-0-3**  
 Introduction to Mechanics. Fundamental concepts of mechanics. Forces and particle equilibrium. Moments and equivalent systems of forces on rigid bodies. Structural applications of statics to trusses and systems containing multi-force members. Friction. Definition and analysis of stress and strain. Axial loading of structural members. Torsion of circular bars. Beam analysis and design. Transformation of stress. Prerequisites: MATH 2242 and PHYS 2211.

**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: ENGR 2231.

**ENGR 2233-Statics and Dynamics 3-0-3**  
 Elements of statics in two and three dimensions, centroids, friction, kinematics and kinetics of rigid bodies in plane motion. Prerequisites: MATH 2242 and PHYS 2211.

**ENGR 2323-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: ENGR 1631.

**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: MATH 2242 and ENGR 1631.

**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: ENGR 1133 or its equivalent; Concurrent or prior completion of MATH 2430 and ENGR 2230.

**ENGR 2630-Civil Engineering Systems** 3-0-3  
Infrastructure viewed from a systems perspective; analytical approaches and modeling of civil engineered facilities; sustainability; engineering economy applications. Prerequisite: MATH 2243.

**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 (VPAA)**  
**Enrichment Program (Interdisciplinary)**  
**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.

**Early Childhood-Middle Grades-Secondary Education (COE)**  
**ESED 4090-P-12 Education Special Topics (1 to 3)-0-(1 to 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 P-12 teaching fields. Prerequisites: Approval of the advisor, instructor, and department chair.

**ESED 4799-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 and professional education courses and admission to the Student Teaching Program.

**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 5232/5232G-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. Prerequisite: Admission to Teacher Education Program or hold a valid teaching certification.

**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.

**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.

**ESED 6798-Supervised Practicum** 0-(5 to15)-(1 to3)  
A supervised teaching experience in a middle grades or secondary classroom. Emphasis is placed on instructional planning, classroom management, and student evaluations. Prerequisites: Admission to Teacher Education Program and MGED 6131 and MGED 6132 or SCED 6131 and SCED 6132.

**ESED 6799-Internship: P-12 Programs** 0-40-(3 to 9)  
A supervised teaching experience in a P-12 teaching field. Emphasis is placed on instructional planning, methodology, classroom management and student evaluation. Prerequisites: Completion of teaching field and professional education courses, a supervised practicum in one's teaching field or prior teaching experience, and admission to the Student Teaching Program. Students must hold a Provisional Teaching Certificate.

**ESED 7090-Selected Topics in P-12 Programs** 3-0-3  
Promotes 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 P-12 teaching fields. Prerequisites: Approval of the advisor, instructor, and department chair.

**ESED 7138-Supervision of Teachers** 3-0-3  
This course is designed to enable the supervising mentor teacher to demonstrate, in a classroom setting, a mastery of skill performance related to effective observation, conferencing, and communication skills. To receive credit, the course participant must have a student teacher, intern, or be serving as a mentor teacher while enrolled in this course. Prerequisites: EDDL 7137.

**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 7430-Character Education** 3-0-3  
Examines the philosophical basis for values education, the societal needs for values education as reflected in existing social problems, the values education curriculum and student-centered teaching strategies necessary for delivering the curriculum. Emphasis is placed on teacher behavior which promotes the internalization of values in students' behavior.

**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. Prerequisites: 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 task 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. Prerequisites: 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. Prerequisites: 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. Prerequisite: Admission to an Ed.S. or Ed.D. program.

**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. Prerequisite: Admission to an Ed.S. or Ed.D. program.

**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. Prerequisites: Admission to an Ed.S. or Ed.D. program and working knowledge of available mathematics and science K-12 computing technologies or consent of the instructor.

**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 3-2-3**  
 The primary objective of the course is to initiate, complete and submit an acceptable field based research study. The course will focus on issues, trends and research in one of the P-12 programs. Prerequisites: Approval of advisor, instructor and department chair.

**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.

**Education Psychology (COE)**  
**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 M.Ed. in School Psychology 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 M.Ed. in School Psychology or permission of instructor.

**ESPY 7132-Interpretation of Psychoeducational Tests** 3-0-3  
Designed to foster accurate interpretation of individual educational and psychological test results to produce appropriate instructional approaches for children with learning or behavioral problems. Training in multi-factored assessment skills, particularly as they relate to the interpretation of psychoeducational evaluations, is emphasized. Prerequisite: Admission to M.Ed. in School Psychology or permission of instructor.

**ESPY 7133-Educational Implications of Social Deviance** 3-0-3  
This course is designed to provide students with theoretical perspectives on social deviance and their applications in educational environments. Using a social constructivist context, students will examine a range of behaviors that differ from accepted social standards within our cultural institutions.

**ESPY 7230-Developmental Diagnosis of School-aged Children** 3-0-3  
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 school-aged children birth through twenty-one. Developmental diagnosis is the focus, incorporating physical, cognitive, language, social-emotional, and moral development areas. Also included is discussion of symptoms, diagnosis, treatment, and management of children at-risk. Prerequisites: EDUF 8136, PSYC 7331, COUN 7338 or equivalent background.

**ESPY 8130-Curriculum-based Assessment** 3-0-3  
Concerned with assessing the skills and performances of students in the basic academic areas. Personalized programs based on assessed needs will be developed within a field-based experience by using the general education curriculum as the axis of all assessment and programming activities. Prerequisite: EDUC 7130 or permission of instructor.

**ESPY 8131-Individual Intellectual Assessment** 3-0-3  
Designed for students majoring in School Psychology. It provides intensive experience in the administration, scoring and interpretation of individual psychological tests for educational purposes. Includes report writing, case history techniques and interview techniques. Prerequisites: ESPY 7132, EDUR 7130 or equivalent and admission to the M.Ed. or Ed.S. in School Psychology.

**ESPY 8132-Advanced Individual Assessment** 3-0-3  
Provides knowledge and skill with procedures and instruments that assess the intellectual, personal and social functioning of children in school settings. Intended for students majoring in School Psychology. Prerequisites: ESPY 8131, admission to M.Ed. or Ed.S. in School Psychology or permission of instructor.

**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.

**Family and Consumer Sciences (CHHS)**  
**FACS 2010-Perspectives in FACS** 1-0-1  
Students will study the Family and Consumer Sciences fields, its integrative nature and diverse career opportunities. Students will also explore opportunities for service and professional development.

**FACS 2120-Relational Issues in Family and Consumer Sciences** 2-0-2  
A study of unique and complex nature of communication within the family with specific application to careers in Family and Consumer Sciences.

**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 drafting and programming. A basic overview of AutoCAD, file management, and fundamental executions of drafting components. The concepts of 3-D modeling will be addressed. Prerequisites: INDS 2430, INDS 2434 or permission of instructor.

**FACS 3035-Teaching Family and Consumer Sciences 3-0-3**  
An introduction to educational strategies and materials used in teaching Family and Consumer Sciences in secondary schools. Prerequisite: Admission to Teacher Education Program.

**FACS 3437-Interior Design CAD II 1-4-3**  
Further develops the student's ability to use the computer as a drafting tool for Interior Design at an advanced level. Subjects addressed in this course will be working drawings in conjunction with INDS 4435, schedules, details, and 3-D modeling. Prerequisite: A "C" or better in FACS 2437. Corequisite: INDS 4435.

**FACS 4010-Professional Development 1-0-1**  
Seminar in which students complete professional teaching portfolio, explore the job application process, and study public policy concerning school programs in Family and Consumer Sciences. Prerequisite: FACS 2024.

**FACS 4090-Selected Topics in Family and Consumer Sciences (1 to 3)-0-(1 to 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 4610-Senior Seminar 1-0-1**  
To prepare senior level students to acquire employment and/or internship in their chosen professional field. Prerequisites: Senior status any major.

**FACS 4890-Directed Individual Study (1 to 3)-0-(1 to 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.

**Film (CLASS)**

**FILM 2331/2331S-Introduction to Film 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 2422-Movies: The Language of Film 3-0-3**  
See ENGL 2422 for course description.

**FILM 3030-Selected Topics in Film 3-0-3**  
Offers various courses in speciality areas of film studies. Prerequisite: FILM 2331.

**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-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**  
See POLS 3334 for course description. Prerequisite: POLS 1101 or permission of instructor.

**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. Prerequisites: ENGL 2111 or ENGL 2112.

**Finance (COBA)**

**FINC 3130-Financial Tools and Methods 3-0-3**  
Fundamental concepts and analytical methods in finance. Emphasis on spreadsheet applications, mathematic of finance, and statistical analysis. Prerequisite: A "C" or better in ACCT 2101.

**FINC 3131-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 "C" or better in ACCT 2101.

**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 grade of "C" or better in both FINC 3130 and FINC 3131.

**FINC 3133-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 grade of "C" or better in both FINC 3130 and 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 grade of "C" or better in both FINC 3130 and FINC 3131.

**FINC 3231-Financial Markets and Investments 3-0-3**  
Introduces both domestic and international financial markets. Topics include the Federal Reserve system, money and capital markets, security valuation and trading, and derivative markets. Prerequisites: A grade of "C" or better in both FINC 3130 and FINC 3131.

**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. Prerequisites: A grade of "C" or better in FINC 3130 or 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 grade of "C" or better 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 grade of "C" or better in both FINC 3130 and 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 grade of "C" or better in both FINC 3130 and 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 grade of "C" or better in both FINC 3130 and 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 grade of "C" or better in both FINC 3130 and 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 4532-Personal/Personnel Risk Management** 3-0-3  
A study of the alternative methods of controlling personal financial and personnel loss exposures. Emphasis is given to health care, workers' compensation, life insurance and retirement plans, although additional discussions of disability and key employee topics are included. Personal or individual risk financing issues are discussed, with a focus on planning for premature loss of life and retirement. Financial analysis of alternative methods of personnel management is covered, with a focus on health care and workers' compensation. Prerequisite: Junior Standing.

**FINC/ECON 4534-Business Insurance** 3-0-3  
A study of alternative methods of managing financial risk of the firm using business insurance products. Although the course emphasizes insurance methods, alternatives to insurance are also examined. Financial concepts are applied to the evaluation of alternative courses of action for the firm. The course also focuses on regional insurance topics such as marine insurance, aviation insurance and crop insurance that affect southeast Georgia. Prerequisite: Junior standing.

**FINC 4790-Internship in Finance** 0-0-(3 to 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** 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 the faculty sponsor. Prerequisite: Junior standing.

**FINC 4890-Directed Study in Finance** 0-0-(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 prerequisite, 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, bond, derivative securities, retirement issues, and mutual funds. Prerequisites: Graduate standing and the completion of the MBA prerequisite, or permission of the COBA Director of Graduate Studies for non-MBA students.

**Fashion Merchandising/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 or FMAD 2230 or BUSA 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: Grade of "C" or better 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 and CISM 1110/1120.

**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 preapproved 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.

**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-Selected Topics in Foreign Languages** (1 to 3)-0-(1 to 3)  
Elementary level foreign language topic.

**FORL 3030-Selected Topics in Foreign Languages** (1 to 3)-0-(1 to 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. Prerequisites: FORL 2002.

**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-Introduction to Language** 3-0-3  
See ANTH 3533 for course description.

**FORL 4030-Selected Topics in Foreign Languages** (1 to 3)-0-(1 to 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. Prerequisites: FORL 2002.

**FORL 4393-Practicum in FL 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-Directed Study in Foreign Languages** (1 to 15)-0-(1 to 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.

**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-Intermediate French II** 3-0-3  
Continued focus on communication skills and cultural understanding. Prerequisite: FREN 2001 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 the equivalent.

**FREN 3030-Selected Topics in French (1 to 3)-0-(1 to 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.

**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**  
 An in-depth study of selected French feature films for functional vocabulary build-up, increased proficiency, and cultural awareness through listening-comprehension, speaking, reading, writing, and grammar activities. Emphasis on everyday spoken French. Prerequisite: FREN 2002 or the 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-Introduction to Literature 3-0-3**  
 An introduction to the study and analysis of literary texts, with continued development of all five language competencies (listening, speaking, reading, writing, and culture). Course texts include representative samples of four literary genres: short story, poetry, theatre, and novel. Required for students who intend to study literature at the 4000 level. Prerequisite: FREN 2002 or equivalent.

**FREN 3330-French Civilization 3-0-3**  
 Introduction to the history and civilization of France, based on authentic documents and media, with continued development of all five language competencies (listening, speaking, reading, writing, and culture). Prerequisite: FREN 2002 or equivalent.

**FREN/AAST 3336-Francophone Cultures 3-0-3**  
 Study of Francophone cultures, with continued development of all five language competencies (listening, speaking, reading, writing, and culture) and a strong emphasis on authentic materials. Course texts include representative samples of fables/stories, longer prose works, and poems. Prerequisite: FREN 2002 or equivalent.

**FREN 3395/3395S-French Regional Culture 3-0-3**  
 Introduction to the culture of a geographic region in France based on residential study in that region. Continued development of all five language competencies (listening, speaking, reading, writing, and culture) with special emphasis on life in the region of residence. Prerequisites: FREN 2002 or equivalent and admission to the France Study Abroad program.

**FREN 3530-French for Professions 3-0-3**  
 Continued development of all five language competencies (listening, speaking, reading, writing, and culture) with a strong emphasis on the vocabulary and functions necessary for professional activity in business and other professions, such as: law, health, and tourism. Prerequisite: FREN 2002 or equivalent.

**FREN 4030-Selected Topics in French (1 to 3)-0-(1 to 3)**  
 Selected topics in French.

**FREN 4130-Grammar and Phonetics 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 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 from the Middle Ages to the present. Continued development of all five language skills, with special emphasis on literary works and their context (historical, social, religious, philosophical, etc). Prerequisite: FREN 3230 or permission of the instructor.

**FREN 4432-Perspectives in Literature II 3-0-3**  
 Study of masterpieces of French literature from the Middle Ages to the present. Continued development of all five language skills, with special emphasis on literary works and their context (historical, social, religious, philosophical, etc). Prerequisite: FREN 3230 or permission of the instructor.

**FREN 4790-Internship in French (1 to 15)-0-(1 to 15)**  
 Internship in one or more French-speaking countries. Prerequisites: Permission of instructor and department chair.

**FREN 4890-Directed Study in French (1 to 3)-0-(1 to 3)**  
 Independent study under faculty supervision. Prerequisite: Permission of the instructor.

**FREN 7030-Selected Topics in French (1 to 3)-0-(1 to 3)**  
 Selected topics in French.

**FREN 7090-Selected Topics in French (1 to 3)-0-(1 to 3)**  
 Selected topics in French.

**FREN 7091-Seminar in French 3-0-3**  
 Topics to be selected by the instructor.

**FREN 7130-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 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 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 to 3)-0-(1 to 3)  
Independent study under faculty supervision.

**Geography (COST)**  
**GEOG 1101-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. Prerequisites: 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. Corequisite: 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-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-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 3430-Introduction to Geographic Information Systems** 3-0-3  
A survey of the types of systems and equipment/software that are available, including practical application of GIS to particular problems.

**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. Prerequisite: Permission of instructor.

**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.

**GEOG 4120-Introduction to Research Methods** 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.

**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 4541-Cartography** 3-3-4  
Introduction to the computer as a tool in cartographic design and production, and as a tool to assist data analysis in geographic research and geographic problem solving.

**GEOG 4543-Advanced GIS** 2-4-4  
Advanced spatial analysis and modeling techniques applied to vector and raster sets across a range of applications. Includes network, grid and surface modeling functions and programming. Prerequisite: GEOG 3430.

**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 4632-Advanced Cartography** 2-2-3  
Advanced visualization techniques, cartographic theory and map design. Prerequisite: GEOG 4541.

**GEOG 4742-Advanced Remote Sensing** 2-4-4  
Advanced techniques in the interpretation and application of remotely-sensed information to geographic problems. Prerequisite: GEOG 3741 Remote Sensing.

**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 5030/5030G-Selected Topics in Regional Geography** 3-0-3  
Offered on an experimental basis. Graduate students will complete an individual term project or special report.

**GEOG 5031/5031G-Selected Topics in Human Geography** 3-0-3  
Offered on an experimental basis. Graduate students will complete an individual term project or special report.

**GEOG 5090/5090S/5090G-Selected Topics in Physical Geography** (3 to 4)-(0 to 2)-(3 to 4)  
Offered with or without a lab on an experimental basis. Graduate students will complete an individual term project or special report.

**GEOG 5091-Selected Topics in GIS** 0-8-4  
Advanced application of GIS design and modeling to a specific topical and/or geographic area. Topics and areas will be rotated over time. Prerequisites: GEOG 3430 and concurrent or prior completion of 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-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 5590/5590G-Field Studies in Geography** (6 to 8)-0-(6 to 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 5620/5620G-Research Seminar in Geography** 2-0-2  
Research methods in human and physical geography are discussed and critiqued. 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. Prerequisites: Junior standing or higher and permission of instructor.

**GEOG 5890/5890G-Special Problems in Geography** (1 to 3)-(0 to 2)-(1 to 4)  
Independent study for advanced students. Prerequisite: Approval of department chair.

**GEOG 6630-Seminar in Regional Geography** 3-0-3  
Identifies principles and content of regional geography. The regional method will be illustrated through study of selected regions. Prerequisite: Graduate standing.

**GEOG 6631-Seminar in Systematic Geography** 3-0-3  
Provides students with a systematic approach to geography. It will offer basic training in principles and concepts and student insight into the nature and methods of systematic geography. Prerequisite: Graduate standing.

**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. 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, geologic time measurements, time scales, physical and organic development of Earth are taught. Prerequisite: GEOL 1121, with lab, 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 2330-Photogeology** 2-4-4  
An introduction to the interpretation of geologic features from aerial images. By viewing actual images, students will learn how to interpret geologic structures and rock types, as well as geomorphic features from an aerial perspective. How various types of images are collected and an overview of photogrammetric principles and digital image processing will be incorporated. Interpretation skills will be practiced in lab. Prerequisite: GEOL 1121.

**GEOL 3520-Field Methods** 0-4-2  
Instruction 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 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 3790-Teaching Internship in Geology** 1-(2 to 6)-(1 to 3)  
Student internship in GEOL 1310 (Environmental Geology Lab) under the mentorship of a faculty member. Student will participate in an introductory workshop immediately prior to the start of the semester, will intern in GEOL 1310, and meet with the faculty mentor one hour each week. One credit hour per laboratory section of GEOL 1310 in which the student interns. Prerequisite: A grade of "B" or above in GEOL 1121, GEOL 1330 and MATH 1147 or permission of instructor.

**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.

**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 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 to 6)-(1 to 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. Prerequisite: GEOL 1121 or permission of instructor.

**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. Prerequisite: 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 5330/5330G-Natural History and Management Issues** 3-0-3  
This team-taught distance learning course will integrate the geology, biology, and oceanography of the Georgia Coastal Zone, summarizing its evolutionary development, active processes, and current states of human interaction with this dynamic and economically important environment. Graduate students will complete an individual term project or special report. Prerequisite: Permission of instructor.

**GEOL 5430/5430G-Geological Evolution of the Coastal Plain** 2-3-3  
A study of the agents of weathering, transportation and deposition of sediments and the development of coastal plain landforms. Includes a study of Mesozoic and Cenozoic stratigraphy and paleontology with special emphasis on the Gulf and Atlantic Coastal Plains. Graduate students will complete an individual term project or special report. Prerequisites: GEOL 1121 and 1122. GEOL 5530 recommended.

**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. 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. 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 2 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 5821/5821G-Museum Methods** 0-3-1  
Practical experience in curation of geological museum specimens. Techniques include cataloging, preparation, reproduction, exhibiting and interpreting of geologic materials. Graduate students will complete an individual term project or special report. Prerequisite: Permission of instructor.

**GEOL 5890/5890G-Directed Study** (0 to 3)-(0 to 9)-(1 to 3)  
Well prepared geology majors may be permitted to carry on independent study upon the recommendation of one of the geology/geography faculty. Prerequisite: Permission of instructor.

**GEOL 6140-Geology of Georgia** 3-2-4  
Designed for teachers of science. Topics included are: origin and varieties of rocks and minerals, geological subdivisions of Georgia, structural geology of Georgia, weathering and geologic agents active in this region, geologic history and physiography of Georgia. A field trip across the state to northwest Georgia will be an integral part of the course. Prerequisite: Graduate standing.

**GEOL 6240-Rocks and Minerals** 3-2-4  
An introduction to the origin, occurrence, classification and use of the more common minerals and rocks. Crystallography and structural geochemistry are briefly introduced. Laboratory work consists of the use of practical methods of mineral and rock identification. One full day field trip. Prerequisites: Four hours of chemistry and graduate standing.

**GEOL 6340-Principles of Geology** 3-2-4  
Basic principles of physical and historical geology including earth materials, processes involved in forming and modifying the earth's interior, surface, and the origin and development of the earth and its diverse life forms. Prerequisite: Graduate standing.

**GEOL 6440-Environmental Geology** 3-2-4  
The relationship between man and the geologic environment, including flood, landslide, subsidence, earthquake, volcano and coastal erosion hazards, minerals, water and energy resources, environmental health, land use planning and environmental impact. Prerequisite: Graduate standing.

**GEOL 6540-Paleontology and Evolution** 3-2-4  
A systematic discussion of biologic relationships, paleontology and the complex nature of succeeding generations. Attention will be given to the subject of ancient life and its development on earth. Prerequisites: GEOL 1121 and GEOL 1122, or introductory biology.

**German (CLASS)**  
**GRMN 1001-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-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 levels 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 concurrent enrollment in GRMN 2001 or equivalent.

**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 region. Completes the intermediate levels of German in one semester. Prerequisite: Completion of GRMN 1002 or the 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-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 3130-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: One course at the 2000 level (GRMN 2001 or GRMN 2002) or equivalent or consent of instructor.

**GRMN 3132-German Grammar Review** 3-0-3  
Intensive review of grammar with extensive practice in the application of the grammar in communicative situations. Prerequisite: GRMN 2001 or equivalent or permission of instructor.

**GRMN 3134-Writing in German** 3-0-3  
Grammar review, basic instruction in stylistics, and extensive practice in writing both short compositions and longer items. Prerequisite: One German course at the 2000 level or equivalent or permission of instructor.

**GRMN 3230-Introduction to Literature** 3-0-3  
Introduction to the terminology, methods, and goals of literary analysis. Reading of literary texts. Prerequisite: GRMN 2001 or equivalent or permission of instructor.

**GRMN 3231-German Radio Plays** 3-0-3  
 Presentation and discussion of select German Radio Plays. Prerequisite: One course at the 2000 level (GRMN 2001 or GRMN 2002) or equivalent or consent of instructor.

**GRMN 3232-German Films and Videos** 3-0-3  
 Presentation and discussion of select German films and videos. Prerequisite: One course at the 2000 level (GRMN 2001 or GRMN 2002) or equivalent or consent of instructor.

**GRMN 3233-German Songs** 3-0-3  
 Presentation and discussion of select German songs (both traditional and popular). Prerequisite: One course at the 2000 level (GRMN 2001 or GRMN 2002) or equivalent or consent of instructor.

**GRMN 3330-Germany Today** 3-0-3  
 A study of the geographic setting and the institutions in the contemporary German-speaking countries. Prerequisite: GRMN 2001 or equivalent or permission of instructor.

**GRMN 4030-Selected Topics in German (1 to 3)-0-(1 to 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-The German Heritage** 3-0-3  
 A study of various aspects of the German cultural heritage, including German music, art, architecture, literature, and language. Prerequisites: Two German courses at the 3000 level or equivalent or permission of instructor.

**GRMN 4331-Business German** 3-0-3  
 A career-oriented course designed to introduce the student to the language of business, commerce, and economics. Prerequisites: Two German courses at the 3000 level or consent of instructor.

**GRMN 4332-Current Issues and Events in Germany** 3-0-3  
 Presentation and discussion of current issues, news, events, and aspects of daily life. Due to its nature, the content changes every time this course will be offered. Can be repeated for credit with different content. Prerequisites: Two German courses at the 3000 level or consent of instructor.

**GRMN 4790-Internship in German (1 to 15)-0-(1 to 15)**  
 Internship in one or more German-speaking countries. Prerequisites: Permission of instructor and department chair.

**GRMN 4890-Directed Study in German (1 to 15)-0-(1 to 15)**  
 Independent study under faculty supervision. Prerequisites: Two German courses at the 3000 level or equivalent or permission of instructor.

**Georgia Southern University**  
**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.

**GSU 1210-University Orientation I** 1-0-1  
 Designed to help first year students understand the purpose of a college education, learn about college resources and requirements, explore values and interests, learn to make decisions and realistic choices, explore career objectives and programs of study, and establish supportive relationships with faculty and staff. Required of all new students during their first semester.

**GSU 1211-University Orientation II** 1-0-1  
 Encompasses an examination of model leaders, principles of leadership, and leaders in action. Provides opportunities to examine and develop skills essential to leadership effectiveness. Required of all students.

**GSU 1220-University Orientation I & II** 2-0-2  
 Combination of University Orientation I and II.

**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-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-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-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 3030/3030S-Selected Topics in History** 3-0-3  
 Topics vary with individual professor.

**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 US 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-US 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-History of Women in the United States 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.

**HIST/RELS 3139-History of Religion in the US 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/INTS/RELS 3231-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 3232-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/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 3330-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-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-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-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 19<sup>th</sup> and 20<sup>th</sup> 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-Modern Latin America 3-0-3**  
A political, social, and economic survey of Latin America from independence to the present.

**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/AMST 4131-American Biography 3-0-3**  
An analysis of the life stories of representative individuals in American history including examination of different types of biographical writing.

**HIST/AMST 4132-Recent America: US 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-US 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-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-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 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.

**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.

**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.

**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.

**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.

**HIST 5231/5231G-Legal History of US 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.

**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.

**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.

- HIST 5331/5331G-The Age of Chivalry** 3-0-3  
Examines the society and culture of Europe during the High Middle Ages.
- 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.
- 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.
- HIST 5336/5336G/5336S-Revolutionary France** 3-0-3  
An examination of the causes, course, and consequences of the French Revolutionary and Napoleonic Eras.
- HIST 5339/5339G-Modern Britain** 3-0-3  
A detailed study of British history from the Reform Act of 1867 to the present.
- 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.
- HIST 5530/5530G-20th Century Russia** 3-0-3  
A survey of the history of Russia in the 20<sup>th</sup> century.
- HIST/INTS 5531/5531G-Modern Japan** 3-0-3  
Japan through the Tokugawa period to its nineteenth century emergence from isolation and its growth as a world power with emphasis on traditional culture, industrialization, and post-WW II society.
- 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: US-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.
- 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-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 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 7999-Thesis** (0 to 6)-0-(1 to 6)  
Planned research and writing directed by student's thesis advisor.
- Health (CHHS)**
- HLTH 1520/1520H-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 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: Grade of "C" or higher 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-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 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-Health Promotion Concepts and Applications** 2-3-3  
 Introduces and examines effective instructional practices for teaching health education. Content focus will emphasize the coordinated school health program including nutrition, consumer health, environmental/community health, disease prevention and fitness concepts/wellness. An integral component of the class will be the design of effective health lessons and implementation of these plans in the public school setting. Prerequisite: Admission into 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-Selected Topics in Health Science** (1 to 3)-0-(1 to 3)  
 Provides the student with in-depth study of selected topics in health science. Prerequisite: Permission of instructor.

**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 3230 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 its 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 its 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: "C" or better 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 to 3)-0-(1 to 3)  
Provides the student with the opportunity to investigate an area of interest under the direction of a faculty mentor. Prerequisite: Permission of instructor.

**HLTH 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.

**HLTH 6131-Biostatistics** 3-0-3  
Examines statistics in public health and related health sciences, including sampling, hypotheses testing, confidence intervals, categorical data analysis, regression and correlation. Emphasis will be on health data analysis applications with computer software. Prerequisite: Undergraduate course in statistics or permission of instructor.

**HLTH 6132-Introduction to Biostatistics with SAS Applications** 2-2-3  
This course introduces students to the concepts of Biostatistics and SAS software. The course describes population, measurements, sampling issues, hypothesis testing, parameter estimation, categorical data analysis, regression, analysis of variance and nonparametric statistical ideas. Students will be introduced to data management and software applications using SAS (Statistical Analysis System).

**HLTH 7099-Selected Topics in Health Science** (1 to 3)-0-(1 to 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 7230-Health Behavior Theory** 3-0-3  
Selected social, psychological, and behavioral theories and their application to health promotion, disease prevention, adult learning, decision-making and other areas which directly influence positive health behaviors across individual, group and community levels. Special focus will be placed on the application of theories and models to practice. Prerequisite: Undergraduate course in introductory public health concepts and theory or permission of instructor.

**HLTH 7231-Epidemiology** 3-0-3  
Diseases of the human body, as well as, terms, concepts and principles of epidemiology are examined in order to explain the occurrence, distribution and causative factors of diseases in human populations. Prerequisite: Undergraduate course in quantitative methods or statistics or permission of instructor.

**HLTH 7232-Health Promotion Planning and Evaluation** 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. Prerequisite: Undergraduate course in health promotion planning and evaluation or permission of instructor.

**HLTH 7233-Environmental Health** 3-0-3  
Survey of specific environmental conditions and factors that contribute to the development of health problems in communities. Health effects, intervention strategies and control programs for community environmental health protection are discussed.

**HLTH 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, community health or permission of instructor.

**HLTH 7235-Community Health Education Methods** 3-0-3  
Advanced concepts in community health education for health improvement across multiple organizational levels in communities. Theory driven educational program development with special focus on reaching multi-cultural target groups. Prerequisite: Undergraduate courses in health planning and evaluation, community health, health behavior theory, or permission of instructor.

**HLTH 7236-Social Marketing and Health Communications** 3-0-3  
Provides the student with an in-depth study of theory driven approaches to the application of social marketing and health communication to the development of health education and promotion programs. Prerequisite: Undergraduate course in marketing or permission of instructor.

**HLTH 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 service in rural settings.

**HLTH 7330-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.

**HLTH 7331-Health Care Financing** 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.

**HLTH 7332-Health Policy, Issues 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.

**HLTH 7333-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.

**HLTH 7334-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.

**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 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.

**HLTH 7899-Directed Individual Study** (1 to 3)-0-(1 to 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 7999-Thesis** 0-(3 to 18)-(1 to 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.

**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 or HNRM 3333.

**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. Corequisite: HNRM 3335. Prerequisite: HNRM 2334, NTFS 2534 or permission of instructor.

**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 or 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 or 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 or 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 or 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 2333, NTFS 2534 or permission of instructor.

**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.

**Humanities (CLASS)**

**HUMN 2321-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: Completion of or concurrent enrollment in ENGL 1101.

**HUMN 2322-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: HUMN 2321 and completion of or concurrent enrollment in ENGL 1101.

**HUMN 2433-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. Prerequisites: HIST 1112. Required of all students.

**IDS 3090-Special Topics** (1 to3)-0-(1 to 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 theory, design styles, components and materials, and spatial relationships are included.

**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: ART 1010, ART 1020, INDS 2430, and a grade of "C" or better in INDS 2434. Corequisite: INDS 3435.

**INDS 2436-Interior Materials and Systems** 2-2-3  
Selection and application of materials and finishes in the design of components of the built environment. Introduction of cost estimations and specifications. Introduction to building technology with an emphasis on developing an awareness of buildings and their systems. Research of resources and communication with labor sources will be incorporated. Prerequisites: INDS 2430, prerequisite or corequisite 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: FMAD 3238 may be taken as a prerequisite or co-requisite, or by 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 19<sup>th</sup> and up to the 21<sup>st</sup> 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 furniture, finish and interior architectural materials, and diverse populations. Area of emphasis is residential. Prerequisites: A "C" or better in ART 1010, ART 1020, INDS 2430, and INDS 2434. Prerequisite or Corequisite: INDS 2436. Corequisite: INDS 2435.

**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, space planning and design development to include furniture, finish and interior architectural materials, building codes and diverse populations. Areas of emphasis may include hospitality, multi-residential, healthcare, adaptive reuse and commercial. Prerequisites: ART 1030, prerequisite or co-requisite: FACS 2437, INDS 2436, and a grade of "C" or better in INDS 2435 and INDS 3435.

**INDS 3438-Professional Practices I** 3-0-3  
A study of the professional practice of interior design. Basic business principles, professional organizations, client relationships, communication techniques, specification writing, estimating, internship preparation and portfolio development will be addressed. Prerequisites: INDS 3435.

**INDS 4434-Professional Practices II** 3-0-3  
Business development and procedures, project management, contract administration, specification writing and professional ethics will be the focus of this advanced level of business procedures and practices. Design issues of the global marketplace and international protocol 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: FMAD 3238, TBCC 3121, and a grade of "C" or better in INDS 3436; INDS 3438 and INDS 3434 as prerequisites or required co-requisite; Corequisite FACS 3427.

**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 3427, and a grade of "C" or better 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 grade of "C" or better in INDS 4435. Corequisite: INDS 4436.

<b>INDS 4790-Interior Design Practicum</b>	<b>3-0-3</b>	<b>INTS/HIST 3532-The Modern Middle East</b>	<b>3-0-3</b>
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.		See HIST 3532 for course description.	
<b>International Studies (Interdisciplinary)</b>		<b>INTS/HIST 3534-Modern Southeast Asia</b>	<b>3-0-3</b>
<b>INTS 2130-Introduction to International Studies</b>	<b>3-0-3</b>	See HIST 3534 for course description.	
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.		<b>INTS/HIST 3535-Islamic Civilization</b>	<b>3-0-3</b>
<b>INTS 3090-Selected Topics in International Studies</b>	<b>3-0-3</b>	See HIST 3535 for course description.	
Selected Topics in International Studies.		<b>INTS/HIST/LAST 3537-Colonial Latin America</b>	<b>3-0-3</b>
<b>INTS 3130/3130S-Contemporary World Cultures</b>	<b>3-0-3</b>	See HIST 3537 for course description.	
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.		<b>INTS/HIST/LAST 3538-Modern Latin America</b>	<b>3-0-3</b>
<b>INTS/POLS 3132-Asian Politics</b>	<b>3-0-3</b>	See HIST 3538 for course description.	
See POLS 3132 for course description.		<b>INTS/POLS 4132-U.S. Foreign Policy</b>	<b>3-0-3</b>
<b>INTS/HIST 3136-US as a Global Power</b>	<b>3-0-3</b>	See POLS 4132 for course description.	
See HIST 3136 for course description.		<b>INTS/HIST 4133-US Diplomacy: The Cold War</b>	<b>3-0-3</b>
<b>INTS 3230/3230S-Global Issues</b>	<b>3-0-3</b>	See HIST 4133 for course description.	
Study of selected global issues and problems facing all nations, states and peoples.		<b>INTS/POLS 4135-International Organizations</b>	<b>3-0-3</b>
<b>INTS/PSYC/WGST 3232-Psychology of Gender</b>	<b>3-0-3</b>	See POLS 4135 for course description.	
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. Prerequisites: PSYC 1101.		<b>INTS/POLS 4136/4136S-Industrialized Nations</b>	<b>3-0-3</b>
<b>INTS/POLS 3234-Introduction to the European Union</b>	<b>3-0-3</b>	See POLS 4136 for course description.	
See POLS 3234 for course description.		<b>INTS/POLS 4137-Industrializing Nations</b>	<b>3-0-3</b>
<b>INTS/POLS 3236/3236S-International Relations</b>	<b>3-0-3</b>	See POLS 4137 for course description.	
See POLS 3235 for course description.		<b>INTS/POLS 4138-International Terrorism</b>	<b>3-0-3</b>
<b>INTS/POLS 3239-Human Rights in International Relations</b>	<b>3-0-3</b>	See POLS 4138 for course description.	
See POLS 3239 for course description.		<b>INTS/POLS 4364-Seminar in Comparative Politics</b>	<b>3-0-3</b>
<b>INTS/HIST/RELS 3250-The Muslim World to Tamerlane</b>	<b>3-0-3</b>	See POLS 4364 for course description.	
See HIST 3250 for course description.		<b>INTS 4630-Seminar in International Studies</b>	<b>3-0-3</b>
<b>INTS/HIST/RELS 3251-The Muslim World Since Genghis Khan</b>	<b>3-0-3</b>	Advanced course focusing on major themes and issues in international relations.	
See HIST 3251 for course description.		<b>INTS/POLS 4730-Model United Nations</b>	<b>3-0-3</b>
<b>INTS/PRCA 3333-International Public Relations</b>	<b>3-0-3</b>	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.	
See PRCA 3333 for course description.		<b>INTS 4790/4790S-Internships Abroad (3 to 12)-0-(3 to 12)</b>	
<b>INTS/BRCT 3336/3336S-International Media Systems</b>	<b>3-0-3</b>	Provides practical experience abroad. Students are selected by a departmental process. Prerequisite: Permission of the appropriate department chair.	
See BRCT 3336 for course description.		<b>INTS 4890-Directed Independent Study (3 to 9)-0-(3 to 9)</b>	
<b>INTS/HIST 3338-Contemporary Europe</b>	<b>3-0-3</b>	Concentrated study of a topic or theme of an international nature and scope. Prerequisite: Permission of instructor.	
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.		<b>INTS 5195-International Studies Abroad (3 to 9)-0-(3 to 9)</b>	
<b>INTS/AAST/HIST 3530-History of Africa to 1800</b>	<b>3-0-3</b>	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.	
See HIST 3530 for course description.		<b>INTS/HIST 5531/5531G-Modern Japan</b>	<b>3-0-3</b>
<b>INTS/AAST/HIST 3531-History of Africa since 1800</b>	<b>3-0-3</b>	See HIST 5531 for course description.	
See HIST 3531 for course description.		<b>INTS/HIST 5532/5532G-Modern China</b>	<b>3-0-3</b>
		See HIST 5532 for course description.	
		<b>INTS/HIST 5533/5533G-Economic Rivals: US-EC-Japan</b>	<b>3-0-3</b>
		See HIST 5533 for course description.	
		<b>INTS/POLS 5633/5633G-Seminar in International Politics</b>	<b>3-0-3</b>
		See POLS 5633 for course description.	



- INTS/POLS 5634/5634G-Seminar in Comparative Politics** 3-0-3  
See POLS 5634 for course description.
- INTS/POLS 5635/5635G-Seminar in International Organizations** 3-0-3  
See POLS 5635 for course description.
- 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 3090-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 3330/3330S-Contemporary Irish Culture** 3-0-3  
Designed to expand awareness of the rich Irish traditions in music, dance, archeology, theatre, and sport. The course will center on active participation in workshops focusing on traditional Irish singing, set dancing, bodhran (Irish skin drum) playing, weaving, local archeology, hill walking, contemporary poetry and traditional folklore. Field trips to Irish cultural sites will further enhance knowledge gained in the workshop.
- IRSH/ THEA 3333-Irish Theatre** 3-0-3  
See THEA 3333 for course description.
- IRSH/ENGL 3338-Irish Cultural Identities in Literature Relating to Famine** 3-0-3  
See ENGL/IRSH 3338 for course description.
- 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.
- IRSH/HIST 3431-England Since 1603** 3-0-3  
See HIST 3431 for course description.
- IRSH/POLS 3432-Celtic Identity and Conflict** 3-0-3  
See POLS 3432 for course description.
- IRSH 4890-Seminar in Irish Studies** 3-0-3  
An advanced course emphasizing class discussion and independent research leading to the preparation and writing of a major seminar paper on some aspect of Ireland's literature, history, language (Gaelic-Irish), culture, politics, and /or society.
- IRSH/ ENGL 5130/5130G-Twentieth-Century Irish Literature** 3-0-3  
See ENGL 5130 for course description.
- 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 object-oriented design, 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. Prerequisite: Familiarity with productivity tools.
- IT 3131-Web Applications Design & Development** 2-1-3  
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 "C" or better in IT 1430 and CISM 2230.
- IT 3132-Web Software** 2-1-3  
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. Prerequisite: A "C" or better in IT 1430.
- IT 3234-Software 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. Prerequisite: A "C" or better in CISM 3135.
- 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. Prerequisites: A "C" or better in CISM 3135 and IT 3234. Successful completion of or concurrent enrollment in CISM 4135.
- 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 "C" or better in CISM 3135 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 "C" or better in CISM 3135 and STAT 2231 or permission of instructor.
- 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 "C" or better in CISM 3134 or CISM 3135.
- IT 4235-Problems in Web Application** 3-0-3  
Addresses the issues and problems encountered in the design, development, implementation, and support of commercial web-based system. Prerequisite: A "C" or better 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 "C" or better in CISM 3134.

**IT 4790-Internship in Information Technology 0-0-0**

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 in 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.

**Instructional Technology (COE)**

**ITEC 2120-Introduction to Instructional Technology 2-0-2**

Introduction to Instructional Technology has been designed to provide the learner with an introduction to instructional applications of various formats of technology. Students in this pre-professional block course will operate instructional technologies, produce materials, and utilize technology for specific instructional intents. Co-requisites EDUF 2120: Foundations of Education; EDUF 2121: Human Growth and Development; SPED 2120: Introduction to Special Education; and COED 2110: Pre-Professional Practicum.

**ITEC 7090-Selected Topics in Instructional Technology (1 to 3)-0-(1 to 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 Instructional Media Program 3-0-3**

An introduction to the functions of the instructional media center and the various roles of the instructional media specialists. Topics include program planning and development, budgeting, facility design and public relations. The students in this class will develop skills that will enable them to direct an instructional resource center, manage personnel, manage a budget and select resources. Prerequisites: ITEC 7530 or permission of instructor.

**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 media collection. Emphasis is placed on utilizing resources to select print and non-print materials and then applying standard methods of cataloging to organize the resulting collection. Prerequisite: ITEC 7530 or permission of instructor.

**ITEC 7136-Reference and Information Sources 3-0-3**

Provides a working knowledge of standard reference works and associated information technology. Prerequisite: ITEC 7530 or permission of instructor.

**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 7335-Web Design & 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 7338-Internet as an Information Resource 3-0-3**

In-depth examination of tools and methods to effectively and efficiently utilize the Internet and World Wide Web as an information resource. Emphasis on methods and strategies that can be used to identify specialized information resources for clients and on the design of appropriate training modules for different instructional settings. Prerequisites: 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. Prerequisite: ITEC 7530 or permission of instructor.

**ITEC 7530-Instructional Technology Foundations 3-0-3**

A component course for Teacher, Leadership, and Service Georgia Special Technology Certification. An introduction to the use of the computer in the instructional process. Focuses on the uses of the computer as a medium of instruction.

**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 7737-Practicum in Instructional Technology 3-0-3**

A culminating activity in the Instructional Technology program. Students are assigned specific experiences that implement content from the instructional technology program. Prerequisite: Permission of advisor.

**ITEC 7738-Field Experience in Instructional Technology 0-(1 to 10)-3**

Allows the student to (1) observe use of technology to support instruction, management of technology resources and evaluate the effectiveness of technology resources for learning; and (2) apply technology resources to support instruction. Prerequisite: Permission of advisor.

**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 8230-Visual Communication in Instruction 3-0-3**

Explores the design, production, and interpretation of visual images in instruction. Students in this class will utilize darkroom procedures, advanced production and post production skills and will explore research on visual literacy. Prerequisite: ITEC 7230 or permission of instructor.

**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. Prerequisites: ITEC 8530: Applications of Instructional Technology OR InTECH/Media Tech certification and ESED 8130.

**ITEC 8434-Needs Assessment 3-0-3**

Covers the theory and practice of systematic investigation of instructional needs. The course develops a structure for understanding and managing the process and options for gathering and analyzing data on the needs of instructional programs, projects, products, and processes. Prerequisite: ITEC 7430 or permission of instructor.

**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  
Meets the Special Georgia Technology Requirement for teacher certification. Goes beyond the basic use of computer programs. Focuses on the effective utilization of technology in the instructional process and on systematic processes for using new technologies to enhance learning. Prerequisite: ITEC 7530 or ITEC 7530 Test-out Option.

**ITEC 8532-Multimedia Authoring** 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 7230 or permission of instructor.

**ITEC 8534-Instructional Technology for School Leaders** 3-0-3  
Meets the Special Georgia Technology Requirement for Leadership personnel. An overview of the role of computers in education for school leaders. An examination of computer applications as they relate to specific teaching/learning operations and educational functions. Prerequisite: ITEC 7530 or ITEC 7530 Test-out Option.

**ITEC 8690-Seminar in Instructional Technology** (1 to 3)-0-(1 to 3)  
Provides students an opportunity to identify problems, share information and compare approaches to effect solutions. Prerequisite: Permission of instructor.

**ITEC 8734-Applied Distance Education** 0-0-3  
Designed as a culminating experience for the M.Ed in Instructional Technology for staff development and training. The student will design, develop, implement, and evaluate instruction for use over a selected distance learning technology. Prerequisites: Completion of 24 hours of course work and permission of advisor.

**ITEC 8839-Field-Based Research in Instructional Technology** (1 to 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 to 3)-0-(1 to 3)  
The student will propose and carry out an applied or theoretical project in instructional technology. Prerequisite: Permission of advisor.

#### Japanese (CLASS)

**JAPN 1001-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-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-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-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-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-Selected Topics in Japanese (1 to 3)-0-(1 to 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-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-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-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-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 to 15)-0-(1 to 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.

**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/BRCT 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. Prerequisite: JOUR 2331.

**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 3336-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.

**JOUR/BRCT 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 3711-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 and permission of instructor.

**JOUR/AMST 4331-History of American Journalism** 3-0-3  
 Surveys the history of journalism in America, with emphasis upon its correlation with political, social, and economic trends.

**JOUR/AMST 4332-Contemporary American Newspapers** 3-0-3  
 Surveys the American newspaper industry, emphasizing a study of the more important daily newspapers and trends in the business.

**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-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-Creative and Investigative Journalism** 3-0-3  
 Serves as a capstone reporting course in providing instruction and practice in public affairs journalism, with emphasis on beat reporting, social science reporting, and investigative reporting. Prerequisite: 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.

**JOUR 4791-Journalism Internship** (3 to 15)-0-(3 to 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 1110-Aerobics 0-2-1
- KINS 2110-Aerobics: Intermediate 0-2-1
- KINS 1111-Aerobic Cross Training 0-2-1
- KINS 1112-Badminton 0-2-1
- KINS 2112-Badminton: Intermediate 0-2-1
- KINS 1113-Basketball 0-2-1
- KINS 2113-Basketball: Intermediate 0-2-1
- KINS 1114-Body Conditioning 0-2-1
- KINS 1115-Bowling 0-2-1
- KINS 2115-Bowling: Intermediate 0-2-1
- KINS 1116-Canoeing 0-2-1
- KINS 1117-Dance: Ballet 0-2-1
- KINS 2117-Dance: Ballet Intermediate 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-Dance: Social 0-2-1
- KINS 2213-Dance: Social Intermediate 0-2-1
- KINS 1214-Dance: Square 0-2-1
- KINS 1215-Dance: Tap 0-2-1
- KINS 1216-Equestrian 0-2-1
- KINS 2216-Equestrian: Intermediate 0-2-1
- KINS 1217-Fencing 0-2-1
- KINS 2217-Fencing: Intermediate 0-2-1
- KINS 1218-Fitness Walking 0-2-1
- KINS 1219-Football: Flag 0-2-1
- KINS 2219-Football: Flag Intermediate 0-2-1
- KINS 1310-Golf 0-2-1
- KINS 2310-Golf: Intermediate 0-2-1
- KINS 1311-Jogging 0-2-1
- KINS 1510-Mountaineering 0-4-1
- 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 2317-Racquetball: Intermediate 0-2-1
- KINS 1318-Scuba 0-2-1

- KINS 2318-Scuba: Intermediate** 0-2-1  
**KINS 1319-Self Defense** 0-2-1  
**KINS 2319-Self Defense: Intermediate** 0-2-1  
**KINS 1410-Soccer** 0-2-1  
**KINS 2410-Soccer: Intermediate** 0-2-1  
**KINS 1411-Softball** 0-2-1  
**KINS 2411-Softball: Intermediate** 0-2-1  
**KINS 1412-Swimming** 0-2-1  
**KINS 2412-Swimming: Intermediate** 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 2415-Tennis: Intermediate** 0-2-1  
**KINS 1416-Tumbling** 0-2-1  
**KINS 1417-Volleyball** 0-2-1  
**KINS 2417-Volleyball: Intermediate** 0-2-1  
**KINS 1419-Water Safety: Survival Swimming** 0-2-1  
**KINS 1418-Weight Training** 0-2-1  
**KINS 2418-Weight Training: Intermediate** 0-2-1
- KINS 2321-Clinical Skills in Sports Medicine I** 0-6-2  
 Develops clinical psychomotor skills in the prevention, acute care and evaluation of athletic injuries. Prerequisites: Sports Medicine major status or permission from Undergraduate Sports Medicine Coordinator.
- KINS 2322-Clinical Skills in Sports Medicine II** 0-6-2  
 Develops clinical psychomotor skills in the use of therapeutic modalities, therapeutic rehabilitation techniques and reconditioning techniques. Prerequisites: Grade of "C" or higher in KINS 2321 and Sports Medicine major status.
- 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. Corequisite: KINS 2531.
- 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. Prerequisites: Grade of "C" or higher in KINS 2511 and KINS 2531. Corequisite: KINS 2532.
- 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. Corequisite: KINS 2511.
- 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: Grade of "C" or higher in KINS 2511 and KINS 2531. Corequisite: KINS 2512.
- 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: Grade of "C" or higher in KINS 2531/2511 and KINS 2532/2512.
- 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. Prerequisites: 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: Grade of "C" or higher 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: Grade of "C" or higher in PHYS 1111 and in 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 Sports Medicine I** 0-6-2  
 Provides the student with direct supervised clinical experiences in sports medicine. Prerequisites: Grade of "C" or higher in KINS 2321 and Sports Medicine major status.
- KINS 3322-Clinical Applications in Sports Medicine II** 0-6-2  
 Provides the student with direct supervised clinical experiences in sports medicine. Prerequisites: Grade of "C" or higher in KINS 3321 and Sports Medicine major status.

**KINS 3330-Prevention of Injury and Illness in Sports Medicine 3-0-3**

Acquaints the student with the latest techniques to identify injury/illness risk factors associated with the participation of rigorous physical activity. Successful completion of the course should allow the student to develop a comprehensive plan for the implementation of injury/illness prevention protocols for competitive and recreational athletes. Information will cover the use of pre-participation screening techniques, prophylactic strength and conditioning techniques, evaluation and fitting of protective equipment used in sport, nutritional and ergogenic aids and other therapeutic means to aid in the reduction of injury and illness associated with participation in sport. Prerequisites: HLTH 2120 for non-Sports Medicine -majors, Grade of "C" or higher in KINS 2531/2511 and KINS 2532/2512.

**KINS 3331-Pathology and Care of Sport Injury and Illness 3-0-3**

Acquaints the student with the underlying pathologies and subsequent care of injury and illness associated with the participation in competitive and recreational sport. Upon the successful completion of the course the student should be able to recognize and appropriately manage and treat and/or refer the various injuries and illnesses associated with participation in rigorous physical activities. Prerequisite: 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. Prerequisite: Admission into the Teacher Education Program in Health and Physical Education and a grade of "C" or higher 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. Prerequisite: Admission into Teacher Education Program in Health and Physical Education and a grade of "C" or higher in KINS 3436.

**KINS 4099-Selected Topics in Kinesiology (1 to 3)-0-(1 to 3)**

Provides the student with in-depth study of selected topics in kinesiology. Prerequisite: Permission of instructor.

**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, sports medicine).

**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. Prerequisite: KINS 3133, HLTH 1520 or permission of instructor.

**KINS 4330-Evaluation of Lower Extremity Injuries 3-0-3**

Presents advanced principles and techniques in the clinical evaluation of athletic injuries and illnesses involving the lower extremities and lumbar spine. Prerequisite: Grade of "C" or higher in KINS 3330.

**KINS 4331-Evaluation of Upper Extremity Injuries 3-0-3**

Presents advanced principles and techniques in the clinical evaluation of athletic injuries and illnesses involving the upper extremities and cervical spine. Prerequisite: Grade of "C" or higher in KINS 3330.

**KINS 4332-Therapeutic Modalities in Sports Medicine 3-0-3**

Introduces the student to the physiological effects associated with therapeutic modalities used in the treatment and rehabilitation of athletic injuries. Prerequisites: Grade of "C" or higher in PHYS 1111, PHYS 1112 and KINS 3330.

**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: Grade of "C" or higher in KINS 4330 and KINS 4331.

**KINS 4334-Pharmacological Issues in Sports Medicine 3-0-3**

Acquaints the student with the foundations of chemical substances and pharmacology of injury and illness in athletes. Prerequisites: Grade of "C" or higher in CHEM 1145, CHEM 1146, and KINS 3330.

**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 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 & Physical Education major. Corequisite: EDUF 4799.

**KINS 4618-Senior Seminar in Sports Medicine 1-0-1**

Provides senior level sports medicine majors with a colloquium in which to discuss current issues and topics, with a focus on professional ethics, professional employment opportunities, development and growth and current research themes within the profession. Prerequisite: Senior level Sports Medicine major status.

**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 Sports Medicine I 2-0-2**

Offers the student advanced clinical practice in sports medicine. Prerequisites: Grade of "C" or higher in KINS 3321 and Sports Medicine major status.

**KINS 4722-Clinical Practicum in Sports Medicine II 2-0-2**

Offers the student advanced clinical practice in sports medicine. Prerequisites: Grade of "C" or higher in KINS 4721 and Sports Medicine 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 7230-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 theoretical orientations. 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 7236-Cardiac Pathophysiology and ECG Interpretation** 3-0-3  
Focuses on the study of the pathophysiology, epidemiology and rehabilitation from the effects of cardiovascular disease. Students will learn electrocardiograph interpretation and become familiar with exercise prescriptions for populations with cardiovascular disease. Prerequisite: KINS 7230, KINS 7232 or permission of instructor.

**KINS 7237-Exercise and Aging** 3-0-3  
Examines the aging process and the relationship between aging and the various physiological systems, the changes associated with the aging process and their impact on health and fitness. 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 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 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 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 7730 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 7733, 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-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  
See POLS 3133 for course description.
- LAST/SPAN 3331-Latin American Civilization I** 3-0-3  
See SPAN 3331 for course description.
- LAST/SPAN 3332-Latin American Civilization II** 3-0-3  
See SPAN 3332 for course description.
- LAST/HIST/INTS 3537-Colonial Latin America** 3-0-3  
See HIST 3537 for course description.
- LAST/HIST/INTS 3538 (LAST 3538S)-Modern Latin America** 3-0-3  
See HIST 3538 for course description.
- LAST/ANTH 4135/4135S-Mesoamerican Archeology** 3-0-3  
See ANTH 4135 for course description.
- LAST/SPAN 4231-Introduction to Spanish-American Literature** 3-0-3  
See SPAN 4231 for course description.
- LAST/GEOG 4232-Geography of Latin America** 3-0-3  
See GEOG 4232 for course description.
- LAST/SPAN 4331-Contemporary Hispano-American Culture** 3-0-3  
See SPAN 4331 for course description.
- 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-Literature of Hispanic Minorities** 3-0-3  
See SPAN 5232 for course description.
- LAST/ANTH/SOCI 5436/5436G-Latin American Societies** 3-0-3  
See ANTH 5436 for course description.
- 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.
- LATN1060-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-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 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/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 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.

**Linguistics (Interdisciplinary)**  
**LING/WRIT 2090-Selected Topics in Writing and Linguistics** (1 to 3)-0-(1 to 3)  
See WRIT 2090 for course description.

**LING 3030-Selected Topics in Linguistics** 3-0-3  
Offers varied courses in specialized areas of the field of linguistics.

**LING/COMM 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.

**LING/COMM 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.

**LING/FORL 3131-Greek and Latin Vocabulary** 3-0-3  
See FORL 3131 for course description.

**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.

**LING/ANTH/FORL 3533-Introduction to Language** 3-0-3  
See ANTH 3533 for course description.

**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.

**LING 4330-History of English Language** 3-0-3  
A study of the English language from linguistic, social, and historical perspectives.

**LING/SPCM 4333-Semantics** 3-0-3  
See SPCM 4333 for course description.

**LING/SPCM 4335-Linguistic Analysis** 3-0-3  
See SPCM 4335 for course description.

**LING/WRIT 5130/5130G-Modern English Grammar** 3-0-3  
See WRIT 5130/5130G for course description.

**LING/WRIT 5330/5330G-History of English Language** 3-0-3  
See WRIT 5330/5330G for course description.

**LING/ANTH/COMM/WRIT 5530/5530G-Sociolinguistics** 3-0-3  
See ANTH 5530 for course description.

**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 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. Prerequisites: 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 4263-Seminar in Intermodal Distribution** 3-0-3  
This course 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. Prerequisites: LOGT 3231 and LOGT 3232.

**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 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 4890-Directed Study in Logistics and Intermodal Transportation** 0-0-(1-3)

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.

**Legal Studies (COBA)****LSTD 3130-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 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: Senior standing and 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 and Ethical Issues in 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 Environment of 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. Prerequisite: Graduate standing and LSTD 6130 or equivalent.

**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. 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. 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, complex numbers, Euler's formula, DeMoivre's theorem, and conic sections. 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 1234-Technical Calculus** 3-0-3  
An introduction to the fundamental elements of calculus with applications of technology. Topics include a brief review of algebraic principles, and a study of function, graphs, limits, derivatives and integrals. Designed primarily for Industrial Technology majors. Credit may not be received for both MATH 1232 and MATH 1234. Prerequisite: MATH 1113.

**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 2031-Mathematics for K-8 Teachers I** 3-0-3  
A study of mathematics in the areas of sets, logic, numeration systems, real number system including fractions and decimals, and ratio and percent. For Early Childhood and Middle Grade Majors only. Prerequisite: MATH 1111.

**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: MATH 1232 as a co-requisite, or a "C" or higher in MATH 1111 or any mathematics course that has MATH 1111 as a prerequisite.

**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 grade of "C" or better in Math 2242.

**MATH 2332-Mathematical Structures** 3-0-3  
Topics include propositional logic, predicate logic, induction, recursion, set theory, set operations, relations, functions, and Boolean algebra. 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 1631, MATH 2242, PHYS 2211. Co-requisite: MATH 3230.

**MATH 3032-Mathematics for K-8 Teachers II** 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: MATH 2031.

**MATH 3130-College Geometry** 3-0-3  
A study of absolute and Euclidean geometry. Prerequisite: MATH 2332.

**MATH 3230-Differential Equations** 3-0-3  
Solution of first and higher order ordinary differential equations, applications and solutions of systems of linear differential equations. Prerequisites: MATH 2242 and MATH 2331.

**MATH 3331- Analysis I** 3-0-3  
Introduction to the fundamental concept in real analysis such as limits, continuity, differentiability, convergence, sequences, series and integrability. Prerequisites: MATH 2243 and MATH 2332.

**MATH 3333-Modern Algebra I** 3-0-3  
The fundamental algebraic structures: Groups, rings and fields. Prerequisite: MATH 2332.

**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 4910-Undergraduate Seminar** 1-0-1  
A specialized study of various topics in mathematics with the intention to engage students 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 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 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. Prerequisite: Permission of instructor.

**MATH 5130/5130G-Statistics and Geometry for K-8 Teachers** 3-0-3  
An in-depth study of topics in statistics, such as sampling and data analysis, and geometry, such as motion geometry and non-euclidean geometries. For Early Childhood and Middle Grade major only. Prerequisite: MATH 3032.

**MATH 5133/5133G-Basic Ideas/Problem Solving** 3-0-3  
Problem solving strategies applied to a variety of contexts in arithmetic, geometry and algebra. The use of these strategies by teachers of middle grades mathematics will be emphasized. Prerequisite: MATH 5132 or permission of instructor.

**MATH 5134/5134G-Topics in Discrete Mathematics for K-8 Teachers** 3-0-3  
A survey of discrete mathematics topics such as patterns, recursion, probability, graph theory and matrix theory. For Early Childhood and Middle Grade majors only. Prerequisite: MATH 3032.

**MATH 5135/5135G-Calculus Concepts for K-8 Teachers** 3-0-3  
A study of algebraic structures with a review of precalculus. This is followed by an intuitive approach to calculus and the study of mathematical connections in the curriculum. For Early Childhood and Middle Grade majors only. Prerequisite: 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. Intended for Math Education majors. Prerequisite: MATH 2242 or permission of instructor.

**MATH 5230/5230G-Advanced Geometry** 3-0-3  
Selected topics from Euclidean and Non-Euclidean Geometry. Prerequisite: 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. Prerequisite: 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. Prerequisite: 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. Prerequisite: MATH 1441 or permission of instructor.

**MATH 5238/5238G-Special Problems in Mathematics** 3-0-3

Topics of special need and interest to mathematics teachers will be studied. Prerequisite: 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. Prerequisites: MATH 2331 and MATH 3337 or permission of instructor.

**MATH 5332/5332G-Analysis II** 3-0-3

Continuation of the study of the fundamental concepts of real analysis, such as continuity, differentiation and integrability in Euclidean  $n$ -space. Metric spaces. Function spaces. Prerequisite: MATH 3331.

**MATH 5334/5334G-Modern Algebra II** 3-0-3

A continuation of MATH 3333. Applications and deeper properties of the fundamental algebraic structures, isomorphisms of groups, rings and fields, quotient structures, vector spaces and Euclidean constructions. Prerequisite: MATH 3333.

**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. Prerequisite: A grade of "C" or better 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. Prerequisites: MATH 2331 and knowledge of a programming language.

**MATH 5338/5338G-Applied Mathematics Theory** 3-0-3

and applications of mathematical methods such as power series solutions, Laplace Transforms, vector calculus, Fourier series, integrals and partial differential equations. Prerequisite: MATH 3230.

**MATH 5339/5339G-Partial Differential Equations** 3-0-3

An in-depth study of analytic and numeric solutions to partial differential equations with at least three independent variables, and Green's function. Prerequisite: MATH 5338/5338G; or MATH 3230 and permission of instructor.

**MATH 5430/5430G-Mathematical Models in Population Ecology** 3-0-3

An introduction to discrete and continuous time models that arise from the study of ecological populations. Difference equation, matrix equation, and ordinary differential equation models for populations will be formulated and analyzed both analytically and numerically. Prerequisite: MATH 1441 or permission of instructor.

**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. Prerequisite: 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. Prerequisites: MATH 2243, MATH 2332 and MATH 5335.

**MATH 5530/5530G-Math for Scientists and Engineers** 3-0-3

A survey of topics useful in the study of areas of applied mathematics such as physics, engineering and computer science. Topics include vector calculus, linear algebra, complex variables, numerical methods, Fourier series and partial differential equations. For non-math majors only. Prerequisites: MATH 2243 and MATH 3230.

**MATH 5539/5539G-Mathematical Models** 3-0-3

A study of model construction and types of models. Prerequisites: MATH 3230, CSCI 1301, and 15 additional hours of upper-level mathematics.

**MATH 6030- Special Topics for Mathematics Education** 3-0-3

Topics of special need and interest to mathematics teachers will be studied. Prerequisite: Permission of instructor.

**MATH 6130- Fundamental Concepts of Arithmetic and Geometry** 3-0-3

Emphasizes the mathematical content indicated, but time is also spent in exploring the learning theories of Piaget, Diener, Davis and others. Intended for Middle Grades majors. Prerequisite: MATH 5132 or permission of instructor.

**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: MATH 1441 and permission of instructor.

**MATH 6232- Fundamental Ideas of Set Theory and Topology** 3-0-3

The elementary theory of sets and operations on sets, as well as an introduction to point set topology. Intended for Mathematics Education majors. Prerequisite: Permission of instructor.

**MATH 6330- Fundamental Ideas of Probability** 3-0-3

Fundamental ideas of probability with emphasis on topics, examples, and applications for secondary mathematics teachers. Intended for Mathematics Education majors. Prerequisite: MATH 2242 or permission of instructor.

**MATH 6430- Fundamental Ideas of Algebra** 3-0-3

The elementary theory of groups, rings and linear algebra. Intended for Mathematics Education majors. Prerequisite: Three hours of mathematics above the sophomore level or one year of teaching high school mathematics.

**MATH 6432- Fundamental Ideas of Statistics** 3-0-3

Topics will include descriptive statistics, point and interval estimation, hypothesis testing, correlation and nonparametric statistics. In addition, students will work on projects which will be appropriate for teachers to use to illustrate the topics of secondary school students. Intended for Mathematics Education majors. Prerequisite: Three hours of mathematics above the sophomore level.

**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: MATH 3331.

**MATH 7132- Methods of Optimization** 3-0-3  
Selected methods for unconstrained and constrained optimization problems with applications. Prerequisite: MATH 5330, MATH 5438 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: 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: MATH 7231.

**MATH 7234- Advanced Applied Linear Algebra** 3-0-3  
A study of advanced topics in linear algebra including various applied problems whose solutions rely on techniques and results from the theory of linear spaces and matrices. Prerequisites: MATH 3230 and MATH 5335.

**MATH 7236- Advanced Ordinary Differential Equations** 3-0-3  
Linear and nonlinear ordinary differential equations and their applications to physics and engineering. Topics include solution and stability of systems of equations, approximate solutions, and phase plane analysis. Prerequisite: MATH 3230.

**MATH 7330- Advanced Applied Analysis** 3-0-3  
Applications of duality, linear operators, compact and Fredholm operators, Banach algebras, and Hilbert spaces. Prerequisites: MATH 3230, MATH 3331, MATH 5332 and MATH 5335.

**MATH 7332- Advanced Partial Differential Equations** 3-0-3  
Theory of partial differential equations. Topics include Fourier series, boundary value problems of partial differential equations, applications of special functions, method of characteristics, and classification of second order equations. Prerequisite: MATH 5338.

**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 7899- Research Project in Applied Mathematics** (1-6)-(0-4)-(1-6)  
Research project addressed toward a real world problem. Prerequisite: Permission of project advisor and permission of department chairs.

**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. Prerequisites: 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: Admission to Teacher Education Program, MGED 3131, 3332, 3432, and 3731. Corequisites: MGED 3532, 3732, and EDUF 3233.

**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: MGED 3131 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. Prerequisite: MGED 3131 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 content, teaching methods, materials, and trends in middle grades mathematics. Content areas in mathematics include: Addition, subtraction, multiplication, and division algorithms, geometry, fractions, decimals and percent, measurement and data analysis. Special topics such as calculators, computers and problem solving. A field based component will be arranged. Prerequisites: Admission to Teacher Education Program, MGED 3131, 3332, 3432, and 3731. Corequisites: MGED 3232, 3732, and EDUF 3233.

**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: MGED 3131 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: MGED 3131, 3332, 3731 and admission to Teacher Education Program. Corequisites: MGED 3232, 3532, and EDUF 3233.

**MGED 4090-Middle Grades Special Topics (1 to 3)-0-(1 to 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 middle grades. Prerequisites: Approval of the advisor, instructor, and department chair.

**MGED 4799-Student Teaching in Middle Grades** 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-Middle Grades Curriculum 3-0-3**  
An introduction to the middle school concept that emphasizes the developmental need of early adolescents in the context of patterns of school organization, curriculum and instruction that are responsive to the intellectual, social, emotional and physical needs of adolescents. Topics will include historical development, school organization, instruction and special programs for early adolescent learners. A shadow study will be conducted in a middle school. Prerequisite: Admission to Teacher Education Program and a valid Provisional Teaching Certificate. Corequisite : MGED 6132.

**MGED 6132-Middle Grades Instruction 3-1-3**  
Examines a variety of instructional methods and material to enhance learning in the middle grades. Emphasis will be placed on planning subject area and interdisciplinary lessons and units based on the characteristics of the early adolescents. Activities are oriented to classroom practices and instruction associated with teaching in the middle grades. A field based project will be included. Prerequisites: MGED 6131 or corequisite and admission to Teacher Education Program and a Provisional Teaching Certificate. Corequisite : MGED 6131.

**MGED 6799-Internship: Middle Grades 0-(10 to 40)-(3 to 12)**  
A supervised teaching experience in a middle grades classroom. Emphasis is placed on instructional planning, methodology, classroom management and student evaluation. Prerequisite: Completion of the teaching field and professional education courses, a supervised practicum in a middle school classroom or prior teaching experience, and admission to the Student Teaching Program. Students must hold a valid Provisional Teaching Certificate.

**MGED 7090-Selected Topics in Middle Grades (1 to 3)-0-(1 to 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 middle grades classroom. Prerequisites: Approval of the advisor, instructor, and department chair.

**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.

**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.

**MGED 8133-Trends, Issues, and Research in Middle Level Education 3-0-3**  
Designed to help practitioners develop critical frameworks for evaluating research within the context of current trends and issues in middle level 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 schools for young adolescents. Students will also identify and formulate research questions worthy of investigation. Prerequisites: Admission to the Ed.S. program in Middle Grades Education or an Ed.D. program.

**MGED 8231-Trends in Middle Grades Science 3-0-3**  
Designed to provide an in-depth study of current issues, reforms and trends as they relate to middle school instruction and curriculum. Students will research topics on a specific issue in middle grades science and analyze methods and techniques for addressing this concern. Prerequisite: MGED 7232.

**MGED 8331-Trends in Middle Grades Language Arts 3-0-3**  
Examines current research and professional literature in middle grades language arts including the areas of writing, reading and writing across the curriculum, language development and literature. Emphasis is placed on examining problematic issues such as student diversity, popular culture, assessment and evaluation, use of technology and instructional strategies for teaching language arts.

**MGED 8431-Trends in Middle Grades Social Studies 3-0-3**  
A study of the historical philosophical antecedents of social studies education and their impact on early adolescent education. In a seminar setting students will analyze problems challenging middle grades social studies educators, including the knowledge base of social studies, teaching for active and responsible citizenship, making curriculum choices, selecting appropriate instructional techniques and assessing current trends in the field. The course contains a research component.

**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: MGED 8131 and MGED 8132.

**MGED 8839-Seminar and Field Study 3-2-3**  
Students will initiate, complete and present an acceptable field-based research study developed and approved in EDUR 8434. This course will focus on organizing and analyzing data, as well as composing a formal 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 middle level education. Prerequisites: EDUR 8131 and 8434.

**MGED 8890- Directed Individual Study (1 to 3)-0-(1 to 3)**  
The student, under the direction of the instructor, will identify and study a topic applicable to the middle grades. Prerequisites: Approval of the advisor, instructor, and department chair.

**Management (COBA)**  
**MGNT 3130/3130S/3130H-Management and Organizational Behavior 3-0-3**  
Examines the various perspectives on managing organizations and the basic management functions of planning, organizing, leading, and controlling. Emphasis is placed on the functions of organizing and leading. Designed to complement the planning and controlling skills taught in MGNT 3430. Organizational behavior topics such as motivation, communication, and decision-making are also covered. 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.

**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 "C" or better in MGNT 3130.

**MGNT 3234-Entrepreneurship/Small Business 3-0-3**  
A study of the business formation process focusing on the behaviors of entrepreneurs and the creation of new businesses in dynamic environments. Prerequisite: A "C" or better in the following courses: FINC 3131, MKTG 3131, MGNT 3130 or permission of instructor.

**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. Prerequisites: A "C" or better in MGNT 3130.

**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 "C" or better in BUSA 3131 or a "C" or better in STAT 2231.

**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 "C" or better in BUSA 3131 or a "C" or better in STAT 2231.

**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 "C" or better in MGNT 3130.

**MGNT 4234-Small Business Management 3-0-3**  
Provides a complete coverage of small business operations with proper balance between business functions and the management function. Prerequisite: A "C" or better in the following courses: FINC 3131, MKTG 3131, and MGNT 3130 or permission of instructor.

**MGNT 4235-Applied Small Business Management 3-0-3**  
An applied course which involves developing a major case project tailored to the needs of an actual business. Prerequisite: A "C" or better in the following courses: FINC 3131, MKTG 3131, and MGNT 3130 or permission of instructor.

**MGNT 4332-Compensations 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. Prerequisite: A "C" or better in MGNT 3130.

**MGNT 4333-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 "C" or better in MGNT 3130.

**MGNT 4334/4334S-Current Issues in the Work Environment 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 "C" or better 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 "C" or better 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. Prerequisite: A "C" or better in MGNT 3130.

**MGNT 4434-Operations Strategy 3-0-3**  
Provides an understanding of how the operations function can be used to provide a competitive advantage for a business. The development of both domestic and global operations strategies will be examined, as will methods for continuous improvement of operations and supply chain performance in the expanded marketplace. This course stresses problem-solving and written and oral communication skills. Prerequisite: A "C" or better in MGNT 3430.

**MGNT 4435-Management of Quality 3-0-3**  
Focuses on Quality Management Systems to include: corporate-level strategic quality decisions, plus tactical-type decisions, related to quality, across all functional areas of an organization. It stresses that an organization's management system is concerned with planning to meet customers' needs, organizing resources, managing for continuous improvement, and facilitating employee involvement. Prerequisites: A "C" or better 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 "C" or better in MGNT 3430.

**MGNT 4790-Internship in Management (3 to 6)-0-(3 to 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-Special Problems in Management (1 to 3)-0-(1 to 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. Prerequisite: A "C" or better 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-Quantitative Methods for Business 3-0-3**  
An introduction to statistical and management science techniques commonly applied by managers. Provides the foundation for understanding the concepts and applications that will be studied in MGNT 7331. The MBA course will extend the depth and breadth of coverage, introduce the participants to advanced concepts and state-of-the-art techniques and applications, and allow the class to integrate concepts from other fields in addressing business decisions. 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-Problem Solving with Quantitative Methods 3-0-3**

Exposes 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 they believe is most appropriate, apply the process and interpret the results. Students will discover that most successful solutions to business problems require the ability to integrate concepts from nonquantitative fields with the quantitative results. Prerequisites: 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-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 7430- Management of Operations for Competitive Advancing 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.

**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 "C" or better 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 "C" or better 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 "C" or better 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 "C" or better 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 "C" or better in both 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 "C" or better in both 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 "C" or better in both 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 "C" or better 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 "C" or better in MKTG 3131.

**MKTG 4136-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 "C" or better 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 from the marketing manager's viewpoint. Prerequisites: A "C" or better in MKTG 3131 and last two semesters prior to graduation.

**MKTG 4790-Internship in Marketing** (3 to 9)-0-(3 to 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-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 "C" or better 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-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.

**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: MSCI 1111.

**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  
An intense summer program conducted at an active Army installation for six weeks. Designed as an alternative methods to meet the prerequisites of the advanced course for students who have had no basic military science instruction.

**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 study and practical application of military skills and leadership ability during a six week encampment experience. Encampment and training is conducted at an active Army installation. Instruction and evaluation done by U.S. Army personnel assigned to the U.S. Army ROTC Cadet Command.

**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 students 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.

**Middle Grades & Secondary Education (COE)**  
**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.

**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.

**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. Prerequisites: Admission to Teacher Education Program (initial certification candidates only).

**MSED 7090/7090S-Selected Topics in Middle Grades/Secondary** (1 to 3)-0-(1 to 3)  
This course is designed to provide specialized training appropriate to the needs of in-service teachers. Attention will be given to a range of specific problems as they relate to the middle and/or secondary classroom. Prerequisites: Approval of the advisor, instructor, and department chair.

**MSED 7131-Enhancing Student Performance in Middle and Secondary Schools** 3-0-3  
The course will emphasize strategies for selecting and adapting curriculum, instruction, resources, and assessments in order to maximize student learning. This course will provide middle grades and secondary teachers with ways to identify, analyze, and use results from student assessments to plan instruction aimed at enhancing and demonstrating student learning in the middle grades and secondary classrooms. Students in the class must have access to a middle grades or secondary school classroom.

**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 I** 3-0-3  
Teaching the Great Ideas in Science I is the first in a sequence of two courses for graduates in science education. It is designed to enhance students' understanding of the "Great Scientific Premises" that undergird and integrate the scientific 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 explores the physical nature of the universe using the ideas and experiences of both classical and contemporary scientists to engage teachers in a reflective opportunity to gain an appreciation of the rich extent of the scientific enterprise and to prepare them to help their students "make sense" of the science they are expected to learn. It also is designed to engage teachers in a practical way with the National Science Standards as they explore the science that is necessary to be a scientifically literate citizen of the United States.

**MSED 7233-Teaching the Great Ideas in Science II** 3-0-3  
Teaching the Great Ideas in Science II is the second in a sequence of two courses for graduate students in science education. It is designed to enhance students' understanding of the "Great Scientific Premises" that undergird and integrate the scientific 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. This course explores cosmology, the nature of the earth and planets, forces & cycles that shape earth environments, ecology, life strategies, and the dynamics of life using the ideas and experiences of both classical and contemporary scientists to engage teachers in a reflective opportunity to gain an appreciation of the rich extent of the scientific enterprise and to prepare them to help their students "make sense" of the science they are expected to learn. It also is designed to engage teachers in a practical way with the National Science Standards as they explore the science that is necessary to be a scientifically literate citizen of the United States. Prerequisite: MSED 7232.

**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. Prerequisites: None.

**MSED 7332-Integrated Language Arts** 3-0-3  
A study of instructional strategies appropriate for integrating writing, literature, reading and oral communication in the middle and secondary schools. A study of pedagogical theory and practices for integrating writing and reading will serve as a basis for planning integrated lessons and units of instruction. Prerequisites: None.

**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. Prerequisites: None.

**MSED 7334-Teaching Language Arts to Diverse Learners** 3-0-3  
A study of theories and practices for working with adolescents who experience difficulties in reading and writing. This course will explore issues of reading and writing disabilities within English classrooms; explicit strategy instruction in reading and writing; holistic approaches to reading and writing instruction; promising practices from actual classrooms; and effective ways to assess the work of diverse learners. Students will be required to develop a field-based research project. Prerequisites: None.

**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. Prerequisites: None.

**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 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. Prerequisites: Admission to the Ed.S. or Ed.D. and graduate course work in teaching literature and writing in the middle or secondary school or permission of the instructor.

**MSED 8431-Teaching about the Price of Freedom 3-0-3**  
 An examination of the role and conduct of the United States 8<sup>th</sup> Air Force in World War II. The pedagogical skills of applying the historical, geographical, social, and political knowledge of the World War II era in a classroom setting are stressed. The course is taught on-site at The Mighty Eight Air Force Heritage Museum.

**MSED 8433-Readings in the Social Studies 3-0-3**  
 This course is designed to promote a forum for advanced graduate students to read, critique, and analyze selected professional literature in the social sciences. Selected readings will include books, essays, professional articles, reviews, and significant speeches which can be applied to teaching middle level and secondary social studies. Prerequisites: Admission to an Ed.D. program or the Ed.S. program in Social Science Education or Middle Grades Education.

**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: Admission to an Ed.D. program or the Ed.S. program in Mathematics Education or Middle Grades Education.

**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, third, and fourth year levels. Graduate instruction is also offered. Credit hours available vary from 1-3 hours.

**Music (CLASS)**  
**MUSIC 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.

**MUSIC 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.

**MUSIC 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.

**MUSIC 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.

**MUSIC 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.

**MUSIC 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.

**MUSIC 1311-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.

**MUSIC 1315-Guitar Class Non-Major 1-0-1**  
 This course is designed to teach the basic elements of guitar performance to non-music majors.

**MUSIC 1316-Voice Class Non-Major 1-0-1**  
 This course is designed to teach the basic elements of voice performance to non-music majors.

**MUSIC 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. Corequisite: MUSC 1513.

**MUSIC 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, MUSC 1513. Corequisite: MUSC 1514.

**MUSIC 1333-Music Theory Non-Major 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.

**MUSIC 1421-Group Piano: Piano Major A 2-0-2**  
 Development of basic pianistic skills: scales, arpeggios, etc.

**MUSIC 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.

**MUSIC 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.

**MUSIC 1512-Group Piano II 0-2-1**  
 Continuation of skills begun in MUSC 1511. Prerequisite: MUSC 1511 or permission of instructor.

**MUSIC 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. Corequisite: MUSC 1331.

**MUSIC 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, MUSC 1513. Corequisite: MUSC 1332.

**MUSIC 1515-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.

**MUSIC 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.

**MUSIC 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-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-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 2331-Advanced Music Theory Non-Major** 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 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. Corequisite: MUSC 2513.
- 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. Corequisite: MUSC 2514.
- 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. Corequisite: MUSC 2333. 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. Corequisite: MUSC 2334. Supervised lab sessions of rear 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-5)** 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-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-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-Instrumentation** 3-0-3  
The study of traditional instrumental and vocal notation, ranges, technical capabilities, basic scoring techniques. Prerequisites: MUSC 2334, 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-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 3531-Electronic/Digital Music I** 3-0-3  
A study and application of techniques of digital audio synthesis and production. Individual projects. Prerequisite: MUSC 1515.

**MUSC 4221-Marching Band Techniques** 2-0-2  
Theoretical and practical approach to the instruction and direction of marching bands.

**MUSC 4321-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-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 4422-Introduction to Conducting** 2-0-2  
Designed to give the student basic skills in conducting. The student will become familiar with standard gesture patterns and techniques while acquiring knowledge of various types of conducted ensembles. Prerequisites: MUSC 2512 or MUSC 1422; MUSC 2234 and MUSC 2514.

**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: MUSC 4422.

**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.

**MUSC 4531-Secondary Choral Methods and Materials** 3-1-3  
Designed to provide the future choral music educator with rehearsal and teaching skills necessary to function in the choral music classroom. Students will learn rehearsal and teaching techniques, management and administration strategies, and develop specific skills related to becoming an effective teacher. Prerequisites: MUSC 4431 and admission to Teacher Education Program required.

**MUSC 4532-Secondary Instrumental Methods and Materials** 3-1-3  
A study of various curriculum trends and methods for teaching music at the secondary level. Opportunities will be provided for observing, planning, and teaching in the secondary school classrooms. Prerequisites: MUSC 4432. Admission to Teacher Education Program required.

**MUSC 4533-Electronic/Digital Music II** 3-0-3  
A study and application of techniques of digital audio sequencing, sample recording/editing, multi-media production, and advanced communication techniques. Individual projects. Prerequisite: MUSC 3531.

**MUSC 4611-Seminar in Music Education** 1-1-1  
Designed to provide additional field experiences for music education majors in a seminar format. Should be taken in conjunction with the appropriate music methods course (MUSC 4531, 4532, or 3232). Prerequisite: Admission to Teacher Education Program.

**MUSC 4891/4891S-Special Problems in Music** (1 to 9)-0-(1 to 9)  
Topics vary with individual professor.

**MUSC 5031/5031G/5031S-Selected Topics in Music** 3-0-3  
Topics vary with individual professor.

**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.

**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.

**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.

**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-History of Opera** 3-0-3  
A survey of major historical trends, aesthetic and stylistic developments, significant figures, and selected repertory in opera history.

**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.

**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.

**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.

- 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. 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.
- 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 6531-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 7091-Selected Topics in Music Literature** (1 to 3)-0-(1 to 3)  
Supervised independent study of topics dealing with literature pertinent to a student's applied area. Prerequisite: Permission of the supervising instructor and the department's graduate coordinator.
- 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-Research Methodologies in Music Education** 3-0-3  
Survey of qualitative methodologies commonly used in music education research, including procedures, criteria for evaluation of research, and the communication of research findings.
- 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 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 7334-Advanced Choral Arranging** 3-0-3  
Practical experience in arranging for various vocal combinations, score analysis, score reading, and manuscript preparation for publishers.
- MUSC 7391-Composition** (1 to 3)-0-(1 to 3)  
Development of skills in advanced composition. Prerequisite: Instructor's permission.
- MUSC 7431-Advanced Choral Techniques and Materials** 3-0-3  
Designed to provide the student with advanced rehearsal and teaching techniques for the choral music classroom. Emphasis placed on the improvement and efficiency of the conducting gesture, analysis and interpretation of scores, and performance practice.
- 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 7433-Advanced Instrumental Techniques and Materials** 3-0-3  
Provides instruction in the techniques of instrumental ensemble rehearsal, including both conductor preparation and execution, and allowing for analytical experiences with respect to selected instrumental ensemble performances.
- 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 7531-Advanced Electronic/Digital Music** 3-0-3  
For the experienced electronic/digital musician; presents and develops current uses of technology, including sequence recording/editing, sample recording/editing and multi-media production. Prerequisite: MUSC 6531 or equivalent.
- MUSC 7631-Seminar in Music Theory** 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 7891-Special Problems in Music** (1 to 9)-0-(1 to 9)  
Topics vary with individual professor.
- MUSC 7991-Music Education Final Project** 0-0-(1 to 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 7999-Thesis** 0-0-(1 to 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. Prerequisite: 8-hour laboratory science or permission of instructor.

**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: 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. Prerequisite: NTFS 2530 or NTFS 2535 or 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: NTFS 2530 or NTFS 2535 or NTFS 3534 and NTFS 2534.

**NTFS 3537-Advanced Food Science (0 to 3)-0-(0 to 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. Prerequisite: NTFS 2534, NTFS 3534, CHEM 1140 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 skills and techniques are developed in this course as are skills in the application of sanitation regulations. To be taken in conjunction with HNRM 3324. Prerequisite: HNRM 2334, NTFS 2534, BIOL 2240 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: NTFS 2530 or NTFS 2535 or NTFS 3534 and NTFS 3535 or permission of instructor.

**NTFS 4536-Metabolic Nutrition 3-0-3**  
Considers the principles of nutrition science with special emphasis on integration of macro and micronutrient. Prerequisite: CHEM 2542, KINS 2531/2511, KINS 2532/2512, NTFS 3534 or permission of instructor.

**NTFS 4537-Experimental Food Science (0 to 3)-0-(0 to 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. Prerequisite: NTFS 3537, STAT 2231 or permission of instructor.

**NTFS 4538-Medical Nutrition Therapy 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. Prerequisite: NTFS 4536 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. Prerequisites: NTFS 3537 or permission of instructor.

**Nursing (CHHS)**

**NURS 3129-Foundational Concepts of Professional Nursing 2-0-2**

This course is designed to introduce the student to the emerging issues and domains of professional nursing. Within a developmental series of activities, opportunity is provided to explore educational, political and practice components of the nursing profession. Learners are introduced to the BSN 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 collaborative professional group process are explored and applied to specific professional situations. The student is exposed to the historical aspects of nursing and healthcare environment. Healthcare delivery systems, barriers to healthcare, and legal aspects of nursing are discussed. The ANA Standards of Practice, ANA code of Ethics, and AACN Essentials of Baccalaureate Nursing Education are introduced in this course with specific emphasis on caring and ethics.

**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. Prerequisites: NURS 3129 or NURS 3139, and STAT 2231.

**NURS 3131-Therapeutic Nursing Interventions: Health Promotion I 3-0-3**

Builds a foundation for professional nursing practice including fundamental concepts and principles related to basic nursing care for a culturally diverse rural population. Emphasis is on the acquisition of basic nursing skills and utilization of enabling factors in the performance of safe and appropriate therapeutic nursing interventions. The course incorporates knowledge gained from the arts and sciences into the practice of nursing. Prerequisite: Admission to B.S.N. program. Corequisites: NURS 3331, NURS 3231, and NURS 3230. NURS 3129 must be taken as either a prerequisite or a corequisite.

**NURS 3133-Mental Health Nursing: Health Promotion III 3-0-3**

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. Prerequisites: NURS 3129, NURS 3131, NURS 3331, NURS 3230, NURS 3231. Corequisite: NURS 3323.

**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 3142-Nursing Care of Adults: Health Promotion II** 4-0-4

Focuses on Health Promotion Throughout Life incorporating primary, secondary, and tertiary prevention as they apply to illness 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. Prerequisites: NURS 3129, NURS 3131, NURS 3331, NURS 3231, NURS 3333. Corequisite: NURS 3342.

**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. Prerequisites: Admission to B.S.N. program or permission of instructor. Corequisite: NURS 3139. NURS 3129 must be taken as either a prerequisite or a corequisite.

**NURS 3231-Pharmacology and Other Therapeutic Modalities** 2-3-3

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 to B.S.N. program. Corequisite: NURS 3139. NURS 3129 must be taken as either a prerequisite or a corequisite.

**NURS 3323-Mental Health Promotion: Practicum III** 0-6-2

This practicum 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 the enabling factors in assessing, diagnosing, identifying outcomes, planning, implementing, and evaluating mental health nursing care. Emphasis is placed on the application of various treatment modalities on the roles and functions of the professional mental health nurse. Prerequisites: NURS 3129, NURS 3131, NURS 3331, NURS 3230, NURS 3231. Corequisite: NURS 3133.

**NURS 3331-Therapeutic Nursing Interventions: Practicum I** 0-9-3

Focuses on the acquisition of basic nursing skills and utilization of enabling factors needed to provide safe and appropriate therapeutic nursing interventions. Knowledge acquired in NURS 3131 will be utilized in the performance of basic therapeutic nursing skills. 9 clinical hrs/wk. Prerequisite: Admission to B.S.N. program. Corequisites: NURS 3131, NURS 3230, NURS 3231. NURS 3129 must be taken as either a prerequisite or a corequisite.

**NURS 3342-Adult Health Promotion: Practicum II** 0-12-4

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: NURS 3129, NURS 3131, NURS 3331, NURS 3230, NURS 3231. Corequisite: NURS 3142.

**NURS 4090-Selected Topics in Nursing** (0 to 3)-(0-9)-(1 to 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 4134-Nursing Care of Developing Families: Health Promotion IV** 3-0-3

Focuses on health promotion of developing families throughout the prenatal experience. Enabling factors which facilitate the performance of therapeutic nursing interventions are explored. Content focuses on theories of developing families, the four trimesters of pregnancy, family developmental tasks, and health education. Prerequisites: NURS 3142, NURS 3342, NURS 3133, NURS 3323. Corequisite: NURS 4324.

**NURS 4135-Nursing Care of Children: Health Promotion V** 3-0-3

Focuses on the role of the nurse in partnership with families for the purpose of promoting the 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, school-agers, and adolescents. Prerequisites: NURS 3142, NURS 3342, NURS 3133, NURS 3323. Corequisite: NURS 4325.

**NURS 4136-Nursing in Complex Health: Health Promotion VII** 3-0-3

The focus of this course is 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 complex, critical, and/or end of life conditions and how these trends impact nursing, persons, and families in rural/urban settings. Prerequisites: NURS 4134, NURS 4135, NURS 4324, NURS 4325. Corequisite: NURS 4326.

**NURS 4137-Community Health Nursing: Health Promotion VI** 3-0-3

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. Prerequisites: NURS 3142, NURS 3342, NURS 3133, NURS 3323. Corequisite: NURS 4327.

**NURS 4138-Nursing Leadership and Management: HP 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: NURS 4134, NURS 4135, NURS, NURS 4324, and NURS 4325. Corequisite: NURS 4728.

**NURS 4229-HP: 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: NURS 4134, NURS 4324, NURS 4135, NURS 4325. Corequisites: NURS 4728, NURS 4136, NURS 4326.

**NURS 4324-Developing Families Health Promotion: Practicum IV** 0-6-2

Focuses on health promotion of families throughout the prenatal experience. Knowledge acquired in NURS 4134 is utilized in planning and implementing therapeutic nursing interventions which are empowering in promoting, maintaining, and restoring 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 providing nursing care. Prerequisites: NURS 3142, NURS 3342, NURS 3133, NURS 3323. Proposed Corequisite: NURS 4134.

**NURS 4325-Child Health Promotion: Practicum V** 0-6-2

Focuses on health promotion of children and their families. Knowledge acquired in NURS 4135 is utilized in assessing, analyzing, planning, implementing and evaluating nursing care to promote, maintain, and restore health of children. Clinical experiences are provided in rural/urban hospitals and community settings. Prerequisites: NURS 3142, NURS 3342, NURS 3133, NURS 3323. Corequisite: NURS 4135.

**NURS 4326-Complex Health Promotion: Practicum VII** 0-6-2

This course focuses on the provision of nursing care to persons who are experiencing complex and/or life threatening health problems. Students gain clinical experience in rural and urban settings offering complex, critical, and/or end of life care and explore legal and ethical dilemmas which affect the care of persons with critical and/or end of life conditions. Prerequisites: NURS 4134, NURS 4324, NURS 4135, NURS 4325. Corequisites: NURS 4136.

**NURS 4327-Community Nursing Health Promotion: Practicum VI** 0-6-2

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: NURS 3142, NURS 3342, NURS 3133, NURS 3323. Corequisite: NURS 4137.

**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: NURS 4134, NURS 4324, NURS 4135, NURS 4325. Corequisites: NURS 4136, NURS 4138, NURS 4229, NURS 4326.

**NURS 4738-Nursing Leadership and Management: Practicum VIII** 0-9-3

The practicum provides opportunities for the student to function as a manager in a collaborative role within a multidisciplinary healthcare team. Students collaborate with the course instructor in developing a learning contract with clear objectives and outcome measurements. The contract is based on the student's self-assessment of learning needs and aspirations related to nursing leadership. The student chooses an RN facilitator, subject to approval of the instructor, to assist in meeting selected objectives. Other planned activities also assist the student in meeting learning objectives. Prerequisites: Admitted to RN-BSN Program, NURS 3139.

**NURS 4890-Independent Study** (1 to 3)-(0 to 9)-(1 to 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 5240/5240G-Advanced Physical Assessment Across the Lifespan** 3-4-4

Builds on basic assessment skills; principles and techniques necessary to complete a total health history, developmental assessment, physical examination and documentation of the findings to form a data base are learned. Recognition of pathological signs and symptoms associated with illness and the assessment of health promotion activities is emphasized. Assessment of the woman who is pregnant and her infant and selected diagnostic procedures are included, 60 clinical hours required. Prerequisite: Undergraduate basic physical assessment course preferred.

**NURS 6121-Theory for Advanced Practice Nursing** 2-0-2

Explores definitions, purposes, and elements of theory as related to theory development and evaluation, research, and practice. Selected theoretical and conceptual frameworks will be analyzed and critiqued for use in advanced practice nursing. A major focus of this course is the development of critical thinking skills using both inductive and deductive forms of logic.

**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 6132-Principles and Methods of Nursing Research** 3-0-3

Explores design, methodology and data analysis in the context of theory and nursing practice. Both quantitative and qualitative methods are evaluated. Students will critique research studies applicable to advanced practice nursing. Emphasis is placed on the development of a research proposal. Prerequisites: Undergraduate statistics and NURS 6121.

**NURS 6133-Health Care Organizations and Informatics 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 6811-Research Practicum I 1-0-1**

Provides an opportunity for graduate nursing students to begin investigation of an area of interest applicable to advanced nursing practice. The student will develop a specific problem and purpose statement, complete a literature review, develop a method of investigation, explore ethical issues related to the project/research, and begin to implement the design of the project/research. Completion of the project/research will occur in NURS 6812. Students may elect to participate in individual faculty research projects. Course format will be determined by the faculty mentor and committee. Prerequisite: NURS 6132.

**NURS 6812-Research Practicum II 1-0-1**

Provides an opportunity for graduate nursing students under the committee process to complete the investigation of an area of interest. The student will complete an analysis of data, determine conclusions, interpret data in relation to previous research and theory, and identify implications for nursing practice and further research. Prerequisite: NURS 6811.

**NURS 7090-Selected Topics Nursing (1 to 3)-0-(1 to 3)**

Provides a mechanism for offering courses on selected topics in nursing.

**NURS 7221-Primary Care Clinical I: Women 0-8-2**

This course requires that application of theoretical concepts relative to the provisions of health care to women within the scope of practice of the nurse practitioner. Group discussion will provide the opportunity for students learning synthesis while incorporating transcultural strategies for the client, family, and community. A total of 120 hours of clinical experience in rural/urban ambulatory primary care settings providing gynecological and obstetrical care to women across the lifespan is required. Prerequisites: NURS 5240; NURS 6134. Corequisite: NURS 6135.

**NURS 7223-Primary Care Clinical II: Pediatrics 3-0-3**

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 family nurse practitioner. Group discussions will provide the opportunity for students learning synthesis while incorporating transcultural strategies for the client, family, and community. A total of 120 hours of clinical experience in a rural/urban ambulatory primary care setting providing care to the pediatric population is required. Prerequisites: NURS 5240, NURS 6134. Corequisite: NURS 6135.

**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: NURS 5240, NURS 6134. Corequisite: NURS 6135.

**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 5240, NURS 6134. Corequisite: NURS 6135.

**NURS 7243-Primary Care III: Adults 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 5240, NURS 6134. Corequisite: NURS 6135.

**NURS 7244- Primary Care Clinical III: Adults 0-16-4**

This course requires the application of theoretical concepts relative to the provision of health care to the adult client within the scope of practice of the family nurse practitioner. Group discussion will provide the opportunity for students learning synthesis while incorporating transcultural strategies for the client, family, and community. A total of 120 hours of clinical experience in a rural/urban ambulatory primary care setting providing care to the adult population is required. NURS 7243 Primary care 3: Adults must be taken concurrently. Prerequisites: NURS 5240, NURS 6134. Corequisite: NURS 6135.

**NURS 7331-Women's Health Nurse Practitioner II: Problem Pregnancy 3-0-3**

Focuses on women who are pregnant or who desire to become pregnant. Pharmacological strategies appropriate to pregnancy will be covered. Therapeutic nursing interventions related to preconception counseling issues, complicated pregnancy and postpartum conditions, pregnancy termination, infertility and fetal assessment will be discussed. Health promotion strategies for the woman with problems complicating a pregnancy will be addressed. Prerequisites: NURS 5240, NURS 6134, NURS 6135, NURS 7221 and NURS 7231. Corequisite: NURS 7332.

**NURS 7332-Women's Health Nurse Practitioner II Clinical 0-12-3**

Provides 180 hours of clinical practice in a health care setting which provides care to pregnant women. Students will provide assessment, physical examination, diagnosis, therapeutic nursing interventions, medical and nursing care for women experiencing problems complicating a pregnancy and/or puerperium. Fifteen hours of group discussion will provide for learning synthesis. Prerequisites: NURS 5240, NURS 6134, NURS 6135, NURS 7221 and NURS 7231. Corequisite: NURS 7331.

**NURS 7341-Women's Health Nurse Practitioner III: Complicated Gynecological and Primary Care of Women 4-0-4**

Focuses on complex gynecological and selected primary health care problems of women. Therapeutic nursing interventions and medical management related to breast disease, reproductive infections, reproductive cancer, and technological diagnostic measures will be covered. Selected psychological, physical and non-gynecological primary care problems frequently seen by the Women's Health Nurse Practitioner will be addressed. Health promotion strategies to improve the quality of life of the women will be emphasized. Prerequisites: NURS 5240, NURS 6134, NURS 6135, NURS 7221 and NURS 7231. Corequisite: NURS 7351.

**NURS 7351-Women's Health Nurse Practitioner Clinical III 0-20-5**

Provides 300 hours of clinical practice in a setting which provides care to women. Students will provide the assessment, physical examination, diagnosis, therapeutic nursing interventions, and medical care for women with complex gynecological or selected primary care problems. Fifteen hours of group discussion will provide for learning synthesis. Prerequisites: NURS 5240, NURS 6134, NURS 6135, NURS 7221 and NURS 7231. Corequisite: NURS 7341.

**NURS 7431-Leadership in the Context of Community for Advanced Practice Nursing** 3-0-3  
 Develops the advanced practice nursing leadership skills necessary for the provision of health care within an organizational unit in a community setting. Organizational theories, interpersonal communication, negotiation skills, collaboration, and conflict resolution strategies utilized by advanced practice nurses are explored.

**NURS 7433-Costing Out Health Care Services for Advanced Practice Nursing** 3-0-3  
 Covers the application of the basic principles of costing-out health care services for advanced practice nursing. Issues related to caring for rural populations, poorly insured, noninsured, and Medicaid and Medicare populations are explored. Emphasis is placed on assisting the advanced practice nurse to evaluate health care activities and to provide appropriate health care within a fiscally sound budget.

**NURS 7434-Health Program Planning and Evaluation Issues for Advanced Practice Nursing** 3-0-3  
 Explores grant development, goal articulation, decision making, implementation planning, outcomes evaluation, and feedback used in program development for health care delivery by advanced practice nursing. The process skills related to developing, maintaining, and strengthening programs and grant writing skills by advanced practice nurses in order to meet community and individual health care needs in a culturally appropriate and caring manner are emphasized.

**NURS 7435-Care of Vulnerable Populations I** 2-4-3  
 Explores creative approaches to meet the needs of high risk populations and aggregates experiencing chronic illness. Emphasis is placed on the development of skills to interact with an interdisciplinary health care team to access health care resources and to design management approaches which meet the needs of vulnerable rural populations. 60 hours of clinical will provide the student hands-on experience in a community setting.

**NURS 7441-Care of Vulnerable Populations II** 3-4-4  
 Explores creative approaches to meet the needs of aggregate populations. The development of management plans which are culturally sensitive and fiscally responsible is emphasized. The legal and ethical issues and cultural constraints placed on the nurse delivering care in a rural area is covered. 60 hours of clinical will provide the student hands-on experience in a community setting. Prerequisite: NURS 7435 or permission of instructor.

**NURS 7740-Primary Care Practicum: Family Nurse Practitioner** 1-12-4  
 This family nurse practitioner (FNP) capstone course provides 180 hours of clinical experience in a variety of rural/urban ambulatory health care settings such as primary care, urgent care, women's health and speciality areas. Emphasis is placed on the provision of care to persons across the life span to include health promotion and management of health concerns. Group discussions will provide an opportunity for continued learning synthesis of the family nurse practitioner role in primary care within a transcultural context of family/community. All graduate core, advanced practice core and speciality courses must be completed. Prerequisites: All courses must be completed with the exception of an elected Thesis.

**NURS 7741-Rural Community Health Nurse Specialist Practicum** 0-16-4  
 240 clinical hours of care to an aggregate group of high risk individuals in a community health setting are required. Course allows for synthesis and application of theoretical and clinical knowledge gained in required courses. Advanced nursing skills of assessment, planning, intervention, implementation, coordination, monitoring and evaluation are employed. Fifteen hours of group discussion will provide an opportunity for learning synthesis. Prerequisites: All major courses except corequisites NURS 6812 and NURS 7433.

**NURS 7890-Independent Study Nursing (1 to 3)-0-(1 to 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** 0-0-3  
 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 6132 and permission of instructor.

**Public Administration (CLASS)**  
**PBAD 7020-Selected Skills in Public Management** 2-0-2  
 Intensive development of specific skills needed by public managers not covered by other courses. May be repeated once as skill areas change.

**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 7120-Written Communication for Public Managers** 2-0-2  
 Teaches students the formats, styles and techniques for effective writing in a public sector organization. Attention will be given to memoranda, speech writing, reports, press releases, evaluations and recommendations, form letters, and individualized letters of response to citizen requests and complaints.

**PBAD 7121-Presentations for Public Managers** 2-0-2  
 Focuses on skills needed to make effective oral presentations in public settings, to conduct effective meetings, and to prepare effective supplementary materials that enhance the quality of presentations. Skills in using technology in making presentations will be covered.

**PBAD 7122-Grant Writing for Public Managers** 2-0-2  
 Teaches students how to locate grant opportunities and how to structure effective grant proposals that will win funding for government and nonprofit organization projects. Also examines the importance of effective grant administration.

**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 21<sup>st</sup> 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 7220-Computer Applications for Public Managers** 1-1-2  
 Emphasis is on selection of computer hardware and software as well as practical experience with common tools such as spreadsheets, word processors, database management systems, presentation programs, etc.

**PBAD 7221-Geographical Information Systems for Public Managers** 2-2-2  
 Study and demonstration of the uses of Geographic Information Systems to address public administration issues and problems.

**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 7320-Community Organization and Development** 2-0-2  
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.
- PBAD 7321-Diversity Issues in Public Management** 2-0-2  
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/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 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 7430-Public Personnel Management** 3-0-3  
The functions of public personnel 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/POLS 7530-Research Methods for Government** 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 "C" or better.
- 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 7620-Capstone Seminar in Public Management** 2-0-2  
Students will meet weekly to discuss 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/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 7730-Internship in Public Management** 4-0-4  
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-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  
See POLS 3230 for course description.

**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-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.

**PHIL 3431-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-Reason and Revolution: 19th 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-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 philosophic 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 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.

**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** 0-2-1  
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** 0-2-1  
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 3131-Optics** 3-0-3  
Geometric and physical 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 3538-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 touches on 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. Prerequisite: 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 5130/5130G-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 5134/5134G-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. 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 5151/5151G-Classical Mechanics** 5-0-5  
Provides physics majors and student of applied mathematics and engineering with the fundamentals of analytical mechanics. 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 & M Theory** 5-0-5  
Provides physics majors and students of applied mathematics and engineering with the fundamentals of electromagnetic field theory. Prerequisite: PHYS 5151.

**PHYS 5230/5230G-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: PHYS 5557.

**PHYS 5234/5234G-Applications of Lasers** 3-0-3  
 A detailed study of the research and the development of laser applications, including applications of lasers in optical communication, industry, scientific and military research and in biomedicine. Prerequisite: PHYS 5134.

**PHYS 5235/5235G-Laser Technology** 3-0-3  
 An intensive study of the most useful technologies, such as modulation and amplification of laser beam, Q-switching, mode-locking, laser frequency tuning and wavelength conversion by nonlinear optics. Emphasis is given to laser technologies in the generation of high power, short pulsed (nanosecond, picosecond, and femtosecond) and tunable laser pulses. Prerequisite: PHYS 5134.

**PHYS 5439/5439G-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 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. Prerequisite: Permission of instructor.

**PHYS 5530/5530G-Thermal Physics** 3-0-3  
 A course in classical thermodynamics and kinetic theory. 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. 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. Prerequisites: PHYS 3536, PHYS 3537 and prior or concurrent enrollment in MATH 3230.

**PHYS 5715/5715G-Laser Lab Techniques and Laser Technology** 0-3-1  
 Provides intensive laboratory hands on training in the most important and useful laser techniques including the following areas: alignment and operation of laser systems, laser detection and parameter measurement, laser beam manipulation, laser cavity and laser mode, nonlinear optical frequency conversion, frequency tuning, Q-switching and mode-locking. Prerequisite: Permission of instructor.

**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-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, STAT 2232.

**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-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-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 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  
 Introduces students to the judicial process through analysis and evaluation of the main actors, institutions, processes, and procedures that affect the administration of justice.

**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 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.

**POLS/INTS 3234-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-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-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**  
See LING 3337 for course description.

**POLS/AAST 3431-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 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/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-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-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 4730-Model United Nations 3-0-3**  
See INTS 4730 for course description.

**POLS/CRJU 4732-Politics, Government, and Criminal Justice 3-0-3**  
See CRJU 4732 for course description.

**POLS/CRJU 4733-Theories of Justice 3-0-3**  
See CRJU 4733 for course description.

**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-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. 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. 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.

**POLS/INTS 5633/5633G-Seminar in International Politics 3-0-3**  
Designed to familiarize students with the theories which guide the conduct and analysis of international relations. These theories are examined in both their classical and contemporary context and used to evaluate and assess international relations' phenomena. 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. 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. 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.

**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 21<sup>st</sup> 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 citizen. 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**  
See PBAD 7330 for course description.

<b>POLS/PBAD 7331-Local Government</b>	<b>3-0-3</b>
See PBAD 7331 for course description.	
<b>POLS/PBAD 7332-State Government</b>	<b>3-0-3</b>
See PBAD 7332 for course description.	
<b>POLS/PBAD 7336-Comparative Public Management</b>	<b>3-0-3</b>
See PBAD 7336 for course description.	
<b>POLS/PBAD 7337-Environmental Management and Policy</b>	<b>3-0-3</b>
See PBAD 7337 for course description.	
<b>POLS/PBAD 7530-Research Methods for Government</b>	<b>3-0-3</b>
See PBAD 7530 for course description.	
<b>POLS/PBAD 7531-Public Program Evaluation</b>	<b>3-0-3</b>
See PBAD 7531 for course description.	
<b>POLS/PBAD 7532-Public Policy</b>	<b>3-0-3</b>
See PBAD 7532 for course description.	
<b>POLS 7533-Qualitative Research Methods</b>	<b>3-3-3</b>
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.	
<b>POLS/PBAD 7630-Seminar in American Government</b>	<b>3-0-3</b>
See PBAD 7630 for course description.	
<b>POLS 7631-Empirical Political Theory</b>	<b>3-0-3</b>
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.	
<b>POLS 7632-Comparative Politics</b>	<b>3-0-3</b>
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.	
<b>POLS 7633-International Politics</b>	<b>3-0-3</b>
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.	
<b>POLS 7636-Seminar in International Law and Diplomacy</b>	<b>3-0-3</b>
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.	
<b>POLS 7860- Internship in Political Science</b>	<b>6-0-6</b>
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.	
<b>POLS/PBAD 7637-Social Welfare Management</b>	<b>3-0-3</b>
See PBAD 7637 for course description.	
<b>POLS 7890-Directed Reading</b>	<b>3-0-(1-3)</b>
A structured, individualized research focus to be mutually designed by instructor and student.	
<b>POLS 7999-Thesis</b>	<b>3-0-(1-6)</b>
A major research project structured jointly by the student and instructor.	

<b>Public Relations (CLASS)</b>	
<b>PRCA 2330-Introduction to Public Relations</b>	<b>3-0-3</b>
Introduces the history, theories, and principles of public relations, and the role and practice of public relations in various organizational contexts. Prerequisite: COMM 2332.	
<b>PRCA 3030-Selected Topics in Public Relations</b>	<b>3-0-3</b>
Offers varied courses in specialized areas of the field of Public Relations. Prerequisite: PRCA 2330 or permission of instructor.	
<b>PRCA 3330-Public Relations Writing</b>	<b>3-0-3</b>
Examines writing techniques employed in media management programs including the strategic design and development of messages for mass and personal media, message dissemination, and evaluation of results. Prerequisites: JOUR 2331 and PRCA 2330.	
<b>PRCA 3331-Corporate Public Relations</b>	<b>3-0-3</b>
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.	
<b>PRCA 3332-Public Relations Event Management</b>	<b>3-0-3</b>
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.	
<b>PRCA/INTS 3333-International Public Relations</b>	<b>3-0-3</b>
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.	
<b>PRCA 3339-Public Relations Publications</b>	<b>3-0-3</b>
Provides students the opportunity to learn about and create specialized organizational publications such as brochures, annual reports, and magazines. Prerequisites: PRCA 2330 and PRCA 3330.	
<b>PRCA 3711-Public Relations Practicum</b>	<b>0-2-1</b>
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.	
<b>PRCA 4330-Public Relations Research</b>	<b>3-0-3</b>
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.	
<b>PRCA 4331-Public Relations Firms</b>	<b>3-0-3</b>
Reviews the evolution and management of public relations firms and principles involved in counseling clients. Prerequisite: PRCA 3330 or permission of instructor.	
<b>PRCA 4332-Public Relations Crisis Communication</b>	<b>3-0-3</b>
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.	
<b>PRCA 4335-Senior Seminar in Public Relations</b>	<b>3-0-3</b>
Examines ethical issues and current topics in the practice of public relations. Prerequisite: PRCA 2330, PRCA 3330, PRCA 4330 or permission of instructor.	
<b>PRCA 4339-Public Relations Campaign Strategies</b>	<b>3-0-3</b>
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.	
<b>PRCA 4711-Public Relations Practicum</b>	<b>1-0-1</b>
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: PRCA 2330 and PRCA 3330.

**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 3030-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: PSYC 1101.

**PSYC 3131-Psychological Statistics 3-0-3**  
Students learn to choose, execute, interpret, and present results for the statistical procedures most commonly used in psychological research. Prerequisites: Grade of "C" or better in PSYC 1101, STAT 2231, or it equivalent.

**PSYC 3140-Statistics for Psychology 3-2-4**  
Students learn descriptive and inferential statistics, including analyzing data using microcomputers. Prerequisite: PSYC 1101.

**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. Prerequisite: PSYC 1101, STAT 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**  
See INTS 3232 for course description.

**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-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 Research 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 4335-Theories of Personality 3-0-3**

An in-depth exploration of major theories of personality. Prerequisite: PSYC 1101.

**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 Animal Learning 3-0-3**

Introduces the basic principles of animal learning and the scientific study of learning in 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 4443-Experimental Cognitive Psychology 3-1-4**

Explores the methods used in cognitive psychological research and provides a detailed focus on one specialized content area (e.g., memory). Prerequisite: Grade of "C" or better in PSYC 3141 and PSYC 4430 or its equivalent.

**PSYC 4444-Experimental Animal Learning 3-1-4**

An advanced study of the principles of learning and cognition in nonhumans and the methodology involved in the scientific investigation of this area, including a laboratory component that provides experience with the application and investigation of these principles and methods. Prerequisite: Grade of "C" or better in PSYC 3141 and PSYC 4433 or its equivalent.

**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 4831-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 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 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. Prerequisite: PSYC 1101.

**PSYC 5230/5230G-Health Psychology 3-0-3**

Surveys the application of psychological principles in the treatment and prevention of health related problems. Prerequisite: PSYC 1101.

**PSYC 5330/5330G-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. Prerequisite: PSYC 1101.

**PSYC 5341/5341G-Experimental Developmental Psychology 3-1-4**

Provides the advanced psychology student with an in-depth examination of methodological and ethical issues underlying research in developmental psychology, provides exposure to important research areas within the field and fosters skills for critically evaluating research. Prerequisites: Grade of "C" or better in PSYC 3141 and in PSYC 3331 or PSYC 3333.

**PSYC 5342/5342G-Experimental Social Psychology 3-1-4**

Provides the advanced psychology student with an in-depth examination of selected content areas and research methodology in social psychology. Prerequisites: Grade of "C" or better in PSYC 3141 and in PSYC 3334.

**PSYC 5430/5430G-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. 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. Prerequisite: PSYC 1101.

**PSYC 5443/5443G-Experimental Physiological Psychology 3-1-4**

Students build on their knowledge of physiological psychology and research, conduct and analyze their own experiments. Prerequisites: Grade of "C" or better in PSYC 3141 and in PSYC 5430.

**PSYC 5530/5530G-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. Prerequisite: At least 12 credit hours in psychology courses.

**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 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 Animal Learning 3-0-3**

A study of the principles of learning and cognition in nonhumans including the theoretical bases, experimental techniques, analysis and generalizations of scientific investigations.

**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 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-Intellectual Assessment** 3-0-3  
Focuses on developing skill in the standardized administration and scoring, and interpretation of tests of intellectual functioning. Emphasis is placed on report writing and providing feedback to clients. Issues related to understanding, respecting, and accounting for client diversity are addressed. Topics of ethical conduct, test construction, reliability, and validity are also covered. Prerequisite: Admission to graduate program in psychology.

**PSYC 7232-Foundations of Psychotherapy** 3-0-3  
An advanced survey of major theories and efficacy research in psychotherapy and counseling. The concept of the "person of the therapist" as a central factor is introduced and foundational skills are taught. Prerequisite: Permission of 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.

**PSYC 7234-Personality Assessment** 3-0-3  
Focuses on the administration, scoring, and interpretation of selected objective and projective tests. Projective theory and its relationship to perception, phenomenology and symbology are covered. Test construction strategies, diversity, and issues of reliability and validity are considered. Prerequisite: Grade of "B" or better 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 integrating theoretical knowledge and the practical skills necessary to facilitate therapy groups successfully. The ethical considerations unique to working with groups are also highlighted. The course has both didactic and experiential components. Prerequisites: Grade of "B" or better in PSYC 7237.

**PSYC 7236-Neuropsychology** 3-0-3  
Designed to provide basic comprehension of the mechanics of the brain and the human nervous system and to integrate this knowledge within a behavioral framework.

**PSYC 7237-Psychotherapy Skills** 3-0-3  
Lecture and laboratory of training in psychotherapy skills, including recognition of appropriateness of specific techniques for certain diagnostic categories. Prerequisites: Grade of "B" or better in PSYC 7235.

**PSYC 7238-Child and Family Psychotherapy** 3-0-3  
Offers clinicians in training an overview of theories and concepts of child and family psychotherapy. Matters related to clinical practice with children and family systems are addressed. Prerequisite: Grade of "B" or better in PSYC 7237.

**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 graduate program in psychology.

**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  
Lecture and laboratory of training in psychotherapy skills with supervised practice of skills in therapist-client role-play situations. Prerequisite: Grade of "B" or better in PSYC 7232.

**PSYC 7390-Development of Original Research** 0-0-(1-6)  
Provides students with opportunity to develop an original research idea and implement it.

**PSYC 7490-Advanced Directed Study** 0-0-(1-6)  
A directed study at the graduate level providing an examination and analysis of current literature pertaining to selected content areas in psychology.

**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 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 7730-Practicum I** 3-0-3  
Provides supervised experience in psychological assessment, counseling, and psychotherapy. Prerequisites: PSYC 7233, a grade of "B" or better in PSYC 7234, 7237, and 7239.

**PSYC 7731-Practicum II** 3-0-3  
Continuation of Practicum I. Prerequisite: Grade of "B" or better in PSYC 7730.

**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.

**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 will examine cognition and language and the relationships between the two systems. The course will present language as a special form of thinking and communication and as a complex, living, changing system. The course will explore relevant theories of cognitive and language development and will trace development from infancy to adolescence. The course will emphasize practices that promote specific language and cognitive competencies and will explore their utilization in various contents and with learners representing language diversity. Prerequisite: Sophomore standing.

**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 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 the computer in literacy instruction, familiarity with current reading resources, and familiarity with approaches and models of instruction. Prerequisite: EDUF 3235 or READ 2230 or concurrent enrollment.

**READ 4233-Literacy: Assessment and Instruction** 3-0-3  
 This course will examine literacy difficulties encountered by children in the classroom. It will emphasize on diagnostic-prescriptive approach to instruction which utilizes multiple indicators of literacy performance. Using data from individual cases, students will practice problem solving strategies as they relate to classroom situations. Students will 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 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 7430-Literacy and Technology** 3-0-3  
 Acquaints students with issues and applications related to the use of technology in general, and microcomputers in particular, in literacy instruction. A range of levels P-12 will be emphasized. Prerequisite: READ 7131.

**READ 7733-Advanced Practicum** 1-3-3  
 Emphasizes diagnostic, remedial, and evaluative processes and promotes implementation within a supervised instructional setting. This class meets every other week. Prerequisite: READ 7132.

**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 8330-Psychology of Reading** 3-0-3  
 Designed to investigate the underlying psychological processes inherent in the reading process. Prerequisite: READ 7131.

**READ 8839-Field Project in Reading** 1-2-3  
 Designed to enable students to research design, organize, and report an instructional improvement 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 2130-Leisure Concepts Across the Life Span** 3-0-3  
 Examination of the concepts of leisure, recreation, and play as they relate to human development across the life span and to the provision of leisure services to persons with disabilities.

**RECR 2330-Computer Applications in Recreation and Sport Management** 3-0-3  
 Fundamentals of personal computer use, including exposure to word processing, spreadsheet manipulation, statistics, desktop publishing, presentation software, the internet, and software specific to the fields of recreation and sport.

**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-Theoretical Foundations of 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. Prerequisite: Completion of Area F requirements.

**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. Prerequisites: Completion of Area F requirements.

**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. Prerequisite: Completion of Area F requirements.

**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. Prerequisite: Completion of Area F requirements.

**RECR 3236-Planning Recreation Areas and Facilities** 3-0-3

Basic understanding of the principles and procedures for planning, designing, and operating recreation and park areas and facilities. Prerequisite: Completion of Area F requirements.

**RECR 3330-Commercial Recreation** 3-0-3

Introduces the student to the area of commercial recreation. The course includes information on entrepreneurship in commercial recreation, the delivery of commercial recreation services, and an in-depth look at various commercial recreation settings. Prerequisite: Completion of Area F requirements.

**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. Prerequisite: Completion of Area F requirements.

**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. Prerequisite: Completion of Area F requirements.

**RECR 3338-Resort Operations** 3-0-3

Acquaints the student with the area of resort operations. The course includes information on basic resort operations, guest services, and resort recreation functions. Prerequisite: Completion of Area F requirements.

**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. Prerequisite: Completion of Area F requirements.

**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. Prerequisite: Completion of Area F requirements.

**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. Prerequisites: Completion of Area F requirements.

**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. Prerequisites: Completion of Area F requirements; and EDUF 2230.

**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. Prerequisite: Completion of Area F requirements.

**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. Prerequisite: Completion of Area F requirements.

**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: Completion of Area F requirements.

**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. Prerequisite: Completion of Area F requirements.

**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. Prerequisite: Completion of Area F requirements.

**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-Philosophy of Recreation** 3-0-3

A critical inquiry into the philosophies of recreation focusing on a review of these philosophies as they relate to leisure in modern society.

**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.
- Regents' Review Courses**
- RGTE 0199-Regent's Intensive Writing Review** 2-0-2  
Intensive writing review for the Regent's Test essay with emphasis on frequent essay writing, individual conferences, analysis of essays, editing skills, and grammar study. Required of all students who have accumulated 45 or more hours without passing the Regent's Test essay. Not open to ESL students or students with fewer than 45 hours.
- RGTR 0198-Regents' Exam Reading** 2-0-2  
Designed to help students achieve a passing score on the Regents' Reading Exam, RGTR 0198 emphasizes academic reading skills including vocabulary, literal and inferential comprehension, analysis, and differentiation between main ideas and details. Audit or institutional credit only.
- 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 discusses specific tools used in economic development efforts. Prerequisite: A "C" or better in ECON 2105.
- REDV 4131-Applied Regional Analysis** 3-0-3  
The course outlines analytical tools used by the contemporary economic development specialist. The methodology of regional data collection and estimation, the techniques of input-output analysis and economic impact studies are introduced. Moreover, the course covers methods of regional forecasting, linear programming, gravity models, and cost-benefit analysis. Prerequisite: A "C" or better in both REDV 3130 and BUSA 3132 or comparable courses in quantitative methods.
- REDV 4432-Rural Economic Development** 3-0-3  
Focuses on the issues related to economic development in predominantly rural settings. Includes topics in production agriculture, agribusiness, industry, health, education, and tourism. A portion of the course addresses economic development in developing nations. Prerequisites: A "C" or better in the following courses: ECON 2106, BUSA 3131, REDV 3130 or permission of instructor.
- 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  
See PHIL 3131 for course description.
- RELS/HIST 3139-History of Religion in the US** 3-0-3  
See HIST 3139 for course description.
- RELS/PSYC 3231-Psychology of Religion** 3-0-3  
See PSYC 3231 for course description.
- RELS/HIST 3233-The Early Church** 3-0-3  
See HIST 3233 for course description.
- RELS/HIST/INTS 3250-The Muslim World to Tamerlane** 3-0-3  
See HIST 3250 for course description.
- RELS/HIST/INTS 3251-The Muslim World Since Genghis Khan** 3-0-3  
See HIST 3251 for course description.
- RELS/HIST 3334-History of Christianity** 3-0-3  
See HIST 3334 for course description.
- RELS/PSYC 3336/3336H-Humanistic and Transpersonal Psychology** 3-0-3  
See PSYC 3336/3336H for course description.
- RELS/PHIL 3635-Existentialism** 3-0-3  
See PHIL 3635 for course description.
- RELS/HIST 4336-Science and Religion** 3-0-3  
See HIST 4336 for course description.
- RELS/PHIL 4632-Philosophy of Religion** 3-0-3  
See PHIL 4632 for course description.
- 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. Prerequisite: SOCI 1101.
- RELS/HIST 5332/5332G-Age of the Reformation** 3-0-3  
See HIST 5332 for course description.
- 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. Prerequisite: ENGL 2111 or ENGL 2212.
- 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 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 4090-Secondary 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.

**SCED 4137-Methods of Teaching in the Secondary School** 3-2-3

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 4799-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-Secondary/P-12 Curriculum** 3-0-3

Addresses various design models for use in designing secondary and P-12 curriculum. Emphasis is placed on designing an instructional unit focusing on the selection of appropriate knowledge and skills, selection of interactive learning activities and appropriate assessment of student progress. Consideration is given to research in effective teaching behaviors of secondary and P-12 teachers. Prerequisite: Admission to Teacher Education program and a valid Provisional Teaching Certificate. Corequisite : SCED 6132.

**SCED 6132-Secondary/P-12 Methods** 3-0-3

Addresses the selection and design of appropriate instructional approaches for use in student-centered classrooms. Emphasis will be placed on lesson design, developing teaching and assessment strategies which address the needs of students with differing learning styles, collecting and using resources which support subject-area learning, and classroom management. Prerequisite: Admission to Teacher Education Program and a valid Provisional Teaching Certificate. Corequisite: SCED 6131.

**SCED 6799-Internship: Secondary** 0-40-(3-12)

A supervised teaching experience in one of the secondary subject fields. Emphasis is placed on instructional planning, methodology, classroom management, and student evaluation. Prerequisites: Completion of the teaching field and professional education courses, a supervised practicum in one's teaching field or prior teaching experience, and admission to the Student Teaching Program. Students must hold a valid Provisional Teaching Certificate.

**SCED 7090-Selected Topics in Secondary Education** (1-3)-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.

**SCED 7231-Science in the High School** 3-0-3

Provides experiences with material patterns for excellence in science teaching and learning. Emphasis is placed on preparing scientifically literate high school graduates using the National Science Education Standards and Benchmarks for Science as a basis for developing teaching strategies and student experiences. Issues of scope, sequence, and integration of science curriculum are also considered. A field-based project is required.

**SCED 7232-Teaching Science in the Secondary School** 3-0-3

Designed to promote the specialized teaching appropriate to the needs of in-service teachers of science. Attention will be given to specific methods for organizing and teaching secondary school science. A field-based project is required. Prerequisite: SCED 7231.

**SCED 8333-Seminar in English Education** 3-0-3

A study of a major theoretical positions in the teaching of English including transactional theories of literary response, instructional scaffolding, sociocultural perspectives of learning, and language as process. Prerequisites: Admission to the Ed.S. or Ed.D. and graduate course work in teaching literature and writing or permission of the instructor.

**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.

**SCED 8639-Seminar and Field Study** 3-2-3

Students will initiate, complete and present an acceptable field-based research study developed and approved in EDUR 8434. This course will focus on organizing and analyzing data, as well as composing a formal 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 and 8434.

**SCED 8890-Directed Individual Study (1-3)-0-(1-3)**  
The student, under the direction of the instructor, will identify and study a topic applicable to one of the secondary subject fields. Prerequisites: Approval of the advisor, instructor, and department chair.

**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 "C" or better in ACCT 2030, COMM 2332, ECON 2105, RECR 2330, SMGT 2130, SMGT 2230, and STAT 2231.

**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 "C" or better in ACCT 2030, COMM 2332, ECON 2105, RECR 2330, SMGT 2130, SMGT 2330, and STAT 2231. Business prerequisite: BUSA 3134 or FINC 3131.

**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 "C" or better in ACCT 2030, COMM 2332, ECON 2105, RECR 2330, SMGT 2130, SMGT 2330, and STAT 2231.

**SMGT 3238-Management of Sport Organizations 3-0-3**  
Introduces the student to the operation of actual sport enterprises. Prerequisites: MGNT 3130 and a "C" or better in ACCT 2030, COMM 2332, ECON 2105, RECR 2330, SMGT 2130, SMGT 2330, and STAT 2231.

**SMGT 3330-Sport Promotion and Marketing 3-0-3**  
Focuses on the application of marketing principles and practices to the sport industry. Prerequisites: MKTG 3131 and a "C" or better in ACCT 2030, COMM 2332, ECON 2105, RECR 2330, SMGT 2130, SMGT 2330, and STAT 2231.

**SMGT 4090-Selected Topics in Sport Management (1 to 3)-0-(1 to 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. Prerequisite: A "C" or better in ACCT 2030, COMM 2332, ECON 2105, RECR 2330, SMGT 2130, SMGT 2330, and STAT 2231.

**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. Prerequisite: Student must earn a "C" or better in SMGT 3230, SMGT 3236, and SMGT 3238.

**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. Prerequisite: A "C" or better in ACCT 2030, COMM 2332, ECON 2105, RECR 2330, SMGT 2130, SMGT 2330, and STAT 2231.

**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. Prerequisite: A "C" or better in ACCT 2030, COMM 2332, ECON 2105, RECR 2330, SMGT 2130, SMGT 2330, and STAT 2231.

**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 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 6330-Social and Ethical Issues in Sport 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 Methods and Statistical Applications in Recreation and Sport Management 3-0-3**  
Offers 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.

**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-Strategies for Sport Finance** 3-0-3  
 Traditional and innovative revenue acquisition methods available to sport organizations will be examined. Particularly, such issues as the current financial challenges confronted by sport managers, the innovative concepts and strategies used in financing sport, and other critical aspects of sport business practices will also be addressed.

**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. Prerequisites: SOCI 1101 or permissions 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 3335-Social Change** 3-0-3  
 Discussion of theories and causes of social change in contemporary or historical perspective. Prerequisite: SOCI 1101.

**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/AMST 3337-Urban Sociology** 3-0-3  
 Study of the origin of cities and the impact of modern urban life on the social, psychological, ecological, and economic components of human societies. Prerequisite: SOCI 1101.

**SOCI/CRJU 3432-Gangs, Drugs, and Criminal Justice** 3-0-3  
 See CRJU 3432 for course description.

**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-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** 3-0-3  
 Explores what it means to live in an organizational society and world. Theory, metaphor, and research findings provide insight and tools for understanding and, possibly, affecting our organizational world. Organizational and leadership effectiveness will be ongoing themes. 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-Sociology of Sport** 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-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 5431 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.

- SOCI 5131/5131G-Population** 3-0-3  
Examines sociological approaches to understanding demographic processes, including the historical transformation of the world's population and its current status. Covers three basic population processes: fertility, mortality, and migration. Prerequisite: SOCI 1101 or permission of instructor.
- 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. 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. Prerequisite: SOCI 1101 or permission of instructor.
- 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. Prerequisite: SOCI 1101 or permission of instructor.
- SOCI 5136/5136G-Sociology of Education** 3-0-3  
Studies the social conditions that influence the organization and process of education, the course focuses on the effects of social class, race, and gender inside and outside the classroom. Major theoretical and methodological approaches to the sociology of education are reviewed. 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. 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. Prerequisite: SOCI 1101 or permission of instructor.
- SOCI 5139/5139G-Sociology of Health Care** 3-0-3  
Analyzes health and illness from a sociological perspective. Attention will be given to health care institutions, roles, beliefs, and practices as well as newly emerging roles. 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. Prerequisites: SOCI 1101, SOCI 2232 or permissions of instructor.
- SOCI 5231/5231G-Sociology of Politics** 3-0-3  
Contributions of sociology to the study of politics, including analysis of political aspects of social systems, social context of action, and social basis of power. Prerequisite: SOCI 1101 or permission of instructor.
- 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. Prerequisite: SOCI 1101 or permission of instructor.
- SOCI 5333-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 5431/5431G-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: Undergraduate sociological theory or permission of instructor.
- 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. Prerequisite: SOCI 1101 or permission of instructor.
- SOCI/ANTH/AAST/AMST 5435/5435G-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. Prerequisite: ANTH 1102 or SOCI 1101 or permission of instructor.
- SOCI/ANTH/LAST 5436/5436G-Latin American Societies** 3-0-3  
See ANTH 5436 for course description.
- 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 6431-Contemporary Theory** 3-0-3  
Examination of modern sociological theory, its place in the scientific endeavor, and major theorists, and theory systems. Required for the M.A. Degree in Sociology. Prerequisite: Undergraduate course in sociological theory or permission of instructor.
- SOCI 6434-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 sociological research. Required for the M.A. Degree in Sociology. Prerequisite: SOCI 6435.
- SOCI 6435-Sociological Quantitative Analysis** 2-1-3  
Study of the techniques and statistics necessary to design and interpret quantitative sociological research. Required for the M.A. Degree in Sociology. Prerequisite: Undergraduate preparation in statistics and research methods or permission of instructor.
- SOCI 6436-Qualitative Research Methods** 3-0-3  
Analysis and practice of qualitative methodology in sociology. Includes participant observation, interviews, case studies, content analysis, and other innovative techniques.
- SOCI 6631-Seminar in Self and Society** 3-0-3  
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 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 masters level. Prerequisite: Permission of instructor.

**Spanish (CLASS)**  
**SPAN 1001-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-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-Intermediate Spanish I** 3-0-3  
Building upon communication skills (understanding, speaking, reading, and writing Spanish) and cultural understanding, developed at the elementary level. Prerequisite: SPAN 1001 and SPAN 1002 or equivalent.

**SPAN 2002/2002H-Intermediate Spanish II** 3-0-3  
Development of writing skills and closer examination of grammatical structures of the Spanish language. Writing assignments based on both oral and written authentic sources. May be exempted through Department of Foreign Languages testing program. Prerequisite: SPAN 2001 or concurrent enrollment in SPAN 2001 or equivalent.

**SPAN 2060-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 the equivalent.

**SPAN 2131-Spanish for Hospitality and Tourism** 3-0-3  
Designed specifically for students in hotel and restaurant management in order to acquaint them with basic vocabulary for use in their specific area of study and may be used to fulfill graduation requirements for the B.S. degree (in lieu of SPAN 2001). Prerequisites: SPAN 1001 and SPAN 1002 or College Spanish or equivalent.

**SPAN 3030-Selected Topics in Spanish** (1-3)-0-(1-3)  
Selected topics in Spanish. Prerequisites: Two Spanish courses at the Intermediate II level or equivalent.

**SPAN 3130/3130S- Conversation** 3-0-3  
Provides oral practice in Spanish using authentic communicative activities. Prerequisites: SPAN 2002 or equivalent.

**SPAN 3131/3131S-Spanish Grammar and Composition** 3-0-3  
A treatment of fine points of grammar and idioms, with special attention to the verbal and pronominal systems. Prerequisites: Two Spanish courses at the Intermediate II level or equivalent.

**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. Prerequisites: Two Spanish courses at the Intermediate II level or equivalent.

**SPAN 3230/3230S-Approach to Hispanic Literature** 3-0-3  
Introduction to reading literary texts in Spanish. Selected literary works by genre of poetry, narrative prose, drama, and essay will be studied with attention to the study of their forms of literary expression in Spanish and introduction of terms related to the discussion of literature in Spanish. Prerequisites: Two Spanish courses at the Intermediate II level or equivalent.

**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. Prerequisites: Two Spanish courses at the Intermediate II level or equivalent.

**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. Prerequisites: Two Spanish courses at the Intermediate II level or equivalent.

**SPAN 3530-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. Prerequisites: Two Spanish courses at the Intermediate II level or equivalent.

**SPAN 3531-Technology for Spanish for Business 3-0-3**  
 Study of basic foundation in vocabulary and discourse related to functional technology in business and industry in today's global society. Researching, creating, and applying technologies used in the business world. Prerequisites: Completion of SPAN 2002 or the equivalent.

**SPAN 4130-Advanced and Applied Conversation 3-0-3**  
 Builds on oral skills with activities designed to be applied to more complex communicative tasks, including negotiating, supporting opinions, and solving problems. Prerequisites: Three Spanish courses at the 3000 level or permission of instructor.

**SPAN 4131-Spanish Stylistics 3-0-3**  
 Students will study models of effective and elegant writing in Spanish for improvement of their own writing. Additional study of more sophisticated levels of expression and vocabulary. Prerequisites: Three Spanish courses at the 3000 level or permission of instructor.

**SPAN 4132- Phonetics 3-0-3**  
 The course provides an understanding of Spanish articulatory phonetics. Students will learn the basic principles of Spanish pronunciation and enhance the correct pronunciation of Spanish through intensive oral drills. Students will also enhance their Spanish spelling and will be able to describe standard Spanish as well as other dialects of Spanish. Prerequisites: Completion of SPAN 3130 or the equivalent.

**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-Introduction to Spanish-American Literature I 3-0-3**  
 Introduction to the literature of Spanish America from the Colonial Period to "Modernism." Emphasis on literary currents in connection with their history and culture. Prerequisite: SPAN 2002 or the equivalent.

**SPAN 4232- Introduction to Spanish-American Literature II 3-0-3**  
 Introduction to the literature of Spanish America from the end of the 19<sup>th</sup> Century to the present. Study of representative authors, their themes and their significance for the development of the literary period. Prerequisite: SPAN 2002 or the equivalent.

**SPAN 4233- Peninsular Literature I 3-0-3**  
 The study of authors and readings, with special attention given to the literary movements and historical context, from the Middle Ages to the seventeenth century. Prerequisite: SPAN 2002 or the equivalent.

**SPAN 4234- Peninsular Literature II 3-0-3**  
 The study of authors and readings, with special attention given to the literary movements and historical context, from the eighteenth century to present day. Prerequisite: Completion of SPAN 2002 or the equivalent.

**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 4332- Caribbean Culture and Civilization 3-0-3**  
 Study of the development of the Caribbean in terms of history, culture, and civilization. In addition, the course will examine the literature, pictorial art, music, and the economic, social and political aspects of the area today. Emphasis on Cuba, Puerto Rico, and the Dominican Republic.

**SPAN 4334- Peninsular Civilization and Culture 3-0-3**  
 General survey of culture and civilization of the Iberian peninsula from its earliest inhabitants to the present. Prerequisites: Completion of SPAN 2002 or the equivalent.

**SPAN 4335/4335S-Spanish American Civilization and Culture 3-0-3**  
 A study of the culture and civilization of Spanish America from the time of the pre-Colombian Indian societies through the present. Prerequisite: Completion of SPAN 2002 or equivalent.

**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 4431-19th Century Literature in Spain 3-0-3**  
 A study of literary works which focus on recurrent themes of transition from Spain's status as a world power and the decay of traditional social values during the nineteenth century in Spain. Prerequisite: SPAN 2002 or equivalent.

**SPAN 4432-Twentieth Century Spanish Literature 3-0-3**  
 A study of literary works and trends in twentieth century Spain. Prerequisite: SPAN 4230 or permission of instructor.

**SPAN 4433-Golden Age Prose & Poetry 3-0-3**  
 Study of representative works and its authors of the prose and poetry of Spain during the 16<sup>th</sup> and 17<sup>th</sup> centuries. Prerequisite: Completion of SPAN 2002 or the equivalent.

**SPAN 4434-Golden Age Drama 3-0-3**  
 Study of drama in Spain during the 16<sup>th</sup> and 17<sup>th</sup> centuries tracing its development from the Medieval through the Baroque periods. Prerequisite: SPAN 2002 or the equivalent.

**SPAN 4436-Twentieth Century Spanish-American Literature 3-0-3**  
 A study of literary works in Spanish America from 1925 to the present. Emphasis on literary tendencies with respect to cultural, social, and economic factors of this period. Prerequisite: SPAN 4231 or permission of instructor.

**SPAN 4530-Advanced Spanish for Business I 3-0-3**  
 An advanced level of commercial Spanish vocabulary and discourse related to functional business areas and situational practice for success in the Spanish speaking business world. Prerequisites: SPAN 3530 and two Spanish courses at the 3000 level or permission of instructor.

**SPAN 4531-Advanced Spanish for Business II 3-0-3**  
 A continuation of the study of basic foundation in vocabulary and discourse related to functional technology for business and industry in today's global society. Researching, creating, and applying technologies used in the business world. Prerequisites: SPAN 4530 or permission of instructor.

**SPAN 4532-Translation and Interpretation 3-0-3**  
 Introduction to comparative stylistics through translations. Comparative study of characteristic modes of expression, and introduction to the theoretical aspects and techniques of translation, using a variety of commercial documents in business and industry. Prerequisites: Completion of SPAN 2002 or the equivalent.

**SPAN 4533-Business Through Literature 3-0-3**  
 Reading in the social, economic and political changes of the Hispanic world through essays, novels, plays, short stories, and poems. Prerequisites: Completion of SPAN 2002 or the equivalent.

**SPAN 4534-The Manufacturing Enterprise 3-0-3**  
 This course is designed to provide a uniquely hands-on experience which entails student creation of a company and subsequent product development, marketing, and production for a profit. Prerequisites: Completion of SPAN 2002 or the equivalent.

**SPAN 4790/4790S-Internship In Spain (1-15)-0-(1-15)**  
 Internship in one or more Spanish speaking countries. Prerequisites: Permission of instructor and department chair.

**SPAN 4890-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. Prerequisites: Two Spanish courses at the 3000 level.

**SPAN 5030/5030G-Selected Topics in Spanish (1-3)-0-(1-3)**  
 Selected topics in Spanish. Prerequisites: Two Spanish courses at the Intermediate II level or equivalent.

**SPAN 5230/5230G-Medieval Spanish Literature 3-0-3**  
 Study of representative authors and their works through the 15<sup>th</sup> century. Prerequisite: Completion of SPAN 2002 or the equivalent.

**SPAN/LAST 5232/5232G-Literature of Hispanic Minorities 3-0-3**  
 Acquaints students with the representation of various minority groups in Hispanic society as represented in literature. Emphasis on ethnicity, cultural traditions, and their relation to historical and political events. Representative narrative works and poetry. Prerequisites: SPAN 3230 and two other Spanish courses at the 3000 level or permission of instructor.

**SPAN 5234/5234G-Modern Peninsular Women Writers 3-0-3**  
 This course explores current literary works (prose, poetry, drama) by women in Spain. Analyzes selected works as individual literary creations, and also situates them in their cultural, historical, and aesthetic contexts using appropriate critical methodologies. Prerequisites: Completion of SPAN 2002 or the equivalent.

**SPAN/WGST 5235/5235G/5235S-Modern Spanish American Women Writers 3-0-3**  
 This course introduces students to major works of modern Spanish American women writers and texts by Latina writers in the U. S. The course will focus on contemporary women's issues, women's lives and feminist thinking in connection to class, race, and culture, both through prose and poetry.

**SPAN/AAST 5330/5330G-African-Hispanic Culture 3-0-3**  
 An introduction to African-Hispanic culture through the reading and discussion of poetry, short stories, historical documents, and movies in which Afro-Hispanics play a central role. Prerequisites: Three Spanish courses at the 3000 level 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. Prerequisites: Completion of SPAN 2002 or the equivalent.

**SPAN 5332/5332G-Hispanic Culture through Cinema 3-0-3**  
 This course will provide knowledge of Hispanic culture through films from Spain and Spanish America and will focus on Hispanic culture with discussion of a variety of themes, including traditions and customs, history, women's roles, marginalized individuals, and the search for identity. Prerequisites: Completion of SPAN 2002 or the equivalent.

**SPAN 5890/5890G-Directed Study in Spanish (1-3)-0-(1-3)**  
 Independent study under faculty supervision. Prerequisite: Consent of the 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-Phonetics 3-0-3**  
 Study of Spanish articulatory phonetics. Concentration on the basic principles of pronunciation through intensive oral drills. Students will improve ability to write in Spanish and will be able to differentiate the standard from other dialects of the language.

**SPAN 6230-Survey of Colonial Spanish American Literature 3-0-3**  
 This course will provide a critical and historical study of representative literary genres and authors of Vice Regal America from Spanish transcription of pre-Columbian works to those just prior to the wars of independence.

**SPAN 6231-Survey of 18-19 Century Spanish American Literature 3-0-3**  
 This course will provide a critical and historical study of representative literary genres and authors of Spanish America from the 18<sup>th</sup> and 19<sup>th</sup> centuries.

**SPAN 6232-16-17 Century Drama in Spain 3-0-3**  
 A study of the plays of major playwrights of Golden Age Spain, including Lope de Vega, Tirso de Molina, Calderon de la Barca, Francisco Rojas de Zorrilla, and Maria de Zayas. Topics to be discussed include, but are not limited to, performance and reception, development of commercial theatre, language, and the role of theatre in early modern Spain.

**SPAN 6233-16-17 Century Poetry and Prose in Spain 3-0-3**  
 A study of major authors in poetry and prose of the sixteenth and seventeenth centuries.

**SPAN 6234-Spanish American Poetry: 1910 to the Present 3-0-3**  
 A study of the works of representative post-modern, vanguard, and contemporary poets of Spanish America; analysis of poems within a literary, historical, and political context.

**SPAN 6235-Major Authors in Spain: 18-21 Centuries 3-0-3**  
 This course consists of a close reading and critical analysis of the principal works, schools, and movements of literature in 18<sup>th</sup> through 21<sup>st</sup> century Spain.

**SPAN 6236-Modern Spanish American Theatre 3-0-3**  
 Analysis of selected works of representative Spanish American playwrights of the 20<sup>th</sup> and 21<sup>st</sup> centuries, with emphasis on the social, cultural, and political contexts of the plays studied.

**SPAN 6331-Contemporary Spanish American Culture and Civilization 3-0-3**  
 The study of contemporary civilization and current cultural trends within the various Spanish American communities.

**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-Second Language Acquisition in Spanish 3-0-3**  
 A study of the problems of second language acquisition in Spanish related to programs which emphasize the teaching of communicative skills for use in authentic contexts. Theoretical and historical background as well as hands-on activities.

**SPAN 7131-Stylistics in Spanish 3-0-3**  
 Studies the features of the Spanish language which are necessary for precision and elegance in writing. Includes study of illustrative texts, review of advanced grammatical features, lexical groupings, and written compositions.

**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 7230-Epics and Ballads 3-0-3**  
 An introduction to the rich tradition in Spanish literature of narrative verse. Begins with the oral traditions of medieval epics and ballads and continues through the contemporary written ballad tradition of Garcia Lorca and the mixed tradition of the Mexican-American corridos.

**SPAN 7231-Picaresque Literature 3-0-3**  
 Studies the theme of the antihero, the "picoro," and the development of the picaresque as a literary sub-genre in Golden Age Spain.



**SPAN 7232-Cervantes** 3-0-3  
An in-depth analysis and discussion of Cervantes' literary works, including *Don Quijote* and supplementary readings in Cervantine scholarship and criticism.

**SPAN 7233-Romanticism** 3-0-3  
Studies the Nineteenth century romantic movement in Spain as an outgrowth of cultural change and transition.

**SPAN 7234-Don Quijote** 3-0-3  
Studies of Cervantes' masterpiece. Attention will be given to both the artistry of the novel and the different facets of Cervantine humanism, in the context of his time. The course of study will be based on an analytical study supported by critical bibliography.

**SPAN 7236-Contemporary Spanish-American Literature** 3-0-3  
Studies selected works of the most representative Spanish-American authors from the "Boom" (1960-1975) to the present. Emphasis on the avant-garde movement and its impact on Spanish American poetry and on regional and psychological fiction and drama.

**SPAN 7237-Modernism** 3-0-3  
Studies the renovation of Spanish-American literature from 1880 to 1920, focusing on the plurality of its literary sources and the cultural and social factors of Spanish-America of that period. Examination of the significance of modernism on all Spanish-American literature.

**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.

**Speech Communication (CLASS)**  
**SPCM 1711-Speech Practicum** 1-0-1  
Practical experience in speaking and performance events. A maximum of three credit hours may be applied toward the degree.

**SPCM 2711-Speech Practicum** 1-0-1  
Practical experience in speaking and performance events. A maximum of three credits hours may be applied toward the degree.

**SPCM 3030-Selected Topics in Speech Communication** 3-0-3  
Offers varied courses in specialized areas of the field of speech communication. Prerequisite: Permission of instructor.

**SPCM 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.

**SPCM 3332-Discussion** 3-0-3  
Considers the philosophy and techniques involved in democratic oral decision making with emphasis on the reflective pattern. Designed to produce effective discussion leaders and participants. Prerequisite: COMM 1100 or COMM 1110.

**SPCM/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.

**SPCM 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.

**SPCM 3335-Interpersonal Communication** 3-0-3  
Considers current interpersonal research emphasizing practical analysis for how we communicate and form interpersonal relationships. Prerequisite: COMM 1100.

**SPCM 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.

**SPCM 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.

**SPCM 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.

**SPCM 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.

**SPCM 3711-Speech Practicum** 1-0-1  
Practical experience in speaking and performance events. A maximum of three credits hours may be applied toward the degree.

**SPCM 4234-Small Group Communication Theories** 3-0-3  
Emphasizes the major theoretical approaches to the study of small group communication with a focus on rules theory, field theory, and systems theory. Prerequisite: SPCM 3332.

**SPCM 4331-Communication and Conflict** 3-0-3  
Introduces students to the theory and practice of conflict management in personal and professional relationships.

**SPCM 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.

**SPCM/LING 4333-Semantics** 3-0-3  
Studies the relationship between symbols and meaning. Focuses on language analysis applied to practical problems of communication in contemporary society.

**SPCM 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.

**SPCM/LING 4335-Linguistic Analysis** 3-0-3  
Focuses on the fundamental concepts and principles of linguistic theory. Includes phonology and morphology as applies to certain languages.

**SPCM 4336-Advanced Performance Studies** 3-0-3  
Presents performance techniques relevant to the scripting and staging of presentational ensemble and solo performance. Emphasizes performance as a language act.

**SPCM/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.

**SPCM 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.

**SPCM 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.

**SPCM 4711-Speech Practicum** **1-0-1**  
 Practical experience in speaking and performance events. A maximum of three credit hours may be applied toward the degree.

**SPCM 4791-Speech Internship** **3-0-3**  
 Provides practical experience in a professional setting appropriate for a student trained in speech communication. Will be under the supervision of a skilled practitioner in the particular area of communication. May be taken only by Speech Communication majors. A maximum of six hours may be applied to the major. Prerequisites: COMM 1110 and at least twenty semester credits in upper division Speech Communication classes.

**SPCM 4831-Directed Study in Speech** **3-0-3**  
 Offers students opportunities to design and conduct directed research and/or projects in specialized speech communication 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 chair.

**Special Education (COE)**

**SPED 2120-Introduction to Special Education** **2-0-2**  
 The pre-professional block course is designed to examine the etiology, diagnosis, characteristics 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. Corequisites: EDUF 2120, EDUF 2121, ITEC 2120, and COED 2110. Successful completion of this block of courses is one of the requirements for admission into the Teacher Education Program.

**SPED 3130-Characteristics of Mild Disabilities** **3-0-3**  
 This course is designed to provide a review of the characteristics of students with Mild Disabilities with implications for their education and training. Specific emphasis will be placed on the legal and social issues related to Mild Disabilities. 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.\* Prerequisites: 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. Prerequisites: SPED 3711. Corequisites: SPED 3232, SPED 3234, and SPED 3722.

**SPED 3232-Strategic Instruction in the Content Areas** **3-0-3**  
 This course is designed to provide preservice teacher candidates with the practical techniques of structuring group and individualized instruction in K-12 content area curricula encountered by students with special needs in both general and special education classrooms. The curricular content addressed is focused primarily on mathematics, science and social studies. It includes review, demonstration and preparation of programs, methods, and materials for such instruction. Prerequisites: SPED 3711. Corequisites: SPED 3231, SPED 3234, and SPED 3722.

**SPED 3234-Curriculum in Special Education** **3-0-3**  
 Knowledge and practical application of curriculum for use with learners with special needs. Georgia Quality Core Curriculum (QCCs) and other general education curriculum will be reviewed. Students will learn to modify and adapt curriculum as necessary according to Individualized Education Plans requirements (Curriculum-based Assessment). In addition, curriculum designed primarily for use with learners with special needs will be reviewed. Development of lesson plans for use with a range of curriculum will be included in course requirements. Prerequisite: SPED 3711. Corequisites: SPED 3231, SPED 3232, and SPED 3722.

**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 the classroom to conduct formal observations of the classroom and specific students within that context. In addition, the preservice teacher candidates are required to design an Individualized Education Plan for the assigned student which will include a Behavior Intervention Plan. Preservice teacher candidates also follow diagnostic/prescriptive teaching methodologies to conduct a small-group lesson in one academic content area. Prerequisites: SPED 3711. Corequisites: SPED 3231, SPED 3232, and SPED 3234.

**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 is designed to provide students with practical methods for planning and managing group and individualized instruction in all curriculum areas for individuals with Mild Disabilities, preschool through grade 5. It includes review, demonstration and preparation of programs, methods, and materials for such instruction in both regular and special education classroom. The course is part of the Special Education Block experience. Co-requisites : SPED 4231 and SPED 4761. Prerequisites: SPED 3722 and READ 4131.

**SPED 4231-Instructional and Behavior Management Methods, 6-12** **3-0-3**  
 This course is designed to provide students 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 classroom. Instruction in methods for transitioning is one of the primary foci of this course. The course is part of the Special Education Block experience. Corequisites: SPED 4230 and SPED 4761. Prerequisites: SPED 3722 and READ 4131.

**SPED 4260-Methods of Instruction in Mental Retardation 6-0-6**

Designed to provide students with the practical techniques of structuring group and individualized instruction in all curriculum areas for individuals at all levels of mental retardation. It includes review, demonstration and preparation of programs, methods, and materials for such instruction. It is part of an eight-hour block that includes practica in one or more special education classrooms. Prerequisites: All required course work outside Special Education curriculum, and SPED 3231 and SPED 3712.

**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 4799.

**SPED 4733- SPED Practicum III 0-20-3**

This practicum course is designed to provide an opportunity for students 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 "at-risk" learners. The course is part of the Special Education Block experience and is designed to support content taught in the co-requisite course. Prerequisites: SPED 3722, Special Education Practicum II and course work related thereto, as well as READ 4131, Teaching Reading for Special Education. Prerequisites: SPED 3722, Special Education Practicum II and coursework related thereto, as well as READ 4131, Teaching Reading for Special Education. Co-requisite: SPED 4230-Instructional and Behavior Management Methods, P-5.

**SPED 4734-SPED Practicum IV 0-20-3**

This practicum course is designed to provide an opportunity for students 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 "at-risk" learners. The course is part of the Special Education Block experience and is designed to support content taught in the co-requisite course. Prerequisites: SPED 3722, Special Education Practicum II and course work related thereto, as well as READ 4131 - Teaching Reading for Special Education. Co-requisites: SPED 4231-Instructional and Behavior Management Methods, 6-12.

**SPED 4799-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. Corequisites: 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 - Introduction to Special Education.

**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 - Introduction to Special Education.

**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 7131-Characteristics of Behavior Disorders 3-0-3**

Provides an in-depth examination of the types of behavior characteristics of children and youth with behavior disorders. Emphasis is placed on theories and practices related to appropriate assessment, identification, placement, and programming procedures. Prerequisites: SPED 6130, SPED 6230, SPED 6330, READ 4131, and a course in Abnormal Psychology.

**SPED 7132-Methods of Instruction in Behavioral Disorders 3-0-3**

Focuses on identification and implementation of individualized and group methods of teaching and managing students with emotional/behavioral disorders. A developmental approach to behavioral and educational needs is emphasized. Prerequisite: SPED 7131.

**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 7231-Characteristics of Learning Disabilities 3-0-3**

Provides an in-depth examination of characteristics of individuals with learning disabilities and the theories and systems related to appropriate assessment, identification and skill acquisition throughout the life span. Prerequisites: SPED 6130, SPED 6230, SPED 6330, READ 4131.

**SPED 7232-Methods of Instruction in Learning Disabilities 3-0-3**

Designed to provide practical techniques of structuring group and individualized instruction in all curriculum areas for individuals with learning disabilities. Emphasis is placed on analysis of individual strengths and weaknesses and selection of appropriate methods and materials to promote gains in cognitive, language, academic, and social skills. Prerequisite: SPED 7231.

**SPED 7238-Supervision of Teachers** 3-0-3  
 Designed to enable the supervising mentor teacher to demonstrate in a classroom setting a mastery of skill performance related to effective observation, conferencing, and communications skills. To receive credit, the participant must have a student teacher, intern, or be serving as a mentor teacher while enrolled in this course. Prerequisite: EDLD 7137.

**SPED 7331-Advanced Characteristics of Mental Retardation** 3-0-3  
 Designed to provide an in-depth review of syndromes, characteristics, causes, behavior and special problems associated with all levels of mental retardation with implications for education and training. Prerequisites: SPED 6130, SPED 6230, SPED 6330, READ 4131.

**SPED 7332-Advanced Methods of Instruction in Mental Retardation** 3-0-3  
 Designed to provide students with the practical techniques of structuring group and individualized instruction in all curriculum areas for individuals with mental retardation. 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 7331.

**SPED 7431-Characteristics of Preschoolers in Special Education** 3-0-3  
 Provides student with knowledge of theories of typical and atypical child development from birth through age five with emphasis on stages and sequences of skill acquisition and the impact of disabilities and biomedical risk factors on learning. It is the first of three courses leading to endorsement in Preschool Handicapped. Prerequisites: SPED 6130, SPED 6230, SPED 6330, and READ 4131.

**SPED 7432-Preschool Assessment** 3-0-3  
 Provides an in-depth examination of assessment instruments used for the evaluation of young children. Instruction focuses on the selection, use, and creation of these instruments along with the development of detailed case studies with specific recommendations. It is one in a series of three required for endorsement in Preschool Handicapped. Prerequisite: SPED 7431.

**SPED 7433-Methods of Instruction in Preschool Handicapped** 3-0-3  
 Designed to provide students with the practical skills and techniques for working with young children with disabilities and their parents in a variety of settings. It is the second in a series of courses required for endorsement in Preschool Handicapped. Prerequisite: SPED 7432.

**SPED 7531-Characteristics of the Gifted** 3-0-3  
 Provides an in-depth examination of characteristics of individuals identified as gifted and the theories and systems related to appropriate assessment, identification and instructional management. It is the first in a series designed to develop competencies necessary for teachers of individuals identified as Gifted. Prerequisites: SPED 6130, READ 4131.

**SPED 7532-Curriculum in Gifted Education** 3-0-3  
 Provides an overview of curriculum and program development for students identified as gifted. Principles of curriculum differentiation and application of current curriculum models and learning theory models in the context of education for students identified as gifted will be examined. It is the second in a series of three courses required for endorsement in gifted education. Prerequisite: SPED 7531.

**SPED 7533-Methods of Instruction in Gifted Education** 3-0-3  
 Designed to provide information about instructional techniques used with students who are gifted. Current research on best practices is applied. It is the third course in a series of three leading to endorsement in gifted education. Prerequisite: SPED 7532.

**SPED 7631-Perspectives on Mild Disabilities** 3-0-3  
 Perspectives on Characteristics of Mild Disabilities 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 or Co-requisites: SPED 6230, SPED 6330.

**SPED 7632-Methods for Mild Disabilities** 3-0-3  
 Methods for Mild Disabilities 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 learner with mild disabilities. Prerequisites: SPED 7631.

**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 7734-Internship in Teaching Preschoolers with Handicaps** 0-10-3  
 Involves the implementation of prescriptive methods of teaching students with a preschool handicap. Interns must complete 150 contact hours of field experience in a classroom serving students identified as having a preschool handicap. Prerequisite: By permission only.

**SPED 7735-Internship in Teaching the Gifted** 0-10-3  
 Involves the implementation of prescriptive methods of teaching students identified as gifted. Interns must complete 150 contact hours of field experience in a classroom serving students identified as gifted. Prerequisite: By permission only.

**SPED 7736- Internship in SPED/BD, LD, MR/Mild** 0-10-3  
 This course involves the implementation of prescriptive methods for teaching students identified with either Behavior Disorders, Learning Disabilities, Mental Retardation, or Mild Disabilities. Interns must complete 150 contact hours of field experience in a P-12 classroom serving students with the categorical focus identified in the student's program of study. Prerequisites: SPED 7131-Methods/BD, SPED 7231-Methods/LD, SPED-7332, Adv Methods/MR, OR SPED 7632-Methods for Mild Disabilities.

**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 8230-Cognition and Remediation of Individuals** 3-0-3  
 Designed to provide the experienced graduate teacher with a basic understanding of brain physiology and anatomy as it applies directly to human learning and behavior. Students will use this information as a basis for generating appropriate remediation techniques for students with disabilities.

**SPED 8330-Curriculum Development in Special Education** 3-0-3  
 Designed to provide the experienced graduate teacher with instruction in curriculum development for use with individuals with special learning needs in the areas of behavior disorders, learning disabilities, and/or mental retardation. Prerequisite: Admission into the Ed.S. Degree Program in Special Education.

**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 8839-Special Education Field-Based Research** (1-3)-(0-3)

Designed to provide Ed.S. level students with guidance in reporting the results of research conducted by the student. Prerequisites: Completion of the Ed.S. Education Core, Special Education Core, and all other coursework in the Ed.S. Specialization Strand.

**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, random variables and selected probability distributions, statistical inference including confidence intervals and hypothesis tests. An interactive statistical package 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. 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. 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. 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. 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 6130-Statistics for Researchers** 3-0-3

An introductory course in statistical methods for students in the natural sciences, social sciences, health and professional studies, technology, and business. Sampling techniques for the various disciplines, data summary techniques, analysis and reporting will be studied. Topics include descriptive statistics, point and interval estimation, hypothesis testing, categorical data analysis, contingency tables, regression and correlation analysis. Prerequisite: MATH 1111 or equivalent.

**STAT 6131-Biostatistics** 3-0-3

Examines statistics in public health and related sciences, including describing populations, measurement, sampling, hypothesis testing, estimation, categorical data analysis, regression and correlation, ANOVA, nonparametric methods, and use of a statistical software package. Prerequisites: Undergraduate course in statistics or permission of instructor.

**STAT 7090-Selected Topics in Statistics** (1-3)-(0-2)-(1-3)

Selected study in a selected area of Statistics. Prerequisite: 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 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 or equivalent.

**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 7534-Data Management for Biostatistics** 3-0-3  
 The basic concepts for data collection and management of biostatistical data will be investigated. The design of data collection methods, constructing data entry procedures, the use of databases for storing and retrieving data, methods of coding data, data documentation, quality control procedures, communicating with other databases, producing data set for valid statistical inference, and report writing will be studied. Prerequisites: STAT 5532, computer programming experience or permission of instructor.

**STAT 7535-Biopharmaceutical Statistics for Drug Development** 3-0-3  
 Statistical aspects of drug research and development, Federal regulations, and marketing will be studied. More specifically, statistical methods useful in the areas of: pharmaceutical lead discovery and optimization, assessment of pharmacological activity, pharmaceutical formulation, preclinical and clinical safety assessment, clinical development, bioavailability and bioequivalence, clinical trials with quantitative and qualitative measurements, cancer clinical trials, and manufacturing and quality control, will be studied. Prerequisite: STAT 7132, STAT 7134, STAT 7231, and permission of instructor.

**STAT 7537-Statistical Issues in Drug R & D** 3-0-3  
 Major statistical issues in the federal regulation of drug research and clinical development will be studied. More specifically, summarization, analysis and monitoring of adverse experiences, two treatment crossover designs, active control equivalence studies, optimization in clinical trials and combination drug development, dosing in the elderly, intention to treat in clinical trials, and dual control groups in rodent carcinogenicity studies will be studied. Prerequisite: STAT 7132, STAT 7134, STAT 7231, and permission of instructor.

**STAT 7760-Practicum in Statistics** (1-3)-36-(1-3)  
 Permits the student to receive practical experience in a selected statistics setting. Prerequisite: Permission of instructor.

**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 7899-Research Project in Statistics** (1-6)-(0-4)-(1-6)  
 Research project addressed toward a real world problem. Prerequisites: Consent of project advisor and permission of department chair.

**Technology Education (COE)**  
**TCED 2131-Introduction to Technology Education** 3-0-3  
 Introduces the prospective teacher to the field of Technology Education. Highlights origins, movements and leaders that have shaped this program. Goals, objectives, content and competencies will be explored through didactic and practical methods.

**TCED 2132-Lab Design** 3-0-3  
 Includes the essentials of designing an appropriate Technology Education facility and managing such a facility in a public school setting. Program development and equipment procurement are included. Also includes the essentials of maintaining tools, equipment and the facility. In addition, the operation of programs in a public school situation and the necessary safety precautions are included.

**TCED 3231-Materials Technology for Technology Education Teachers** 2-4-3  
 An analysis of the common materials used in the teacher preparation area of the Technology Education laboratory. Emphasis is placed on identification, nomenclature, and standard processes used to develop mock-ups and prototypes as related to the Technology Education laboratory.

**TCED 3234-Electronics Technology for Technology Education Teachers** 2-4-3  
 This course is designed to provide the prospective Technology Education teacher with the information necessary to instruct students in the fundamentals of electronics technology and its impact upon human innovation and the environment. Upon completion of this course, students will be able to design, troubleshoot, and maintain electronic components typically found in a Technology Education laboratory.

**TCED 4130-General Technology for Teachers** 3-0-3  
 A study of the educational aspect of the areas of production, transportation, construction and communication. An emphasis is placed on utilizing common materials discovered in the nature and the refinement of these materials in a laboratory environment through the design and development of prototypes.

**TCED 5236/5236G-Technology Education Curriculum** 3-0-3  
 Focuses on problems, techniques and procedures in the preparation, selection and organization of curriculum materials for instructional purposes. Emphasis is placed on methods, techniques and theories of learning, preparation of materials, sequencing, laboratory safety, evaluation and teacher liability in the technology setting. Prerequisites: Admission to Teacher Education Program (for initial certification only).

**TCED 5237/5237G-Technology Education Methods** 2-3-3  
 The Technology Education major will be exposed to effective methods and techniques of teaching Technology Education subjects. Emphasis will be placed on class organization, course management, preparation of lesson plans and audio-visual instructional aids. Prerequisite: Admission to Teacher Education Program (for initial certification only).

**TCED 5238/5238G-Materials and Methods of Construction** 3-0-3  
 An introduction to and fundamental exploration of the commonly used building materials and methods of construction. Prerequisite: Admission to Teacher Education Program (for initial certification only).

**TCED 5239/5239G-Advanced Technology Education for Teachers** 2-4-3  
 A study of the educational aspects of human innovation and problem solving as they apply to Technology Education. An emphasis is placed on using the "Technological Problem-Solving Process" to identify, evaluate, and solve problems with existing technologies and the innovation of new technologies. Prerequisite: Admission to Teacher Education Program (for initial certification only).

**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 1145 or CHEM 1140.

**TCET 3152-Structural Analysis** 4-2-5  
 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 some computer work using a well-known, industry-standard structural analysis software. Prerequisites: TENS 2121 and TENS 2143.

**TCET 3243-Transportation Systems** 3-3-4  
 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 CET.

**TCET 3244-Construction Materials** 3-3-4  
 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. Prerequisites: TENS 2143.

**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 3152.

**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, columns, and connections. Design/ computational laboratory activities in support of instruction. Prerequisites: TCET 3152.

**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 3244, and TCET 3243.

**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 2121 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 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 1111-Computer Design Application** 1-1-1  
A review of recently released desktop computer based design and presentation packages.

**TCGT 1521-CAD Drafting** 1-3-2  
A basic computer aided drafting course. One lecture and one triple-lab period. Prerequisites: Technical Drawing, equivalent or permission of instructor.

**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 1531-Architectural Design Graphics** 1-4-3  
Graphics used to represent architectural applications including sketching, drafting building plans, blueprint reading, perspective drawing and other techniques.

**TCGT 1535-GIS Technology** 1-4-3  
Technical foundations of the Geographic Information System (GIS).

**TCGT 3532-2D Computer Drafting** 1-4-3  
A computer-aided drafting course for architectural applications. Begins with Basic Computer Aided Design Drafting (CADD) theory and construction. Followed by instruction in architectural CADD practice and technology. Prerequisites: TCGT 1531 or permission of instructor.

**TCGT 4090-Selected Topics in Technology** (0 to 3)-(0 to 6)-(1 to 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 7131-History of Technology** 3-0-3  
A study of origins and development of humankind's mastery of the environment through technology.

**TCGT 7230-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.

**TCGT 7530-Research and Technology** 3-0-3  
A study of modern research methods and their application to the preparation of the thesis and technical reports.

**TCGT 7532-Global Technology** 3-0-3  
An examination of the developments of technology and industry worldwide and the effects upon international relations.

**TCGT 7890-Selected Topics in Technology** (3-0-3)  
This course is scheduled on an infrequent basis to explore special areas of technology.

**TCGT 7891-Independent Study** (0 to 3)-(0 to 6)-(1 to 3)  
Independent study is available for the student to undertake individualized experimentation, research, or study related to technology. The specific topic will be determined and approved by the faculty and the student prior to the semester in which the course is taken. Permission of the instructor is required. Academic credit is assigned to the independent study to commensurate with the magnitude of the study.

**TCGT 7895-Special Problems in Technology** (0 to 3)-(0 to 6)-(1 to 3)  
Special Problems is available for the student to undertake individualized experimentation, research, or study related to the technology. The specific topic will be determined and approved by the faculty and the student prior to the semester in which the course is taken. Permission of the instructor is required. Academic credit is assigned to the independent study to commensurate with the magnitude of the study.

**TCGT 7999-Thesis** 0-0-(1-6)  
This course focuses on the preparation and completion of the thesis.

**Construction Management (TCM)**  
**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.

**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 2230-Wood Structures** 3-0-3  
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. Prerequisite: TCM 1130.

**TCM 2231-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. Prerequisite: TCM 1130.

**TCM 2232-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 and curing, masonry and mortar materials and accessories and masonry construction. Prerequisite: TCM 1130.



**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: TCM 1130 and MATH 1112.

**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: PHYS 1111 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. Prerequisite: TCM 1130, PHYS 1111, and PHYS 1113.

**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: 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. Prerequisite: TCM 2230, TCM 2231, TCM 2232, and TCM 2240.

**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: ECON 2105, ACCT 2030, CISM 1110 and CISM 1120.

**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. Prerequisites: TCM 3331.

**TCM 3890-Special Problems in Construction** (1-3)-(0-2)-(1-3)  
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 4430-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: Successful completion of 25 hours of TCM course work.

**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: TCM 3330, 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: Completion of 25 hours of TCM course work.

**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: TCM 3330, 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. Prerequisite: TCM 3330 and TCM 3331.

**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. Prerequisite: Senior standing or permission of instructor.

**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. Prerequisite: Consent of instructor.

**Printing Management (COST)**  
**TCPM 1131-Introduction to Printing Technology** 2-3-3  
An introduction to the pre-press, press, and post-press printing processes covering such industry areas as offset, flexography, screen and gravure printing.

**TCPM 1321-Desktop Publishing** 2-0-2  
The fundamentals of desktop publishing for the graphic communications and information technology industries are covered as well as technologies that have evolved from desktop publishing. Fundamental topics include word processing, graphics and page assembly. Other topics include fundamentals of digital photography, video imaging and related applications. Corequisite: TCPM 1311.

**TCPM 1411-Desktop Publishing Laboratory** 0-2-1  
Provides hands on experiences that coincide with TCPM 1321. Hands on activities include fundamental word processing, graphics and page assembly. Other topics include fundamentals of digital photography, video imaging and related applications. Corequisite: TCPM 1321.

**TCPM 2122-Industrial Practicum** 2-0-2  
Designed for direct observation and work experience with the local printing industry. The student is exposed to problems, practices, management structures and work ethics. Printing Management majors only. Prerequisites: TCPM 1131, 1321, and 1411. Corequisite: TCPM 2222.

**TCPM 2132-Image Preparation I** 3-0-3  
An exploration of the tools, processes and planning procedures used in the initial capture, editing, and production of an image for the graphic communications and information technology industries. The layout and design process from a printing perspective is discussed and evaluated. Prerequisites: TCPM 1131, TCPM 1321, and TCPM 1411. Corequisite: TCPM 2212.

**TCPM 2212-Image Preparation I Laboratory** 0-2-1  
The lab experience include using the tools and processes used in the initial capture and production of an image and its editing. Prerequisites: TCPM 1131, TCPM 1321, and TCPM 1411. Corequisite: TCPM 2132.

**TCPM 2222-Industrial Practicum Laboratory** 0-8-2  
Designed for direct observation and work experience with the local printing industry. The student is exposed to problems, practices, management structures and work ethics. Printing Management majors only. Prerequisites: TCPM 1131, 1321, and 1411. Corequisite: TCPM 2122.

**TCPM 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: TCPM 1131. Corequisite: TCPM 2412.

**TCPM 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: TCPM 1131. Corequisite: TCPM 2332.

**TCPM 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, characteristics of inks and papers and testing procedures used with inks and substrates. Prerequisite: TCPM 1131.

**TCPM 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 will be on a satisfactory/unsatisfactory basis only. Prerequisite: Student must have junior or senior standing and must have earned a minimum of a B in the class in which the student will assist.

**TCPM 3333-Image Preparation II** 3-0-3  
An in-depth study of the materials, processes, techniques and planning procedures used in the final stages of image production for the graphic communications and information technology industries. Topics include: conventional and electronic image assembly methods, imposition, trapping, pre-flighting, output options and requirements and the various proofing options available. Prerequisite: TCPM 3745. Corequisite: TCPM 3413.

**TCPM 3413-Image Preparation II Laboratory** 0-2-1  
A hands on laboratory course. The laboratory activities include the following: conventional and electronic image assembly methods, imposition, trapping, pre-flighting, output options and proofing. Some of the software packages used for this course include QuarkXpress, INposition, and Flight Check. Prerequisite: TCPM 3745. Corequisite: TCPM 3333.

**TCPM 3745-Printing Internship I** 0-0-4  
Designed for students to receive practical work experience with an approved printing firm. A minimum of 480 contact hours with the host site is required. Printing Management majors only. Prerequisites: TCPM 2332, TCPM 2412, TCPM 2432, TCPM 2132, TCPM 2212, TCPM 2122, TCPM 2222.

**TCPM 4132-Screen Printing** 2-2-3  
An introduction to screen printing. Screen preparation, emulsion preparation, single and multi-color printing and screen recovery are experienced. Prerequisite: TCPM 3745.

**TCPM 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. Prerequisites: TCPM 1131, ART 1334, JOUR 3333, or permission of instructor.

**TCPM 4746-Printing Internship II** 0-40-4  
Designed for students to further their industry experience beyond TCPM 3745. A minimum of 480 hours contact hours with the host site is required. Printing Management majors only. Prerequisites: TCPM 3745 and 9 to 12 hours from the following: TCPM 5234, TCPM 5314, TCPM 5434, TCPM 5514, TCPM 3333, TCPM 3413, TCPM 4132, TCPM 5334, TCPM 5534, TCPM 4431.

**TCPM 4899-Independent Study** (0 to 3)-(0 to 6)-(1 to 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.

**TCPM 5090/5090G-Selected Topics in Technology** (1 to 3)-(2 to 6)-(1 to 3)  
Scheduled on an infrequent basis to explore special areas in technology and will carry a subtitle. Allows faculty to offer a course on a trial basis for possible approval at a later date.

**TCPM 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, and color separation hardware and software and color management systems. Graduate students will be required to perform additional laboratory and research activities. Prerequisite: TCPM 3745 (required for Printing Management Major only. IT second discipline students and PM minor students should consult with the assigned Printing Management program advisor).

**TCPM 5314/5314G-Color Reproduction Laboratory** 0-2-1  
This course 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. Prerequisite: TCPM 3745. Corequisite: TCPM 5234.

**TCPM 5331/5331G-Flexographic Technology I** 2-2-3  
Designed to introduce students to the flexographic printing industry. Discussions will include the design, techniques, processes and manufacture of flexographic printed products. Activities will include the setup and operation of a flexographic press. Prerequisite: TCPM 3745.

**TCPM 5332/5332G-Multimedia Presentations** 2-2-3  
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 techniques, and their use in multimedia presentations for video, CD-ROM and the Internet. Prerequisite: Successful completion of a college level computer course.

**TCPM 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. Graduates students will be required to perform additional laboratory and research activities. Prerequisites: TCPM 3745 (required for Printing Management Major only. IT second discipline students and PM minor students should consult with the assigned Printing Management program advisor).

**TCPM 5335/5335G-Printing Industry Management Topics** 2-2-3

Course topics focus specifically on managerial decisions as they uniquely apply to the printing industry, such as: facilities planning and production flow, trade customs, contracts and quality control and testing. Prerequisites: TCPM 5234, TCPM 5314, TCPM 5435, TCPM 5514, TCPM 2333, TCPM 3413.

**TCPM 5434/5434G-Lithographic Reproduction** 3-0-3

Designed to introduce the student to film assembly and presswork. Topics include imposition layouts, film assembly, platemaking, proofing systems, and press operation. Prerequisite: TCPM 3745. Corequisite: TCPM 5514.

**TCPM 5514/5514G-Lithographic Reproduction Laboratory** 0-3-1

Designed to present the student with various film assembly and presswork techniques. Laboratory activities include: film assembly, platemaking, proofing systems, and press operation. Graduate students will be required to perform additional laboratory and research activities. Prerequisite: TCPM 3745. Corequisite: TCPM 5434.

**TCPM 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 required to perform additional laboratory and research activities. Prerequisite: TCPM 3745 (required for Printing Management Major only. IT second discipline students and PM minor students should consult with the assigned Printing Management program advisor).

**TCPM 5535/5535G-Printing Estimating** 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 required to perform additional laboratory and research activities. Prerequisites: TCPM 5234, TCPM 5314, TCPM 5434, TCPM 5514, TCPM 3333, TCPM 3413.

**TCPM 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.

**TCPM 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. Their use in multimedia presentations for video, CD ROM, and the Internet. 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 TCPM 7231.

**Electrical Engineering Technology (COST)****TEET 2114-Circuit Analysis Laboratory I** 0-3-1

Laboratory activities in support of instruction in TEET 2133. Prerequisite: TENS 2136 and TENS 2116. Corequisite: TEET 2133.

**TEET 2133-Circuit Analysis I** 3-0-3

An introduction to basic circuit analysis including DC and AC circuits, network theorems and Kirchoff's laws. Prerequisites: MATH 2242/2242H and TENS 2136. Co-requisite: TEET 2114.

**TEET 2412-Digital Circuits Laboratory** 0-3-1

Laboratory activities in support of instruction in TEET 2431. Prerequisite: TENS 2136 and TENS 2116. Co-requisite: TEET 2431.

**TEET 2431-Digital Circuits** 3-0-3

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. Prerequisite: TENS 2136.

**TEET 2433-Microcontrollers** 3-0-3

Study and applications of the 8051 Microcontroller. Course topics include microcontroller architecture, memory, peripheral devices, interfacing, and programming. Prerequisite: TENS 2136.

**TEET 3116-Circuit Analysis Laboratory II** 0-3-1

Laboratory activities in support of instruction in TEET 3135. Prerequisite: TEET 2114. Corequisite: TEET 3135.

**TEET 3135-Circuit Analysis II** 3-0-3

A continuation of TEET 2133. Topics include AC Power, Polyphase Circuits, Transformers, Resonant Circuits, LaPlace Transforms in Circuit Analysis, Transfer Functions, Fourier Analysis. Prerequisites: TEET 2133. Co-requisite: TEET 3116.

**TEET 3212-Electronics Laboratory I** 0-3-1

Laboratory activities in support of instruction in TEET 3231. Prerequisite: TEET 2133. Corequisite: TEET 3231.

**TEET 3214-Electronics Laboratory II** 0-3-1

Laboratory activities in support of instruction in TEET 3233. Prerequisite: TEET 3212. Corequisite: TEET 3233.

**TEET 3215-RF Amplifier Design Laboratory** 0-3-1

Laboratory activities in support of instruction in TEET 3236. Prerequisite: TEET 3212. Corequisite: TEET 3236.

**TEET 3231-Electronics I** 3-0-3

An introduction to basic solid state devices, including diodes, BJTs and FETs; their applications in rectifiers, amplifiers, and power supplies. Prerequisite: TEET 2133. Co-requisite: 3212.

**TEET 3233-Electronics II** 3-0-3

A continuation of TEET 3231. Topics include FET and BJT small signal amplifiers, power amplifiers, tuned amplifiers, multistage amplifiers, feedback amplifiers, oscillators and regulated power supplies. Prerequisite: TEET 3231. Co-requisite: TEET 3214.

**TEET 3236-RF Amplifier Design** 3-0-3

An introduction to modern techniques for RF design. The course concentrates on lumped element circuits in the frequency range 1-1000 MHZ, RF amplifiers, oscillators, mixers and RF receivers. Prerequisite: TEET 3231. Co-requisite: TEET 3215.

**TEET 3312-Rotating Machines Laboratory** 0-3-1

Laboratory activities in support of instruction in TEET 3331. Prerequisite: TEET 3116. Corequisite: TEET 3331.

**TEET 3314-Electrical Distribution Systems Laboratory** 0-3-1

Laboratory activities in support of instruction in TEET 3333. Prerequisite: TEET 3312. Corequisite: TEET 3333.

**TEET 3331-Rotating Machines** 3-0-3

DC and AC (single and polyphase) motors and generators, energy converters and transformers. Prerequisite: TEET 3135. Co-requisite: TEET 3312.

**TEET 3333-Electrical Distribution Systems** 3-0-3

A study of electrical power distribution, primarily the National Electrical Code residential and industrial, with emphasis on services, feeders, branch circuits, metering, voltage drops, sizing of conductors, demand limiting, etc. Prerequisite: TEET 3135. Co-requisite: TEET 3314.

**TEET 3512-Programmable Controllers Laboratory** 0-3-1

Laboratory activities in support of instruction in TEET 3531. Prerequisite: TENS 2136 and TENS 2116. Corequisite: TEET 3531.

**TEET 3531-Programmable Controllers** 3-0-3

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. Prerequisite: TENS 2136 and TENS 2116. Co-requisite: TEET 3512.

**TEET 3890-Directed Independent Study (1 to 3)-0-(1 to 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 to 6)-0-(1 to 6)**  
 Designed to provide for study of Electrical Engineering Technology course topics not generally offered by the program.

**TEET 4212-Operational Amplifiers Laboratory 0-3-1**  
 Laboratory activities in support of instruction in TEET 4231. Prerequisite: TEET 3214. Corequisite: TEET 4231.

**TEET 4216-Communications Electronics Laboratory 0-3-1**  
 Laboratory activities in support of instruction in TEET 4235. Prerequisite: TEET 3214. Corequisite: TEET 4235.

**TEET 4219-Industrial Electronics Laboratory 0-3-1**  
 Laboratory activities in support of instruction in TEET 4238. Prerequisites: TEET 3116 and TEET 3212. Corequisite: TEET 4238.

**TEET 4231-Operational Amplifiers 3-0-3**  
 An introduction to operational amplifiers, basic feedback structures, op-amp characteristics, regulators, filters, and non-linear circuits. Prerequisite: TEET 3231.

**TEET 4235-Communications Electronics 3-0-3**  
 Devices and circuits within modern electronic communication systems. Topics include spectral analysis, electrical filters, amplitude, angle modulation and detection, pulse and digital modulations. Prerequisite: TEET 3233.

**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 4238-Industrial Electronics 3-0-3**  
 Industrial applications of electronic devices including SCR's, triacs switching circuits, timers, motor controls, and optical devices. Prerequisites: TEET 3135 and TEET 3231.

**TEET 4512-Automatic Controls Laboratory 0-3-1**  
 Laboratory activities in support of instruction in TEET 4530. Prerequisites: TENS 2136. Corequisite: TEET 4530.

**TEET 4530-Automatic Controls 3-0-3**  
 An introduction to control feedback theory including block diagrams transfer functions, stability properties of feedback, and classical design methods. Prerequisite: TENS 2136.

**TEET 4630-EET Senior Project 2-3-3**  
 Individual applied "Product Design & Build" project that includes specifications, scheduling, computer-aided engineering and design (CAE/CAD), printed circuit board fabrication and performance testing. Other requirements are weekly progress reporting, oral presentations, and a comprehensive written report. Prerequisite: Senior standing in EET.

**TEET 4890-Special Problems in EET (1 to 3)-0-(1 to 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.

**Graduate Engineering Technology (COST) TGET 7131-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.

**TGET 7132-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.

**TGET 7133-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.

**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.

**TGET 7135-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.

**Engineering Science (COST) TENS 2121-Digital Computation 1-2-2**  
 An introduction to problem solving using the computer. Interactive hands on use of a programming language, spreadsheet, and other computer based tools to solve a variety of engineering technology problems. Exploration of a range of problems that are suitable for computer solution and the software tools which provide the best fit for the problems to be solved. Prerequisite: Experience with personal computer applications.

**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. Prerequisites: MATH 1111.

**TENS 2141-Statics (0 or 3)-(0 or 2)-(0 to 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. Prerequisites: MATH 1113.

**TENS 2142-Dynamics (0 or 3)-(0 or 2)-(0 to 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.

**TENS 2143-Strength of Materials (0 or 3)-(0 or 2)-(0 to 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 to 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 (0 or 3)-(0 or 3)-(0 to 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.

**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 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 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.

**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. Prerequisite: 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 4 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. Prerequisite: 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. Prerequisite: 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. Prerequisite: THEA 2332 or permission of instructor.

**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.

**Mechanical Engineering Technology (COST)**  
**TMET 2128-Solid Modeling and Analysis** **0-4-2**  
 Develop a working proficiency in parametric solid modeling software, such as Pro/Engineer. In addition to creating solid models, students will develop a basic proficiency in structures and thermal analysis software such as Mechanics. The skills learned in this course will be applied in junior and senior level MET courses. Prerequisite: TMFG 2522 or permission of instructor. Corequisites: TENS 2143.

**TMET 2521-Introduction to Mechatronics** **1-2-2**  
 Lecture and laboratory instruction in the theory and practice of engineering measurements and their application to controlled activities. Familiarity with traditional measuring devices, and proficiency with data acquisition packages will be developed. Emphasis on packaging results in presentations and reports. Prerequisites: TENS 2146, or permission of instructor. Corequisites: TENS 2143.

**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 Working Model software. Prerequisite: TENS 2132.

**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 2133.

**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 Thermodynamics I (TENS 2135). Includes an in-depth analysis of power and refrigeration cycles and an introduction to chemical reactions and combustion processes. Prerequisites: TENS 2135 and TENS 2134 or permission of instructor. Corequisites: CHEM 1145.

**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 1145.

**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. Prerequisites: TMET 3341.

**TMET 4090-Selected Topics in Mechanical Engineering Technology** **(1 to 6)-0-(1 to 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 2132 and MATH 2242.

**TMET 4137-Mechanical System Design** **0-6-3**  
 A senior design course requiring that students call upon all of their academic preparations in the solution of mechanical systems problems. Prerequisite: Senior standing or approval of the instructor.

**TMET 4215-HVAC Laboratory** **0-4-2**  
 Problem solving sessions in support of instruction in support of instruction in heating, ventilating and air conditioning (HVAC). Use of computer software in support of load calculations related to the design project is included.

**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 4244-HVAC** **3-2-4**  
 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. Prerequisite: TMET 3232.

**TMET 4441-Automation and CIMS** **3-2-4**  
 Fundamental manufacturing, automation, and topics in production and related control systems, including numerical control, computer integrated manufacturing, and flexible manufacturing systems. Laboratory includes work with a Mini-CIM system. Prerequisites: TMFG 2522 or ENGR 1133.

**TMET 4890-Special Problems in Mechanical Engineering Technology** **(1 to 3)-0-(1 to 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 to 3)-0-(1 to 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.

**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 2131-The Manufacturing Enterprise** 3-0-3  
A study of the activities common to manufacturing companies in the free enterprise system. Students are engaged in academic study combined with innovative hands-on application activity in organizing, owning, and operating a simulated company which develops, produces, and markets a competitive product for profit.

**TMFG 2133-3D Computer Drafting** 2-3-3  
A computer aided drafting course with emphasis on the advanced features of AutoCAD. Study includes layers, complex lines, advanced editing and modification techniques, 3-D objects, and solid modeling. Prerequisite: TMFG 1121, TMFG 2522, or permission of instructor.

**TMFG 2522-Computer Drafting** 1-3-2  
A basic computer drafting course. One lecture and 1 double-lab period. Prerequisites: TMFG or permission of instructor.

**TMFG 3131-Manufacturing Processes and Materials** 2-3-3  
Manufacturing Processes and Materials: 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 techniques including material properties, product design, layout/development, tooling, bending and forming processes, casting processes, and assembly processes. Emphasis on increased depth of knowledge of processes, process variables, and associated industrial equipment. Laboratory activities include hands on experimentation with selected materials and processing equipment. Prerequisites: TMFG 1121, TMFG 1122, and TMFG 3131 or permission of instructor.

**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, predetermined 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. Prerequisites: TMFG 2131.

**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: TMFG 1131 or equivalent.

**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 precontrol charts, control charts, and determining cause. Prerequisite: TMFG 1131 or equivalent and completion of Area A math requirement.

**TMFG 3432-Basic Stitchology** 2-2-3  
A study of seam types, stitch formations, and their application to various garment construction features.

**TMFG 4121-Machining, Forming and Fabrication Practicum** (1 to 3)-0-(1 to 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. Prerequisites: TMFG 1121 and TMFG 1122.

**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 conversation, transmission, storage and control of energy. Emphasis is placed on hydraulics, pneumatics, and electro-mechanical machine control through programmable logic control (PLC) and compute control technologies. Prerequisite: MATH 1111.

**TMFG 4134-World Class Manufacturing** 2-3-3  
A comprehensive study of world class manufacturing percepts of Just-In-Time production, Total Quality Control, Total Productive Maintenance and Total Employee Involvement. Manufacturing systems are developed, and trial runs are conducted and evaluated. Prerequisite: TMFG 1131 or equivalent.

**TMFG 4293-CO-OP** 1-0-1  
CO-OP.

**TMFG 4299-Manufacturing Internship** (1 to 6)-0-(1 to 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: TMFG 2131.

**TMFG 4434-Special Problems in Apparel Manufacturing** (0 to 3)-(0 to 6)-(1 to 3)  
Individual research in the technology associated with apparel manufacturing. Prerequisites: Definition of the problem and permission of instructor prior to the beginning of the semester.

**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: TMFG 2131, TMFG 2522, and TMFG 3230.

**TMFG 4533-Production Planning** 3-0-3  
The methods used to plan and control the efficient and effective use of equipment, tooling, people, materials, and other resources to manufacture products. MS Excel will be used to solve problems. Prerequisite: TMFG 2131.

**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. Prerequisites: TMFG 1121, TMFG 2522, TMFG 3132 or permission of instructor. TMFG 5133G - A senior level course 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. Prerequisite: Senior standing, three hours of statistics or quality assurance and three hours of technical processes, or permission of the instructor.

**TMFG 5230/5230G-International Manufacturing** 3-0-3

A study of opportunities, issues, and problems involved in manufacturing products for import and export, and in dealing with global suppliers of materials, parts, and assemblies. Focus is on those aspects unique to the management of technical operations, such as ISO (International Organization for Standardization) quality standards, scheduling, and technology transfer. Additional topics may include transportation, Customs documentation, global trends and trade policies, and cultural issues.

**TMFG 5233/5233G-Manufacturing Management Issues and Methods** 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. Prerequisites: Senior standing, three hours of statistics or quality assurance, and three hours of technical processes, or permission of instructor.

**TMFG 5234/5234G-Industrial Supervision** 3-0-3

The practical problems of front line supervisors and the application of manufacturing management and leadership principles to individuals and groups. Topic include: manufacturing team leadership and motivation, planning and control, staffing and training, communication, counseling and production improvement.

**TMFG 5431/5431G-Apparel Manufacturing Production** 2-2-3

The study of garment manufacturing. Topics include: costing, cutting processes, sewing processes, finishing processes, theory of constraints, modular manufacturing, and work measurement.

**TMFG 5433/5433G-Quality Control and Testing** 2-2-3

Apparel manufacturing quality control systems. Topics include: physical textile testing, statistical process control, and quality auditing techniques. Field trips to local industries.

**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.

**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.

**TSEC 5333/5333G-Industrial Hygiene** 3-0-3

Occupational health approaches for anticipating, assessing and controlling the various hazards and harmful situations in an industrial environment, which may have an adverse effect on the employees' health, comfort and performance. Regulatory agencies, compliance, and program management issues are discussed. 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. 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.

**University Honors (VPAA)**

**UHON 1190-Freshman Honors Seminar I** (1-3)-0-(1-3)

This class for 1906 Scholars will combine reading, discussion, and writing about service, citizenship, and social change. Throughout the course, students will engage in course-related service activities with local agencies or organizations designed to make a positive contribution to the lives of the people of Bulloch County. They will also consider the broader national and international context in which local issues arise. Students will consider how service relates to their honors curriculum and will write a term paper. The course is linked with GSU 1210H.

**UHON 1191-Freshman Honors Seminar II** (1-3)-0-(1-3)

The 1906 Scholars will build on their service activities from UHON 1190 together with their coursework. 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. The course is linked with GSU 1211H.

**Women's and Gender Studies (Interdisciplinary)**

**WGST/ENGL 3237-Women and Literature** 3-0-3

See ENGL 3237 for course description.

**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)

**WGST/HIST/AMST 3137-History of Women in the US** 3-0-3

See HIST 3137 for course description.

**WGST/PSYC/INTS 3232-Psychology of Gender** 3-0-3

See INTS 3232 for course description.

**WGST/POLS 3235-Gender and Politics** 3-0-3

See POLS 3235 for course description.

**WGST/LATN 3330-Roman Women** 3-0-3

See LATN 3330 for course description.

**WGST/SPCM 3333-Communication and Gender** 3-0-3

See SPCM 3333 for course description.

**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

See PHIL 4130 for course description.



**WGST/COMM 4331-Women and Media** 3-0-3  
See COMM 4331 for course description.

**WGST/SOCI 4332-Sociology of Gender** 3-0-3  
See SOCI 4332 for course description.

**WGST/HIST 4335-” Woman Question” in Europe** 3-0-3  
See HIST 4335 for course Description.

**WGST/HIST/AAST 4530-Revelation and Revolution** 3-0-3  
See HIST 4530 for course description.

**WGST/ENGL 4539-Literature by Women** 3-0-3  
See ENGL 4539 for course description.

**WGST/SPAN 5235/5235G/5235S-Contemporary Hispanic Women Writers** 3-0-3  
See SPAN 5235 for course description.

**WGST/ANTH 5331/5331G-Gender and Anthropology** 3-0-3  
See ANTH 5331 for course description.

**WGST/ENGL/AAST 5539/5539G-Literature by Women** 3-0-3  
See ENGL 5539 for course description.

**WGST/ENGL 6635-Women’s and Gender Issues** 3-0-3  
See ENGL 6635 for course description.

**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)** (0-3)-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 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 1120-Grammar and Punctuation Review** 2-0-2  
Offers a review and reinforcement of the basic grammar and punctuation rules of academic English. Emphasizes sentence and paragraph level writing with skills practice, work sheets, and quizzes and will benefit any student at any level of course work.

**WRIT/LING 2090-Selected Topics in Writing and Linguistics** (1 to 3)-0-(1 to 3)  
Introduces students to one or more topics preliminary to study of more specialized areas of Writing and Linguistics. Prerequisite: ENGL 1101 with C or better.

**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.

**WRIT 3030-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 2212.

**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: ENGL 1102.

**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: ENGL 1102.

**WRIT 3530-Composition Studies** 3-0-3  
Traces the development of Composition Studies as an area of scholarly inquiry through a study of the field's origins, significant figures, and publications. Students will become familiar with many key terms, theories, issues and controversies in the field and explore the ways in which knowledge and identity are both shaped and mediated by writing. Prerequisites: ENGL 1102.

**WRIT/ENGL 3537-Special Topics in English** 3-0-3  
See ENGL 3537 for course description.

**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: ENGL 1102.

**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.

**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. Prerequisite: ENGL 1102.

**WRIT 5230/5230G-Theory of Composition** 3-0-3  
A survey of the theories behind the most important issues and components of the teaching of writing, such as composing processes, grammar, modes, grading, basic writing, invention, style, and more. Students are asked to test some of these theories by direct application to their own or other authors' written texts. Prerequisite: ENGL 1102.

**WRIT/LING 5330/5330G-History of English Language** 3-0-3  
A study of the English language from linguistic, social, and historical perspectives. Prerequisite: ENGL 1102.

**WRIT 5331/5331G-Twentieth Century Rhetoric** 3-0-3  
Addresses the modernity and postmodernity of rhetoric by examining problems and issues in selected rhetorical writings.

**WRIT 5430/5430S/ 5430G-Poetry Writing** 3-0-3  
A workshop format course which focuses primarily on the students' own poems. Emphasizes traditional and contemporary use of metrics and forms. Students learn metrical and formal conventions and how to write poems in both formal and free verse. Prerequisite: ENGL 1102.

**WRIT/ANTH/COMM/LING 5530/5530G-Sociolinguistics** 3-0-3  
See ANTH 5530 for course description.

**WRIT 5540/5540G-Fiction Writing** 3-0-3  
A workshop format course which focuses primarily on the students' own fiction. The course emphasizes traditional, contemporary and experimental approaches to plot, characterization, point-of-view, and other elements of form and content. Students formally evaluate the work of their peers and of established writers. Prerequisite: ENGL 1102.

**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. Prerequisites: ENGL 1102 and six hours of writing courses above the 2000 level.

**WRIT 5631/5631G-Writing Crime Fiction** 3-0-3  
A creative writing workshop in which students learn the history of crime fiction and read examples to develop their own fiction. Students will formally evaluate the work of their peers. Visiting authors will be a highlight of this course. Prerequisite: ENGL 1102 with C or better.

**WRIT 5632/5632G-Writing Flash Fiction** 3-0-3  
A creative writing workshop in which students investigate the short-short story by reading and writing examples. The form is both ancient (dreams, parables) and cutting edge (Flash Fictions, Sudden Fiction). Prerequisite: ENGL 1102 with C or better.

**WRIT 5930/5930G-Technical Writing** 3-0-3  
Focuses on the study and authoring of technical documents found in business, engineering, government, scientific, and other technical professions, including reports, proposals, manuals, presentations, and electronic communication. Students will have hands-on practice working with various computer applications, including word processing and spreadsheet applications, presentation software, and graphics and hypertext authoring tools. No previous computer experience necessary. Prerequisites: ENGL 1102 or admission to graduate-level standing.

**WRIT 7130-Advanced Composition** 3-0-3  
A study of the forms and techniques of the essay with varied reading and writing assignments to develop the student's own writing skills.

**WRIT 7260-Writing Project** 4-2-6  
This 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 activities. Collaborative and individual exercises will emphasize writing across the curriculum. Prerequisites: Minimum of three years teaching experience, recommendation of College of Education advisor, Writing Project Teacher Consultant, or school administrator. Selection approval by Writing Project Director. This is an invitation only course.

**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. Prerequisites: YORU 1001 and 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 to 3)-0-(1 to 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 to 15)-0-(1 to 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 includes 34 state-operated institutions of higher education located throughout the state. An 18-member constitutional Board of Regents governs the University System, which has been in operation since 1932. Appointments of Board members are made by the Governor, subject to confirmation by the State Senate. The regular term of Board members is seven years.

The Chair, the Vice Chair, and other officers of the Board are elected by the members of the Board. The Chancellor, who is not a member of the Board, is the chief executive officer of the Board and the chief administrative officer of the University System. 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.

The University System Advisory Council, with 34 committees, engenders continual System-wide dialogue on major academic and administrative matters of all types. It also makes recommendations to the Chancellor for transmittal to the Board of Regents regarding academic and administrative aspects of operation of the System.

The Advisory Council consists of the Chancellor, the Vice Chancellor, and all presidents as voting members; it includes other officials and staff members of the institutions as nonvoting members. The Advisory Council's 21 academic committees and 13 administrative committees are made up of representatives from the institutions.

Committees dealing with matters of University System-wide application include, typically, at least one member from each institution. State appropriations for the University System are requested by, and are made to, the Board of Regents, and allocations are made by the Board. The largest share of the state appropriations, approximately 52 percent, is allocated by the Board for instruction.

## System Institutions

### Universities - Graduate

GEORGIA INSTITUTE OF TECHNOLOGY Atlanta, 30332  
 GEORGIA SOUTHERN UNIVERSITY Statesboro, 30460  
 GEORGIA STATE UNIVERSITY Atlanta, 30303  
 MEDICAL COLLEGE OF GEORGIA Augusta, 30912  
 THE UNIVERSITY OF GEORGIA Athens, 30602  
 VALDOSTA STATE UNIVERSITY Valdosta, 31698

### State Universities - Limited Graduate Studies

ALBANY STATE UNIVERSITY Albany, 31705  
 ARMSTRONG ATLANTIC STATE UNIVERSITY Savannah, 31419  
 AUGUSTA STATE UNIVERSITY Augusta, 30910  
 CLAYTON COLLEGE AND STATE UNIVERSITY Morrow, 30260  
 COLUMBUS STATE UNIVERSITY Columbus, 31993  
 FORT VALLEY STATE UNIVERSITY Fort Valley, 31030  
 GEORGIA COLLEGE AND STATE UNIVERSITY Milledgeville, 31061  
 GEORGIA SOUTHWESTERN STATE UNIVERSITY Americus, 31709  
 KENNESAW STATE UNIVERSITY Kennesaw, 30144  
 NORTH GEORGIA COLLEGE AND STATE UNIVERSITY  
 Dahlonega, 30597  
 SAVANNAH STATE UNIVERSITY Savannah, 31404  
 SOUTHERN POLYTECHNIC STATE UNIVERSITY Marietta, 30060  
 STATE UNIVERSITY OF WEST GEORGIA Carrollton, 30118

### Two-year Colleges

ABRAHAM BALDWIN AGRICULTURAL COLLEGE Tifton, 31794  
 ATLANTA METROPOLITAN COLLEGE Atlanta, 30310  
 BAINBRIDGE COLLEGE Bainbridge, 31523  
 COASTAL GEORGIA COMMUNITY COLLEGE Brunswick, 31717  
 DALTON STATE COLLEGE Dalton, 30720  
 DARTON COLLEGE Albany, 31707  
 EAST GEORGIA COLLEGE Swainsboro, 30401  
 FLOYD COLLEGE Rome, 30161  
 GAINESVILLE COLLEGE Gainesville, 30503  
 GEORGIA PERIMETER COLLEGE Decatur, 30034  
 GORDON COLLEGE Barnesville, 30204  
 MACON STATE COLLEGE Macon, 31297  
 MIDDLE GEORGIA COLLEGE Cochran, 31014  
 SOUTH GEORGIA COLLEGE Douglas, 31533  
 WAYCROSS COLLEGE Waycross, 31501

## System Administration

### Members of the Board of Regents

JOEL O. WOOTEN, JR., Columbus .....	(State-at-Large) .....	2006
HUGH A. CARTER, JR., Atlanta .....	(State-at-Large) .....	2009
DOREEN STILES POITEVINT, Bainbridge .....	(State-at-Large) .....	2011
DONALD M. LEEBERN, JR., Atlanta .....	(State-at-Large) .....	2005
WILLIAM H. CLEVELAND, Atlanta .....	(State-at-Large) .....	2009
W. MANSFIELD JENNINGS, JR., Hawkinsville .....	(1st District) .....	2010
JULIE EWING HUNT, Tifton .....	(2nd District) .....	2011
MARTIN W. NESMITH, Claxton .....	(3rd District) .....	2006
WANDA YANCEY RODWELL, Stone Mountain .....	(4th District) .....	2005
ELRIDGE W. MCMILLAN, Atlanta .....	(5th District) .....	2010
MICHAEL J. COLES, Kennesaw .....	(6th District) .....	2008
GLENN S. WHITE, Lawrenceville .....	(7th District) .....	2005
CONNIE CATER, Macon .....	(8th District) .....	2006
PATRICK S. PITTARD, Atlanta .....	(9th District) .....	2010
JAMES R. JOLLY, Dalton .....	(10th District) .....	2008
JOE FRANK HARRIS, Cartersville .....	(11th District) .....	2006
J. TIMOTHY SHELNUT, Augusta .....	(12th District) .....	2007
ALLAN VIGIL, Morrow .....	(13th District) .....	2010

### Officers and Staff Members of the Board of Regents

JOE FRANK HARRIS, Chairman  
 JOEL O. WOOTEN, Jr., Vice Chairman  
 THOMAS C. MEREDITH, Chancellor  
 GAIL S. WEBER, Secretary to the Board



# University System of Georgia

## Independent and Distance Learning

### Information

University System 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@gactr.uga.edu](mailto:idl@gactr.uga.edu)  
 Web Site: <http://www.gactr.uga.edu/idl>

**Mission:** The mission of University System 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 several courses simultaneously with up to a year to complete each course.

Independent and Distance Learning courses are offered by academic departments located at senior institutions of higher education within the University System of Georgia, including Georgia Southern University. Faculty of the academic departments develop the courses offered and grade lessons submitted by students to satisfy requirements of the 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 \$117 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.gactr.uga.edu/idl> for current fee information.

### IDL Academic Calendar

Spring Semester	October 1, 2003 - February 28, 2004
Summer Semester	March 1, 2004 - June 30, 2004
Fall Semester	July 1, 2004 - September 30, 2004

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.gactr.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 selection of IDL courses available as web courses are available for registration. Other courses may allow students the option of lesson submission via electronic mail (e-mail).

### 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.

### E-Mail Lesson Submission Courses

An E-Mail Lesson Submission Course is taken just like our traditional print-based course offerings, with one exception: lessons are delivered to IDL via e-mail rather than through the postal service. Students receive print-based course guides or e-guides on diskettes or cd-rom containing lessons and discussions of course content. All e-mail lessons are submitted to IDL for forwarding to the instructor for grading. Once graded, lessons will be returned to students via e-mail.

Note: All IDL courses are available in the traditional print version course guide allowing submission of lessons via postal service.

### Academic Credit Course Listing: University System of Georgia

IDL courses are offered for nonresident credit. Courses are subject to revision due to instructor and textbook changes and may be temporarily closed for registration. University System of Georgia universities offering courses through University System of Georgia IDL are designated by the following abbreviations:

GCSU	Georgia College and State University
GSOU	Georgia Southern University
NGCSU	North Georgia College and State University
UGA	The University of Georgia
VSU	Valdosta State University

Courses designated by a "U" following the course prefix and number are offered by universities other than the University of Georgia. Contact IDL for course availability.

# Georgia Southern University Faculty 2003-2004

*This list includes full-time faculty for 2003-2004. The date enclosed in parentheses indicates the year the faculty member joined the staff of Georgia Southern University. The asterisk denotes Graduate College faculty (full and associate members).*

**CHERYL AASHEIM, Assistant Professor of Information Technology**

B.S., University of Florida, 1991;  
M.S.T., University of Florida, 1993;  
Ph.D., University of Florida, 2002. (2002)

**REHAB FAROUK ABDEL-KADER, Temporary Assistant Professor of Engineering Studies**

B.Sc., Suez-Canal University, 1996;  
M.S., Tuskegee University, 1999;  
Ph.D., Auburn University, 2003. (2003)

**\*MARTHA L. ABELL, Professor of Mathematics and Director, Honors Programs**

B.S., Mercer University, 1984;  
M.S., Georgia Institute of Technology, 1987;  
Ph.D., Georgia Institute of Technology, 1989. (1989)

**JONATHAN ACETO, Associate Academic Professional and Adjunct Assistant Professor of Music**

B.M., Eastman School of Music, 1991;  
M.M., Arizona State University, 1994;  
D.M.A., Arizona State University, 1998. (2000)

**MARIA ADAMOS, Assistant 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)

**\*ELEANOR F. AGNEW, Associate Professor 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)

**\*ARIF AHMED, Temporary Assistant Professor of Health Administration**

B.D.S., Dhaka Dental College, 1988;  
M.S.P.H., University of Illinois at Urbana-Champaign, 1997;  
Ph.D., University of Illinois at Urbana-Champaign, 2001. (2001)

**\*JUNE E. ALBERTO, Associate 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, Assistant Professor of Writing and Linguistics**

B.A., Armstrong State College, 1988;  
M.A., Georgia Southern University, 1990. (1990)

**CLARK R. ALEXANDER, JR., Adjunct Professor of Geology and Director, Applied Coastal Research Laboratory**

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, Associate Professor 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)

**\*DAVID ALLEN, Assistant Professor of Sociology**

B.A., State University of New York-Stony Brook, 1974;  
M.A., University of California-Berkeley, 1986;  
Ph.D., University of California-Berkeley, 1995. (1998)

**\*MICHAEL G. ALLEN, Professor of Teaching and Learning**

B.S., Castleton State College, 1966;  
M.A.T., Saint Michael's College, 1971;  
Ed.D., University of Maine, 1973. (1990)

**\*DAVID C. ALLEY, Professor of Spanish**

B.A., Macalester College, 1975;  
M.Ed., University of Georgia, 1981;  
Ed.D., University of Georgia, 1988. (1988)

**PAMELA F. ALTMAN, Director, Archives and Records Management, and Adjunct Instructor**

B.S., Georgia Southern University, 1995;  
M.A., Georgia Southern University, 2002. (1996)

**\*LORI E. AMY, Assistant 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)

**WILLIAM A. ANDERSON, Temporary Instructor of Quantitative Analysis**

B.S., Illinois Institute of Technology, 1963;  
M.B.A., Northwestern University, 1968. (2003)

**SPYROS S. ANDREOU, Assistant Professor of Engineering Studies**

B.S.E.E., University of Arizona, 1987;  
M.S., University of Arizona, 1990;  
M.S., University of Arkansas, 1996;  
Ph.D., University of Arkansas, 1995. (2003)

**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)

**ASHA K. ANUMOLU, Instructor of Nursing**

B.S., Columbia Union College, 1986;  
M.S.N., Georgia Southern University, 1992. (1998)

**OLA OBA FRANK ARASANYIN, Assistant 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)

**MARIA-LEONILDE ARAÚJO-GRÖCHENIG, Temporary Instructor of Spanish**

B.A., Universidade Classica de Lisboa, 1974;  
M.A., University of Connecticut, 1991. (2003)

**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)

**LINDA 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)

**PRANOTI M. ASHER, Associate Professor of Geology**

B.Sc., University of Bombay, 1984;  
M.Sc., University of Bombay, 1986;  
Ph.D., University of Connecticut, 1995. (1997)

**\*JOHN E. AVERETT, Professor of Biology**

B.S., Sul Ross State College, 1966;  
M.A., Sul Ross State College, 1967;  
Ph.D., University of Texas-Austin, 1970. (1994)

**JACK NELSON AVERITT, Professor Emeritus of History and Dean Emeritus, Graduate School**

B.S., Georgia Teachers College, 1944;  
M.A., University of Georgia, 1945;  
Ph.D., University of North Carolina, 1957. (1945)

**JAMES R. BALLARD, Temporary Instructor of Economics**

B.S.B.A., Auburn University, 1975;  
M.A., Pepperdine University, 1979. (1999)

**\*BARRY BALLECK, Assistant 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, Assistant Professor of Economics**

B.A., Eastern Illinois University, 1988;  
M.A., Eastern Illinois University, 1989;  
Ph.D., Kansas State University, 2002. (1999)

**JOSEPH BARJIS, Temporary Assistant Professor of Information Technology**

M.Sc., Tashkent Electrotechnical University of Communications, 1991;  
Ph.D., Moscow Technical University of Communications and Informatics, 1996. (2003)

**JOHN BARKOULAS, Assistant Professor of Finance**

B.B.A., Athens School of Economics and Business Science, 1982;  
M.B.A., West Texas A & M University, 1986;  
Ph.D., Boston College, 1995. (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)

**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, Assistant Professor of Mathematics**

B.S., University of South Carolina, 1990;  
M.S., University of South Carolina, 1992. (1992)

**\*JEAN BARTELS, Professor and Chair, School of Nursing**

B.S.N., Alverno College, 1981;  
M.S.N., Marquette University, 1983;  
Ph.D., University of Wisconsin, 1990. (1999)

**\*MICHAEL M. BARTH, Assistant Professor of Finance**

B.B.A., Georgia State University, 1985;  
M.S., Georgia State University, 1989;  
Ph.D., Georgia State University, 1993. (1998)

**ROBERT K. BATCHELOR, Assistant 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)

**\*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)

**\*DENISE A. BATTLES, Professor of Geology and Associate Dean, Allen E. Paulson College of Science and Technology**

A.B., Colgate University, 1984;  
Ph.D., University of California-Los Angeles, 1990. (1990)

**NICHOLAS BAUROTH, Temporary Assistant Professor of Political Science**

B.A., Temple University, 1989;  
M.A., Loyola University, 1999. (2001)

**EDWARD J. BAYENS, Director, Judicial Affairs, and Adjunct Instructor**

B.A., Western Kentucky University, 1971;  
M.A., Western Kentucky University, 1975;  
Ph.D., Florida State University, 1987. (1989)

**NICHOLAS A. BEADLES, Adjunct Associate Professor of Management, Marketing, and Logistics**

B.A., University of Georgia, 1976;  
M.Div., Columbia International University, 1986;  
Ph.D., University of Alabama, 1995. (2001)

**\*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)

**SCOTT A. L. BECK, Assistant 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)

**JACQUELINE A. BEDELL, Instructional Services Coordinator and Adjunct Instructor**

A.A.S., State University of New York-Agricultural and Technical Institute, 1961;  
B.S., State University of New York-Empire State College, 1976;  
M.Ed., Georgia Southern University, 1993;  
Ed.S., Georgia Southern University, 1995;  
Ed.D., Georgia Southern University, 1998. (1993)

**MARITZA BELL-CORRALES, Assistant Professor of Spanish**

B.A., Universidad Pontificia Bolivariana, 1977;  
M.A., University of South Florida, 1996;  
Ph.D., University of Florida, 2001. (2001)

**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, Assistant 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 of Biology and Member, Institute of Arthropodology and Parasitology**

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)

**STEVEN G. BENTON, Assistant Director, Student Athlete Services, and Adjunct Instructor**

B.S., Georgia Southern University, 1996;  
M.Ed., Georgia Southern University, 2001. (1999)

**\*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)

**KELLY S. BERRY, Assistant Professor of Theatre and Technical Director of Theatre**

B.A., Coastal Carolina University, 1996;  
M.F.A., University of Hawaii, 2003. (2003)

**RUTH E. BERRY, Associate Academic Professional and Adjunct Instructor of Music**

B.M., Boston University, 1982;  
M.A., Cornell University, 1986. (1994)



**\*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)

**PATRICIA ANN BISHOP, Assistant Professor of Chemistry**

B.S., Michigan State University, 1985;  
Ph.D., Purdue University, 1994. (1999)

**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)

**BARBARA WHIPPLE BITTER, Associate Professor Emerita and Head Emerita, Department of Developmental Studies**

B.A., University of North Carolina, 1951;  
M.S., University of Tennessee, 1953. (1965)

**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)

**STEPHEN BLACK, Temporary Instructor of Writing and Linguistics**

B.A., University of Memphis, 1991;  
M.A., University of Memphis, 1993. (2003)

**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)

**\*LINDA M. BLEICKEN, Vice President for Student Affairs and Enrollment Management and Associate Professor of Management**

B.B.A., Georgia State University, 1984;  
M.S., Georgia State University, 1990;  
Ph.D., Georgia State University, 1990. (1990)

**\*WILLIAM HAROLD BOLEN, Business Alumni Professor of Marketing**

B.S., Georgia Southern College, 1964;  
M.B.A., University of Arkansas, 1966;  
Ph.D., University of Arkansas, 1972. (1966)

**CHARLES WESLEY BONDS, Professor Emeritus of Reading**

B.S., Alabama State University, 1966;  
M.Ed., Georgia Southern College, 1972;  
Ed.S., Georgia Southern College, 1974;  
Ed.D., University of Florida, 1979. (1973)

**STEVEN G. BONHAM, Director, Faculty Technology Development Center, and Assistant Professor of Educational Technology**

B.S., Louisiana State University and A&M College, 1976;  
M.S.Ed., Jacksonville State University, 1980. (1985)

**LAURIE J. BONNICI, Temporary Assistant Professor of Information Technology**

B.A., Indiana University, 1986;  
M.A., University of South Florida, 1996;  
Ph.D., Florida State University, 2001. (2003)

**JOHN ALLEN BOOLE, JR., Professor Emeritus and Chair Emeritus of the Division of Science**

B.A., University of Virginia, 1949;  
M.S., Virginia Polytechnic Institute, 1951;  
Ph.D., University of North Carolina-Chapel Hill, 1955. (1955)

**ROBERT L. BOONE, Mechanical Engineer and Adjunct Instructor**

B.E.T., Georgia Southern College, 1980;  
M.P.A., Georgia Southern University, 1998. (1994)

**MARY JANE BOROWSKY, Assistant Professor Emerita of Modern Languages**

B.A., North Georgia College, 1959;  
M.A., Emory University, 1961. (1960)

**WILLIAM J. BOSTWICK, Associate Professor Emeritus and Chair Emeritus, Department of Accounting**

B.I.E., Auburn University, 1969;  
M.B.A., Georgia State University, 1972;  
Ph.D., Georgia State University, 1980;  
C.P.A., Georgia, 1985. (1980)

**LOWELL BOUMA, Professor Emeritus and Head Emeritus, Department of Foreign Languages**

B.A., Calvin College, 1957;  
M.A., University of Wisconsin, 1964;  
Ph.D., University of Wisconsin, 1968. (1975)

**PAMELA G. BOURLAND-DAVIS, Associate Professor and Acting Chair, Department of Communication Arts**

B.S., Georgia Southern College, 1980;  
M.S., Arkansas State University, 1982;  
Ph.D., University of Georgia, 1995. (1986)

**ROBERT BOXER, Professor Emeritus of Chemistry**

B.S., Brooklyn College, 1956;  
Ph.D., Rutgers University, 1961. (1964)

**ELISE W. BOYETT, Associate Director, Financial Aid, and Adjunct Instructor**

B.B.A., Georgia Southern College, 1985;  
M.Ed., Georgia Southern University, 1998. (1991)

**JOHN R. BOZEMAN, Adjunct Professor of Geology**

B.S., Georgia Southern College, 1961;  
M.A., University of North Carolina-Chapel Hill, 1965;  
Ph.D., University of North Carolina-Chapel Hill, 1971. (1997)

**JAMES BRADFORD, Founding Dean, College of Information Technology, and Professor of Computer Sciences**

B.Math., University of Waterloo, 1976;  
M.Math., University of Waterloo, 1977;  
Ph.D., University of Waterloo, 1982. (2003)

**ROGER G. BRANCH, Professor Emeritus and Chair Emeritus, Department of Sociology and Anthropology**

A.B.J., University of Georgia, 1956;  
B.D., Southeastern Baptist Theological Seminary, 1959;  
Th.M., Southeastern Baptist Theological Seminary, 1961;  
M.A., University of Georgia, 1969;  
Ph.D., University of Georgia, 1970. (1970)

**SUZANNE A. BRANNEN, Temporary Instructor of Writing and Linguistics**

A.B., Emory University, 1964;  
M.A., Georgia Southern College, 1989. (1989)

**\*JAMES P. BRASELTON, II, Assistant Professor of Mathematics**

B.S., Ohio University, 1987;  
M.S., The Ohio State University, 1990. (1990)

**LORRAINE M. BRASELTON, Instructor of Mathematics**

B.A., University of Northern Iowa, 1984;  
M.S., University of Illinois at Urbana-Champaign, 1988. (1990)

**\*MICHAEL LEE BRAZ, Professor of Music**

B.M., University of Miami, 1971;  
M.M., University of Miami, 1972;  
Ph.D., Florida State University, 1984. (1987)

**\*CHERRY C. BREWTON, Associate Professor of Teaching and Learning**

B.S., Savannah State College, 1969;  
M.Ed., Georgia Southern College, 1977;  
Ed.D., University of South Carolina, 1994. (1987)

**\*CHARLES F. BRIGGS, Associate Professor of History**

A.B., Grinnell College, 1983;  
M.Litt., University of Edinburgh, 1989;  
Ph.D., University of North Carolina-Chapel Hill, 1993. (1993)

**PAUL M. BRINSON, JR., Temporary Assistant Professor of Leadership, Technology, and Human Development**

B.S., Georgia Southern College, 1973;  
M.Ed., Georgia Southern College, 1976;  
J.D., John Marshall Law School, 1980;  
Ed.S., Georgia Southern College, 1989;  
Ed.D., Georgia Southern University, 1996. (2003)

**JAMES M. BRITT, Vice President for University Advancement**

B.S., University of Alabama, 1963; M.A.,  
University of Alabama, 1969; Ed.D.,  
American University, 1974. (1996)

**GREGORY BROCK, Associate Professor of Economics**

A.B., University of Michigan, 1983;  
M.A., The Ohio State University, 1985;  
Ph.D., The Ohio State University, 1989. (1999)

**FREDERICK W. BROGDON, Assistant Professor Emeritus of History**

B.S.Ed., Georgia Southern College, 1963;  
M.A., Georgia Southern College, 1968. (1965)

**FRANK ERIK BROOKS, Assistant Professor of Political Science**

B.S., Troy State University, 1989;  
M.S., Troy State University, 1992;  
M.P.A., Auburn University, 1998;  
M.Ed., Alabama State University, 1999;  
Ph.D., Virginia Commonwealth University, 2002. (2002)

**JOAN ELLEN BROOME, Information Services Librarian and Assistant Professor**

B.A., Briar Cliff College, 1967;  
M.A., University of Dayton, 1978;  
M.L.S., Kent State University, 1984. (1997)

**ELFRIEDA FUQUA BROWN, Assistant Professor of Nutrition and Food Science**

B.S., University of Tennessee, 1970;  
M.S., University of Tennessee, 1971. (1971)

**ELIZABETH E. BROWN, Assistant Professor of Sociology**

A.B., West Georgia College, 1969;  
M.S.W., University of Georgia, 1974;  
Ph.D., University of Georgia, 2001. (2000)

**GREGORY A. BROWN, Assistant Professor of Kinesiology**

B.S., Utah State University, 1997;  
M.S., Iowa State University, 1999;  
Ph.D., Iowa State University, 2002. (2002)

**\*JOHN H. BROWN, Associate Professor of Economics**

B.A., University of Akron, 1977;  
M.A., University of Akron, 1982;  
Ph.D., Michigan State University, 1989. (1994)

**V. EDWARD BROWN, Associate Professor Emeritus of Adult and Vocational Education**

B.S.Ed., Georgia Southern College, 1959;  
M.Ed., Georgia Southern College, 1966;  
Ed.D., University of Mississippi, 1971. (1964)

**WALTER L. BROWN, Associate Professor Emeritus of Secondary Education**

B.S., West Virginia Wesleyan, 1941;  
M.S., Indiana University, 1953; Ed.D.,  
Indiana University, 1956; Postdoctoral,  
Buffalo University, 1967;  
Postdoctoral, University of South Carolina, 1969. (1971)

**\*CAROLYN J. BRYAN, Associate Professor of Music**

B.M.E., Baldwin-Wallace College, 1985;  
M.M., Indiana University, 1987;  
D.M., Indiana University, 1997. (1997)

**\*JONATHAN BRYANT, Associate Professor of History**

B.A., University of Virginia, 1979;  
J.D., Mercer University, 1983;  
M.A., University of Georgia, 1987;  
Ph.D., University of Georgia, 1992. (1996)

**LARRY D. BRYANT, Assistant Professor of Health Science**

A.A., Gulf Coast Community College, 1971;  
B.S., Jacksonville University, 1973;  
M.Ed., Georgia Southern College, 1976;  
Ed.S., Georgia Southern College, 1984. (1976)

**JOHN J. BUDACK, Assistant Professor Emeritus of Finance**

B.B.A., University of Minnesota, 1961;  
M.B.A., Drake University, 1970. (1974)

**VELMA BURDEN, Assistant Registrar and Adjunct Instructor**

B.A., Winston-Salem State University, 1979;  
M.Ed., Ohio University, 1990. (1999)

**\*WILLIE JAMES BURDEN, Assistant Professor of Sport Management**

B.A., North Carolina State University, 1974;  
M.S.A., Ohio University, 1984;  
Ed.D., Tennessee State University, 1990. (1998)

**KATHLEEN M. BURKE, Dean, Continuing Education and Public Service, and Associate Professor**

B.A., Loyola College, 1975;  
M.A., Oxford University, 1983;  
Ph.D., University of Maryland, 1989. (2001)

**\*KEVIN L. BURKE, Associate Professor of Kinesiology**

B.A., Belmont Abbey College, 1982;  
M.A., East Carolina University, 1984;  
Ed.S., Georgia Southern University, 2002;  
Ph.D., Florida State University, 1988. (1996)

**JAMES F. BURNHAM, Assistant Professor of Educational Leadership**

B.S.Ed., Indiana University, 1979;  
M.Ed., University of Central Florida, 1983;  
Ed.D., University of North Carolina-Charlotte, 2001. (2002)

**GEORGE W. BURRUSS, Assistant Professor of Justice Studies**

A.B., University of Missouri, 1990;  
M.A., University of Missouri-St. Louis, 1998;  
Ph.D., University of Missouri-St. Louis, 2001. (2001)

**CATHERINE E. BURTON, Assistant Professor of Justice Studies**

B.A., University of South Carolina, 1989;  
M.C.J., University of South Carolina, 1992;  
Ph.D., Louisiana State University and A&M College, 2001. (2001)

**LARRY BURTON, Professor and Chair, Department of Writing and Linguistics**

B.A., University of Virginia, 1972;  
M.Ed., University of Virginia, 1974;  
M.A., University of Virginia, 1982;  
Ph.D., University of Virginia, 1989. (1996)

**EULOUS SONNY BUTLER, Associate Professor of Information Technology**

B.G.S., University of Nebraska, 1969;  
M.S., George Washington University, 1972;  
Ph.D., University of North Texas-Denton, 1993. (2002)

**LEE CLARK CAIN, Professor Emeritus of Secondary Education**

B.A., Samford University, 1949;  
M.A., George Peabody College for Teachers, 1951;  
Ed.D., University of Alabama, 1962. (1962)

**MARTHA L. TOOTLE CAIN, Professor Emerita of Chemistry**

B.S.Ed., Georgia Teachers College, 1950;  
M.A., University of Colorado, 1958;  
Ph.D., University of Connecticut, 1963. (1962)

**TIMOTHY D. CAIRNEY, Assistant Professor of Accounting**

B.A., University of Richmond, 1976;  
M.B.A., Dalhousie University, 1980;  
Ph.D., Virginia Polytechnic Institute and State University, 1995. (2003)

**JODI CALDWELL, Counseling Psychologist and Adjunct Instructor**

B.A., Florida Atlantic University, 1995;  
M.A., Texas Tech University, 1998;  
Ph.D., Texas Tech University, 2000. (2000)

**\*RODNEY H. CALDWELL, Associate Professor of Music**

B.A., Luther College, 1985;  
M.M., University of Arizona, 1992;  
D.M.A., University of Arizona, 1995. (1995)

**\*CONSTANCE CAMPBELL, Associate Professor of Management**

B.A., Oklahoma Baptist University, 1981;  
M.S.Ed., University of Kentucky, 1983;  
Ph.D., Florida State University, 1992. (1992)

**ALETHIA RAE CANADY, Temporary Instructor of Interior Design**

B.Arch., Savannah College of Art and Design, 1993;  
M.Arch., Savannah College of Art and Design, 1993. (2001)

**CHRISTOPHER CAPLINGER, Academic Enhancement Coordinator and Adjunct Instructor**

B.A., Emory University, 1993;  
M.A., Vanderbilt University, 1995;  
Ph.D., Vanderbilt University, 2003. (2000)

**THOMAS D. CARICO, Adjunct Instructor of Nursing**

B.S., Furman University, 1985;  
M.D., University of Tennessee, 1990. (2001)

**LINDA H. CARLSON, Adjunct Lecturer in Nursing**

B.S., Pennsylvania State University, 1989;  
M.S., Pennsylvania State University, 1991. (2002)

**\*RANDAL CARLSON, Associate Professor and Acting Chair, Department of Leadership, Technology, and Human Development**

B.S., United States Air Force Academy, 1966;  
M.S., Purdue University, 1967;  
Ph.D., Pennsylvania State University, 1993. (1995)

**LON MELSON CARNES, JR., Professor Emeritus of Finance**

B.B.A., University of Georgia, 1954;  
M.B.A., Georgia State College, 1964;  
D.B.A., Georgia State College, 1972. (1967)

**ANTONIO V. CARR, Adjunct Instructor of Military Science**

Master Sergeant, U.S. Army;  
A.A.S., Fayetteville Technical College, 1997;  
B.S., Georgia Southern University, 2003. (2000)

**GEORGE PAUL CARR, JR., Assistant Professor Emeritus of Health Science Education**

B.S., Georgia Teachers College, 1956;  
M.Ed., Georgia Southern College, 1965. (1965)

**E. RUTH CARROLL, Associate Professor Emerita of Middle Grades and Secondary Education**

B.S.Ed., University of Central Oklahoma, 1979;  
M.Ed., University of Central Oklahoma, 1981;  
Ed.D., Oklahoma State University, 1989. (1993)

**DAVID RICHARD CARTER, Professor and Chair, Department of Public Health**

B.S., Lamar State College, 1973;  
M.S., Lamar State College, 1974;  
M.A.S., Louisiana State University, 1979;  
M.B.A., University of Texas-Tyler, 1999;  
Ph.D., Louisiana State University, 1978. (2003)

**GREG CARTER, Temporary Assistant Professor of Communication Arts**

B.F.A., Atlanta College of Art, 1986;  
M.F.A., Rutgers University, 1988. (1993)

**HARRISON S. CARTER, Provost and Vice President Emeritus of Academic Affairs and Professor Emeritus of Management**

B.S., Georgia Southern College, 1966;  
M.S., U.S. International University, 1970;  
Ph.D., University of Georgia, 1974. (1975)

**\*PATRICIA W. CARTER, Associate Professor and Acting Chair, Department of Art**

B.A., Rutgers University, 1987;  
M.F.A., Rutgers University, 1989;  
M.Ed., Georgia Southern University, 1994. (1993)

**\*JEAN-PAUL CARTON, Professor of French**

Licence, Université de Tours, 1971;  
Maîtrise, Université de Tours, 1972;  
Ph.D., University of Utah, 1982. (1983)

**\*THOMAS L. CASE, Professor of Information Systems**

A.B., Davidson College, 1974;  
M.S., University of Georgia, 1979;  
Ph.D., University of Georgia, 1982. (1981)

**EARL CASHON, Director, Russell Union, and Adjunct Instructor of Leadership, Technology, and Human Development**

B.A., University of South Carolina, 1973;  
M.Ed., University of South Carolina, 1975. (1989)

**JANE M. CASON, Educational Program Specialist and Adjunct Instructor**

B.S.Ed., University of Georgia, 1969;  
M.Ed., Georgia Southern College, 1982. (1986)

**HOLLIS LANIER CATE, Professor Emeritus of English**

A.B., Presbyterian College, 1951;  
M.Ed., University of Georgia, 1957;  
Ph.D., University of Georgia, 1962. (1967)

**J. MICHELLE CAWTHORN, Temporary Assistant Professor of Biology**

B.S., Old Dominion University, 1981;  
M.S., Old Dominion University, 1984;  
Ph.D., Bowling Green State University, 1989. (1996)

**BERTHA CECILIA MURRIETA CERVANTES, Adjunct Instructor**

B.A., University of the Americas, 1980;  
M.A., San Diego State University, 1982. (2003)

**\*WENDY L. CHAMBERS, Associate Professor of Curriculum, Foundations, and Reading**

B.S., Iowa State University, 1985;  
M.S., University of Florida, 1990;  
Ph.D., University of Florida, 1993. (1993)

**\*GREGORY CHAMBLEE, Associate Professor of Teaching and Learning**

B.S.C.S., North Carolina State University, 1986;  
B.S.Ed., North Carolina State University, 1987;  
M.Ed., North Carolina State University, 1992;  
Ph.D., University of North Carolina-Chapel Hill, 1995. (1998)

**\*CHARLES W. CHAMP, Professor of Mathematics**

A.A., Southern Baptist College, 1968;  
B.S., Arkansas State University, 1971;  
M.S., Arkansas State University, 1973;  
M.A., University of Missouri, 1982;  
Ph.D., University of Southwestern Louisiana, 1986. (1992)

**\*LUCINDIA CHANCE, Dean, College of Education, and Professor of Leadership, Technology, and Human Development**

B.S., Lambuth University, 1968;  
M.S., University of Tennessee-Martin, 1976;  
Ed.D., Memphis State University, 1985. (2001)

**\*CHARLES R. CHANDLER, JR., Associate Professor of Biology**

B.S., Old Dominion University, 1981;  
M.S., Old Dominion University, 1984;  
Ph.D., Bowling Green State University, 1989. (1995)

**CATHERINE CHAPUT, Assistant Professor of Writing and Linguistics**

B.A., Creighton University, 1994;  
B.A., Creighton University, 1994;  
M.A., Binghamton University-State University of New York, 1996;  
Ph.D., University of Arizona, 2002. (2003)

**\*KYONG HEE CHEE, Assistant Professor of Sociology**

B.F.A., Seoul National University, 1982;  
M.B.A., Sogang University, 1990;  
M.S., Iowa State University, 1996;  
Ph.D., Iowa State University, 2001. (1999)

**VLADIMIR CHELYSHKOV, Temporary Assistant Professor of Mathematics**

M.S., Rostov State University, 1970;  
D.S., Institute of Hydromechanics, National Academy of Sciences of Ukraine, 1978. (2003)

**JIAN CHEN, Temporary Instructor of Biostatistics**

B.S., Beijing University, 1986;  
M.S., Beijing University, 1989;  
M.A., University of North Carolina-Charlotte, 2002;  
M.S., University of North Carolina-Charlotte, 2002. (2003)

**HARLEY ROBERT CHESHIRE, JR., Associate Professor Emeritus of Vocational Education**

B.S., Virginia Polytechnic Institute, 1962;  
M.S., Virginia Polytechnic Institute, 1964;  
Ed.D., University of Georgia, 1971. (1972)

**ALEXANDER L. CHEW, Professor Emeritus of Educational Psychology and Counseling**

A.A., Armstrong College, 1959;  
B.S.Ed., Georgia Southern College, 1961;  
M.Ed., University of Georgia, 1966;  
Ed.S., Georgia Southern College, 1973;  
Ed.D., University of Mississippi, 1977. (1979)

**ROBERT T. CHILDRESS, Adjunct Assistant Professor of Military Science**  
Major, U.S. Army;  
B.A., University of Colorado, 1985;  
M.A., University of Texas-San Antonio, 1989. (2001)

**SUNGRAE CHO, Temporary Yamacraw Assistant Professor of Computer Sciences**  
B.E., Korea University, 1992;  
M.E., Korea University, 1994;  
Ph.D., Georgia Institute of Technology, 2002. (2003)

**\*JOANNE CHOPAK-FOSS, Associate Professor of Health Education**  
B.S., University of Delaware, 1982;  
M.S., Pennsylvania State University, 1987;  
Ph.D., Pennsylvania State University, 1993. (1993)

**ALICE GALLOWAY CHRISTMAS, Assistant Professor Emerita of Early Childhood Education**  
B.S.Ed., University of Georgia, 1961;  
M.Ed., University of Georgia, 1965;  
Ed.D., University of Georgia, 1972. (1969)

**CHARLES L. CHRISTMAS, Associate Professor Emeritus of Mathematics**  
B.S., Oakland City College, 1951;  
M.A., University of Georgia, 1962;  
Ph.D., University of Georgia, 1966. (1969)

**\*PETER CHRISTOPHER, Assistant Professor of Writing and Linguistics**  
A.B., Columbia University, 1978;  
M.F.A., University of Florida, 1996. (1998)

**\*LINDA A. CIONITTI, Professor of Music**  
B.M., State University of New York-Potsdam, 1982;  
M.M., Michigan State University, 1984;  
D.M.A., Michigan State University, 1989. (1989)

**\*JAMES B. CLAIBORNE, Professor of Biology**  
B.S., Florida State University, 1977;  
Ph.D., University of Miami, 1981;  
Postdoctoral training, Max Planck Institute for Experimental Medicine, Göttingen, West Germany, 1981-83. (1983)

**GEORGE R. CLARK, Associate Professor of Electrical Engineering Technology**  
B.S.E.E., West Virginia Institute of Technology, 1972;  
M.S.E., West Virginia College of Graduate Studies, 1979;  
Professional Engineer. (1987)

**\*KENNETH F. CLARK, Professor of Leadership, Technology, and Human Development**  
B.S., Florida State University, 1971;  
M.Ed., Florida Atlantic University, 1974;  
Ed.S., Nova University, 1981;  
Ed.D., University of Florida, 1986. (1988)

**RICHARD W. CLARKE, Assistant Professor of Construction Management**  
B.S.B.A., University of Florida, 1975;  
M.S., Troy State University, 1983;  
M.S., Colorado State University, 1987. (2002)

**PATRICK R. COBB, Professor Emeritus of Sport Science and Physical Education**  
A.B., Atlantic Christian College, 1962;  
M.A.Ed., Western Carolina College of Louisiana, 1969;  
Ed.D., Northwestern State University, 1972. (1973)

**DON COLEMAN, Registrar Emeritus and Director Emeritus, Admissions**  
B.S., Georgia Teachers College, 1948;  
M.A., George Peabody College for Teachers, 1954. (1963)

**MARTHA A. COLEMAN, Professor Emerita of Nursing**  
B.S.N., Medical College of Georgia, 1960;  
M.S.N., Emory University, 1967;  
Ed.D., University of South Carolina, 1987. (1980)

**LINDA R. COLLINS, Assistant Professor of Spanish**  
B.A., Southern University and A&M College, 1973;  
M.A., University of Wisconsin, 1975. (1990)

**CLAIR IVAN COLVIN, Professor Emeritus and Head Emeritus, Department of Chemistry**  
B.S., Ohio University, 1949;  
M.S., University of Miami, 1961;  
Ph.D., University of Miami, 1963. (1964)

**\*KATHLEEN M. COMERFORD, Associate Professor of History**  
B.A., Fordham University, 1988;  
M.A., Fordham University, 1989;  
Ph.D., University of Wisconsin, 1995. (1999)

**ADAM JONATHAN CON, Temporary Assistant Professor of Music**  
B.M.Ed., University of British Columbia, 1986;  
M.M.Ed., University of British Columbia, 1992;  
Ph.D., Florida State University, 2002. (2002)

**\*DIANA M. CONE, Associate Professor of Hospitality, Tourism, and Family and Consumer Sciences and Acting Associate Vice President for Academic Affairs**  
B.S., University of Southern Mississippi, 1979;  
M.S., University of Southern Mississippi, 1980;  
Ph.D., Florida State University, 1981. (1990)

**KATHERINE S. CONWAY-TURNER, Dean, College of Liberal Arts and Social Sciences, and Professor of Psychology**  
B.A., University of Kansas, 1976;  
M.A., University of Kansas, 1979;  
Ph.D., University of Kansas, 1980. (2001)

**KEVIN R. COOK, Temporary Instructor of Political Science**  
A.B., University of Georgia, 1984;  
M.A., Georgia Southern University, 1991. (2004)

**\*ROBERT P. COOK, Yamacraw Professor and Acting Chair, Department of Computer Sciences**  
B.E., Vanderbilt University, 1969;  
M.S., Vanderbilt University, 1971;  
Ph.D., Vanderbilt University, 1978. (2001)

**WILLIAM L. COOK, Vice President Emeritus for Business and Finance**  
B.B.A., University of Georgia, 1949. (1974)

**\*JONATHAN COPELAND, Professor of Biology and Member, Institute of Arthropodology and Parasitology**  
B.A., Tufts University, 1968;  
M.A.T., Tufts University, 1991;  
Ph.D., State University of New York-Stony Brook, 1975. (1991)

**RONALD J. CORE, Vice President for Business and Finance**  
B.A., Bowling Green State University, 1974;  
M.A.Ed., Western Carolina University, 1982;  
Ed.D., University of Georgia, 1990. (1997)

**\*CAROL J. CORNWELL, Assistant Professor of Nursing**  
B.S., University of Rochester, 1983;  
M.S., University of Rochester, 1985;  
Ph.D., University of Rochester, 1999. (1999)

**ROBERT COSTOMIRIS, Assistant Professor of Literature**  
B.A., University of California-Berkeley, 1977;  
B.S., University of California-Davis, 1985;  
M.A., University of Washington, 1990;  
Ph.D., University of Washington, 1995. (1997)

**ROBERT D. COSTON, Professor Emeritus of Economics**  
B.S.B.A., Northeast Louisiana University, 1965;  
M.B.A., Northeast Louisiana University, 1967;  
Ph.D., University of Arkansas, 1973. (1970)

**DOYCE J. COTTEN, Professor Emeritus of Kinesiology**  
B.S., Florida State University, 1961;  
M.S., Florida State University, 1963;  
Ed.D., Florida State University, 1965. (1966)

**\*GEORGE H. COX, JR., Professor of Political Science and Public Administration**  
B.S., University of Tennessee, 1969;  
M.A., George Peabody College for Teachers, 1972;  
Ph.D., Emory University, 1981. (1982)

**TIMOTHY E. CRANFORD, Director of Student Services, College of Information Technology, and Adjunct Instructor**  
B.S., Buffalo State College, State University of New York, 1994;  
M.S., Buffalo State College, State University of New York, 1997. (2003)

**CHARLOTTE C. CRITTENDEN, Assistant Professor Emerita of Writing and Linguistics**  
B.S.Ed., Georgia Southern College, 1962;  
M.Ed., Georgia Southern College, 1963;  
Ph.D., University of Georgia, 1987. (1987)

**\*CHARLES P. CROUCH, Assistant Professor of History**

B.A., Louisiana State University and A&M College, 1979;  
M.A., Louisiana State University and A&M College, 1985;  
Ph.D., University of Illinois at Urbana-Champaign, 1991. (1993)

**\*ANGELA CROW, Assistant Professor of Writing and Linguistics**

B.A., Point Loma Nazarene College, 1987;  
M.A., University of Kansas, 1991;  
Ph.D., University of Kansas, 1998. (1998)

**ANN D. CROWTHER, Temporary Instructor of Writing and Linguistics**

A.B.Ed., University of North Carolina-Chapel Hill, 1967;  
M.A., University of North Carolina-Chapel Hill, 1979. (1998)

**JEFFREY CROWTHER, Temporary Instructor of Writing and Linguistics**

B.A., Marietta College, 1969;  
M.A., State University of New York-Empire State College, 2000. (2000)

**CHRISTOPHER P. CUTLER, Temporary Assistant Professor of Biology**

B.Sc., University of Birmingham, 1985;  
Ph.D., University of St. Andrews, 1991. (2003)

**\*MARC D. CYR, Assistant Professor of Literature**

B.A., Western Washington University, 1979;  
M.A., Western Washington University, 1981;  
Ph.D., University of Washington, 1991. (1987)

**JOHN H. DAILY, Professor Emeritus of Political Science and Public Administration**

B.A., Edinboro State College, 1965;  
M.A., Kent State University, 1968;  
Ph.D., Kent State University, 1973. (1971)

**\*PHYLLIS DALLAS, Associate Professor of Writing and Linguistics**

B.S.Ed., Valdosta State College, 1973;  
M.A., Valdosta State College, 1975;  
Ph.D., Tulane University, 1991. (1988)

**\*STEVEN B. DAMELIN, Assistant Professor of Mathematics**

B.Sc., University of the Witwatersrand, 1991;  
M.Sc., University of the Witwatersrand, 1993;  
Ph.D., University of the Witwatersrand, 1996. (2000)

**MICHAEL L. DANIEL, Assistant Professor of Teaching and Learning**

B.S., Frances Marion University, 1985;  
M.Ed., Frances Marion University, 1993;  
Ed.D., University of Southern Mississippi, 1996. (2003)

**\*NATALIA DA ROZA, Professor of Music**

B.S., Nazareth College, 1962;  
M.M., College of the Holy Names, 1964;  
D.M.A., North Texas State University, 1972. (1986)

**\*JAMES H. DARRELL, Associate Professor of Geology**

B.A., Ohio Wesleyan University, 1964;  
M.S., University of Tennessee, 1966;  
Ph.D., Louisiana State University and A&M College, 1973. (1970)

**SUSAN JONES DARRELL, Assistant Professor Emerita of Family and Consumer Sciences (Education)**

B.S., Georgia Southern College, 1960;  
M.Ed., University of Georgia, 1968;  
Ed.S., University of Georgia, 1978. (1968)

**GARY E. DARTT, Associate Professor of Communication Arts**

B.S., Augustana College, 1964;  
M.F.A., University of Minnesota, 1974. (1988)

**NIRMAL K. DAS, Associate Professor of Civil Engineering Technology**

B.S.C.E., Jadavpur University, 1969;  
M.S., Texas Tech University, 1985;  
Ph.D., Texas Tech University, 1988;  
Professional Engineer. (1993)

**JOHN W. DAVENPORT, Professor Emeritus of Mathematics and Computer Science**

B.S., Union University, 1960;  
M.S., University of Mississippi, 1964;  
M.S., University of South Carolina, 1987;  
Ph.D., Texas Tech University, 1974. (1982)

**AARON H. DAVIDSON, Adjunct Instructor of Nursing**

B.S., University of Georgia, 1982;  
M.D., Medical College of Georgia, 1986. (1994)

**SUSAN BRAXTON DAVIES, Assistant Director, Admissions, and Adjunct Instructor**

B.A., Georgia Southern University, 1995;  
M.A., Bowling Green State University, 1997. (1998)

**C. MICHELE DAVIS, Assistant Professor of Chemistry**

B.S., Georgia Southern University, 1993;  
Ph.D., University of Alabama, 1997. (2000)

**E. LEE DAVIS, University Attorney**

B.A., Georgia Southern College, 1987;  
J.D., University of Georgia, 1991. (1995)

**\*ELYNOR G. DAVIS, Professor of Economics**

B.B.A., Baylor University, 1954;  
M.S., Baylor University, 1954;  
Ph.D., Texas A&M University, 1978. (1979)

**JAMES E. DAVIS, JR., Director, Agribusiness Development, and Adjunct Assistant Professor**

B.S.A., University of Georgia, 1974;  
M.S., University of Florida, 1978. (1994)

**\*REBECCA M. DAVIS, Associate Professor of Justice Studies**

B.S., Georgia Southern College, 1987;  
M.A., Georgia Southern College, 1989;  
J.D., University of Georgia, 1992. (1994)

**STEPHANIE C. DAVIS, Temporary Instructor of Nursing**

A.S.N., Coastal Georgia Community College, 1992;  
B.S.N., Armstrong Atlantic State University, 1998;  
M.S.N., Georgia Southern University, 2001. (2001)

**RON G. DAVISON, Professor Emeritus of Leadership, Technology, and Human Development**

B.A., University of Buffalo, 1959;  
Ed.M., University of Buffalo, 1964;  
Ed.D., State University of New York-Buffalo, 1969. (1991)

**MOHAMMAD S. DAVOUD, Professor of Mechanical Engineering Technology and Acting Director, School of Technology**

B.S., Oklahoma State University, 1981;  
M.S., Oklahoma State University, 1984;  
Ph.D., University of South Carolina, 1999. (1988)

**BRYAN A. DAWSON, Temporary Instructor of Broadcasting**

B.A., West Virginia University, 1997;  
M.A., University of Memphis, 2001. (2003)

**BRENDA L. DEAL, Academic Advisor and Adjunct Instructor of Accounting**

B.B.A., Georgia Southern College, 1988;  
M.B.A., Georgia Southern University, 1993. (1999)

**\*S. TODD DEAL, Professor of Chemistry**

B.S., Georgia Southern College, 1986;  
Ph.D., The Ohio State University, 1990. (1992)

**T. MICHAEL DEAL, Registrar and Adjunct Instructor**

B.B.A., Georgia Southern College, 1974;  
M.Ed., Georgia Southern College, 1989. (1988)

**TONY J. DEAL, Radiation Safety Officer and Adjunct Instructor of Physics**

B.S., Georgia Southern University, 1992;  
M.Ed., Georgia Southern University, 1993. (1993)

**\*CLEON E. DEAN, Associate Professor of Physics**

B.S., Texas A&M University, 1980;  
M.S., Texas A&M University, 1982;  
Ph.D., Washington State University, 1989. (1992)

**PAULINE DELAAR, Academic Advisor and Adjunct Instructor**

B.S., State University of New York-College at Oswego, 1968;  
M.A.Ed., University of Rhode Island, 1990. (1996)

**ROBERT DELAAR, Assistant Director, Physical Plant, and Adjunct Instructor, School of Technology**

B.S., United States Military Academy, 1969;  
M.S., Purdue University, 1971;  
M.A., New Mexico Highlands University, 1979. (1994)

**LYNN E. DELLENBARGER, Fuller E. Callaway Professor Emeritus of Banking and Finance**

A.B., Duke University, 1953; M.B.A.,  
University of Florida, 1956; Ph.D.,  
University of Florida, 1960. (1971)

**ELEANOR B. DELOACH, Educational Program Specialist and Adjunct Instructor**

B.S.Ed., Georgia Southern College, 1954;  
M.Ed., Georgia Southern College, 1982. (1991)

**DEBORAH M. DEMARE, Assistant Professor of Communication Arts**

B.A., Pennsylvania State University, 1993;  
M.A.M.C., University of Florida, 1998. (1999)

**JOHN FRANCIS DENITTO, Professor Emeritus of Middle Grades and Secondary Education**

B.S.Ed., Georgia Teachers College, 1954;  
M.Ed., Georgia Southern College, 1965;  
Ed.S., Georgia Southern College, 1973;  
Ed.D., University of Georgia, 1980. (1969)

**LISA L. DENMARK, Temporary Instructor of History**

B.A., Georgia Southern University, 1993;  
M.A., Georgia Southern University, 1995. (1998)

**\*LUTHER TREY DENTON, III, Professor of Marketing**

B.A., Emory University, 1982;  
M.B.A., Emory University, 1986;  
Ph.D., University of Georgia, 1991. (1992)

**WENDY T. DENTON, Assistant Director, Georgia Southern Museum, and Adjunct Instructor**

B.S., University of Pennsylvania, 1984;  
M.S., Georgia Southern University, 1998. (1997)

**NANCY DESSOMMES, Assistant Professor of English**

A.F.A., Young Harris College, 1973;  
B.A., Georgia Southern College, 1975;  
M.A., Auburn University, 1978. (1988)

**RUSSELL A. DEWEY, Assistant Professor of Psychology**

A.B., University of Michigan, 1973;  
Ph.D., University of Michigan, 1978. (1979)

**ROBERT DICK, Associate Professor Emeritus of Political Science and Public Administration**

A.B., University of Michigan, 1950;  
M.P.A., New York University, 1954;  
Ph.D., New York University, 1973. (1973)

**\*JOHN R. DIEBOLT, Professor of Biology and Associate Dean, Jack N. Averitt College of Graduate Studies**

B.A., Kansas State Teachers College, 1963;  
M.S., Kansas State Teachers College, 1965;  
Ph.D., University of Oklahoma, 1974. (1992)

**\*JENNIE DILWORTH, Assistant Professor of Child and Family Development**

B.S., Brigham Young University, 1985;  
M.Ed., University of North Texas, 1989;  
Ph.D., Texas Woman's University, 1998. (1997)

**JASON N. DITTMER, Assistant Professor of Geography**

B.A., Jacksonville University, 1998;  
M.A., Florida State University, 1999;  
Ph.D., Florida State University, 2003. (2003)

**DANNY R. DIXON, Assistant Professor of Sociology**

B.S., Georgia Southern College, 1979;  
M.S.W., University of Georgia, 1985;  
Ph.D., University of Georgia, 1997. (2003)

**PAUL DIXON, Associate Professor Emeritus of Vocational Education and Adult Education**

B.S., University of Tennessee, 1958;  
M.S., University of Tennessee, 1971;  
Ed.D., University of Tennessee, 1974. (1974)

**\*GRIGORY DMITRIYEV, Professor of Curriculum, Foundations, and Reading**

Dipl., Irkutsk Pedagogical Institute of Foreign Languages, 1972;  
Ph.D., Academy of Pedagogical Sciences, 1989. (1991)

**\*ALLISON J. DOBSON, Assistant Professor of Chemistry**

B.S., Western Kentucky University, 1992;  
M.S., The Ohio State University, 1995;  
Ph.D., The Ohio State University, 1998. (1998)

**LLOYD NOLAN DOSIER, Professor Emeritus of Management**

B.B.A., Georgia State University, 1965;  
M.B.A., Georgia State University, 1966. (1968)

**\*ALAN C. DOWNS, Associate Professor of History**

B.A., North Carolina State University, 1978;  
M.A., University of North Carolina-Chapel Hill, 1982;  
Ph.D., University of North Carolina-Chapel Hill, 1991. (1992)

**\*ELIZABETH DOWNS, Associate Professor of Leadership, Technology, and Human Development**

B.S., Florida State University, 1975;  
M.Ed., University of Florida, 1983;  
Ph.D., University of Florida, 1989. (1990)

**DONALD JOSEPH DRAPALIK, Professor Emeritus of Biology**

B.A., Southern Illinois University, 1959;  
M.A., Southern Illinois University, 1962;  
Ph.D., University of North Carolina, 1970. (1968)

**JOSHUA M. DROUIN, Assistant Professor of Kinesiology**

B.S., Plymouth State College, 1996;  
M.Ed., University of Virginia, 1999;  
Ph.D., University of Virginia, 2002. (2002)

**\*DAVID L. DUDLEY, Associate Professor of Literature**

B.A., Duke University, 1970; M.Div.,  
Concordia Seminary, 1975; M.A.,  
University of West Florida, 1984;  
Ph.D., Louisiana State University, 1988. (1989)

**\*SUELLYNN DUFFEY, Assistant Professor of Writing and Linguistics**

B.A., The Ohio State University, 1971;  
M.A., The Ohio State University, 1975;  
Ph.D., The Ohio State University, 1987. (2001)

**\*LOIS L. DUKE-WHITAKER, Professor of Political Science**

A.A., University of South Carolina, 1975;  
A.B.J., University of South Carolina, 1976;  
M.A., University of South Carolina, 1979;  
Ph.D., University of South Carolina, 1986. (1996)

**EDWARD A. DUNCAN, Head Cataloging Librarian Emeritus and Assistant Professor Emeritus**

B.A., North Texas State University, 1950;  
M.A., Florida State University, 1956;  
M.L.S., Rutgers University, 1964. (1986)

**GARY L. DUNCAN, Assistant Professor of Construction Management**

A.E., Southern Technical Institute, 1966;  
B.S., Georgia Southern College, 1975;  
M.T., Georgia Southern University, 1990;  
Registered Architect. (1983)

**IRIS B. DURDEN, Serials Librarian and Associate Professor**

B.S.Ed., Georgia Southern College, 1973;  
M.Ln., Emory University, 1978. (1978)

**\*LANCE A. DURDEN, Assistant Professor of Biology, and Member, Institute of Arthropodology and Parasitology**

B.Sc., Royal Holloway College, University of London, 1977;  
Ph.D., University of London, 1981. (1992)

**LORI S. DURDEN, Director, Small Business Development Center**

B.B.A., Georgia Southern University, 1992;  
M.B.A., Georgia Southern University, 1998. (1994)

**JOHN N. DYER, Assistant Professor of Information Systems**

B.S., University of Alabama, 1991;  
M.B.A., University of Alabama, 1993;  
M.S., University of Alabama, 1995;  
Ph.D., University of Alabama, 1997. (2001)

**JIMMIE L. EARLE, Instructor of Management**

B.B.A., Northeast Louisiana University, 1981;  
M.B.A., Northeast Louisiana University, 1983. (1994)

**JACQUELINE K. EASTMAN, Adjunct Associate Professor of Marketing**

B.S., The Ohio State University, 1986;  
Ph.D., Florida State University, 1993. (2001)

**WILLIAM R. EATON, Temporary Instructor of Philosophy**

B.A., Western Illinois University, 1993;  
M.A., Southern Illinois University, 1997. (2003)

**MARGARET M. ECCLES, Temporary Assistant Professor of Art**  
 B.A., Marylhurst University, 1995;  
 M.F.A., Rutgers University, 2002. (2003)

**DAVID L. ECKLES, Assistant Professor of Finance**  
 B.B.A., University of Georgia, 1997;  
 M.A., Wharton School, University of Pennsylvania, 2002;  
 Ph.D., Wharton School, University of Pennsylvania, 2003. (2003)

**OLIVIA C. EDENFIELD, Assistant Professor of English**  
 B.A., Georgia Southern College, 1982;  
 M.A., University of Iowa, 1986;  
 Ph.D., University of Georgia, 2002. (1986)

**ANDREW S. EDWARDS, Associate Professor Emeritus of Educational Foundations and Curriculum**  
 A.B., Mercer University, 1950;  
 M.Ed., Mercer University, 1957;  
 D.Ed., University of Georgia, 1965. (1963)

**MARK A. EDWARDS, Professor of Physics**  
 B.S., Georgia Southern College, 1977;  
 M.A., The Johns Hopkins University, 1979;  
 Ph.D., The Johns Hopkins University, 1984. (1990)

**\*VERNON O. EGGER, Professor of History**  
 B.A., Baylor University, 1970;  
 M.Div., Southern Baptist Theological Seminary, 1973;  
 A.M., University of Michigan, 1977;  
 Ph.D., University of Michigan, 1983. (1983)

**WILLIAM EHLING, Director, Campus Recreation and Intramurals, and Adjunct Instructor of Hospitality, Tourism, and Family and Consumer Sciences**  
 B.S., Appalachian State University, 1979;  
 M.A., Appalachian State University, 1983. (1989)

**\*HENRY A. EISENHART, Professor and Chair, Department of Hospitality, Tourism, and Family and Consumer Sciences**  
 B.U.S., University of New Mexico, 1970;  
 M.A., University of New Mexico, 1973;  
 Ph.D., University of New Mexico, 1979. (1991)

**MEDHAT A. EL-HADEK, Temporary Instructor of Mechanical Engineering Technology**  
 B.Sc., Mansoura University, 1996;  
 M.S., Tuskegee University, 1999;  
 Ph.D., Auburn University, 2003. (2004)

**BOBBIE R. ELLAISSI, Associate Professor Emerita of Middle Grades and Secondary Education**  
 B.A., Baylor University, 1957;  
 M.Ed., University of Texas, 1961;  
 Ph.D., University of Texas, 1978. (1974)

**FRED CARROLL ELLENBURG, Professor Emeritus of Middle Grades and Secondary Education**  
 A.B., Furman University, 1954;  
 M.A., Appalachian State University, 1963;  
 Ed.D., University of Tennessee, 1967. (1967)

**STEVEN M. ELLIOTT, Assistant Professor of Physical Education/Pedagogy**  
 B.A., University of North Carolina-Wilmington, 1996;  
 M.Ed., University of Virginia, 2002;  
 Ph.D., University of Virginia, 2003. (2003)

**ELEANOR M. ELLIS, Adjunct Instructor of Public Health**  
 B.A., Randolph-Macon Woman's College, 1983. (1998)

**ELLEN N. EMERSON, Assistant Director, Counseling and Career Development, and Adjunct Instructor**  
 B.A., Carleton College, 1984;  
 M.A., Michigan State University, 1985;  
 Ph.D., Utah State University, 1995. (1996)

**STEVEN T. ENGEL, Assistant Professor of Political Science**  
 B.A., Michigan State University, 1990;  
 M.A., Miami University, 1992;  
 M.A., Bowling Green State University, 1993;  
 Ph.D., Loyola University Chicago, 1999. (1999)

**JACKIE M. ERNEY, Assistant Professor of Communication Arts**  
 B.S.J., University of Florida, 1972;  
 M.A., University of Florida, 1995. (1997)

**CURTIS G. ERWIN, Assistant Director, Residence Life, and Adjunct Instructor**  
 B.A., Northeast Missouri State University, 1989;  
 M.S.Ed., Indiana University, 1991. (1997)

**DEBORAH B. EVANS, 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. (1986)

**JOSIAH SAMUEL EZELL, Assistant Professor Emeritus of Marketing**  
 B.B.A., North Texas State University, 1952;  
 M.B.A., North Texas State University, 1960. (1964)

**\*MATHEW D. FALLIN, Associate Professor of Music**  
 B.M., Georgia Southern College, 1987;  
 M.A., Louisiana Tech University, 1989;  
 D.M.A., University of Miami, 1997. (1991)

**\*QINGQUAN FANG, Associate Professor of Biology and Member, Institute of Arthropodology and Parasitology**  
 B.S., Anhui Agricultural University, 1977;  
 M.S., Anhui Agricultural University, 1983;  
 Ph.D., Kansas State University, 1993. (1996)

**\*DONALD W. FAUSETT, Professor of Mathematics**  
 B.S., University of Texas-Arlington, 1963;  
 M.A., University of Texas-Arlington, 1968;  
 Ph.D., University of Wyoming, 1974. (1998)

**\*LAURENE FAUSETT, Assistant Professor of Mathematics**  
 A.B., University of California-Berkeley, 1964;  
 M.S.T., University of Wyoming, 1975;  
 Ph.D., University of Wyoming, 1984. (2001)

**CHRISTINE N. FELDMAN, Assistant Professor of Communication Arts**  
 A.B.J., University of Georgia, 1970;  
 M.A., University of Georgia, 1979;  
 J.D., Woodrow Wilson College of Law, 1977. (1997)

**\*ROBERT W. FERNEKES, Information Services Librarian and Assistant Professor**  
 B.S., University of San Francisco, 1969;  
 M.L.S., George Peabody College for Teachers, 1970;  
 Ed.S., George Peabody College for Teachers, 1971;  
 Ph.D., George Peabody College for Teachers, 1974. (2000)

**LYNN W. FINE, Associate Professor of Construction Management**  
 B.B.C., University of Florida, 1971;  
 M.S., Georgia Institute of Technology, 1990. (1992)

**DONNA K. FISHER, Assistant Professor of Economic Development**  
 B.S., Michigan State University, 1982;  
 B.S., University of Oregon, 1990;  
 M.S., University of Illinois at Urbana-Champaign, 1997;  
 Ph.D., University of Illinois at Urbana-Champaign, 2000. (2001)

**ROBERT N. FITZWATER, Associate Professor Emeritus of Chemistry**  
 B.S., Rollins College, 1949;  
 Ph.D., University of Florida, 1958. (1968)

**\*LESLIE B. FLETCHER, Associate Professor of Accounting**  
 B.A., Duke University, 1973;  
 Ph.D., Louisiana State University and A&M College, 1993. (1993)

**GORDON EARL FLOYD, Assistant Professor Emeritus of Sport Science and Physical Education**  
 B.S., University of Florida, 1963;  
 M.P.E., University of Florida, 1965;  
 Ed.S., Georgia Southern College, 1974. (1969)

**\*RICHARD M. FLYNN, Professor of Literature**  
 B.A., George Washington University, 1977;  
 M.A., American University, 1980;  
 M. Phil., George Washington University, 1984;  
 Ph.D., George Washington University, 1987. (1990)

**W. RONALD FOCHT, Temporary Instructor of Economics**  
 B.S., Rochester Institute of Technology, 1980;  
 M.B.A., Georgia Southern University, 1991. (2001)

**JANE FORBES, Temporary Instructor of Information Systems**  
 B.B.A., University of Georgia, 1978;  
 M.B.A., Case Western Reserve University, 1988. (2001)

**\*SHAWN MICHAEL FORBES, Professor of Finance**

B.B.A., University of Georgia, 1979;  
Ph.D., University of Georgia, 1985. (1991)

**CHARLOTTE ADAMS FORD, Associate Professor Emerita of History**

A.B., University of Georgia, 1941;  
M.A., Georgia Southern College, 1964. (1964)

**PAUL DOUGLAS FOWLER, Professor Emeritus of Industrial Engineering Technology**

B.I.E., Georgia Institute of Technology, 1954;  
M.S.I.M., Georgia Institute of Technology, 1965;  
Professional Engineer. (1971)

**GAVIN L. FOX, Temporary Instructor of Finance and Quantitative Analysis**

B.S.B., Virginia Polytechnic Institute and State University, 1999;  
M.B.A., Virginia Polytechnic Institute and State University, 2001. (2003)

**PAULA FRAISER, Temporary Instructor of Teaching and Learning**

B.A., University of Connecticut, 1967;  
M.A., University of Connecticut, 1974;  
Ed.S., Georgia Southern College, 1978. (2001)

**WILLIAM H. FRANCISCO, Assistant Professor of Accounting**

B.S.B.A., University of Southern Mississippi, 1969;  
M.S., University of Southern Mississippi, 1975;  
C.M.A., C.P.A., Mississippi, 1976. (1980)

**SANDRA TINDOL FRANKLIN, Assistant Professor Emerita of Middle Grades and Secondary Education**

B.S.Ed., Georgia Southern College, 1959;  
M.S.T., Georgia Southern College, 1967;  
Ed.S., Georgia Southern College, 1975. (1960)

**\*SUSAN T. FRANKS, Associate Professor of Teaching and Learning**

B.A., Armstrong State College, 1976;  
M.A.Ed., Virginia Polytechnic Institute and State University, 1983;  
Ed.D., Virginia Polytechnic Institute and State University, 1992. (1996)

**WALTER J. FRASER, JR., Professor Emeritus and Chair Emeritus, Department of History**

B.A., University of Virginia, 1958;  
M.A., East Carolina College, 1964;  
Ph.D., University of Tennessee, 1970. (1982)

**WILLIAM B. FREDENBERGER, Adjunct Professor of Information Systems**

B.S.B.A., The Citadel, 1961;  
M.B.A., Valdosta State College, 1976;  
Ph.D., University of Georgia, 1990. (2002)

**FRANK E. FRENCH, Professor Emeritus of Biology and Adjunct Member, Institute of Arthropodology and Parasitology**

B.S., Texas Technological College, 1957;  
M.S., Iowa State College, 1958;  
Ph.D., Iowa State College, 1962. (1969)

**BRADEN K. FRIEDER, Assistant Professor of Art**

B.U.S., University of New Mexico, 1983;  
M.A., University of New Mexico, 1988;  
Ph.D., University of Wisconsin, 1997. (2001)

**CYNTHIA J. FROST, Assistant Access Services Librarian and Assistant Professor**

B.A., Illinois Wesleyan University, 1975;  
M.S.L.S., University of North Carolina-Chapel Hill, 1994. (1998)

**\*LAURA JUNE DELONG FROST, Assistant Professor of Chemistry**

B.S., Kutztown University, 1986;  
Ph.D., University of Pennsylvania, 1992. (1999)

**JANET A. FUNDERBURK, Assistant Professor of Therapeutic Recreation**

B.S., East Carolina University, 1994;  
M.S., East Carolina University, 2000;  
Ph.D., Indiana University, 2003. (2003)

**\*HOWARD LESLIE FURR, Associate Professor of Hotel and Restaurant Management**

B.A., Louisiana State University and A&M College, 1974;  
M.Ed., Springfield College, 1981;  
Ph.D., Texas A&M University, 1987. (1996)

**KELLY K. FUTCH, Temporary Instructor of Mathematics**

B.A., Georgia Southern College, 1979;  
M.A.T., Georgia State University, 1989. (1989)

**MERIGALA GABRIEL, Temporary Assistant Professor of Philosophy**

M.A., S V University, 1979;  
M.Phil., Madras Christian College, 1982;  
Ph.D., University of Madras, 1992. (2002)

**SANDRA L. GALLEMORE, Professor Emerita of Health and Kinesiology**

B.S., Washington State University, 1964;  
M.S., Smith College, 1969;  
Ed.D., University of North Carolina-Greensboro, 1979. (1979)

**ADRIAN GARDINER, Temporary Assistant Professor of Information Systems**

B.B.A., Queensland University of Technology, 1988;  
M.F.M., University of Queensland, 1993;  
Ph.D., University of New South Wales, 2003. (2003)

**ELIZABETH HARDIN GARRISON, Professor Emerita of Elementary Education**

A.B., University of Alabama, 1935;  
M.Ed., University of Florida, 1955;  
Ed.D., University of Florida, 1964. (1964)

**X. L. GARRISON, Professor Emeritus of Administration and Supervision**

B.S., University of Kentucky, 1937;  
M.Ed., University of Miami, 1948;  
Ed.D., University of Florida, 1966. (1968)

**GEORGE W. GASTON, JR., Associate Professor Emeritus of Educational Foundations and Curriculum**

A.B., University of Georgia, 1957;  
M.Ed., University of Georgia, 1963;  
Ed.D., Indiana University, 1968. (1967)

**DELENA GATCH, Temporary Assistant Professor of Physics**

B.S., Georgia Southern University, 1995;  
Ph.D., University of Georgia, 2000. (2001)

**ROSE MARY GEE, Instructor of Nursing**

A.S.N., Armstrong State College, 1980;  
B.S., Georgia Southern College, 1976;  
B.S.N., Medical College of Georgia, 1981;  
M.S.N., Medical College of Georgia, 1991. (1993)

**JONATHAN H. GEISLER, Assistant Professor of Geology and Curator of Paleontology**

B.S., College of Charleston, 1995;  
B.A., College of Charleston, 1995;  
M.A., Columbia University, 1998;  
M. Phil., Columbia University, 2000;  
Ph.D., Columbia University, 2001. (2001)

**PAUL R. GEISLER, Instructor of Kinesiology**

B.S., Marietta College, 1987;  
M.A., University of North Carolina-Chapel Hill, 1990. (1998)

**SUSAN A. GEISLER, Adjunct Instructor of Public Health**

B.S., Russell Sage College, 1984;  
M.A., University of North Carolina-Chapel Hill, 1991. (1998)

**\*SOPHIE B. GEORGE, Associate Professor of Biology**

B.Sc., Fourah Bay College, 1981;  
M.Sc., University of Paris VI, 1984;  
D.E.A., University of Paris VI, 1987;  
Ph.D., University of Paris VI, 1990. (1995)

**CHRIS B. GEYERMAN, Associate Professor of Communication Arts**

B.S., Utah State University, 1983;  
M.A., Eastern Illinois University, 1984;  
Ph.D., Southern Illinois University, 1991. (1987)

**GODFREY A. GIBBISON, Assistant Professor of Economics**

B.S., University of West Indies, 1992;  
M.S., Iowa State University, 1995;  
Ph.D., Virginia Polytechnic Institute and State University, 1998. (2002)

**DALE B. GIBSON, Educational Program Specialist and Adjunct Instructor**

B.S.Ed., Georgia Southwestern College, 1975;  
M.Ed., Georgia College, 1979. (1989)

**TIMOTHY D. GILES, Assistant Professor of Writing and Linguistics**

B.A., East Carolina University, 1982;  
M.A., East Carolina University, 1986. (1989)



**PATRICIA INGLE GILLIS, Professor Emerita of English**

A.B., Baylor University, 1951;  
M.A., Baylor University, 1952;  
Ph.D., University of Arkansas, 1965. (1971)

**PEGGY S. GILMORE, Serials Acquisitions Librarian Emerita and Associate Professor Emerita**

A.B., Georgia State College for Women, 1953;  
M.Ln., Emory University, 1956. (1971)

**LORRAINE S. GILPIN, Assistant Professor of Teaching and Learning**

B.S.Ed., Georgia Southern University, 1996;  
M.Ed., Georgia Southern University, 1998;  
Ed.D., Georgia Southern University, 2002. (2000)

**\*DANIEL F. GLEASON, Associate Professor of Biology**

B.S., Furman University, 1980;  
M.S., University of Houston, 1984;  
Ph.D., University of Houston, 1992. (1996)

**SHEENA L. GLOVER, Assistant Director, Russell Union-Student Programs, and Adjunct Instructor**

B.S., University of Southern Mississippi, 1995;  
M.Ed., University of Southern Mississippi, 1996;  
Ed.S., University of Southern Mississippi, 1998. (2001)

**EDGAR C. GODFREY, Associate Professor Emeritus of Technology**

B.S.Ed., Ohio University, 1941;  
M.S., Ohio University, 1949. (1949)

**MATTHEW J. GOFF, Assistant Professor of Religious Studies**

B.A., San Francisco State University, 1993;  
M.T.S., Harvard Divinity School, 1997;  
Ph.D., University of Chicago, 2002. (2002)

**DANIEL B. GOOD, Professor Emeritus of Geography and Adjunct Member, Institute of Arthropodology and Parasitology**

B.A., Emory and Henry College, 1965;  
M.S., University of Tennessee, 1967;  
Ph.D., University of Tennessee, 1973. (1969)

**CARL W. GOODING, Professor Emeritus and Dean Emeritus, College of Business Administration**

B.S., University of North Carolina, 1965;  
M.B.A., University of Georgia, 1972;  
Ph.D., University of Georgia, 1976. (1986)

**\*ELAINE CLIFT GORE, Assistant Professor of Teaching and Learning**

B.A., University of Texas-Austin, 1972;  
A.M., Stanford University, 1973;  
Ph.D., University of Texas-Austin, 1998. (2001)

**MARVIN L. GOSS, Cataloging Librarian and Assistant Professor**

B.A., Georgia State University, 1974;  
M.A., Georgia State University, 1980;  
M.Ln., Emory University, 1982. (1983)

**\*HELEN M. GRAF, Associate Professor of Public Health**

B.S., Southern Illinois University, 1982;  
M.S., Southern Illinois University, 1984;  
Ph.D., Southern Illinois University, 1995. (1995)

**BEVERLY L. GRAHAM, Associate Professor of Communication Arts**

B.S.Ed., Eastern Illinois University, 1972;  
M.A., Eastern Illinois University, 1977;  
Ph.D., Southern Illinois University, 1991. (1988)

**JOHN P. GRAHAM, Professor Emeritus of Music**

B.M., North Texas State University, 1941;  
M.M., North Texas State University, 1947;  
Ed.D., University of Oklahoma, 1953. (1962)

**DALE F. GRANT, Associate Professor Emerita of Leadership, Technology, and Human Development**

A.B., Indiana University, 1968;  
M.S., Indiana University, 1972;  
Ph.D., University of Toledo, 1985. (1987)

**WILMER GRANT, JR., Associate Professor Emeritus of Physics**

B.A., Hampton Institute, 1962;  
M.S., Indiana University, 1967;  
Ph.D., Indiana University, 1974. (1982)

**\*C. DOUGLAS GRAVES, Professor of Music**

B.S.Ed., West Chester State College, 1960;  
M.M.E., Indiana University, 1965;  
Ph.D., Michigan State University, 1972. (1987)

**CEDRICK B. GRAY, Adjunct Instructor of Military Science Staff Sergeant, U.S. Army. (2001)****ARDIAN GRECA, Temporary Yamacraw Assistant Professor of Computer Sciences**

B.E., University of Tirana, 1991;  
D.Eng., Yamagata University, 2000. (2001)

**EDWARD T. GREEN, Professor Emeritus of Educational Leadership**

B.S., Ithaca College, 1942;  
M.S., Syracuse University, 1947;  
Ed.D., Syracuse University, 1965. (1977)

**ROBERT W. GREENFIELD, Professor Emeritus of Anthropology and Sociology**

A.B., Kent State University, 1949;  
Ph.D., The Ohio State University, 1959. (1973)

**\*BRYAN W. GRIFFIN, Associate Professor of Curriculum, Foundations, and Reading**

B.A., North Carolina State University, 1986;  
M.S., Florida State University, 1989;  
Ph.D., Florida State University, 1993. (1992)

**JULIA B. GRIFFIN, Assistant Professor of Literature**

B.A., University of Cambridge, 1985;  
M.Phil., Oxford University, 1988;  
D.Phil., Oxford University, 1993. (2000)

**\*MARLYNN M. GRIFFIN, Associate Professor of Curriculum, Foundations, and Reading**

B.S., Florida State University, 1984;  
M.S., Florida State University, 1985;  
M.S., Florida State University, 1989;  
Ph.D., Florida State University, 1992. (1992)

**SARA J. GRIMES, Temporary Instructor of Management**

B.B.A., Georgia Southern University, 1995;  
M.B.A., Georgia Southern University, 1997. (1999)

**BRUCE GRUBE, President and Professor of Political Science**

A.B., University of California-Berkeley, 1964;  
Ph.D., University of Texas-Austin, 1975. (1999)

**\*KATHLEEN H. GRUBEN, Assistant Professor of Marketing**

B.B.A., Stephen F. Austin State University, 1992;  
M.B.A., Stephen F. Austin State University, 1994;  
Ph.D., University of North Texas, 1998. (1998)

**JOHN PETER GRUBERT, Associate Professor of Civil Engineering Technology**

B.Sc., University of London, 1965;  
M.Phil., University of London, 1975;  
Ph.D., City University, London, 1981;  
M.Sc., University of Glamorgan, 1994;  
Ph.D., University of Greenwich, 2000. (2000)

**SANJAY GUPTA, Adjunct Associate Professor of Accounting**

B.Com., University of Calcutta, 1985; M.B.A.,  
Georgia Southern University, 1993; Ph.D.,  
University of Central Florida, 1997. (2001)

**JOHN E. GUTKNECHT, Associate Professor Emeritus of Management**

B.S., Tulane University, 1954;  
M.B.A., Louisiana State University and A&M College, 1965. (1986)

**MICHELLE A. HABERLAND, Assistant Professor of History**

B.A., University of Florida, 1990;  
M.A., University of Florida, 1993;  
Ph.D., Tulane University, 2001. (2002)

**DONALD F. HACKETT, Professor Emeritus and Dean Emeritus of the College of Technology**

B.S., University of Illinois, 1940;  
M.Ed., University of Missouri, 1947;  
Ed.D., University of Missouri, 1953. (1948)

**AMY A. HACKNEY, Assistant Professor of Psychology**

B.A., Indiana University, 1994;  
M.S., St. Louis University, 2000;  
Ph.D., St. Louis University, 2003. (2003)

**\*MARY HADLEY, Associate Professor of Writing and Linguistics**

B.A., University of Leeds, 1970;  
M.S., Southern Connecticut State University, 1987;  
M.S., Central Connecticut State University, 1992;  
Ph.D., University of Reading, 2000. (1994)

**\*DANIEL V. HAGAN, Professor of Biology and Member, Institute of Arthropodology and Parasitology**

B.S.Ed., Georgia Southern College, 1968;  
M.S.T., Georgia Southern College, 1972;  
Ph.D., University of Georgia, 1979. (1980)

**\*H. STEPHEN HALE, Associate Professor of Anthropology**

B.A., University of Central Florida, 1974;  
M.A., Florida Atlantic University, 1976;  
Ph.D., University of Florida, 1989. (1991)

**MARILYN HALE, Academic Advisor and Adjunct Instructor**

B.A., University of Central Florida, 1974;  
M.Ed., Georgia Southern University, 2001. (1996)

**\*ALICE H. HALL, Assistant Professor of Child and Family Development**

B.S., Virginia Polytechnic Institute and State University, 1983;  
M.Ed., James Madison University, 1988;  
Ph.D., University of North Carolina-Greensboro, 1999. (1999)

**ERA HALL, Project Coordinator and Adjunct Instructor**

B.S.Ed., Auburn University, 1981;  
M.Ed., Georgia Southern University, 1994. (1994)

**CURTIS HAMES, JR., Adjunct Associate Professor of Public Health**

B.A., Georgia Southern College, 1968;  
B.S., University of Georgia, 1972;  
M.D., Universidad Autónoma de Guadalajara, 1978. (1987)

**CURTIS HAMES, SR., Adjunct Professor of Public Health**

B.S., University of Georgia, 1941;  
M.D., University of Georgia, 1944. (1987)

**ANN H. HAMILTON, Associate Dean of the Library, Associate University Librarian, and Professor**

A.B., Alabama College, 1968;  
M.A., Mississippi State University, 1970;  
M.Ln., Emory University, 1971;  
D.A.L.S., Emory University, 1988. (1992)

**\*LYNDA S. HAMILTON, Professor of Legal Studies**

A.B., Wesleyan College, 1965;  
M.A., Clemson University, 1967;  
J.D., University of Georgia, 1981. (1982)

**\*DIANA J. HAMMITTE, Associate Professor of Teaching and Learning**

B.S., University of Alabama, 1976;  
M.A., University of Alabama, 1987;  
Ed.D., University of Alabama, 1990. (1994)

**HYO-JOO HAN, Temporary Assistant Professor of Information Systems**

B.A., Kyungpook National University, 1994;  
M.B.A., Pennsylvania State University, 1999;  
M.S., Pennsylvania State University, 2000. (2003)

**\*KYLE HANCOCK, Associate Professor of Music**

B.M.E., Baldwin-Wallace College, 1975; M.M.,  
Cleveland Institute of Music, 1979; A.Mus.D.,  
University of Michigan, 1992. (1997)

**ROBERT W. HANEY, JR., Assistant Professor of Spanish and Associate Provost**

B.A., Mercer University, 1972;  
M.A., University of Kentucky, 1974;  
Ph.D., University of Kentucky, 1982. (1982)

**\*MARK D. HANNA, Professor of Management and Associate Dean, College of Business Administration**

B.A., LeTourneau College, 1981;  
M.S., Clemson University, 1983;  
Ph.D., Clemson University, 1989. (2001)

**JOSEPHINE B. HANSCHKE, Educational Program Specialist and Adjunct Instructor**

B.A., Auburn University, 1994;  
M.Ed., Georgia Southern University, 1996. (1999)

**CHARLENE M. HANSON, Professor Emerita of Nursing**

R.N., St. Peter's Hospital, 1959;  
B.S., State University of New York-College at Oneonta, 1972;  
M.S., Syracuse University, 1979;  
Ed.D., University of Georgia, 1986. (1981)

**HIRAM STANLEY HANSON, Professor Emeritus and Head Emeritus, Department of Geology and Geography**

B.A., Emory University, 1946;  
M.S., Emory University, 1949;  
M.A., Emory University, 1959;  
Ph.D., University of Arizona, 1966. (1964)

**†ROLAND HANSON, Associate Professor Emeritus of Industrial Engineering Technology**

B.S., Fairleigh Dickinson College, 1957;  
M.B.A., Fairleigh Dickinson College, 1960;  
Professional Engineer. (1981)

**\*ELAINE MARIE HAPSHE, Associate Professor of Nursing**

B.S., Marymount Manhattan College, 1973;  
M.S.N., Arizona State University, 1976;  
Ph.D., Texas Woman's University, 1994. (1995)

**JAMES HARBOUR, Assistant Professor of Communication Arts**

B.F.A., Southern Oregon College, 1971;  
M.F.A., University of California-Riverside, 1975. (1995)

**\*CHARLES J. HARDY, Professor of Kinesiology and Acting Dean, Jack N. Averitt College of Graduate Studies**

B.S., East Carolina University, 1978;  
M.S., University of Tennessee, 1980;  
Ph.D., Louisiana State University and A&M College, 1983. (1994)

**SARA-ELIZABETH HARDY, Assistant Professor Emerita of Mathematics**

B.A., Georgia College, 1956;  
M.A., Florida State University, 1957. (1964)

**\*PEGGY G. HARGIS, Associate Professor of Sociology**

B.A., University of Alaska-Anchorage, 1978;  
M.A., University of Alaska-Anchorage, 1979;  
Ph.D., University of Georgia, 1994. (1994)

**TAMARA WATSON HARPER, Assistant Professor of Music**

B.M., The Ohio State University, 1992;  
M.M., The Boston Conservatory, 1994;  
D.M., Florida State University, 2002. (2002)

**\*HORACE W. HARRELL, Associate Professor Emeritus of Accounting**

B.B.A., Georgia Southern College, 1969;  
M.B.A., University of Georgia, 1970;  
Ph.D., University of Georgia, 1976;  
C.P.A., Georgia, 1978. (1972)

**\*JAMES K. HARRIS, Associate Professor of Computer Sciences**

B.S., University of Alabama, 1976;  
M.A., University of Alabama, 1977;  
Ph.D., University of Alabama, 1983;  
M.S., University of South Carolina, 1989. (2000)

**META Y. HARRIS, Temporary Assistant Professor of Sociology**

B.A., Howard University, 1974; M.A.,  
University of Alabama, 1992; Ed.D.,  
University of Alabama, 1994; M.A.,  
The American University, 1998;  
Ph.D., University of Manchester, 2003. (2003)

**WILLIAM RAY HARRIS, Temporary Assistant Professor of Communication Arts**

B.A., David Lipscomb University, 1993;  
M.A., University of Memphis, 1998. (2001)

**\*GALE AILEEN HARRISON, Associate Professor of Political Science**

B.A., Agnes Scott College, 1967;  
M.A., Vanderbilt University, 1970;  
Ph.D., Vanderbilt University, 1976. (1988)

**JAMES ORION HARRISON, JR., Reference Librarian Emeritus and Associate Professor Emeritus**

A.B., Georgia State University, 1969;  
M.Ln., Emory University, 1970. (1970)

**\*ALAN W. HARVEY, Associate Professor of Biology and Member, Institute of Arthropodology and Parasitology**

B.S., Stanford University, 1981;  
Ph.D., University of Arizona, 1988. (1998)

**\*GREGORY W. HARWOOD, Professor of Music**

B.A., Brigham Young University, 1978;  
M.A., Brigham Young University, 1980;  
Ph.D., New York University, 1991. (1991)

**NILOFER Y. HASHMI, Temporary Instructor of Writing and Linguistics**

B.A., University of Karachi, 1960;  
M.A., University of Karachi, 1962;  
M.S., University of Kansas, 1964. (1993)

**SHAFIK HASHMI, Professor Emeritus of Political Science**

B.A., Osmania University, 1951;  
M.P.A., University of the Philippines, 1959;  
Ph.D., University of Kansas, 1964. (1989)

**ZIA H. HASHMI, Professor Emeritus of Political Science and Director Emeritus, Center for International Studies**

B.Sc., Osmania University, 1953;  
L.L.B., Aligarh University, 1957;  
M.A., Aligarh University, 1958;  
Ph.D., University of South Carolina, 1970. (1968)

**VASSILIOS HASSAPIS, Associate Professor Emeritus of Physics**

B.S., University of Athens, 1957;  
M.S., Florida State University, 1965;  
Ph.D., Florida State University, 1973. (1967)

**\*JOHN J. HATEM, Associate Professor of Finance**

B.S., Yale University, 1980;  
Ph.D., Louisiana State University and A&M College, 1990. (1990)

**\*RICHARD J. HATHAWAY, Professor of Mathematics**

B.S., University of Georgia, 1979;  
Ph.D., Rice University, 1983. (1986)

**ROBERT A. HATTAWAY, Temporary Assistant Professor of Biology**

B.S., North Georgia College, 1970;  
M.S., University of Tennessee, 1973;  
Ph.D., Pennsylvania State University, 1984. (2003)

**JAMES DONALD HAWK, Professor Emeritus and Head Emeritus, Department of Educational Foundations and Curriculum**

B.S.Ed., University of Georgia, 1955;  
M.Ed., University of Georgia, 1956;  
Ed.D., University of Georgia, 1959. (1962)

**C. VICKIE HAWKINS, Director, University Housing, and Adjunct Instructor**

B.S.T., Appalachian State University, 1977;  
M.A., Appalachian State University, 1979. (1979)

**JOHN B. HAWKINS, Temporary Assistant Professor of Mathematics**

B.S., Georgia Institute of Technology, 1965;  
M.S., Georgia Institute of Technology, 1967;  
Ph.D., Northwestern University, 1969. (2003)

**\*MARY F. HAZELDINE, Professor of Marketing**

B.S., Oklahoma State University, 1971; M.A., Oklahoma State University, 1973; M.B.A., University of Texas-Arlington, 1981;  
Ph.D., University of Texas-Arlington, 1989. (1995)

**\*MING FANG HE, Associate Professor of Curriculum, Foundations, and Reading**

B.A., Wuhan University, 1979;  
M.Ed., University of Toronto, 1992;  
Ph.D., University of Toronto, 1998. (1998)

**ANN HEALY, Temporary Instructor of Journalism**

B.A., Barry University, 1984;  
M.A., University of Miami, 1986. (2003)

**\*AMY R. HEASTON, Associate Professor of Teaching and Learning and Director, Field Experiences and Partnerships**

B.S., Bowling Green State University, 1982;  
M.A.E., Ball State University, 1989;  
Ed.D., Ball State University, 1991. (1991)

**SYNNOVE J. HEGGOY, Professor Emerita of Special Education**

B.A., Vanderbilt University, 1965;  
M.Ed., University of Georgia, 1974;  
Ed.S., University of Georgia, 1978;  
Ph.D., University of Georgia, 1985. (1984)

**CLAYTON H. HELLER, Assistant Professor of Physics**

B.S., San Diego State University, 1984;  
M.S., San Diego State University, 1986;  
M.S., Yale University, 1991;  
M.Phil., Yale University, 1991;  
Ph.D., Yale University, 1991. (2000)

**LANCE WARREN HEMBERGER, Assistant Professor Emeritus of Educational Psychology**

B.A., Westminster College, 1963;  
M.S., University of Georgia, 1965;  
Ph.D., University of Georgia, 1969. (1969)

**ELLEN HUDGINS HENDRIX, Assistant Professor of Writing and Linguistics**

B.S.Ed., Georgia Southern College, 1986;  
M.A., Georgia Southern University, 1990. (1993)

**\*BARBARA A. HENDRY, Associate Professor of Anthropology**

B.A., Florida State University, 1972;  
M.A., Florida State University, 1983;  
Ph.D., University of Florida, 1991. (1991)

**JOHN W. HENRY, Associate Professor Emeritus of Management**

B.S., Valdosta State College, 1969;  
B.B.A., Valdosta State College, 1985;  
M.B.A., Valdosta State College, 1978;  
Ph.D., Florida State University, 1992. (1985)

**\*NICHOLAS L. HENRY, Professor of Public Administration**

B.A., Centre College, 1965;  
M.A., Pennsylvania State University, 1967;  
M.P.A., Indiana University, 1970;  
Ph.D., Indiana University, 1971. (1987)

**VERNON J. HENRY, Adjunct Professor of Geology**

B.S., Lamar State College of Technology, 1953;  
M.S., Texas A&M College, 1955;  
Ph.D., Texas A&M College, 1961. (1991)

**KYLE HENSEL, Temporary Instructor of Management, Marketing, and Logistics**

B.B.A., Georgia Southern University, 2002;  
M.B.A., Georgia Southern University, 2003. (2004)

**NANCY A. HERRING, Associate Professor Emerita of Accounting**

B.A., Southern Illinois University, 1969;  
M.A., Georgia Southern College, 1971;  
Ph.D., Georgia State University, 1983;  
C.P.A., Georgia, 1987. (1982)

**RUSSELL P. HERRINGTON, SR., Adjunct Assistant Professor of Public Health**

A.S., Waycross College, 1981;  
B.S., Valdosta State College, 1983;  
M.D., Medical College of Georgia, 1987. (2000)

**EDWIN THOMPSON HIBBS, Professor Emeritus of Biology**

A.B., The Ohio State University, 1941;  
M.S., The Ohio State University, 1943;  
Ph.D., The Ohio State University, 1950. (1970)

**KEITH FREDERICK HICKMAN, Professor Emeritus and Head Emeritus, Department of Industrial Technology**

B.S., Colorado State College, 1955;  
M.E., Colorado State College, 1959;  
Ed.D., Colorado State College, 1967. (1967)

**GLADYS A. HICKS, Assistant Professor Emerita of English**

B.A., University of Maine, 1952;  
M.A., Barry College, 1966. (1982)

**\*LESLEE HIGGINS, Assistant Professor of Accounting**

B.A., University of California-Santa Barbara, 1970;  
M.B.A., University of Louisville, 1982;  
Ph.D., University of Cincinnati, 1997. (1998)

**RICHARD L. HILDE, Associate Professor Emeritus of Marketing**

B.S., Minot State College, 1965;  
M.B.A., St. Mary's University, 1969;  
Ph.D., University of North Dakota, 1973. (1973)

**DENNY E. HILL, Assistant Professor Emeritus of Sociology**

A.A., Manatee Junior College, 1969;  
B.A., University of Florida, 1971;  
M.A., University of Florida, 1973. (1973)

**\*JESSICA HINES, Professor of Art**

A.A., St. Louis Community College, 1980;  
B.F.A., Washington University, 1982;  
M.F.A., University of Illinois at Urbana-Champaign, 1984. (1984)

**CHRISTOPHER D. HODGDON, Assistant Professor of Accounting**

B.A., University of Colorado, 1987;  
M.S., American University, 1994. (2002)

**CHARLES W. HODGES, Adjunct Assistant Professor of Finance**

B.S., Florida State University, 1981; M.B.A.,  
Florida State University, 1988; Ph.D., Florida  
State University, 1993. (2001)

**J. FRANK HODGES, JR., Professor Emeritus of Finance and Insurance**

B.S.I.M., Georgia Institute of Technology, 1954;  
M.B.A., Georgia State University, 1962;  
Ph.D., University of Georgia, 1973. (1980)

**\*DONNA A. HODNICKI, Professor of Nursing**

B.S.N., Medical College of Georgia, 1978;  
M.N., University of South Carolina, 1980;  
Ph.D., Medical College of Georgia, 1992. (1983)

**\*ROBERT C. HOELL, Assistant Professor of Management**

B.A., Virginia Polytechnic Institute and State University, 1985;  
M.S., Virginia Polytechnic Institute and State University, 1993;  
Ph.D., Virginia Polytechnic Institute and State University, 1998. (2000)

**\*JAMES A. HOLMES, Professor of Printing Management**

B.S., Appalachian State University, 1970;  
M.Ed., Virginia State University, 1975;  
Ed.D., Virginia Polytechnic Institute and State University, 1986. (1989)

**JAMES M. HOOD, Assistant Professor Emeritus of Educational Psychology and Counseling**

B.S.Ed., Georgia Southern College, 1959;  
M.Ed., University of Georgia, 1964;  
Ph.D., University of Alabama, 1972. (1968)

**ADELE M. HOOLEY, Assistant Professor Emerita of English**

B.S., Shippensburg State College, 1950;  
M.Ed., Georgia Southern College, 1966. (1967)

**\*ALICE ANN HOSTICKA, Professor of Teaching and Learning**

B.A., Antioch College, 1965;  
M.Ed., University of Pittsburgh, 1969;  
Ph.D., University of Pittsburgh, 1973. (1987)

**†JIANN-PING HSU, Adjunct Professor of Biostatistics**

B.S., National Taiwan University, 1968;  
M.A., Columbia University, 1970;  
Ph.D., University of California-Berkeley, 1977. (2004)

**\*YINGKANG HU, Professor of Mathematics**

B.S., Beijing Institute of Chemical Technology, 1982;  
Ph.D., University of South Carolina, 1989. (1989)

**BERNIE P. HUANG, Temporary Assistant Professor of Manufacturing**

B.S., Chung-Yuan Christian University, 1992;  
M.S., Iowa State University, 1998;  
Ph.D., Iowa State University, 2002. (2002)

**\*JANE RHOADES HUDAK, Professor of Art**

B.F.A., Capital University, 1976;  
Ph.D., The Ohio State University, 1987. (1989)

**LAWRENCE HUFF, Professor Emeritus and Head Emeritus, Department of English and Philosophy**

A.B., University of Georgia, 1941;  
M.A., University of Georgia, 1948;  
Ph.D., Vanderbilt University, 1958. (1958)

**EDWARD V. HUGHES, Temporary Instructor of Writing and Linguistics**

A.A., Santa Monica City College, 1972;  
A.B., University of California-Berkeley, 1974;  
M.A.T., University of California-Berkeley, 1975;  
M.A., University of Idaho, 1983. (2002)

**JOHN ADLER HULSEY, JR., Associate Professor Emeritus of Secondary Education**

A.B., Mercer University, 1955;  
M.Ed., University of Georgia, 1963;  
Ed.D., University of Alabama, 1969. (1970)

**\*JOHN B. HUMMA, Professor of Literature**

B.A., George Washington University, 1963;  
M.A., Southern Illinois University, 1965;  
Ph.D., Southern Illinois University, 1969. (1969)

**\*PATRICIA B. HUMPHREY, Assistant Professor of Mathematics**

B.A., Fort Lewis College, 1977;  
M.A., University of New Mexico, 1978;  
Ph.D., University of Alaska-Fairbanks, 1995. (1997)

**DORSET HARLAN HURLEY, Adjunct Instructor of Biology**

A.A.S., Lord Fairfax Community College, 1983;  
B.S., Ferrum College, 1985;  
M.S., Georgia Southern University, 1996. (2003)

**\*MICHAEL O. HURST, Associate Professor of Chemistry**

B.S., University of Missouri-Kansas City, 1977;  
Ph.D., Iowa State University, 1983. (1988)

**JAMES M. HUTCHEON, Temporary Assistant Professor of Biology**

B.A., Reed College, 1990;  
M.S., University of Wisconsin, 1997;  
Ph.D., University of Wisconsin, 2001. (2003)

**HENRY ILER, Associate Professor Emeritus of Art**

B.F.A., University of Georgia, 1962;  
M.F.A., University of Georgia, 1965. (1970)

**\*WILLIAM S. IRBY, Associate Professor of Biology and Member, Institute of Arthropodology and Parasitology**

B.A., University of Oregon, 1979;  
M.S., North Carolina State University, 1983;  
Ph.D., North Carolina State University, 1987. (1988)

**PHYLLIS W. ISLEY, Associate Professor of Economics**

B.A., Florida Atlantic University, 1972;  
M.A., Florida Atlantic University, 1974;  
Ph.D., University of New Hampshire, 1986. (1998)

**\*MARY H. JACKSON, Associate Professor of Leadership, Technology, and Human Development**

B.A., University of Texas, 1964;  
M.Ed., East Texas State University, 1968;  
Ed.D., East Texas State University, 1991. (1993)

**\*SABA M. JALLOW, Associate Professor of Political Science and Director, Center for Africana Studies**

B.S., West Virginia University, 1980;  
M.S., West Virginia University, 1981;  
M.S., West Virginia University, 1983;  
Ph.D., West Virginia University, 1992. (1989)

**ELEANOR J. JAMES, Assistant Professor Emerita of English**

B.S.Ed., Texas Technological College, 1969;  
M.A., University of Nebraska-Omaha, 1974. (1975)

**ORIGEN J. JAMES, Professor Emeritus of Accounting and Dean Emeritus, College of Business Administration**

B.S., Agricultural and Mechanical College of Texas, 1958; M.B.A.,  
Agricultural and Mechanical College of Texas, 1959; D.B.A.,  
Texas Technological College, 1969. (1974)

**J. DAVID JENKINS, Assistant Professor of Chemistry**

B.S., Virginia Polytechnic Institute and State University, 1986;  
B.S., Virginia Polytechnic Institute and State University, 1987;  
Ph.D., University of Tennessee, 1995. (1997)

†Deceased February 9, 2004.

**\*STEPHEN JENKINS, Professor of Curriculum, Foundations, and Reading**  
 B.S., Ball State University, 1976;  
 M.S.Ed., Indiana University, 1979;  
 Ph.D., Indiana University, 1982. (1990)

**CATHERINE T. JOHNSON, Assistant Professor of German**  
 B.A., University of Michigan, 1986;  
 M.A., University of Michigan, 1990;  
 Ph.D., University of Michigan, 1994. (1994)

**JANE G. JOHNSON, Head Acquisitions Librarian Emerita and Professor Emerita**  
 A.B., Converse College, 1957;  
 M.S., Louisiana State University and A&M College, 1968. (1977)

**KENNETH A. JOHNSON, Adjunct Instructor of Public Health**  
 B.A., Dartmouth College, 1979;  
 M.D., Boston University Medical Center, 1983. (1997)

**\*KENNETH H. JOHNSON, Associate Professor of Accounting**  
 B.A., Auburn University, 1962;  
 B.S.B.A., Auburn University, 1978;  
 M.B.A., Auburn University, 1981;  
 Ph.D., Georgia State University, 1989. (1991)

**RICHARD B. JOHNSON, Associate Professor Emeritus of Communication Arts**  
 B.A., Idaho State College, 1959;  
 M.F.A., Ohio University, 1962;  
 Ph.D., Southern Illinois University, 1970. (1970)

**\*KEN P. JOHNSTON, Associate Professor of Finance**  
 B.Comm., Carleton University, 1983;  
 M.B.A., Florida State University, 1986;  
 Ph.D., Florida State University, 1994. (1994)

**GEORGE HEWETT JOINER, JR., Professor Emeritus of History and Director Emeritus, Bell Honors Program**  
 B.A., Emory University, 1963;  
 M.A., Northwestern University, 1966;  
 Ph.D., Northwestern University, 1971. (1968)

**DONNA N. JONES, Assistant Professor Emerita of English**  
 B.M., Stetson University, 1953;  
 M.A., Georgia Southern College, 1979. (1982)

**\*GERALD A. JONES, Professor and Director, Engineering Studies**  
 B.S., Mississippi State University, 1968;  
 M.S., Mississippi State University, 1971;  
 Ph.D., Mississippi State University, 1988. (1991)

**\*MARCIA NOREEN JONES, Associate Vice President for Institutional Compliance and Professor of Economics**  
 B.S., University of the West Indies, 1980;  
 M.S., University of Illinois at Urbana-Champaign, 1983;  
 Ph.D., University of Illinois at Urbana-Champaign, 1986. (1986)

**WARREN F. JONES, JR., Professor Emeritus of Psychology and Dean Emeritus, College of Arts and Sciences**  
 B.A., Union University, 1950;  
 A.M., George Peabody College for Teachers, 1951;  
 Ph.D., Vanderbilt University, 1953. (1972)

**FRANCIS E. JORDAN, Assistant Professor of Mathematics**  
 B.A., West Virginia University, 1993;  
 M.S., West Virginia University, 1995;  
 Ph.D., West Virginia University, 1998. (2002)

**\*CATHY S. JORDING, Assistant Professor of Leadership, Technology, and Human Development**  
 B.S., Indiana State University, 1967;  
 M.A., University of Evansville, 1973; Ed.S.,  
 Western Kentucky University, 1989; Ed.D.,  
 University of Kentucky, 1996. (1999)

**\*VLADAN JOVANOVIC, Professor of Computer Sciences**  
 B.Eng., University of Belgrade, 1975;  
 M.Sci., University of Belgrade, 1978;  
 Ph.D., University of Belgrade, 1982. (2001)

**\*A. BARRY JOYNER, Associate Professor of Kinesiology**  
 B.S.Ed., Georgia Southern College, 1985;  
 M.Ed., Auburn University, 1986;  
 Ph.D., University of Georgia, 1992. (1992)

**JUNE B. JOYNER, Temporary Instructor of Writing and Linguistics**  
 B.A., Georgia Southern University, 2000;  
 M.A., Georgia Southern University, 2002. (2002)

**SYLVESTER KALEVELA, Assistant Professor of Civil Engineering Technology**  
 B.S., University of Dar-es-Salaam, 1980;  
 M.S., Virginia Polytechnic Institute and State University, 1984;  
 Ph.D., Arizona State University, 1991. (1998)

**LAURA M. KALLONIATIS, Temporary Instructor of Writing and Linguistics**  
 B.A., Georgia Southern University, 1996;  
 M.Ed., Georgia Southern University, 2002. (2002)

**CONSTANTINE KARIOTIS, Associate Professor Emeritus of Mathematics**  
 B.S., National and Capodistrian University, 1956;  
 M.S., DePaul University, 1962;  
 Ph.D., University of Illinois, 1966. (1969)

**JOHN B. KARRH, Professor Emeritus of Civil Engineering Technology**  
 B.S., University of Alabama, 1958;  
 M.S., Stanford University, 1959;  
 Ph.D., University of Alabama, 1970;  
 Registered Professional Engineer; Registered Land Surveyor. (1988)

**BILLUR KAYMAKÇALAN, Assistant Professor of Mathematics**  
 B.Sc., Middle East Technical University, 1982;  
 M.Sc., Middle East Technical University, 1988;  
 Ph.D., Florida Institute of Technology, 1993. (2000)

**JOHN R. KEELING, III, Temporary Assistant Professor of History**  
 B.A., University of Southwestern Louisiana, 1989;  
 M.A., University of Southwestern Louisiana, 1992;  
 Ph.D., University of Georgia, 2002. (2003)

**\*JAMES E. KEIRANS, Curator, National Tick Collection, Professor of Biology, and Member, Institute of Arthropodology and Parasitology**  
 A.B., Boston University, 1960;  
 A.M., Boston University, 1963;  
 Ph.D., University of New Hampshire, 1966;  
 M.L.S., University of Maryland, 1990. (1990)

**RICHARD ALLEN KEITHLEY, Assistant Professor Emeritus of Writing and Linguistics**  
 B.A., Vanderbilt University, 1965;  
 M.A., University of North Carolina-Chapel Hill, 1969. (1967)

**MICHAEL S. KELLEY, Research Scientist II and Adjunct Instructor of Geology**  
 B.S., University of Connecticut, 1989;  
 M.S., Rensselaer Polytechnic Institute, 1995;  
 Ph.D., Rensselaer Polytechnic Institute, 1999. (2002)

**CRAIG K. KELLOGG, Associate Professor Emeritus of Chemistry**  
 B.S., Georgia Institute of Technology, 1959;  
 Ph.D., Georgia Institute of Technology, 1963. (1966)

**JULIA ANN KELLY, Temporary Instructor of Accounting**  
 B.S., Mississippi State University, 2000;  
 M.B.A., Georgia Southern University, 2002. (2002)

**\*JANICE KENNEDY, Professor of Psychology**  
 B.S., Georgia State University, 1973;  
 M.A., Georgia State University, 1977;  
 Ph.D., Georgia State University, 1980. (1984)

**\*STEPHANIE KENNEY, Associate Professor of Leadership, Technology, and Human Development and Associate Dean, College of Education**  
 B.S., Western Michigan University, 1983;  
 M.A., Western Michigan University, 1987;  
 Ed.D., Western Michigan University, 1994. (1995)

**\*RUSSELL L. KENT, Professor of Management**  
 A.A.S., Regis College, 1977;  
 B.S., Florida State University, 1979;  
 M.B.A., University of South Alabama, 1983;  
 Ph.D., Florida State University, 1991. (1990)

**SCOTT N. KERSEY, Assistant Professor of Mathematics**  
 B.S.E., Arizona State University, 1985;  
 M.S.E., Arizona State University, 1988;  
 M.A., University of Wisconsin, 1993;  
 Ph.D., University of Wisconsin, 1999. (2003)

**MARY CLAIRE KETTLER, Assistant Professor of Fashion Merchandising and Apparel Design**

B.S., Louisiana Tech University, 1973;  
M.S., Louisiana Tech University, 1974. (1974)

**J. BERNARD KEYS, Fuller E. Callaway Professor Emeritus of Business**

B.S.B.A., Tennessee Technological University, 1960;  
M.S., University of Tennessee, 1964;  
Ph.D., University of Oklahoma, 1970. (1984)

**RYAN KHO, Associate Academic Professional and Adjunct Instructor of Music**

B.M., New England Conservatory of Music, 1987. (1991)

**AMANDA S. KING, Assistant Professor of Economics**

B.A., Agnes Scott College, 1995;  
M.A., Vanderbilt University, 1999;  
Ph.D., Vanderbilt University, 2000. (2002)

**JOHN T. KING, Assistant Professor of Economics**

B.A., Western Kentucky University, 1996;  
M.A., Vanderbilt University, 2000;  
Ph.D., Vanderbilt University, 2001. (2002)

**DEBORAH N. KITRELL-MIKELL, Center Coordinator, Health and Human Sciences Student Services Center, and Adjunct Instructor**

B.S.Ed., Georgia Southern University, 1990;  
M.Ed., Georgia Southern University, 1997;  
M.Ed., Georgia Southern University, 1999. (1993)

**THOMAS B. KLEIN, Assistant Professor of Writing and Linguistics**

B.A., University of the Saarland, 1987;  
M.A., University of Maryland, 1991;  
Ph.D., University of Delaware, 1996. (2002)

**PAUL RUSSELL KLEINGINNA, Professor Emeritus of Psychology and Adjunct Member, Institute of Arthropodology and Parasitology**

B.A., University of Miami, 1964;  
M.S., University of Miami, 1967;  
Ph.D., University of Miami, 1970. (1970)

**STEVEN KNABLE, Adjunct Assistant Professor of Military Science**

Major, U.S. Army;  
B.A., Wofford College, 1982. (2001)

**BRIAN P. KOEHLER, Assistant Professor of Chemistry**

B.S., Presbyterian College, 1992;  
Ph.D., University of Georgia, 1999. (1999)

**JOHN F. KOHN, Temporary Instructor of Business Administration**

B.A., Dickinson College, 1969;  
M.B.A., Georgia Southern University, 1993. (2001)

**\*KATHLEEN A. KOON, Associate Professor of Nursing**

B.S.N., D'Youville College, 1965;  
M.S.N., Vanderbilt University, 1971;  
Ph.D., University of Virginia, 1991. (1991)

**ALTON L. KORNEGAY, Temporary Instructor of Manufacturing**

B.S., Savannah State College, 1967;  
M.B.A., University of Iowa, 2001. (2003)

**VENG S. KOUCH, Associate Professor of Electrical Engineering Technology**

B.S.E.E., West Virginia University, 1967;  
M.S.E.E., West Virginia University, 1969;  
Ph.D., Arizona State University, 1980. (1987)

**BRUCE J. KRAJEWSKI, Professor of Literature and Chair, Department of Literature and Philosophy**

B.A., Glassboro State College, 1981;  
M.A., University of Iowa, 1983;  
Ph.D., University of Iowa, 1988. (1999)

**WAYNE ALLAN KRISSINGER, Professor Emeritus of Biology and Adjunct Member, Institute of Arthropodology and Parasitology**

B.S., Georgia Southern College, 1964;  
M.S., Georgia Southern College, 1967;  
Ph.D., Medical College of Georgia, 1975. (1965)

**\*JERRI J. KROPP, Associate Professor of Child and Family Development and Director, Family Life Center**

A.B., West Georgia College, 1976;  
M.S., University of Georgia, 1979;  
Ph.D., University of Georgia, 1983. (1993)

**\*CLARA E. KRUG, Professor of French**

B.A., Madison College, 1968;  
M.A., Michigan State University, 1970;  
Ph.D., Michigan State University, 1978. (1978)

**\*GAUTAM KUNDU, Associate Professor of Literature**

B.A., University of Calcutta, 1965;  
M.A., University of Calcutta, 1968;  
M.Phil., Jadavpur University, 1978;  
M.A., Simon Fraser University, 1981;  
Ph.D., Oklahoma State University, 1987. (1991)

**HSIANG-JUI KUNG, Assistant Professor of Information Systems**

B.S., Chinese Naval Academy, 1980;  
M.S., Northwestern University, 1990;  
Ph.D., Rensselaer Polytechnic Institute, 1997. (2001)

**\*HORST KURZ, Assistant Professor of German**

B.A., Universität Augsburg, 1982;  
M.A., The Ohio State University, 1986;  
Ph.D., The Ohio State University, 1992. (1993)

**PATRICIA ANN LACERVA, Associate Professor Emerita of English**

B.A., Southeastern Louisiana College, 1960;  
M.A., Auburn University, 1962;  
Ph.D., Louisiana State University and A&M College, 1971. (1970)

**\*ANTHONY J. LACHOWETZ, Assistant Professor of Sport Management**

B.S., Springfield College, 1980;  
M.S., Springfield College, 1996;  
Ph.D., University of Massachusetts, 2001. (2001)

**PAUL G. LAGRONE, Professor Emeritus of Accounting and Dean Emeritus, School of Business**

B.S., Bowling Green College of Commerce, 1947;  
M.B.A., University of Denver, 1948;  
Ph.D., University of Alabama, 1958. (1962)

**ANNETTE LAING, Assistant Professor of History**

B.A., California State University-Sacramento, 1988;  
M.A., University of California-Riverside, 1990;  
Ph.D., University of California-Riverside, 1995. (1996)

**\*MARGARET J. LaMONTAGNE, Associate Professor of Teaching and Learning**

B.S.Ed., University of Georgia, 1976;  
M.A.E., University of Alabama-Birmingham, 1980;  
Ed.D., University of Cincinnati, 1993. (1997)

**BETTY LANE, Professor Emerita and Head Emerita, Division of Home Economics**

B.S., Georgia College, 1949;  
M.Ed., University of Georgia, 1956;  
Ph.D., Florida State University, 1962. (1953)

**BILLY C. LANE, Construction Project Coordinator and Adjunct Instructor of Construction Management**

B.E.T., Georgia Southern College, 1975;  
M.S., Carnegie-Mellon University, 1987. (2002)

**TODD LANE, Head Cross Country Coach and Part-Time Instructor**

B.A., Luther College, 1995;  
M.S., Georgia Southern University, 1997. (1997)

**\*SUSAN K. LANGLEY, Assistant Professor of Geography**

A.S., Shelby State Community College, 1983;  
B.S., University of Oklahoma, 1993;  
M.A., University of Oklahoma, 1998;  
Ph.D., North Carolina State University, 2000. (2000)

**DORIS N. LANIER, Associate Professor Emerita of English**

B.A., Georgia Southern College, 1968;  
M.A., Georgia Southern College, 1970;  
Ed.S., Georgia Southern College, 1974. (1972)

**NANCY J. LANIER, Associate Professor Emerita of Special Education**

A.B., Brenau College, 1949;  
M.Ed., Georgia Southern College, 1973;  
Ed.S., Georgia Southern College, 1976;  
Ed.D., University of South Carolina, 1983. (1973)

**SUSIE M. LANIER, Assistant Professor of Mathematics**

B.S.Ed., Georgia Southern College, 1981;  
M.S.T., Georgia Southern College, 1983;  
Ph.D., University of Georgia, 1999. (1983)

**WILLIAM M. LANKFORD, Adjunct Assistant Professor of Finance and Quantitative Analysis**

B.A., West Georgia College, 1970;  
M.B.A., West Georgia College, 1977;  
Ph.D., Georgia State University, 1995. (2001)

**SOREN C. LARSEN, Assistant Professor of Geography**

B.A., Illinois State University, 1997;  
M.A., University of Kansas, 1999;  
Ph.D., University of Kansas, 2002. (2002)

**SAUL J. LASKIN, Professor Emeritus of Mechanical Engineering Technology**

B.M.E., City College of New York, 1956;  
M.M.E., City College of New York, 1962;  
M.S., University of Rochester, 1968;  
Ph.D., University of Rochester, 1972;  
Professional Engineer. (1979)

**DEWITT EARL LAVENDER, Associate Professor Emeritus and Chair Emeritus, Department of Mathematics and Computer Science**

B.S., University of Georgia, 1962;  
M.A., University of Georgia, 1963;  
Ph.D., University of Georgia, 1966. (1966)

**BRIDGETT H. LEE, Temporary Instructor of Mathematics**

B.S.Ed., Georgia Southern University, 1994;  
M.Ed., Georgia Southern University, 2000. (2000)

**CHOONG KWON LEE, Temporary Assistant Professor of Information Technology**

B.B.A., Keimyung University, 1995;  
M.B.A., Southeast Missouri State University, 1999. (2003)

**JOSHUA A. LEE, Adjunct Professor of Biology**

B.A., San Diego State University, 1950;  
Ph.D., University of California-Northern Division, 1958. (1991)

**MARTHA D. LEE, Temporary Instructor of Writing and Linguistics**

B.B.A., University of Georgia, 1986;  
M.A., Georgia Southern University, 2003. (2003)

**RICHARD F. LEE, Adjunct Professor of Biology**

B.A., San Diego State University, 1964;  
M.A., University of California-San Diego, 1966;  
Ph.D., Duke University, 1970. (1995)

**\*LISSA M. LEEGE, Assistant Professor of Biology**

B.A., St. Olaf College, 1988;  
Ph.D., Michigan State University, 1997. (1998)

**\*CHRISTINA LEMON, Assistant Professor of Art**

B.F.A., Radford University, 1990;  
M.F.A., East Carolina University, 1994. (1998)

**LUDMILA LEONTIEVA, Temporary Instructor of Mathematics**

B.A., Kirov Agricultural Institute, 1984;  
M.A., Rostov State University, 1991. (2001)

**\*GORAN LESAJA, Associate Professor of Mathematics**

B.S., University of Zagreb, 1980;  
M.S., University of Zagreb, 1987;  
M.S., University of Iowa, 1994;  
Ph.D., University of Iowa, 1996. (1996)

**ANGELA M. LEVERETT, Instructor of Accounting and Assistant to the Director, College of Business Administration Graduate Studies**

B.B.A., Georgia Southern University, 1992;  
B.B.A., Georgia Southern University, 1993;  
M.B.A., Georgia Southern University, 1996. (1993)

**\*WILLIAM B. LEVERNIER, Professor of Economics**

B.B.Ad., Gonzaga University, 1978;  
M.A., University of Tennessee, 1981;  
Ph.D., West Virginia University, 1988. (1989)

**GEORJ L. LEWIS, Director, Multicultural Student Center, Interim Dean of Students, and Adjunct Instructor**

B.S.B.A., Edinboro University of Pennsylvania, 1993;  
M.A., Edinboro University of Pennsylvania, 1998. (2002)

**ROBERT FULTON LEWIS, Associate Professor Emeritus of Reading**

B.S.Ed., Auburn University, 1952;  
M.S., Auburn University, 1958;  
M.Ed., Auburn University, 1960;  
Ed.D., Auburn University, 1963. (1963)

**LILI LI, Information Services Librarian and Assistant Professor**

B.A., Shanghai Teachers' University, 1986;  
M.L.I.S., University of Southern Mississippi, 1991. (2002)

**LIXIN LI, Temporary Assistant Professor of Computer Sciences**

B.E.S., Southwest Jiaotong University, 1997;  
M.E., Southwest Jiaotong University, 1999;  
Ph.D., University of Nebraska, 2003. (2003)

**\*XIEZHANG LI, Professor and Acting Chair, Department of Mathematical Sciences**

B.S., Shanghai Teachers' College, 1966;  
M.S., Shanghai Teachers' College, 1981;  
Ph.D., Kent State University, 1990. (1990)

**\*YOUNG LI, Assistant Professor of Computer Sciences**

B.S., Peking University, 1991;  
M.S., Peking University, 1996;  
Ph.D., University of Kentucky, 2002. (2002)

**DAVID L. LICKTEIG, Assistant Professor of Construction Management**

B.S., Iowa State University, 1967;  
M.A., Eastern Michigan University, 1971;  
Ed.D., Michigan State University, 1980. (1998)

**MELISSA KAY LICKTEIG, Temporary Instructor of Nursing**

B.S.N., Harding University, 1987;  
M.S.N., University of Central Arkansas, 1993;  
Ed.D., Georgia Southern University, 2003. (1998)

**RALPH LIGHTSEY, Professor Emeritus of Educational Research**

A.B., Mercer University, 1945;  
B.D., Emory University, 1951;  
Th.M., Columbia Seminary, 1955;  
Ed.D., University of Georgia, 1965. (1965)

**JOHN ROBERT LINDSEY, Professor Emeritus of Education**

B.S., Clemson Agricultural College, 1948;  
M.Ed., Mercer University, 1953;  
A.M.Ed., Florida State University, 1956;  
Ed.D., Florida State University, 1966. (1958)

**\*DELORES D. LISTON, Associate Professor of Curriculum, Foundations, and Reading**

B.A., University of Oklahoma, 1983;  
M.A., Florida State University, 1986;  
Ph.D., University of North Carolina-Greensboro, 1994. (1994)

**\*BRUCE LITTLE, Professor of Art**

B.F.A., Auburn University, 1976;  
M.F.A., Auburn University, 1979;  
Ed.D., University of Georgia, 1993. (1988)

**YANG LIU, Temporary Assistant Professor of Mathematics**

B.A., Peking University, 1990;  
M.A., Columbia University, 1993;  
Ph.D., Columbia University, 1998. (2003)

**\*JOHN THOMAS LLOYD, JR., Professor of Literature**

B.A., Dartmouth College, 1973;  
B.A., Corpus Christi College, Cambridge University, 1976;  
M.A., Corpus Christi College, Cambridge University, 1980;  
Ph.D., University of Wisconsin, 1983. (1984)

**\*MARGARET A. LLOYD, Professor of Psychology**

B.A., University of Denver, 1964;  
M.S.Ed., Indiana University, 1966;  
M.A., University of Arizona, 1972;  
Ph.D., University of Arizona, 1973. (1988)

**JAMES M. LoBUE, Associate Professor of Chemistry**

B.A., Carleton College, 1978;  
Ph.D., Wesleyan University, 1986. (1993)

**NAN STEVENS LoBUE, Temporary Instructor of Writing and Linguistics**

B.A., Carleton College, 1978;  
M.A.L.S., Wesleyan University, 1984. (1993)

**\*MARY JILL LOCKWOOD, Professor of Accounting**

B.A., University of Florida, 1969;  
J.D., Emory University, 1974;  
L.L.M., Emory University, 1979;  
C.P.A., Georgia, 1986. (1984)

**BILL P. LOVEJOY, Professor Emeritus of Biology**

B.S., Muskingum College, 1951;  
M.S., University of New Mexico, 1958;  
Ph.D., Oregon State University, 1972. (1968)

**DAVID A. LOWDER, Systems Librarian and Assistant Professor**

A.B.J., University of South Carolina, 1977;  
M.Ln., University of South Carolina, 1983. (1995)

**\*CHRISTINE G. LUDOWISE, Assistant Professor of Political Science**

B.A., College of Wooster, 1991;  
Ph.D., University of Tennessee, 1999. (1999)

**BONNIE LYNCH, Educational Program Specialist and Adjunct Instructor**

B.A., Georgia Southern College, 1972;  
M.Ed., Georgia Southern University, 1999. (2000)

**JAMES WALTER LYNCH, Assistant Professor Emeritus of Mathematics**

B.A., University of Georgia, 1952;  
M.A., University of Georgia, 1956. (1961)

**MONIKA F. LYNCH, Assistant Professor Emerita of German**

B.A., Georgia Southern College, 1969;  
M.A., University of Georgia, 1972. (1972)

**LI MA, Assistant Professor of Physics**

B.E., Changchun Institute of Optics and Fine Mechanics, 1982;  
M.S., Chinese Academy of Sciences, 1985;  
Ph.D., University of Georgia, 1993. (2000)

**CONNIE E. MABRY, Temporary Instructor of Writing and Linguistics**

B.A., University of South Florida, 1972;  
M.A., University of South Florida, 1973;  
Ed.S., State University of West Georgia, 1999. (2002)

**NORRIS KEMP MABRY, Professor Emeritus of Educational Psychology and Counseling**

B.E.E., Georgia School of Technology, 1950;  
A.B., Mercer University, 1960;  
M.Ed., Georgia Southern College, 1963;  
Ph.D., Florida State University, 1966. (1966)

**RONALD J. MACKINNON, Temporary Associate Professor of Information Systems**

B.S., St. Francis Xavier University, 1959;  
M.S., University of Detroit Mercy, 1961; Ed.D.,  
Oklahoma State University, 1970; M.B.A.,  
University of Minnesota, 1974. (2001)

**RUTH J. MACKINNON, Temporary Instructor of Information Systems**

B.S., Mercy College, 1963;  
M.A.T., St. Francis Xavier University, 1973. (2001)

**\*NANCY L. MALCOM, Assistant Professor of Sociology**

B.A., Miami University, 1994;  
Ph.D., Vanderbilt University, 2000. (2000)

**CAROLYN MANDES, Assistant Professor Emerita of Education**

B.S.Ed., Georgia Teachers College, 1956;  
M.Ed., Georgia Southern College, 1974;  
Ed.S., Georgia Southern College, 1978. (1971)

**JUSTINE S. MANN, Professor Emerita of Political Science and Public Administration**

B.A., Newcomb College, 1940;  
M.A., University of Alabama, 1963;  
Ph.D., University of Alabama, 1966. (1968)

**JAMES E. MANRING, Professor Emeritus of Engineering Studies and Dean Emeritus, Allen E. Paulson College of Technology**

B.E.E., University of Florida, 1963;  
M.E., University of Florida, 1966;  
Ph.D., University of Florida, 1970;  
Professional Engineer. (1977)

**KARL B. MANRODT, Assistant Professor of Logistics**

B.A., Wartburg College, 1979;  
M.S., Wright State University, 1989;  
Ph.D., University of Tennessee, 1993. (2000)

**KENNETH MANWARING, Associate Director of Human Resources and Adjunct Instructor**

A.B., Humboldt State University, 1970;  
M.Ed., North Carolina State College, 1974. (1998)

**ROBERT L. MARSH, Temporary Instructor of Mathematics**

B.S.N.E., Georgia Institute of Technology, 1988;  
M.S.N.E., Georgia Institute of Technology, 1990. (2004)

**JOHN STATEN MARTIN, Professor Emeritus of Building Construction Technology**

B.S., Georgia Teachers College, 1950;  
M.Ed., Georgia Southern College, 1960;  
Ed.D., University of Missouri, 1978. (1958)

**PAMELA L. MARTIN, Assistant Professor of Writing and Linguistics**

B.A., Voorhees College, 1994;  
M.A., Indiana State University, 1996;  
Ph.D., The Ohio State University, 2002. (2003)

**\*ROBERT ALLAN MARTIN, Associate Professor of Educational Psychology**

B.S.Ed., and B.Mus., The Ohio State University, 1960;  
M.A., The Ohio State University, 1964;  
Ph.D., The Ohio State University, 1971. (1972)

**\*DORALINA MARTÍNEZ-CONDE, Assistant Professor of Spanish**

B.A., Universidad Nacional Pedro Henríquez Ureña, 1972;  
M.A., The Ohio State University, 1984;  
Ph.D., University of Massachusetts, 1994. (1991)

**KEITH A. MARUYA, Adjunct Associate Professor of Biology**

B.S., University of Southern California, 1983;  
M.S., University of Southern California, 1986;  
Ph.D., University of California-Berkeley, 1995. (2003)

**MARY R. MARWITZ, Assistant Professor of Writing and Linguistics**

B.S.Ed., Georgia Southern College, 1972;  
M.A., Baylor University, 1982;  
Ph.D., University of South Carolina, 1998. (1996)

**RICHARD L. MASON, Temporary Assistant Professor of Music**

B.A., West Virginia Wesleyan College, 1978;  
M.A., California State University, 1981. (2003)

**\*DAVID WYLIE MATHEW, Professor and Chair, Department of Music**

B.A., Knox College, 1967;  
M.M., Northern Illinois University, 1971;  
D.M.A., North Texas State University, 1973. (1973)

**KISHWAR MIRZA MAUR, Associate Professor Emerita of Biology and Adjunct Member, Institute of Arthropodology and Parasitology**

B.Sc., Women's College, 1954;  
B.Ed., Osmania University, 1955;  
M.S., Ohio University, 1961;  
Ph.D., University of Florida, 1967. (1967)

**TRENT W. MAURER, Assistant Professor of Child and Family Development**

B.A., University of Notre Dame, 1998;  
M.S., University of Illinois at Urbana-Champaign, 1999;  
Ph.D., University of Illinois at Urbana-Champaign, 2003. (2003)

**VIKTOR V. MAYMESKUL, Assistant Professor of Mathematics**

M.S., Donetsk State University, 1981;  
Ph.D., Institute of Applied Mathematics and Mechanics, 1987;  
Ph.D., University of South Florida, 2001. (2002)

**PATRICIA H. McAFEE, Assistant Professor of Leadership, Technology, and Human Development**

B.S., Georgia College at Milledgeville, 1976;  
M.Ed., Georgia Southern College, 1982;  
Ed.S., Georgia Southern College, 1984;  
Ed.D., University of Georgia, 1988. (1999)

**WILLIAM W. McCARTNEY, W. E. Carter Distinguished Professor of Entrepreneurship**

B.I.M., Auburn University, 1964;  
M.B.A., Samford University, 1970;  
Ph.D., Louisiana State University and A&M College, 1978. (2000)

**\*STARLA McCOLLUM, Assistant Professor of Kinesiology**

B.S., Winthrop University, 1982;  
M.S., Winthrop University, 1984;  
Ph.D., Virginia Polytechnic Institute and State University, 1997. (1999)

**\*KAREN L. McCULLOUGH, Assistant Professor of English**

B.A., Pennsylvania State University, 1986;  
M.A., Youngstown State University, 1988;  
Ph.D., Indiana University of Pennsylvania, 1997. (1993)



**\*KAREN M. McCURDY, Assistant Professor of Political Science**

B.A., University of Colorado, 1979;  
M.A., University of Wisconsin, 1982;  
Ph.D., University of Wisconsin, 1989. (1995)

**\*J. MICHAEL McDONALD, Professor of Management**

B.S., Georgia Institute of Technology, 1971;  
M.Ed., University of Georgia, 1973;  
Ph.D., University of Georgia, 1976. (1987)

**KEVIN C. McDONALD, Adjunct Instructor of Nursing**

B.S., Boston College, 1982;  
B.S., Boston College, 1982;  
D.P.M., California College of Podiatric Medicine, 1986. (1995)

**LETICIA McGRATH, Assistant Professor of Spanish**

B.A., Mobile College, 1993;  
M.A., Auburn University, 1995;  
Ph.D., University of Kentucky, 2000. (2001)

**\*MICHAEL J. McGRATH, Assistant Professor of Spanish**

B.A., Georgia Southern College, 1988;  
M.A., Middlebury College, 1989;  
Ph.D., University of Kentucky, 1998. (2000)

**JULIE McGUIRE, Associate Professor of Art**

B.A., Illinois College, 1983;  
M.A., University of Arkansas-Little Rock, 1988;  
Ph.D., Indiana University, 2002. (1993)

**\*WILLIAM D. McINTOSH, Professor of Psychology**

B.S., Fordham University, 1984;  
M.A., Duquesne University, 1985;  
Ph.D., University of Georgia, 1990. (1990)

**BEVERLY ANN McKENNA, Assistant Professor of Teaching and Learning**

B.S.Ed., University of Arkansas, 1976;  
M.S.Ed., Wichita State University, 1984. (1989)

**\*MICHAEL McKENNA, Professor of Reading**

B.S., University of Arkansas, 1970;  
B.A., University of Arkansas, 1970;  
M.A., University of Arkansas, 1972;  
M.Ed., University of Missouri, 1975;  
Ph.D., University of Missouri, 1977. (1989)

**\*DENSON K. McLAIN, Professor of Biology and Member, Institute of Arthropodology and Parasitology**

B.S., Texas A&M University, 1976;  
M.S., University of Florida, 1978;  
Ph.D., Emory University, 1982;  
Postdoctoral training, University of Notre Dame, 1983-86;  
Postdoctoral training, Emory University, 1986-87. (1987)

**JUDITH McLAUGHLIN, Associate Professor Emerita of Public Health**

B.A., Berea College, 1966;  
M.S., The Ohio State University, 1971;  
Ph.D., Southern Illinois University, 1980. (1997)

**\*MARGARET A. McLAUGHLIN, Associate Professor of Writing and Linguistics**

B.A., DePauw University, 1955;  
M.A., Western Illinois University, 1972;  
M.S.Ed., Western Illinois University, 1976;  
D.A., Illinois State University, 1993. (1989)

**\*THOMAS BRUCE McLEAN, Associate Professor of Mathematics**

B.S.Ed., Ohio Northern University, 1963;  
M.A., Bowling Green State University, 1965;  
Ph.D., University of Kentucky, 1971. (1980)

**JEFFREY C. McLELLAN, University Attorney**

B.S., University of Illinois, 1971;  
M.Ed., University of Toledo, 1976;  
Ph.D., University of Toledo, 1978;  
J.D., University of Georgia, 1993. (1996)

**\*JAMES L. McMILLAN, Associate Professor of Public Health**

A.S., Macon Junior College, 1979;  
B.S.Ed., Georgia Southern College, 1981;  
M.S., Auburn University, 1984;  
Ed.D., Auburn University, 1987. (1986)

**\*E. THOMAS McMULLEN, Associate Professor of History and Member, Institute of Arthropodology and Parasitology**

B.S., Washington State University, 1964;  
M.S., Southern Methodist University, 1971;  
M.A., Indiana University, 1986;  
Ph.D., Indiana University, 1989. (1991)

**OLIVIA J. MEEKS, Temporary Instructor of Accounting**

A.A., East Georgia College, 1999;  
B.B.A., Georgia Southern University, 2002;  
M.Acc., Georgia Southern University, 2002. (2002)

**\*WALDO E. MEEKS, Professor of Industrial Technology**

B.S., Georgia Southern College, 1972;  
M.T., Georgia Southern College, 1976;  
Ed.D., University of Tennessee, 1980. (1980)

**TIM N. METCALF, Assistant Compliance Officer (Athletics) and Adjunct Instructor**

B.S.C.J., Appalachian State University, 1983;  
B.S., Winston-Salem State University, 1995;  
M.S., Georgia Southern University, 1997. (1998)

**GRZEGORZ J. MICHALSKI, Temporary Assistant Professor of Mathematics**

M.S., Warsaw University, 1986;  
Ph.D., University of Notre Dame, 1996. (1998)

**\*MORGAN P. MILES, Professor of Marketing**

B.S., Mississippi State University, 1978;  
M.S., Virginia Polytechnic Institute and State University, 1981;  
D.B.A., Mississippi State University, 1989. (1989)

**TOM W. MILLER, Adjunct Professor of Finance**

B.S., Ball State Teachers College, 1965;  
M.A., Ball State University, 1968;  
D.B.A., Indiana State University, 1974. (2001)

**WILLIAM STARR MILLER, Professor Emeritus and Dean Emeritus, College of Education**

B.S.Ed., University of Georgia, 1947;  
M.S., University of Georgia, 1947;  
Ed.D., Duke University, 1953. (1961)

**ROSE B. MILLIKAN, Assistant Professor Emerita of Mathematics**

B.A., University of Arkansas, 1959;  
M.Ed., University of Arkansas, 1962;  
B.F.A., Georgia Southern College, 1987;  
Ed.S., Georgia Southern University, 1993. (1985)

**MICHAEL T. MILLS, Assistant Professor of Writing and Linguistics**

B.A., Georgia Southern College, 1988;  
M.A., Georgia Southern University, 1990;  
Ed.D., Georgia Southern University, 2002. (1990)

**LAURA A. MILNER, Assistant Professor of Writing and Linguistics**

B.A., University of Alabama-Birmingham, 1981;  
M.A.L.S., Wesleyan University, 1984. (1993)

**STEPHEN MINTON, Temporary Instructor of Hotel and Restaurant Management**

B.S.B.A., Appalachian State University, 2000. (2002)

**\*W. BEDE MITCHELL, Dean of the Library, University Librarian, and Professor**

A.B., University of Michigan, 1975; A.M.L.S.,  
University of Michigan, 1977; Ed.D., Montana  
State University, 1989. (1999)

**ANIRUDDAH MITRA, Assistant Professor of Mechanical Engineering Technology**

B.E., Jadavpur University, 1985;  
M.E., Indian Institute of Science, 1987;  
Ph.D., University of Nevada, 1995. (2002)

**CLEON M. MOBLEY, JR., Associate Professor Emeritus of Physics**

A.S., Southern Technical Institute, 1961;  
B.S., Oglethorpe College, 1963;  
M.S., University of Missouri at Rolla, 1966;  
Ph.D., The Union for Experimenting Colleges and Universities, 1988. (1967)

**HARRIS W. MOBLEY, Professor Emeritus of Anthropology**

A.B., Mercer University, 1955;  
B.D., Southeastern Baptist Theological Seminary, 1959;  
M.A., Hartford Seminary Foundation, 1965;  
Ph.D., Hartford Seminary Foundation, 1966. (1966)

**JAMES M. MOHR, Temporary Instructor of Broadcasting**

B.S., Arkansas State University, 1978;  
M.S.M.C., Arkansas State University, 2003. (2003)

**GUSTAVO J. MOLINA, Assistant Professor of Mechanical Engineering Technology**

Dipl., National University of Cordoba, 1986;  
M.A.Sc., University of Ottawa, 1994;  
Ph.D., Virginia Polytechnic Institute and State University, 2000. (2000)

**PAUL C. MOLLER, Instructor of Teaching and Learning**

B.S.Ed., Georgia Southern College, 1974;  
M.Ed., Georgia Southern College, 1979. (1993)

**\*J. LOWELL MOONEY, Professor and Director, School of Accountancy**

B.B.A., University of Georgia, 1978;  
M.Acc., University of Georgia, 1979;  
Ph.D., University of Georgia, 1989;  
C.P.A., Georgia, 1985. (1989)

**PAULA Y. MOONEY, Temporary Instructor of Accounting**

B.B.A., University of Georgia, 1983;  
M.Acc., University of Georgia, 1985. (2004)

**DOROTHY LOUISE MOORE, Associate Professor Emerita of Early Childhood Education**

B.S., Bemidji State University, 1949;  
M.A., University of North Colorado, 1953;  
Ph.D., Florida State University, 1973. (1975)

**\*MICHAEL T. MOORE, Professor of Reading**

B.Ed., Duquesne University, 1972;  
M.Ed., University of Pittsburgh, 1976;  
Rdg. Spec., University of Pittsburgh, 1978;  
Ed.D., University of Pittsburgh, 1983. (1984)

**\*SUE MULLINS MOORE, Professor of Anthropology and Chair, Department of Sociology and Anthropology**

B.A., University of Florida, 1975;  
M.A., University of Florida, 1977;  
Ph.D., University of Florida, 1981. (1982)

**WILLIAM THOMAS MOORE, Temporary Instructor of Accounting**

B.S., University of Tampa, 1971;  
M.B.A., Auburn University, 1981. (1993)

**\*MARLA B. MORRIS, Assistant Professor of Curriculum**

B.A., Tulane University, 1991;  
M.A., Loyola University, 1993;  
Ph.D., Louisiana State University and A&M College, 1999. (2000)

**ANNY MORROBEL-SOSA, Dean, Allen E. Paulson College of Science and Technology, and Professor of Chemistry**

B.Sc., University of Puerto Rico, 1976;  
M.S., State University of New York-Stony Brook, 1980;  
Ph.D., University of Southern California, 1985. (2003)

**GLYNNA E. MORSE, Adjunct Associate Professor of Information Systems**

B.S., Central Missouri State University, 1959;  
M.S., Central Missouri State University, 1960;  
Ph.D., University of Tennessee, 1981. (2002)

**\*HANS P. MORTENSEN, Associate Professor of Printing Management**

B.S., Rochester Institute of Technology, 1985;  
M.S., Rochester Institute of Technology, 1989. (1991)

**CLEMENT CHARLTON MOSELEY, Professor Emeritus of History**

B.S.Ed., Georgia Southern College, 1959;  
M.A., Georgia Southern College, 1965;  
Ph.D., University of Georgia, 1968. (1963)

**HOWARD F. MOSELEY, Professor Emeritus of Administration and Supervision**

B.S., Livingston State University, 1939;  
M.A., University of Alabama, 1948;  
Ed.D., University of Alabama, 1955. (1965)

**JANET MOSS, Temporary Instructor of Management, Marketing, and Logistics**

B.A., University of South Florida, 1983;  
M.B.A., Georgia State University, 1985. (2004)

**\*STEVEN E. MOSS, Assistant Professor of Decision Sciences**

B.A., University of South Florida, 1982;  
M.B.A., Georgia State University, 1985;  
Ph.D., Georgia State University, 1994. (2000)

**SULA BRANNEN MOXLEY, Assistant Professor Emerita of Marketing**

B.S., Stetson University, 1950;  
M.B.E., Georgia State University, 1967. (1971)

**LINDA S. MUNILLA, Professor of Marketing**

B.S., West Virginia Institute of Technology, 1971;  
M.S.Ed., Virginia Polytechnic Institute and State University, 1977;  
Ed.D., Virginia Polytechnic Institute and State University, 1981. (1979)

**\*BARRY A. MUNKASY, Assistant Professor of Kinesiology**

B.S.E., Tulane University, 1985;  
M.S., Arizona State University, 1990;  
Ph.D., University of Southern California, 1999. (1998)

**DAVID W. MURKISON, Assistant Director, Coastal Georgia Center, and Adjunct Instructor**

B.S., Georgia Southern University, 1994;  
M.Ed., University of South Carolina, 1997. (2000)

**\*EUGENE C. MURKISON, Professor of Management**

B.S.A., University of Georgia, 1959;  
M.B.A., University of Rochester, 1970;  
Ph.D., University of Missouri, 1986. (1984)

**\*JOHN D. MURRAY, Associate Professor of Psychology**

B.A., Purdue University, 1984;  
Ph.D., University of California-Santa Barbara, 1989. (1993)

**KENT D. MURRAY, Assistant Professor of Communication Arts**

A.A., Gulf Coast Jr. College, 1969;  
B.A., University of West Florida, 1974;  
M.A., University of West Florida, 1978. (1985)

**\*REBECCA M. MURRAY, Assistant Professor of Psychology**

B.A., Georgia State University, 1986;  
M.A., Georgia State University, 1991;  
Ph.D., Georgia State University, 1995. (1995)

**KANURI NARASIMHA MURTY, Assistant Professor of Mathematics**

B.S., Andhra University, 1968;  
M.S., Andhra University, 1971;  
Ph.D., Andhra University, 1978. (2001)

**\*LARRY R. MUTTER, Associate Professor of Recreation**

B.S., University of Wisconsin-Stevens Point, 1982;  
M.S., Texas A&M University, 1985;  
Ph.D., Arizona State University, 1994. (1994)

**JOHN NAURIGHT, Professor of Sport Management**

B.A., University of South Carolina, 1985;  
M.A., University of South Carolina, 1988;  
Ph.D., Queen's University, 1992. (2003)

**\*SHAHNAM NAVAEI, Associate Professor of Engineering Technology**

B.S., Louisiana State University and A&M College, 1980;  
M.S., Louisiana State University and A&M College, 1983;  
Ph.D., Clemson University, 1989. (1993)

**ANGELA NAVARRO-EISENSTEIN, Visiting Assistant Professor of Chemistry**

B.S., Autonomous University of Santo Domingo, 1986;  
M.S., University of Puerto Rico-Mayagüez, 1995;  
Ph.D., Georgia State University, 2003. (2003)

**BETTY MOORE NELSON, Instructor of Teaching and Learning**

A.S., Tidewater College, 1976;  
B.S., Old Dominion University, 1977;  
M.S.Ed., Old Dominion University, 1980. (1994)

**\*ERIC R. NELSON, Associate Professor of Writing and Linguistics**

B.A., Virginia Polytechnic Institute and State University, 1975;  
M.A., The Johns Hopkins University, 1977. (1989)

**\*MARY ANN NELSON, Assistant Professor of Teaching and Learning**

B.A., University of Florida, 1973;  
M.Ed., University of Florida, 1975;  
Ph.D., University of Florida, 2001. (2001)

**REX A. NELSON, Professor Emeritus of Industrial Technology**

B.S., Fort Hays Kansas State College, 1957;  
M.S., Fort Hays Kansas State College, 1958;  
Ed.D., Colorado State College-Greeley, 1964. (1968)

**ROBERT NORTON NELSON, Associate Professor Emeritus of Chemistry**

B.S., Brown University, 1963;  
Ph.D., Massachusetts Institute of Technology, 1969. (1970)

**RONALD D. NELSON, Temporary Assistant Professor of Leadership, Technology, and Human Development**

B.S., East Tennessee State University, 1967;  
M.A.Ed., Union College, 1971;  
Ed.D., East Tennessee State University, 1992. (2001)

**CAROL M. NESSMITH, Assistant Professor of Mathematics**

B.S., University of Georgia, 1968;  
M.Ed., University of Georgia, 1969;  
Ed.S., Georgia Southern University, 1992. (1978)

**SAUNDRA MURRAY NETTLES, Professor and Chair, Department of Curriculum, Foundations, and Reading**

A.B., Howard University, 1967;  
M.S., University of Illinois at Urbana-Champaign, 1968;  
M.S., Howard University, 1974;  
Ph.D., Howard University, 1976. (2003)

**WILLIAM G. NEVILLE, III, Coordinator, Student Media, and Adjunct Instructor**

B.A., Georgia Southern College, 1973;  
M.T., Georgia Southern College, 1984. (1987)

**ROBERT C. NEWMAN, Temporary Instructor of Information Systems**

B.S.B.A., University of South Carolina, 1979;  
M.B.I.S., Georgia State University, 1985. (2002)

**\*SZE-MAN NGAI, Assistant Professor of Mathematics**

B.Sc., University of Hong Kong, 1987;  
M.A., University of Pittsburgh, 1989;  
Ph.D., University of Pittsburgh, 1995. (2000)

**BETSY H. NICHOLS, Associate Professor Emerita of Writing and Linguistics**

A.B., Alabama College, 1969;  
M.A., University of Arkansas, 1971;  
Ph.A., University of Arkansas, 1972. (1981)

**JAMES R. NICHOLS, Professor Emeritus of Literature and Chair Emeritus, Department of English and Philosophy**

B.A., Union College, 1961;  
M.A., University of North Carolina-Chapel Hill, 1966;  
Ph.D., University of North Carolina-Chapel Hill, 1969. (1987)

**\*MICHAEL E. NIELSEN, Associate Professor of Psychology**

B.A., Southern Utah University, 1986;  
M.A., Northern Illinois University, 1990;  
Ph.D., Northern Illinois University, 1992. (1993)

**PAMELA N. NKEMKA-MORFAW, Temporary Assistant Professor of Biology**

B.Sc., University of Reading, 1991;  
M.Sc., University of Reading, 1992;  
Ph.D., University of Reading, 1999. (2002)

**\*THOMAS G. NOLAND, Assistant Professor of Accounting**

B.A., University of Kentucky, 1987;  
M.S.M., Georgia Institute of Technology, 1992;  
Ph.D., University of Mississippi, 2000. (2001)

**JOHN F. NOLEN, Jr., Vice President Emeritus of Student Affairs and Dean Emeritus of Students**

B.A., Furman University, 1960;  
B.D., Southeastern Baptist Theological Seminary, 1963;  
Ph.D., Florida State University, 1972. (1970)

**PATRICIA ANN NOONE, Temporary Instructor of Sociology**

B.A., Augusta State University, 1997;  
M.A., Georgia Southern University, 1999. (2002)

**NANCY A. NORTON, Adjunct Associate Professor of Economic Development**

B.S., University of Maryland, 1979;  
M.S., University of Maryland, 1985;  
Ph.D., West Virginia University, 1994. (2002)

**THOMAS R. NORTON, Assistant Athletic Director and Adjunct Instructor**

A.S., University of South Carolina, 1984; B.S.,  
University of South Carolina, 1984; M.S.,  
Georgia Southern College, 1989. (1990)

**LINDA C. NOTTINGHAM, Assistant Professor of Management**

B.S., West Virginia Institute of Technology, 1967;  
M.B.A., Morehead State University, 1980. (2001)

**GEORGE NOVOTNAK, Visiting Assistant Professor of Chemistry**

B.S., Pennsylvania State University, 1981;  
M.S., The Ohio State University, 1984;  
Ph.D., The Ohio State University, 1987. (2001)

**\*PATRICK J. NOVOTNY, Associate Professor of Political Science**

B.S., Illinois State University, 1985;  
M.A., University of Wisconsin, 1990;  
Ph.D., University of Wisconsin, 1995. (1995)

**THERESA C. BEEBE NOVOTNY, Administrative Coordinator, Leadership Development, and Adjunct Instructor of Political Science**

A.S., Johnson & Wales College, 1991;  
B.S., Johnson & Wales College, 1993;  
B.S., Johnson & Wales College, 1993;  
M.Ed., University of Florida, 1995. (1995)

**JUSTIN A. NYSTROM, Temporary Instructor of History**

B.A., Kennesaw State University, 1994;  
M.A., University of Georgia, 2000. (2003)

**SEWON O, Assistant Professor of Accounting**

B.A., Yonsei University, 1980;  
M.P.A., Mississippi State University, 1997;  
Ph.D., Mississippi State University, 2001. (2001)

**JANET LATRELLE O'BRIEN, Director, Academic Success Center, and Adjunct Instructor**

A.S., South Georgia College, 1980; B.S.Ed.,  
Georgia Southern College, 1982; M.Ed.,  
Georgia Southern College, 1985. (1984)

**CONSTANTIN OGLOBLIN, Assistant Professor of Economics**

Dipl., Rostov State University, 1986;  
M.A., Kent State University, 1996;  
Ph.D., Kent State University, 1999. (2000)

**\*GODWIN O. OKAFOR, Assistant Professor of Political Science**

B.B.A., Georgia College, 1985;  
M.P.A., Georgia College, 1987;  
Ph.D., Southern Illinois University, 1993. (1993)

**HERBERT A. O'KEEFE, JR., Professor Emeritus of Accounting**

B.B.A., University of Georgia, 1962;  
M.Acc., University of Georgia, 1967;  
Ph.D., Georgia State University, 1974;  
C.P.A., Georgia, 1965. (1978)

**\*JAMES H. OLIVER, JR., Fuller E. Callaway Professor of Biology and Director, Institute of Arthropodology and Parasitology**

B.S.Ed., Georgia Teachers College, 1952;  
M.S., Florida State University, 1954;  
Ph.D., University of Kansas, 1962;  
Postdoctoral training, University of Melbourne, Australia, 1962-63. (1969)

**EDIE E. OLLIFF, Temporary Instructor of Accounting**

B.B.A., Stetson University, 1986;  
M.B.A., Georgia Southern College, 1988. (1999)

**JOSEPH O. OLSON, JR., Professor Emeritus of Art**

B.F.A., Philadelphia Museum of Art, 1954;  
M.Ed., Temple University, 1956;  
M.F.A., Temple University, 1965;  
Ed.D., University of Georgia, 1970. (1969)

**\*BRODERICK O. OLUYEDE, Assistant Professor of Mathematics**

B.S., University of Ilorin, 1981;  
M.S., Bowling Green State University, 1985;  
M.A., Bowling Green State University, 1987;  
Ph.D., Bowling Green State University, 1991. (2000)

**\*ONYILE B. ONYILE, Associate Professor of Art**

B.F.A., Memphis Academy of Arts, 1980;  
M.F.A., Memphis State University, 1982. (1994)

**JEFFERY A. ORVIS, Associate Professor and Acting Chair, Department of Chemistry**

B.S., Oakland University, 1986;  
Ph.D., University of Tennessee, 1991. (1991)

**JESSICA N. ORVIS, Assistant Professor of Chemistry**

B.S., Vanderbilt University, 1986;  
M.S., University of Tennessee, 1989. (1992)

**RICHARD L. PACELLE, JR., Professor and Chair, Department of Political Science**

B.A., University of Connecticut, 1976;  
M.A., University of Connecticut, 1979;  
Ph.D., The Ohio State University, 1985. (2003)

**\*FRED M. PAGE, JR., Professor of Leadership, Technology, and Human Development**

B.S.Ed., Georgia Southern College, 1971;  
M.Ed., Georgia Southern College, 1973;  
Ed.S., Georgia Southern College, 1977;  
Ed.D., Mississippi State University, 1979. (1973)

**\*JANE ALTMAN PAGE, Professor of Curriculum, Foundations, and Reading**

B.S.Ed., Georgia Southern College, 1971;  
M.Ed., Georgia Southern College, 1974;  
Ed.S., Georgia Southern College, 1979;  
Ed.D., Mississippi State University, 1979. (1979)

**\*LINDA R. PAIGE, Professor of Literature**

B.A., University of Arkansas, 1971;  
M.Ed., University of Arkansas, 1972;  
M.A., University of Arkansas, 1983;  
Ph.D., University of Tennessee, 1989. (1989)

**ROGER NELSON PAJARI, Professor Emeritus of Political Science**

B.S., University of Minnesota, 1964;  
M.A., University of Tennessee, 1968;  
Ph.D., University of Tennessee, 1973. (1970)

**DONALD N. PANTHER-YATES, Assistant Professor of Communication Arts**

B.A., Stetson University, 1970;  
M.A., Duke University, 1972;  
Ph.D., University of North Carolina-Chapel Hill, 1979. (2000)

**JOHN L. PARCELS, JR., Assistant Professor of Philosophy**

B.A., Drew University, 1965;  
M.A., Emory University, 1972. (1972)

**ABBIE GAIL PARHAM, Assistant Professor of Accounting**

A.S., Emanuel County Junior College, 1978;  
B.B.A., Georgia Southern College, 1984;  
M.B.A., Georgia Southern College, 1988. (1990)

**SHARI PARK-GATES, Assistant Professor of Interior Design**

A.B., West Virginia University, 1969;  
B.I.D., Interior Design Institute, 1979;  
M.B.A., University of Charleston, 1991;  
Ph.D., Virginia Polytechnic Institute and State University, 2001. (1998)

**\*DARRELL F. PARKER, William A. Freeman Distinguished Professor of Free Enterprise and Acting Director, School of Economic Development**

B.A., University of North Carolina-Asheville, 1980;  
M.S., Purdue University, 1981;  
Ph.D., Purdue University, 1984. (2001)

**ELIZABETH A. PARKER, Clinical Instructor of Sports Medicine-Athletic Training**

B.A., University of North Carolina-Chapel Hill, 1998;  
M.S., Georgia Southern University, 2000. (2002)

**FAYTH M. PARKS, Temporary Assistant Professor of Leadership, Technology, and Human Development**

B.A., Upsala College, 1977;  
M.S., Upsala College, 1980;  
Ph.D., University of Illinois at Urbana-Champaign, 1996. (2002)

**ANTHONY V. PARRILLO, Associate Professor of Public Health**

A.B., Herbert H. Lehman College, 1975;  
M.S., Syracuse University, 1984;  
Ph.D., Indiana University, 1994. (2003)

**\*JOHN W. PARRISH, JR., Professor of Biology**

B.S., Denison University, 1963;  
M.A., Bowling Green State University, 1970;  
Ph.D., Bowling Green State University, 1974;  
Postdoctoral training, University of Texas-Austin, 1974-76. (1988)

**LEO G. PARRISH, JR., Professor Emeritus of Management**

B.E.E., Georgia Institute of Technology, 1961;  
M.S.I.M., Georgia Institute of Technology, 1964;  
Ph.D., Georgia Institute of Technology, 1973. (1990)

**CHARLOTTE E. PARRISH-WOODY, Marketing Director, Continuing Education and Public Service, and Adjunct Instructor of Manufacturing Technology**

B.S., Georgia Southern College, 1985;  
M.T., Georgia Southern University, 1993. (1994)

**MILDRED MOORE PATE, Assistant Professor of Writing and Linguistics**

B.A., Claflin College, 1974;  
M.S.T., Georgia Southern College, 1976. (1985)

**HARJI I. PATEL, Adjunct Professor of Public Health**

B.S., University of Baroda, 1959;  
M.S., University of Baroda, 1961;  
Ph.D., University of Georgia, 1969. (2004)

**CHRIS W. PAUL, II, Professor and Chair, Department of Finance and Quantitative Analysis**

B.S., Southwest Missouri State University, 1972;  
Ph.D., Texas A&M University, 1979. (2000)

**TOM LEO PAUL, Professor Emeritus and Head Emeritus, Department of Sport Science and Physical Education**

B.S., Wisconsin State College-Oshkosh, 1951;  
M.S., University of Florida, 1961;  
Ed.D., Florida State University, 1965. (1969)

**MARVIN G. PAYNE, Professor Emeritus and Chair Emeritus, Department of Physics**

A.B., Berea College, 1958;  
Ph.D., University of Kentucky, 1965. (1991)

**\*KARL E. PEACE, Georgia Cancer Coalition Distinguished Cancer Scientist, Professor of Biostatistics, and Director, Center for Biostatistics**

B.S., Georgia Southern College, 1963;  
M.S., Clemson Agricultural College, 1964;  
Ph.D., Medical College of Virginia-Virginia Commonwealth University, 1976. (2000)

**WALTER JAMES PEACH, Professor Emeritus of Special Education**

B.S., St. Louis University, 1963;  
Ed.M., St. Louis University, 1965;  
Ph.D., Florida State University, 1968. (1969)

**LAYNE PEACOCK, Hall Director, University Housing, and Adjunct Instructor**

A.A., Gordon College, 1990;  
B.S.Ed., University of Georgia, 1993;  
M.P.A., North Georgia College and State University, 2000. (1999)

**\*SANDRA PEACOCK, Associate Professor and Chair, Department of History**

B.A., Franklin and Marshall College, 1977;  
M.A., Sarah Lawrence College, 1979;  
Ph.D., State University of New York-Binghamton, 1986. (1995)

**DORIS PARSONS PEARCE, Associate Professor Emerita of Family and Consumer Sciences**

A.B., Berea College, 1950;  
M.S., Oklahoma State University, 1952;  
Ph.D., Florida State University, 1963. (1966)

**\*THOMAS A. PEARSALL, Associate Professor of Music**

B.M., University of Kentucky, 1982;  
M.M., Bowling Green State University, 1984;  
D.M.A., University of Oklahoma, 1996. (1993)

**PAMELA D. PEASTER, Director, Distance Learning Center, and Adjunct Instructor of Political Science**

B.S.Ed., Georgia Southern College, 1981; M.Ed., Georgia Southern College, 1985. (1988)

**\*MICHAEL A. PEMBERTON, Associate Professor of Writing and Linguistics**

B.A., University of California-Los Angeles, 1975;  
M.A., California Polytechnic State University, 1984;  
Ph.D., University of California-San Diego, 1990. (1999)

**REBECCA JAYNE PERKINS, Director, Strategic Research and Analysis, and Adjunct Instructor**

B.S., Mississippi University for Women, 1976;  
M.Ed., Mississippi State University, 1980;  
Ph.D., University of Southern Mississippi, 1999. (2001)

**\*CHARLES H. PERRY, Professor of Industrial Technology**

B.S., Georgia Institute of Technology, 1964;  
M.Ed., University of Georgia, 1986;  
Ed.D., University of Georgia, 1990. (1990)

**†V. RICHARD PERSICO, JR., Professor of Anthropology**

B.A., Southwestern at Memphis, 1970;  
M.A., University of Georgia, 1974;  
Ph.D., University of Georgia, 1982. (1981)

**DIANE T. PHILLIPS, Assistant Professor of Interior Design**

B.S.H.E., University of Georgia, 1976;  
M.H.E., University of Georgia, 1978. (1989)

**JOHN R. PICKETT, Professor Emeritus of Management**

B.A., University of Wyoming, 1968;  
M.S., Air Force Institute of Technology, 1970;  
Ph.D., University of Georgia, 1979. (1979)

**MARGARET ANNE PIERCE, Professor Emerita of Mathematics and Computer Science**

B.A.Ed., University of North Carolina-Chapel Hill, 1965;  
M.Ed., University of Florida, 1974;  
M.S., University of South Carolina, 1987;  
Ph.D., University of Florida, 1977. (1985)

**\*NATHAN W. PINO, Assistant Professor of Sociology**

B.S.A.S., Southwest Texas State University, 1993;  
M.S., Iowa State University, 1995;  
Ph.D., Iowa State University, 1999. (1999)

**\*ROBERT C. PIRRO, Associate Professor of Political Science**

A.B., Harvard University, 1986;  
M.A., University of California-Berkeley, 1989;  
Ph.D., University of California-Berkeley, 1996. (1997)

**\*DANIEL PITTMAN, Professor of Music**

B.M.Ed., University of Southern Mississippi, 1970;  
M.M., University of Mississippi, 1974;  
D.M.A., Memphis State University, 1979. (1990)

**KAREN T. PITTMAN, Assistant Professor of Writing and Linguistics**

A.S., Suffolk County Community College, 1978;  
B.A., State University of New York-Stony Brook, 1982;  
M.A., State University of New York-Stony Brook, 1986. (1988)

**\*ELIZABETH JANE PLEAK, Professor of Art**

B.S.Ed., Edinboro State College, 1971;  
M.F.A., Indiana State University, 1981. (1984)

**\*WALTER S. POLKA, Associate Professor of Educational Leadership**

B.A., State University of New York-Buffalo, 1968;  
M.A., Niagara University, 1970;  
M.S., Niagara University, 1971;  
Ed.D., State University of New York-Buffalo, 1977. (2003)

**BILL W. PONDER, Professor Emeritus of Chemistry**

B.S., Louisiana Polytechnic Institute, 1956;  
M.S., Iowa State University, 1959;  
Ph.D., Iowa State University, 1961. (1991)

**JOCELYN POOLE, Reference Librarian, Associate Professor, and Acting Head Information Services Librarian**

B.S., Virginia State College, 1979;  
M.S.M., Hampton University, 1985;  
M.L.S., University of Pittsburgh, 1992. (1992)

**MARK E. POPIELA, Visiting Assistant Professor of Finance**

B.A., State University of New York-Buffalo, 1983;  
B.A., State University of New York-Buffalo, 1986;  
B.S., Florida State University, 1993;  
M.B.A., University of Miami, 1994. (2002)

**\*MERCY MAMMAH POPOOLA, Assistant Professor of Nursing**

B.S.N., Mississippi College, 1990; M.S.N.,  
University of Mississippi, 1992; Ph.D.,  
University of Colorado, 2000. (2000)

**PAMELA LYNN POWELL, Temporary Instructor of Teaching and Learning**

B.S.Ed., Georgia Southern College, 1976;  
M.Ed., Georgia Southern College, 1980. (2003)

**\*M. KAREN POWERS-STUBBS, Assistant Professor of Writing and Linguistics**

A.A.S., Miami University, 1988;  
B.A., Miami University, 1990;  
M.A., Miami University, 1992;  
Ph.D., Miami University, 1999. (2002)

**\*ANN E. PRATT, Professor of Biology**

B.A., Clark University, 1975;  
M.S., University of Massachusetts, 1979;  
Ph.D., University of Florida, 1986;  
Postdoctoral training, University of Florida, 1986-87. (1987)

**\*DELMA EUGENE PRESLEY, Professor Emeritus of English and Director Emeritus, Museum**

B.A., Mercer University, 1961;  
B.D., Southern Baptist Seminary, 1964;  
Ph.D., Emory University, 1969. (1969)

**\*BARBARA A. PRICE, Professor of Decision Sciences**

B.S., Grove City College, 1969;  
M.S., Virginia Polytechnic Institute and State University, 1971;  
Ph.D., Virginia Polytechnic Institute and State University, 1973. (1996)

**CLIFTON A. PRICE, Temporary Instructor of Writing and Linguistics**

B.A., Shippensburg University, 1996;  
M.A., University of Memphis, 1999. (2004)

**LARRY E. PRICE, Professor Emeritus of Finance and Head Emeritus, Department of Finance and Economics**

B.S.E.E., University of Arkansas, 1959;  
M.B.A., University of Arkansas, 1961;  
Ph.D., University of Arkansas, 1966. (1963)

**PATRICIA T. PRICE, Assistant Professor of Writing and Linguistics**

B.S.Ed., University of Georgia, 1969;  
M.A., Georgia Southern College, 1977. (1987)

**PRENTISS Y. PRICE, Counseling Psychologist and Adjunct Instructor**

A.A., Florida State University, 1986;  
B.F.A., Georgia State University, 1989;  
M.S., Avila College, 1997;  
Ph.D., University of Kansas, 2001. (2001)

**KITTY PRUITT, Lecturer in Kinesiology**

B.S., Georgia Southern College, 1979;  
M.Ed., Georgia Southern College, 1982. (1986)

**\*JAMES L. PUGH, Assistant Professor of Psychology**

B.A., Tulane University, 1969;  
M.A., West Georgia College, 1977;  
Ph.D., Georgia State University, 1984. (1995)

**HUBERT C. PULLEY, Assistant Professor of Writing and Linguistics**

B.S., Tennessee State University, 1974;  
M.A., Tennessee State University, 1977. (1995)

**MARY K. PUNG, Adjunct Instructor of Public Health**

A.B., Rutgers University, 1975;  
M.S.P.H., University of North Carolina-Chapel Hill, 1983. (1998)

**\*OSCAR J. PUNG, Professor of Biology and Member, Institute of Arthropodology and Parasitology**

B.A., Oakland University, 1973;  
M.S., Seton Hall University, 1981;  
Ph.D., University of North Carolina-Chapel Hill, 1984. (1991)

**CARL PURDY, Associate Academic Professional and Adjunct Instructor of Music**

B.M., New England Conservatory of Music, 1983;  
M.M., New England Conservatory of Music, 1985. (1991)

**\*TOMSYE DALE PURVIS, Associate Professor of Writing and Linguistics**  
 B.A., Oklahoma Baptist University, 1968;  
 M.A., University of Tennessee, 1970;  
 Ph.D., University of Tennessee, 1976. (1981)

**KARLA JAN QUALLS, Instructional Services Coordinator and Adjunct Assistant Professor of Music**  
 B.M., Florida State University, 1988;  
 M.M., Florida State University, 1991;  
 D.M., Florida State University, 2002. (2002)

**NICHOLAS W. QUICK, Professor Emeritus of Legal Studies**  
 A.B., University of Illinois, 1942;  
 M.A., University of Illinois, 1947;  
 Ph.D., University of Texas, 1954;  
 J.D., John Marshall Law School, 1973. (1969)

**SANDRA C. RABITSCH, Assistant Professor Emerita of English**  
 B.S., Georgia Southern College, 1962;  
 M.S.T., Georgia Southern College, 1969. (1968)

**FRANK RADOVICH, Associate Professor Emeritus of Health and Kinesiology**  
 B.S.B., Indiana University, 1960;  
 M.S.Ed., Indiana University, 1964;  
 H.S.D., Indiana University, 1980. (1962)

**\*JOHN A. RAFTER, Associate Professor of Mathematics**  
 B.S., University of Michigan, 1966;  
 M.S., Michigan State University, 1968;  
 Ph.D., Michigan State University, 1971. (1984)

**ROSALIND DOROTHY RAGANS, Associate Professor Emerita of Art Education**  
 B.F.A., City University of New York-Hunter College, 1955;  
 M.Ed., Georgia Southern College, 1967;  
 Ed.D., University of Georgia, 1971. (1964)

**\*DONALD RAKESTRAW, Professor of History**  
 B.A., Jacksonville State University, 1975;  
 M.A., Jacksonville State University, 1980;  
 Ph.D., University of Alabama, 1991. (1988)

**\*JENNIE RAKESTRAW, Professor of Teaching and Learning and Associate Dean, College of Education**  
 B.S.Ed., Jacksonville State University, 1977;  
 M.S.Ed., Jacksonville State University, 1980;  
 Ed.D., University of Alabama, 1987. (1988)

**DELORES RAMSEY, Assistant Professor Emerita of Health and Kinesiology**  
 B.S.Ed., Georgia Southern College, 1961;  
 M.Ed., Georgia Southern College, 1962;  
 Ed.S., Georgia Southern College, 1973. (1963)

**CINDY HOUSE RANDALL, Assistant Professor of Decision Sciences**  
 B.B.A., Georgia Southern College, 1978;  
 M.B.A., Memphis State University, 1981. (1982)

**\*E. JAMES RANDALL, Professor of Marketing**  
 A.A., Manatee Junior College, 1964;  
 B.A., University of South Florida, 1968;  
 M.B.A., University of South Florida, 1973;  
 D.B.A., Memphis State University, 1983. (1982)

**MARSHALL R. RANSOM, Temporary Instructor of Mathematics**  
 A.B., Brown University, 1972;  
 M.S., Stetson University, 1977;  
 Ed.S., Stetson University, 1991. (2003)

**MICHAEL D. RAPER, Adjunct Associate Professor of Economic Development**  
 B.S., Georgia Institute of Technology, 1972;  
 M.B.A., Georgia State University, 1977;  
 Ph.D., Georgia State University, 1988. (2001)

**GLENN L. RAY, Temporary Assistant Professor of Information Technology**  
 B.S., Florida State University, 1977;  
 M.S.S.E., Florida A & M University, 2000;  
 Ph.D., Massachusetts Institute of Technology, 1981. (2003)

**JOHN W. RAY, Temporary Associate Professor of Management, Marketing, and Logistics**  
 B.A., University of Alaska-Anchorage, 1973;  
 M.B.A., Marshall University, 1977;  
 Ph.D., University of South Carolina, 1982. (2004)

**\*DAN W. REA, Professor of Curriculum, Foundations, and Reading**  
 B.A., University of Missouri, 1969;  
 M.A.T., Howard University, 1974;  
 Ed.D., University of Massachusetts, 1983. (1991)

**\*CATHERINE W. REAVIS, Associate Professor of Nursing**  
 B.S.H.E., Texas Technological College, 1967;  
 A.D.N., Amarillo College, 1979;  
 M.S.N., West Texas A&M University, 1981;  
 Ed.D., Texas Tech University, 1995;  
 F.N.P.C., Texas Tech University, 1997. (2001)

**CHARLES REAVIS, Temporary Assistant Professor of Educational Leadership**  
 A.B., University of North Carolina-Chapel Hill, 1959;  
 M.Ed., University of North Carolina-Chapel Hill, 1961;  
 Ed.D., Duke University, 1967. (2002)

**ROY E. REDDERSON, Associate Professor Emeritus of Electrical Engineering Technology**  
 B.S.E.E., Auburn University, 1961;  
 M.S.E.E., U.S. Navy Postgraduate School, 1966. (1979)

**\*LAURA B. REGASSA, Assistant Professor of Biology and Member, Institute of Arthropodology and Parasitology**  
 B.A., Marquette University, 1985;  
 Ph.D., University of Wisconsin, 1993. (1999)

**\*JAMES S. REICHARD, Associate Professor of Geology**  
 B.S., University of Toledo, 1981;  
 M.S., University of Toledo, 1984;  
 Ph.D., Purdue University, 1995. (1996)

**JOHANNES REICHGELT, Associate Professor and Acting Chair, Department of Information Technology**  
 B., Katholieke Universiteit Nijmegen, 1978;  
 M.A., Katholieke Universiteit Nijmegen, 1981;  
 Ph.D., University of Edinburgh, 1986. (2001)

**MICHAEL REKSULAK, Temporary Assistant Professor of Economics**  
 B.A., Friedrich-Schiller University of Jena, 1997;  
 M.A., University of Mississippi, 1998;  
 Ph.D., University of Mississippi, 2002. (2003)

**ROXIE REMLEY, Professor Emerita of Art**  
 A.B., George Peabody College for Teachers, 1949;  
 M.A., George Peabody College for Teachers, 1949;  
 M.F.A., Pratt Institute, 1962. (1950)

**\*JUDITH L. REPMAN, Professor of Leadership, Technology, and Human Development**  
 B.A., Louisiana State University and A&M College, 1974; M.L.S., Louisiana State University and A&M College, 1976; Ph.D., Louisiana State University and A&M College, 1989. (1997)

**RICHARD REPP, Assistant Professor of Music**  
 A.A., William Rainey Harper College, 1992;  
 A.S., William Rainey Harper College, 1993;  
 B.S., Illinois State University, 1994;  
 M.M., Illinois State University, 1996;  
 Ph.D., University of Illinois at Urbana-Champaign, 1999. (2003)

**\*WILLIAM MARTIN REYNOLDS, Professor of Curriculum, Foundations, and Reading**  
 B.A., Roberts Wesleyan College, 1975;  
 M.S.Ed., State University of New York-College at Brockport, 1980;  
 Ed.D., University of Rochester, 1986. (1997)

**DALLAS D. RHODES, Professor of Geology and Chair, Department of Geology and Geography**  
 B.S., University of Missouri, 1969;  
 M.A., Syracuse University, 1973;  
 Ph.D., Syracuse University, 1973. (1998)

**\*JEANETTE K. RICE, Associate Professor of Chemistry**  
 B.S., Canisius College, 1991;  
 Ph.D., State University of New York-Buffalo, 1995. (1995)

**\*FREDRICK J. RICH, Professor of Geology**  
 B.S., University of Wisconsin, 1973;  
 Ph.D., Pennsylvania State University, 1979. (1988)

**\*DONNIE D. RICHARDS, Associate Professor of Spanish and Chair, Department of Foreign Languages**  
 B.A., Texas Technological College, 1964;  
 M.A., Texas Tech University, 1972;  
 Ph.D., University of Kentucky, 1976. (1991)

**GROVER CHESTER RICHARDS, Professor Emeritus of Psychology**  
 B.S.Ed., Central University of Arkansas, 1938;  
 M.A., University of Mississippi, 1963;  
 Ph.D., University of Mississippi, 1964. (1967)

**\*M. VIRGINIA RICHARDS, Associate Professor of Family and Consumer Sciences Education and Associate Dean, College of Health and Human Sciences**  
 B.S.H.E., Texas Technological College, 1967;  
 M.S.H.E., Texas Tech University, 1970;  
 Ed.D., University of South Carolina, 1998. (1991)

**MARK L. RICHARDSON, Assistant Professor of Writing and Linguistics**  
 B.A., Colgate University, 1973;  
 M.A., Emory University, 1977;  
 Ph.D., Emory University, 1980. (1995)

**\*MICHAEL D. RICHARDSON, Professor of Leadership, Technology, and Human Development**  
 B.S.Ed., Tennessee Technological University, 1971;  
 M.A., Tennessee Technological University, 1972;  
 Ed.D., University of Tennessee, 1986. (1994)

**FRED A. RICHTER, Associate Professor Emeritus of Literature**  
 B.A., Florida State University, 1964;  
 Ph.D., Auburn University, 1971. (1969)

**CURTIS EUGENE RICKER, Associate Professor of Writing and Linguistics and Associate Dean, College of Liberal Arts and Social Sciences**  
 B.A., Brigham Young University, 1975;  
 M.A., Brigham Young University, 1980;  
 D.A., Illinois State University, 1987. (1984)

**\*GLEN RIECKEN, Professor of Marketing and Chair, Department of Management, Marketing, and Logistics**  
 B.Comm., University of Saskatchewan, 1969;  
 M.B.A., University of Oregon, 1970;  
 Ph.D., Virginia Polytechnic Institute and State University, 1979. (2000)

**\*BRYAN L. RIEMANN, Assistant Professor of Kinesiology**  
 B.S., West Chester University, 1995;  
 M.A., University of North Carolina-Chapel Hill, 1997;  
 Ph.D., University of Pittsburgh, 2000. (2001)

**WARREN L. RILES, Director, Career Services, and Adjunct Instructor**  
 B.S., Tuskegee Institute, 1967;  
 M.S., University of Tennessee, 1992;  
 M.B.A., Georgia Southern University, 1997. (1994)

**\*KENT RITTSCHOF, Associate Professor of Curriculum, Foundations, and Reading and Acting Director, Center for Excellence in Teaching**  
 B.S., Arizona State University, 1988;  
 M.A., Arizona State University, 1992;  
 Ph.D., Arizona State University, 1994. (1994)

**SUSAN E. ROACH, Temporary Instructor of Accounting**  
 B.B.A., Kennesaw State University, 1987;  
 M.B.A., Georgia College and State University, 1995. (1999)

**JOSEPH C. ROBBINS, Associate Professor Emeritus of Music**  
 B.A., Hendrix College, 1957;  
 M.M., Indiana University, 1960. (1970)

**\*JUDITH F. ROBBINS, Associate Professor of Teaching and Learning**  
 B.S., University of South Alabama, 1982;  
 M.Ed., University of South Alabama, 1986;  
 Ph.D., Florida State University, 1991. (1990)

**GARY B. ROBERTS, Adjunct Associate Professor of Management**  
 A.B., Bowdoin College, 1968;  
 M.B.A., Georgia State University, 1977;  
 Ph.D., Georgia State University, 1982. (2002)

**WILLIAM G. ROBERTS, Adjunct Professor of Military Science**  
 Lieutenant Colonel, U.S. Army;  
 B.B.A., Georgia Southwestern College, 1985;  
 M.S., Central Michigan University, 1998. (2001)

**\*DAVID W. ROBINSON, Professor of Literature**  
 B.A., University of Alabama, 1980;  
 M.A., University of Washington, 1982;  
 Ph.D., University of Washington, 1985. (1988)

**\*PAUL A. RODELL, Associate Professor of History**  
 B.A., Northern Illinois University, 1968;  
 M.A., State University of New York-Buffalo, 1982;  
 Ph.D., State University of New York-Buffalo, 1992. (1992)

**JOHN RODENBAUGH, Temporary Instructor of Electrical Engineering Technology**  
 B.S., Ohio University, 2000;  
 M.S., Ohio University, 2002. (2002)

**\*CRAIG H. ROELL, Professor of History**  
 A.A., University of Houston-Victoria, 1974;  
 B.A., University of Houston, 1977;  
 M.A., University of Texas, 1980;  
 Ph.D., University of Texas, 1986. (1989)

**CAMILLE F. ROGERS, Assistant Professor of Information Systems**  
 B.B.A., Eastern New Mexico University, 1991;  
 M.B.A., Eastern New Mexico University, 1993. (1994)

**GEORGE ARTHUR ROGERS, Professor Emeritus of History and Adjunct Member, Institute of Arthropodology and Parasitology**  
 A.B., Illinois College, 1940;  
 M.A., University of Illinois, 1947;  
 Ph.D., University of Illinois, 1950. (1950)

**GERALD W. ROGERS, Temporary Instructor of Mathematics**  
 B.S.Ed., Georgia Southern University, 1995;  
 M.S., Georgia Southern University, 1997. (2003)

**JOHN THADDEUS ROGERS, Associate Professor Emeritus of Physics**  
 B.S., United States Naval Academy, 1950;  
 M.S., Virginia Polytechnic Institute, 1958;  
 Ph.D., Virginia Polytechnic Institute, 1963. (1965)

**LANA H. ROGERS, Temporary Instructor of Speech Communication**  
 B.S., Georgia Southern University, 1999;  
 M.A., University of North Carolina-Greensboro, 2003. (2003)

**\*RICHARD LOUIS ROGERS, Professor and Chair, Department of Psychology**  
 B.A., University of Arkansas, 1966;  
 M.A., University of Arkansas, 1968;  
 Ph.D., University of Arkansas, 1971. (1970)

**RUTH ANN ROGERS, Assistant to the Dean, Continuing Education and Public Service, and Adjunct Instructor**  
 B.A., University of Arkansas, 1968;  
 M.A., Georgia Southern College, 1982. (1982)

**\*JOELLE E. ROMANCHIK-CERPOVICZ, Associate Professor of Nutrition and Food Science**  
 B.A., Glassboro State College, 1991;  
 Ph.D., The Medical College of Pennsylvania, 1996. (1996)

**\*DAVID C. ROSTAL, Associate Professor of Biology**  
 B.S., Pacific University, 1980;  
 M.S., Portland State University, 1986;  
 Ph.D., Texas A&M University, 1991. (1993)

**H. KEITH ROUGHTON, Director, Student Athlete Services, and Adjunct Instructor**  
 B.S.H.S., Georgia Southern University, 1992;  
 M.S., Georgia Southern University, 1995;  
 M.Ed., Georgia Southern University, 1997. (1996)

**MARLO T. ROUSE-ARNETT, Assistant Professor of Child and Family Development**  
 B.A., Syracuse University, 1994;  
 M.A., Syracuse University, 1996;  
 Ph.D., University of Georgia, 2001. (2000)

**VIRGINIA C. ROWDEN, Assistant Professor Emerita of Communication Arts**  
 B.A., University of Colorado, 1974;  
 M.A., University of Colorado, 1977;  
 Ph.D., University of Colorado, 1984. (1985)

**\*KIM K. RUEBEL, Assistant Professor of Teaching and Learning**

B.S., University of Texas-Austin, 1994;  
M.Ed., Indiana State University, 1997;  
Ph.D., Indiana State University, 1999. (1999)

**KATHLEEN E. HAGAN RUSHING, Instructor of Nursing**

B.S., Georgia Southern College, 1981;  
M.S.N., Georgia Southern University, 1996. (1998)

**LINDA G. RUSHING, Temporary Instructor of Health Science**

B.S.Ed., Georgia Southern College, 1979;  
M.Ed., Georgia Southern College, 1983. (1996)

**\*GREGORY R. RUSSELL, Professor of Decision Sciences**

B.S.M.E., University of Kentucky, 1982;  
M.B.A., University of Kentucky, 1984;  
Ph.D., University of South Carolina, 1994. (1992)

**\*STEPHEN M. RUTNER, Associate Professor of Logistics**

B.A., Millersville University, 1987;  
M.B.A., University of Alabama, 1992;  
Ph.D., University of Tennessee, 1995. (1996)

**\*DEBRA SABIA, Professor of Political Science**

B.S., University of Southern Mississippi, 1981;  
M.A., University of South Carolina, 1984;  
Ph.D., University of South Carolina, 1994. (1990)

**YUSUF M. SALEEBY, Adjunct Instructor of Nursing**

B.S., Georgia State University, 1987;  
M.D., Medical College of Georgia, 1991. (2002)

**DONNA S. SANDERS, Temporary Assistant Professor of Communication Arts**

B.A., Converse College, 1961;  
M.F.A., University of Georgia, 1963. (2001)

**\*FREDERICK KIRKLAND SANDERS, Professor of Literature**

B.A., Wofford College, 1958;  
M.A., Emory University, 1963;  
Ph.D., University of Georgia, 1971. (1969)

**STEVE SANDERS, Associate Director, Campus Recreation and Intramurals, and Adjunct Instructor**

B.S., Georgia Southern College, 1988;  
M.S., Georgia Southern University, 1992. (1996)

**MOHAMMED A. SARHAN, Yamacraw Assistant Professor of Technology**

B.Sc., Military Technical College, 1971;  
M.S.E.E., University of Notre Dame, 1983;  
Ph.D., Arizona State University, 1993. (2001)

**R. FRANK SAUNDERS, JR., Professor Emeritus of History**

B.S.Ed., Georgia Teachers College, 1957;  
M.Ed., Georgia Southern College, 1963;  
Ph.D., University of Georgia, 1970. (1969)

**DONNA SAYE, Assistant Professor of Mathematics and Acting Associate Dean, Allen E. Paulson College of Science and Technology**

B.S., Berry College, 1974;  
M.Ed., Georgia Southern College, 1977;  
Ed.S., Georgia Southern University, 1995;  
Ed.D., Georgia Southern University, 2002. (1988)

**NEAL SAYE, Assistant Professor of Writing and Linguistics**

B.S., Berry College, 1974;  
M.A., Georgia Southern College, 1978;  
Ed.D., Georgia Southern University, 2002. (1988)

**\*CANDY B. K. SCHILLE, Associate Professor of Literature**

B.A., Boise State University, 1973;  
M.A., University of Washington, 1981;  
Ph.D., University of Washington, 1983. (1987)

**GREGORY N. SCHLIERF, Assistant Director, University Housing, and Adjunct Instructor**

B.S.Ed., Slippery Rock University, 1988;  
M.S., Shippensburg University, 1990. (1993)

**\*WILLIAM SCHMID, Associate Professor of Music**

B.M., University of Dayton, 1979; M.M.Ed.,  
University of North Texas, 1981; D.M.A.,  
University of North Texas, 1991. (1986)

**\*NORMAN E. SCHMIDT, Professor of Chemistry**

B.S., Bethel College, 1984;  
Ph.D., University of South Carolina, 1989. (1990)

**PETER SCHNELL, Adjunct Professor of International Studies**

J.D., University of Erlangen, 1963. (2003)

**\*JUDITH H. SCHOMBER, Professor of Spanish and Director, Advisement, Retention, and First-Year Experience**

B.A., Florida State University, 1969;  
M.A., Florida State University, 1971;  
Ph.D., Florida State University, 1975. (1976)

**\*MARTHA L. SCHRIVER, Associate Professor of Teaching and Learning**

B.S.Ed., Bowling Green State University, 1970;  
M.Ed., University of Toledo, 1988;  
Ph.D., University of Toledo, 1992. (1992)

**CHRISTOPHER SCHUBERTH, Adjunct Associate Professor of Geology**

B.S., City University of New York-City College, 1957;  
M.S., New York University, 1960. (1990)

**\*MATTHEW C. SCHUETTE, Assistant Professor of Mathematics**

B.S., Truman State University, 1992;  
M.A., Truman State University, 1994;  
Ph.D., University of Iowa, 2000. (2000)

**\*BRUCE A. SCHULTE, Associate Professor of Biology**

B.S., College of William and Mary, 1982;  
M.S., University of Southern California, 1985;  
Ph.D., State University of New York-College of Environmental Science and Forestry, 1993. (1999)

**TAYLOR CARVER SCOTT, Associate Professor Emeritus of Sociology**

A.B., University of Florida, 1947;  
M.A., University of Florida, 1949;  
Ph.D., University of Maryland, 1967. (1967)

**\*DAVID W. SEAMAN, Professor of Foreign Languages**

B.A., College of Wooster, 1962;  
A.M., Stanford University, 1964;  
Ph.D., Stanford University, 1970. (1992)

**LEWIS R. SELVIDGE, JR., Professor Emeritus of Technology**

B.S., Southern Illinois University, 1962;  
M.S., Southern Illinois University, 1964. (1968)

**\*JUAN ANTONIO SERNA, Assistant Professor of Spanish**

B.A., Universidad Autónoma de Nuevo León, 1990;  
M.A., University of Houston, 1992;  
Ph.D., Arizona State University, 1996. (1999)

**MICHAEL M. SEWAK, Head Football Coach**

B.A., University of Virginia, 1981. (1996)

**STEPHEN L. SEXTON, Head Government Documents Librarian and Assistant Professor**

B.S., University of Oregon, 1974; M.L.S.,  
University of Arizona, 1980; M.A.,  
University of Arizona, 1985. (2000)

**ROBERT A. SHANAFELT, Assistant Professor of Anthropology**

B.A., Kent State University, 1980;  
M.A., Kent State University, 1982; M.A.,  
Florida State University, 1994; Ph.D.,  
University of Florida, 1989. (2002)

**\*PADMINI SHANKAR, Associate Professor of Nutrition and Food Science**

B.S., Women's Christian College, 1984;  
M.S., Queen Mary's College, 1988;  
M.S., University of Central Oklahoma, 1993;  
Ph.D., Texas Tech University, 1997. (1997)

**VICKIE LYNN SHAW, Area Director of Residential Education, University Housing, and Adjunct Instructor**

B.A., Mercer University, 1998;  
M.Ed., University of South Carolina, 2000. (2002)

**SONYA S. GAITHER SHEPHERD, Instructional Technology Librarian and Assistant Professor**

B.S., LaGrange College, 1993;  
M.S.L.S., Clark Atlanta University, 1994;  
Ed.D., Georgia Southern University, 2003. (1995)



**\*RONNIE L. SHEPPARD, Professor and Chair, Department of Teaching and Learning**

B.A., Baylor University, 1967;  
M.Ed., North Texas State University, 1970;  
Ed.D., North Texas State University, 1976. (1996)

**GENE E. SHERRY, Director, Intramural Sports, and Adjunct Instructor**

B.S., University of Kansas, 1992;  
M.Ed., University of Illinois at Urbana-Champaign, 1996. (1995)

**RONALD E. SHIFFLER, Dean, College of Business Administration, and Professor of Quantitative Analysis**

B.S., University of North Carolina-Greensboro, 1970;  
M.S., Bucknell University, 1972;  
M.Stat., University of Florida, 1974;  
Ph.D., University of Florida, 1980. (2002)

**STANLEY J. SHIN, Adjunct Instructor of Nursing**

B.S., Georgetown University, 1984;  
M.D., University of Maryland, 1988. (2003)

**ISAAC SHLOSMAN, Adjunct Professor of Physics**

B.Sc., Institute of Technology, 1974;  
M.Sc., Tel-Aviv University, 1986;  
Ph.D., Tel-Aviv University, 1986. (2002)

**GEORGE H. SHRIVER, Professor Emeritus of History**

A.B., Stetson University, 1953;  
B.D., Southeastern Baptist Theological Seminary, 1956;  
Ph.D., Duke University, 1961. (1973)

**\*NANCY SHUMAKER, Professor of Spanish and Director, Center for International Studies**

B.A., Swarthmore College, 1967;  
M.A., University of Georgia, 1973;  
Ph.D., University of Georgia, 1977. (1982)

**DONALD WAYNE SIDA, Associate Professor Emeritus of Early Childhood Education**

B.Ed., Chicago Teachers College, 1963;  
M.A., Roosevelt University, 1966;  
Ph.D., University of South Carolina, 1969. (1969)

**CYNTHIA F. SIKES, Assistant Professor of Mathematics**

B.A., Georgia College at Milledgeville, 1971;  
M.S., Clemson University, 1973. (1980)

**ALAN BRUCE SILVER, Adjunct Instructor of Public Health**

A.B., Indiana University, 1975;  
M.P.H., University of North Carolina-Chapel Hill, 1977. (2000)

**\*JACOB V. SIMONS, JR., Professor of Decision Sciences**

B.S., United States Air Force Academy, 1977;  
M.A., Ball State University, 1980;  
M.S., Troy State University, 1982;  
Ph.D., University of Houston, 1989. (1997)

**\*CAROL L. S. SIMONSON, Associate Professor of Nursing**

B.S.N., Cornell University-New York Hospital School of Nursing, 1960;  
M.Ed., University of Florida, 1963;  
Ph.D., University of New Mexico, 1990. (1992)

**\*ANASTATIA SIMS, Professor of History**

B.A., University of Texas-Austin, 1974;  
M.A., University of North Carolina-Chapel Hill, 1976;  
Ph.D., University of North Carolina-Chapel Hill, 1985. (1987)

**THOMAS ALEXANDER SINGLETARY, Professor Emeritus of Electronics Technology**

B.S.Ed., Georgia Southern College, 1959;  
M.S., Stout State College, 1960;  
Ed.D., University of Missouri, 1968. (1960)

**CHARLES A. SKEWIS, Head Acquisitions Librarian and Assistant Professor**

A.A.S., Iowa Lakes Community College, 1975;  
B.S., University of Wisconsin-Platteville, 1977;  
M.L.S., George Peabody College for Teachers, 1978. (1996)

**CATHY SKIDMORE-HESS, Assistant Professor of History**

B.A., Mount Holyoke College, 1986;  
M.A., University of Wisconsin, 1988;  
Ph.D., University of Wisconsin, 1995. (1995)

**DEBRA G. SKINNER, Catalog Librarian and Assistant Professor**

B.A., Georgia Southern College, 1973;  
M.Ed., Georgia Southern College, 1978;  
Ed.S., Georgia Southern College, 1983;  
M.L.S., University of South Carolina, 1991. (2001)

**\*EDWARD W. L. SMITH, Professor of Psychology**

B.A., Drake University, 1963;  
M.S., University of Kentucky, 1966;  
Ph.D., University of Kentucky, 1969. (1994)

**FREDERICK SMITH, Head Circulation Librarian and Associate Professor**

A.B.J., University of Georgia, 1975;  
M.S., Florida State University, 1976. (1986)

**INNA SMITH, Temporary Instructor of Mathematics**

B.S., Leningrad Institute of Shipbuilding, 1978;  
M.S., Leningrad Institute of Shipbuilding, 1978;  
Dipl., Leningrad Institute of Shipbuilding, 1984. (2003)

**\*PETER C. A. SMITH, Assistant Professor of Art**

B.F.A., Oregon State University, 1994;  
M.F.A., Rhode Island School of Design, 1998. (1999)

**REED W. SMITH, Associate Professor of Communication Arts**

B.S., Ohio University, 1972;  
M.A., Bowling Green State University, 1973;  
Ph.D., Ohio University, 1993. (1994)

**SUE L. SMITH, Assistant Professor Emerita of Housing and Equipment**

B.S., Western Kentucky University, 1955;  
M.A., Indiana State University, 1960. (1971)

**SUSAN A. SMITH, Temporary Instructor of Writing and Linguistics**

B.S.Ed., Georgia Southern College, 1976;  
M.Ed., Georgia Southern College, 1982. (1985)

**TERESITA "MARIA" SMITH, Assistant Professor of Nursing**

B.S.N., Medical College of Georgia, 1974;  
M.S.N., Georgia Southern University, 1991;  
Ph.D., Medical College of Georgia, 2003. (1998)

**TOM D. SMITH, Assistant Professor Emeritus of Sport Science and Physical Education**

B.S., Indiana State University, 1953;  
M.S., Indiana State University, 1959;  
M.S., Indiana University, 1971. (1971)

**WAYNE E. SMITH, Associate Registrar and Adjunct Instructor**

B.S., Radford College, 1975;  
M.S., Radford University, 1983. (1998)

**\*WILLIAM L. SMITH, Professor of Sociology**

B.A., Loras College, 1978;  
M.A., Marquette University, 1980;  
Ph.D., University of Notre Dame, 1984. (1994)

**WILLIAM ROBERT SMITH, Associate Professor Emeritus of Economics**

B.S.Ed., Georgia Teachers College, 1949;  
M.B.A., Georgia Southern College, 1972. (1973)

**JIMMY L. SOLOMON, Professor of Mathematics**

B.S., University of Mississippi, 1964;  
M.S., Mississippi State University, 1966;  
Ph.D., Texas A&M University, 1972. (1995)

**ARTHUR G. SPARKS, Professor Emeritus and Chair Emeritus, Department of Mathematics and Computer Science**

B.S.Ed., Georgia Southern College, 1960;  
M.Ed., University of Georgia, 1962;  
M.A., University of Florida, 1964;  
Ph.D., Clemson University, 1969. (1964)

**LISA SPENCE, Director, Information Technology Services, and Adjunct Instructor**

B.S., Mississippi State University, 1982;  
M.A., Mississippi State University, 1984. (2000)

**JUNE A. SPENCER, Assistant Professor of Writing and Linguistics**

A.B., Mount Holyoke College, 1965;  
M.A., New Mexico State University, 1984. (1992)

**\*LEON E. SPENCER, Associate Professor of Leadership, Technology, and Human Development**

B.A., Park College, 1976;  
M.A., Ball State University, 1979;  
Ed.S., Ball State University, 1982;  
Ed.D., Ball State University, 1983. (1994)

**ROCHELLE SPENCER, Educational Program Specialist and Adjunct Instructor**

B.A., Spelman College, 1999;  
M.F.A., New York University, 2001. (2002)

**GARTH SPENDIFF, Temporary Instructor of Public Health**

B.S.F.C.S., Georgia Southern University, 1996;  
M.S., Georgia Southern University, 1998. (2004)

**WILLIAM SPIETH, Professor Emeritus of Kinesiology**

B.S., Pennsylvania State University, 1958;  
M.S., Pennsylvania State University, 1960;  
Ph.D., Pennsylvania State University, 1971. (1965)

**PATRICK O. SPURGEON, Professor Emeritus of English**

B.A., Emory and Henry College, 1952;  
M.A., University of Tennessee, 1958;  
Ph.D., University of Tennessee, 1963. (1966)

**JOAN T. STALCUP, Administrative Coordinator for International Students and Adjunct Instructor**

B.A., University of Wisconsin-Milwaukee, 1984;  
M.A., Universidad Interamericana de Puerto Rico, 1990. (1999)

**\*LAWRENCE STALCUP, Associate Professor of Hotel and Restaurant Management**

B.S., Cornell University, 1977; M.P.S.,  
Cornell University, 1980; Ph.D.,  
Purdue University, 1997. (1997)

**JACK STALLINGS, Associate Professor Emeritus of Kinesiology**

B.S., Wake Forest College, 1955;  
M.Ed., University of North Carolina-Chapel Hill, 1956. (1975)

**\*ROSEMARIE STALLWORTH-CLARK, Associate Professor of Curriculum, Foundations, and Reading**

B.S., Huntingdon College, 1965;  
M.Ed., Georgia Southern College, 1982;  
Ph.D., University of Georgia, 1996. (1981)

**DEBBYE STAPLETON, Assistant Professor of Finance and Quantitative Analysis**

B.S.Ed., University of Georgia, 1973;  
M.Ed., Georgia Southern College, 1978;  
Ed.S., Georgia Southern College, 1980;  
M.S.O.R., Georgia Institute of Technology, 1984. (1987)

**\*RICHARD J. STAPLETON, Professor of Management**

B.S., Texas Technological College, 1962;  
M.B.A., Texas Technological College, 1966;  
D.B.A., Texas Tech University, 1969. (1970)

**DAVID STARNES, Temporary Instructor of Writing and Linguistics**

B.A., Armstrong Atlantic State University, 1995;  
M.A., Georgia Southern University, 1999. (1999)

**\*THOMAS PATTON STEADMAN, Professor of Art**

B.S., East Tennessee State University, 1971;  
M.F.A., East Tennessee State University, 1973. (1973)

**\*JEROME O. STEFFEN, Professor of History**

B.S., University of Wisconsin, 1966;  
M.A., Eastern Michigan University, 1968;  
Ph.D., University of Missouri, 1971. (1966)

**\*JOHN W. STEINBERG, Associate Professor of History**

B.A., University of Kansas, 1979;  
M.A., University of Kansas, 1982;  
Ph.D., The Ohio State University, 1990. (1990)

**\*JANICE N. STEIRN, Associate Professor of Psychology**

A.B., West Virginia University, 1979;  
M.S., University of Georgia, 1982;  
Ph.D., University of Georgia, 1985. (1991)

**\*JAMES C. STEPHENS, Associate Professor Emeritus of Middle Grades and Secondary Education**

B.S.Ed., Georgia Southern College, 1969;  
M.S.T., Georgia Southern College, 1972;  
Ed.S., Georgia Southern College, 1973;  
Ed.D., University of Georgia, 1988. (1990)

**\*ROBERT L. STEVENS, Professor of Teaching and Learning**

B.A., Keene State College, 1967;  
M.Ed., University of Massachusetts, 1970;  
Ed.D., University of Massachusetts, 1974. (1994)

**STUART A. STEVENS, Adjunct Professor of Biology**

B.S., University of South Carolina, 1975;  
M.S., University of Georgia, 1977;  
Ph.D., University of Georgia, 1983. (1997)

**BILLY F. STEWART, Assistant Professor Emeritus of Vocational Education and Adult Education**

B.S.A., University of Georgia, 1954;  
M.Ed., University of Georgia, 1973. (1974)

**CHARLENE K. STEWART, Assistant Professor Emerita of Middle Grades and Secondary Education**

B.S.Ed., Texas Technological College, 1966;  
M.Ed., Mississippi State University, 1970. (1970)

**LEWIS M. STEWART, Assistant Professor Emeritus of Finance**

B.S., Harding College, 1957;  
M.B.A., Texas Technological College, 1960. (1970)

**MARGARET STEWART, Educational Program Specialist and Adjunct Instructor**

B.S.Ed., Georgia Southern College, 1981;  
M.Ed., Georgia Southern College, 1986. (1986)

**JOHN STOEHR, Temporary Instructor of Writing and Linguistics**

B.A., State University of New York-College at Potsdam, 1997;  
M.A., University of Cincinnati, 2002. (2002)

**\*DAVID R. STONE, Professor of Mathematics**

B.S., Georgia Institute of Technology, 1964;  
Ph.D., University of South Carolina, 1968. (1968)

**BEVERLY D. STRATTON, Professor Emerita of Reading and Chair Emerita, Department of Early Childhood Education and Reading**

B.S., Western Reserve University, 1958;  
M.Ed., Kent State University, 1970;  
Ph.D., University of Akron, 1980. (1983)

**BEVERLY STRAUSSER, Temporary Instructor of Teaching and Learning**

B.S., State University of New York-Albany, 1985;  
M.S.Ed., State University of New York-College at Fredonia, 1990. (2000)

**CAROL B. STRICKLAND, Temporary Instructor of Nursing**

B.S.N., Armstrong Atlantic State University, 1993;  
M.S.N., Georgia Southern University, 2001. (2003)

**JAMES F. STRICKLAND, Professor Emeritus of Mathematics Education**

B.S.Ed., University of Georgia, 1964;  
M.Ed., University of Georgia, 1966;  
Ed.D., University of Georgia, 1968. (1981)

**GLORIA J. STUART, Temporary Instructor of Accounting**

B.B.A., Georgia Southern University, 1998;  
M.Acc., Georgia Southern University, 1999. (2004)

**\*JORGE W. SUAZO, Assistant Professor of Spanish**

B.A., Universidad del Bio-Bio, 1979;  
M.A., Ohio University, 1986;  
Ph.D., The Ohio State University, 1996. (1993)

**GARY B. SULLIVAN, Adjunct Assistant Professor of Nursing**

B.S., Creighton University, 1977;  
M.D., Rutgers University, 1983. (1989)

**\*CATHY OWENS SWIFT, Professor of Marketing**

B.S., Pennsylvania State University, 1969;  
M.B.A., Indiana University, 1971;  
Ph.D., University of North Texas, 1992. (1991)

**BRADLEY H. SWOPE, Temporary Instructor of Writing and Linguistics**

B.A., College of William and Mary, 1979;  
M.A., Pennsylvania State University, 1982;  
M.A., Georgia Southern University, 1999. (2002)

**MANOUCHEHR TABATABAEI, Assistant Professor of Information Systems**

B.S., California State University, 1984;  
B.S., California State University, 1984;  
M.B.A., Golden Gate University, 1985;  
Ph.D., Arizona State University, 1992. (2003)

**\*MARIAN M. TABI, Assistant Professor of Nursing**

B.S., Mundelein College, 1988;  
B.S.N., Pace University, 1990;  
M.S., University of Illinois-Chicago, 1994;  
Ph.D., University of Illinois-Chicago, 1999. (1999)

**\*BRENDA S. TALLEY, Assistant Professor of Nursing**

A.S.N., Armstrong State College, 1978;  
B.S.N., Armstrong State College, 1980;  
M.S.N., Georgia Southern University, 1990;  
Ph.D., Medical College of Georgia, 1998. (1994)

**JANNA C. TAULBEE, Assistant Professor of Child and Family Development**

B.S., Florida State University, 1968;  
M.Ed., Georgia State University, 1980;  
Ed.S., Georgia Southern College, 1986. (1985)

**KIMBERLY A. TAYLOR, Temporary Instructor of Management, Marketing, and Logistics**

B.A., Indiana University, 1981;  
M.A., Indiana University, 1982;  
M.A., Southern Illinois University-Edwardsville, 1989;  
M.B.A., Georgia Southern University, 2000. (2004)

**\*LARRY TAYLOR, Associate Professor of Political Science and Public Administration**

B.A., Morehouse College, 1964;  
M.A., Wayne State University, 1968;  
Ph.D., Wayne State University, 1974. (1984)

**\*SHARON E. TAYLOR, Associate Professor of Mathematics**

B.S.Ed., Southwest Texas State University, 1987;  
M.A., Sam Houston State University, 1989;  
Ph.D., Texas A&M University, 1993. (1996)

**\*STUART H. TEDDERS, Assistant Professor of Public Health and Member, Institute of Arthropodology and Parasitology**

B.S., Georgia Southern College, 1987;  
M.S., Clemson University, 1989;  
Ph.D., University of South Carolina, 1994. (2000)

**\*TIMOTHY M. TEETER, Associate Professor of History**

B.A., Columbia College-Columbia University, 1976;  
M.A., Columbia University, 1980;  
M.Phil., Columbia University, 1983;  
Ph.D., Columbia University, 1989. (1991)

**BRENT W. THARP, Director, Museum, and Adjunct Assistant Professor of History**

B.A., Indiana University, 1986;  
M.A., College of William and Mary, 1988;  
Ph.D., College of William and Mary, 1996. (2000)

**CAROLYN S. THOMAS, Temporary Instructor of Writing and Linguistics**

B.A., Oklahoma Christian College, 1981;  
M.A., Fort Hays State University, 1986. (2001)

**\*CHARLES S. THOMAS, Professor of History**

B.A., University of Tennessee, 1972;  
M.A., University of Tennessee, 1974;  
Ph.D., Vanderbilt University, 1983. (1983)

**\*DEBORAH M. THOMAS, Associate Professor of Teaching and Learning**

B.S., Florida State University, 1976;  
M.S., Florida State University, 1979;  
Ph.D., Florida State University, 1991. (1991)

**\*PAMELA SUE THOMASON, Professor of Recreation**

B.A., Purdue University, 1968;  
M.S., Purdue University, 1971;  
Ph.D., Texas A&M University, 1980. (1973)

**DONALD L. THOMPSON, Professor Emeritus and Head Emeritus, Department of Marketing**

B.S., University of Pennsylvania Wharton School of Finance and Commerce, 1951;

M.S., San Francisco State College, 1958;  
Ph.D., University of California-Berkeley, 1963. (1986)

**\*GEORGE BENJAMIN THOMPSON, IV, Associate Professor of Legal Studies, Acting Assistant Dean, College of Business Administration, and Director, Coastal Rivers Water Planning and Policy Center**

B.S., Georgia Southern University, 1990;  
J.D., University of South Carolina, 1994. (1994)

**TERRY W. THOMPSON, Assistant Professor of Writing and Linguistics**

A.B., West Georgia College, 1977;  
M.A., West Georgia College, 1979;  
Ed.D., University of Northern Colorado, 1985. (1991)

**\*DOUGLASS H. THOMSON, Professor of Literature**

B.A., University of Rochester, 1975;  
M.A., University of Rochester, 1976;  
Ph.D., University of Rochester, 1980. (1981)

**\*KATHLEEN M. THORNTON, Assistant Professor of Nursing**

A.D.N., Barton County Community College, 1978;  
B.S.N., Fort Hays State University, 1982;  
M.S.N., University of Kansas, 1988;  
Ph.D., University of Kansas, 2000. (2001)

**\*RICHARD TICHICH, Professor of Art**

B.S., Saint John's University, Minnesota, 1969;  
M.A., University of Iowa, 1970;  
M.F.A., University of Texas-San Antonio, 1979. (1982)

**SAMUEL Y. TODD, Assistant Professor of Sport Management**

B.S., Erskine College, 1998;  
M.S., Florida State University, 2001;  
Ph.D., Florida State University, 2003. (2003)

**\*CAREN J. TOWN, Associate Professor of Literature**

B.A., University of Alabama, 1979;  
M.A., University of Washington, 1983;  
Ph.D., University of Washington, 1987. (1988)

**KAREN A. TOWNSEND, Career Resource Specialist and Adjunct Instructor**

B.A., Centenary College of Louisiana, 1992;  
M.A., Northwestern State University, 1996. (2001)

**\*SHARON K. TRACY, Professor of Political Science**

B.A., Southern Illinois University, 1965;  
M.P.A., University of Nevada, 1978;  
D.P.A., University of Southern California, 1988. (1989)

**\*SUSAN B. TRIMBLE, Associate Professor of Teaching and Learning**

B.A., Lawrence College, 1967;  
M.S., Nova Southeastern University, 1990;  
Ed.S., Florida State University, 1993;  
Ed.D., Florida State University, 1995. (1996)

**CHARLES H. TRUPE, III, Assistant Professor of Geology**

B.S., George Mason University, 1985;  
M.S., University of North Carolina-Chapel Hill, 1989;  
Ph.D., University of North Carolina-Chapel Hill, 1997. (1998)

**DURELLE L. TUGGLE, Educational Program Specialist and Adjunct Instructor**

B.S.Ed., Auburn University, 1962;  
M.Ed., Georgia Southern College, 1982. (1981)

**DOUGLAS E. TURNER, Adjunct Assistant Professor of Management Information Systems**

A.A.S., Southern Illinois University, 1979;  
B.S., Southern Illinois University, 1980;  
M.S., Auburn University, 1993;  
Ph.D., Auburn University, 1999. (2003)

**ROGER TUTTEROW, Adjunct Professor of Economics**

B.S., Berry College, 1983;  
M.A., Georgia State University, 1988;  
Ph.D., Georgia State University, 1990. (2001)

**HAROLD LATHAM TYER, Professor Emeritus of School Service Personnel**

A.B., Atlantic Christian College, 1935;  
 B.D., Vanderbilt University, 1937;  
 M.A., East Carolina University, 1959;  
 Ed.D., Duke University, 1965. (1965)

**JEAN S. UHL, Assistant Professor of Construction Management**

A.A.S., Middlesex County College, 1982;  
 B.S.E.T., New Jersey Institute of Technology, 1993;  
 M.S., New Jersey Institute of Technology, 1998. (2003)

**LAURA VALERI, Temporary Assistant Professor of Writing and Linguistics**

B.A., New York University, 1988;  
 M.F.A., Florida International University, 2001;  
 M.F.A., University of Iowa, 2002. (2003)

**JOHN PIETERSON VAN DEUSEN, Professor Emeritus of Middle Grades and Secondary Education**

B.A., Florida State University, 1952;  
 M.A., Florida State University, 1956;  
 Ed.D., Florida State University, 1961. (1969)

**RACHEL D. VAN HORN, Temporary Instructor of Writing and Linguistics**

B.A., Georgia Southern University, 1999;  
 M.A., Georgia Southern University, 2002. (2002)

**DARIN H. VAN TASSELL, Assistant Professor of International Studies**

B.A., Georgia Southern College, 1989;  
 M.A., University of South Carolina, 1992;  
 Ph.D., University of South Carolina, 1995. (1994)

**\*G. LANE VAN TASSELL, Professor Emeritus and Chair Emeritus, Department of Political Science**

B.A., Brigham Young University, 1966;  
 Ph.D., Claremont Graduate School and University Center, 1971. (1970)

**R. KELLY VANCE, Associate Professor of Geology**

B.S., University of Kentucky, 1978;  
 M.S., University of Kentucky, 1985;  
 Ph.D., New Mexico Institute of Mining and Technology, 1989. (1988)

**VAUGHN VANDEGRIFT, Provost and Vice President for Academic Affairs, Chief Information Officer, and Professor of Chemistry**

B.A., Montclair State University, 1968;  
 M.A., Montclair State University, 1970;  
 Ph.D., Ohio University, 1974. (2000)

**ALLAN P. VIVES, Counseling Psychologist, Counseling and Career Development Center, and Adjunct Instructor**

B.A., University of Oklahoma, 1990;  
 M.S., Pennsylvania State University, 1997;  
 Ph.D., Pennsylvania State University, 2001. (2001)

**\*STEPHEN P. VIVES, Professor and Chair, Department of Biology**

B.S., Oklahoma State University, 1980;  
 M.S., Oklahoma State University, 1982;  
 M.S., University of Wisconsin, 1986;  
 Ph.D., University of Wisconsin, 1988. (1990)

**\*BRIAN L. VLCEK, Associate Professor of Mechanical Engineering Technology**

B.S., Rensselaer Polytechnic Institute, 1988;  
 M.S., Rensselaer Polytechnic Institute, 1989;  
 Ph.D., Rensselaer Polytechnic Institute, 1991. (1997)

**ARVARD O. VOGEL, Professor Emeritus of Graphic Arts Technology and Printing Management**

A.B.S., Snow College, 1951;  
 A.B., Colorado State College-Greeley, 1957;  
 A.M., Colorado State College-Greeley, 1957. (1967)

**ROBERT L. VOGEL, Karl E. Peace Professor of Biostatistics**

B.A., Hanover College, 1970;  
 M.A., University of Louisville, 1978;  
 Ph.D., Emory University, 1983. (2003)

**LINDA SUE VON BERGEN, Assistant Professor of Writing and Linguistics**

B.S.Ed., Armstrong State College, 1975;  
 M.Ed., Georgia Southern College, 1977;  
 B.A., Georgia Southern College, 1989;  
 M.A., Georgia Southern University, 1992. (1996)

**\*PHILLIP S. WALDROP, Professor of Industrial Technology**

B.S., Ball State University, 1969;  
 M.S.Ed., Purdue University, 1972;  
 Ph.D., Purdue University, 1979. (1995)

**\*EDWARD D. WALKER, II, Assistant Professor of Decision Sciences**

B.S., Presbyterian College, 1986;  
 M.B.A., Auburn University, 1989;  
 Ph.D., University of Georgia, 1998. (1997)

**\*JANICE R. WALKER, Assistant Professor of Writing and Linguistics**

A.S., Kennesaw State College, 1979;  
 B.A., University of South Florida, 1994;  
 M.A., University of South Florida, 1996;  
 Ph.D., University of South Florida, 1999. (1999)

**JOSEPH T. WALKER, Temporary Instructor of Recreation**

B.F.A., University of Mississippi, 1993;  
 M.A., University of Mississippi, 1996;  
 M.A., University of Mississippi, 2001;  
 Ph.D., Clemson University, 2002. (2003)

**\*PATRICIA J. WALKER, Associate Professor of Art**

B.F.A., Rhode Island School of Design, 1985;  
 M.F.A., Cornell University, 1987. (1987)

**RANDAL L. WALKER, Adjunct Assistant Professor of Biology**

B.S., University of Georgia, 1977;  
 M.S., Georgia Institute of Technology, 1984;  
 Ph.D., University of Georgia, 1994. (1995)

**CINDY E. WALLACE, Temporary Assistant Professor of Art**

B.S.Ed., Armstrong Atlantic State University, 1994;  
 M.F.A., Georgia Southern University, 1997. (1998)

**\*JOHN S. WALLACE, Professor Emeritus and Director Emeritus, School of Technology**

B.A.E., Georgia Institute of Technology, 1966;  
 M.S.A.E., Georgia Institute of Technology, 1968;  
 Professional Engineer. (1974)

**LYNN WALSHAK, Head Government Documents Librarian Emerita and Professor Emerita**

B.S.Ed., Southwest Texas State University, 1968;  
 M.L.S., North Texas State University, 1970. (1971)

**PATRICIA W. WALTON, Assistant Professor of Interior Design**

B.S.H.E., University of Georgia, 1973;  
 M.F.A., Savannah College of Art and Design, 1992. (1992)

**JIANPING WANG, Temporary Assistant Professor of Computer Sciences**

B.S., Nankai University, 1996;  
 M.S., Nankai University, 1999;  
 Ph.D., University of Texas-Dallas, 2003. (2003)

**\*LIANCHENG WANG, Assistant Professor of Mathematics**

B.S., Jilin University, 1984;  
 M.S., Jilin University of Technology, 1989;  
 Ph.D., Mississippi State University, 2000. (2000)

**\*XIAO-JUN WANG, Associate Professor of Physics**

B.S., Jilin University, 1982;  
 M.S., Chinese Academy of Sciences, 1985;  
 M.S., Florida Institute of Technology, 1987;  
 Ph.D., University of Georgia, 1992. (1995)

**\*TOMASZ WARCHOL, Associate Professor of Literature**

B.A., III Liceum, Gdynia, Poland, 1972;  
 M.A., Adam Mickiewicz University, 1977;  
 Ph.D., University of Massachusetts, 1984. (1984)

**ROBERT DAVID WARD, Professor Emeritus of History**

B.S., Alabama Polytechnic Institute, 1950;  
 M.S., Alabama Polytechnic Institute, 1951;  
 Ph.D., University of North Carolina, 1957. (1955)

**JULIE S. WATKINS, Instructor of Nursing**

B.S.N., Medical College of Georgia, 1982;  
 M.S.N., Georgia Southern University, 1992. (1994)

**PAMELA C. WATKINS, Assistant Professor Emerita of Mathematics**

B.S.Ed., Georgia Southern College, 1975;  
 M.S.T., Georgia Southern College, 1978. (1977)

**\*GALE A. WATSON, Assistant Professor of Mathematics**

A.B., West Liberty State College, 1979;  
M.A., The Ohio State University, 1982;  
M.S., University of Oregon, 1986;  
Ph.D., The Ohio State University, 1996. (1998)

**RICHARD J. WAUGH, Associate Professor Emeritus of Justice Studies**

B.G.S., Rollins College, 1970;  
M.S., Eastern Kentucky University, 1972. (1972)

**RALEIGH S. WAY, Instructional Services Coordinator and Adjunct Instructor of Leadership, Technology, and Human Development**

B.A., Georgia Southern University, 1992;  
M.Ed., Georgia Southern University, 1998. (1998)

**\*H. JAROLD WEATHERFORD, Professor Emeritus of German**

B.A., University of Utah, 1963;  
M.A., University of Utah, 1970;  
Ph.D., University of Utah, 1972. (1972)

**\*JOHN A. WEAVER, Associate Professor of Curriculum, Foundations, and Reading**

B.A., Alderson-Broaddus College, 1986;  
M.A., Villanova University, 1988;  
Ph.D., University of Pittsburgh, 1994. (2001)

**\*DANIEL G. WEBSTER, Associate Professor of Psychology**

B.S., University of Wisconsin, 1976;  
M.S., University of Florida, 1979;  
Ph.D., University of Florida, 1983. (1991)

**DAVID E. WEISENBORN, Professor Emeritus of Economics**

B.S., The Ohio State University, 1963;  
M.S., University of Florida, 1965;  
Ph.D., University of Florida, 1968. (1976)

**\*MARK WELFORD, Associate Professor of Geography**

B.Sc., Coventry University, 1986;  
M.S., University of Idaho, 1988;  
Ph.D., University of Illinois at Urbana-Champaign, 1993. (1993)

**THERESA M. WELFORD, Assistant Professor of Writing and Linguistics**

B.A., Armstrong State College, 1979;  
M.A., University of Georgia, 1981. (1987)

**JAY NORMAN WELLS, Professor Emeritus of Mathematics**

B.E.E., Georgia Institute of Technology, 1957;  
M.S., Clemson Agricultural College, 1962;  
Ph.D., Florida State University, 1968. (1962)

**\*ROBERT A. WELLS, Professor Emeritus of Management**

B.S.Ed., University of Georgia, 1956;  
M.Ed., Georgia Southern College, 1969;  
Ed.D., University of Georgia, 1973. (1975)

**ROSALYN W. WELLS, Assistant Professor Emerita of Mathematics**

B.A., Agnes Scott College, 1958;  
M.Ed., Georgia Southern College, 1969;  
Ed.S., Georgia Southern College, 1975. (1969)

**WILLIAM H. WELLS, Assistant Professor of Finance and Quantitative Analysis**

B.A., Jacksonville University, 1977;  
Ph.D., University of Mississippi, 1999. (2001)

**ROBERT K. WEST, Adjunct Assistant Professor of Military Science**

Major, U.S. Army;  
B.S., Florida State University, 1982. (1997)

**DONALD C. WHALEY, Associate Professor Emeritus of Industrial Management**

B.S., Georgia Teachers College, 1956;  
M.Ed., Georgia Southern College, 1961. (1966)

**PATRICK WHEATON, Assistant Professor of Communication Arts**

B.A., University of Virginia, 1986;  
M.A., University of Georgia, 1993;  
Ph.D., University of Georgia, 2001. (1998)

**\*TIMOTHY D. WHELAN, Associate Professor of Literature**

B.A., Tennessee Temple University, 1977;  
M.A., University of Missouri, 1981;  
Ph.D., University of Maryland, 1989. (1989)

**MICAL WHITAKER, Assistant Professor of Communication Arts**

American Academy of Dramatic Arts, 1961-63;  
B.F.A., North Carolina A & T State University, 1992. (1981)

**EVE WHITE, Temporary Instructor of Marketing**

B.A., Furman University, 1973;  
M.L.N., University of South Carolina, 1981;  
M.B.A., Old Dominion University, 1987. (1999)

**\*JOHN B. WHITE, Professor of Finance**

B.A., University of North Carolina-Chapel Hill, 1975;  
Ph.D., University of Virginia, 1985. (1989)

**SUSIE FRANCES WHITENER, Assistant Professor Emerita of Family and Consumer Sciences**

B.S., Appalachian State Teachers College, 1944;  
M.S., University of Tennessee, 1950. (1972)

**CHRISTINE R. WHITLOCK, Assistant Professor of Chemistry**

B.A., Huntingdon College, 1989;  
Ph.D., University of Alabama, 1994. (1994)

**STEVEN MICHAEL WHITNEY, Temporary Instructor of Nursing**

B.S.N., Georgia State University, 1991;  
M.S.N., Georgia College and State University, 1999. (2002)

**FREDERICK K. WHITT, Dean, College of Health and Human Sciences, and Professor of Kinesiology**

B.S., Appalachian State University, 1975;  
M.A., Appalachian State University, 1976;  
Ed.D., University of Tennessee, 1982. (1992)

**AMBERYS R. WHITTLE, Professor Emeritus of English**

B.A., University of North Carolina-Chapel Hill, 1961;  
M.A., University of North Carolina-Chapel Hill, 1965;  
Ph.D., University of North Carolina-Chapel Hill, 1968. (1983)

**TINA F. WHITTLE, Temporary Instructor of Writing and Linguistics**

B.S.Ed., Georgia Southern College, 1989;  
M.A., Georgia Southern University, 1997. (1997)

**JAMES WHITWORTH, Assistant Professor of Information Systems**

B.S.E.E., University of Tennessee, 1961;  
M.S.E., George Washington University, 1967;  
Ph.D., University of Memphis, 1999. (1998)

**DUANE A. WICKISER, Associate Professor Emeritus of Music**

B.S., Eastern Illinois University, 1960;  
M.M.E., Milliken University, 1965. (1977)

**KURT N. WIEGEL, Assistant Professor of Chemistry**

B.S., Western Kentucky University, 1995;  
Ph.D., University of Southern Mississippi, 2000. (2000)

**ALLISON WILLIAMS, Area Coordinator, University Housing, and Adjunct Instructor**

B.A., Wheaton College, 1996;  
M.A., Michigan State University, 1998. (2001)

**AMY R. WILLIAMS, Assistant Director, Career Services, and Adjunct Instructor**

B.A., Northwestern State University of Louisiana, 1995;  
M.A., Northwestern State University of Louisiana, 1997. (2000)

**BOBBIE WILLIAMS, Coordinator of Advising and Retention, College of Business Administration, and Adjunct Instructor**

B.B.A., Georgia Southern University, 1990;  
M.B.A., Georgia Southern University, 1993. (1993)

**\*DAVID A. WILLIAMS, Associate Professor of Industrial Technology**

B.S., Appalachian State University, 1976;  
M.A., Appalachian State University, 1978;  
Ph.D., University of Maryland, 1987. (1990)

**KITTY BURKE WILLIAMS, Assistant Professor of Accounting**

B.B.A., Georgia Southern College, 1971;  
M.B.A., Georgia Southern College, 1981;  
C.I.S.A., C.P.A., Georgia, 1974. (1978)

**\*SCOTT H. WILLIAMS, Professor of Printing Management**

A.S., Miami-Dade Junior College, 1969;  
B.S., Georgia Southern College, 1972;  
M.T., Georgia Southern College, 1974. (1987)

**\*SUSAN REBSTOCK WILLIAMS, Associate Professor and Acting Chair, Department of Information Systems**

B.S., Southwest Missouri State University, 1975;  
M.B.A., Southwest Missouri State University, 1985;  
Ph.D., Oklahoma State University, 1995. (1994)

**\*MATTHEW A. WILLIAMSON, Assistant Professor of Kinesiology**

B.S., University of South Carolina, 1990;  
M.A., University of South Carolina, 1992;  
Ph.D., Purdue University, 1998. (1999)

**\*JANIE H. WILSON, Associate Professor of Psychology**

B.S., College of Charleston, 1989;  
Ph.D., University of South Carolina, 1994. (1994)

**\*JERRY W. WILSON, Professor of Management, Marketing, and Logistics**

B.S., Arkansas State University, 1972;  
M.B.A., Arkansas State University, 1973;  
D.B.A., Memphis State University, 1989. (1988)

**MARYLAND W. WILSON, Professor Emerita of Communication Arts**

B.A., Winthrop College, 1936;  
M.A., University of Michigan, 1939;  
Ph.D., University of Michigan, 1952;  
Postdoctoral certificate, University of Birmingham at Stratford-on-Avon, England, 1961. (1965)

**MATTHEW WILSON, Temporary Instructor of Public Health**

B.S.H.S., Georgia Southern University, 1994;  
M.Ed., Georgia Southern University, 1998. (1998)

**HERBERT L. WINDOM, Adjunct Professor of Biology (Skidaway Institute of Oceanography)**

B.S., Florida State University, 1963;  
M.S., University of California-Scripps Institute of Oceanography, 1965;  
Ph.D., University of California-Scripps Institute of Oceanography, 1968. (1971)

**\*SPENCE L. WISE, Associate Professor of Accounting**

B.B.A., Ohio University, 1963;  
M.B.A., Ohio University, 1966;  
CPA, Ohio, 1968. (1988)

**\*LORNE M. WOLFE, Associate Professor of Biology**

B.Sc., McGill University, 1981;  
M.Sc., University of Toronto, 1985;  
Ph.D., University of Illinois at Urbana-Champaign, 1990. (1994)

**LYNN WOLFE, Adjunct Assistant Professor of Public Health**

B.F.A., University of Georgia, 1969;  
M.P.H., University of California-Berkeley, 1975;  
Ed.D., University of Georgia, 1992. (1988)

**WENDY L. WOLFE, Counseling Psychologist and Adjunct Instructor**

B.A., University of North Carolina-Wilmington, 1994;  
M.S., Syracuse University, 1998. (2001)

**DANETTE L. WOOD, Assistant Professor of Nursing**

A.S.N., State University of New York-Regents College, 1985;  
B.S.N., State University of New York-Regents College, 1990;  
M.S.N., Georgia Southern University, 1992;  
Ed.D., Georgia Southern University, 1999. (1995)

**CATHERINE C. WOODY, Assistant Professor of Leadership, Technology, and Human Development and Director, Dublin Center**

A.B., Georgia State College for Women, 1963;  
M.A.T., University of North Carolina-Chapel Hill, 1969;  
Ed.S., Georgia Southern College, 1983;  
Ed.D., Georgia Southern University, 1999. (1999)

**WADE D. WOODRING, Temporary Instructor of Construction Management**

B.S., University of Missouri-Rolla, 1982;  
M.S., Georgia Institute of Technology, 1992;  
Professional Engineer, Commonwealth of Virginia, 1987. (2003)

**\*ARTHUR WOODRUM, Professor Emeritus and Acting Chair, Department of Physics**

B.S., Georgia Institute of Technology, 1964;  
M.S., Georgia Institute of Technology, 1966;  
Ph.D., Georgia Institute of Technology, 1968. (1969)

**\*JAMES M. WOODS, Professor of History**

B.A., University of Dallas, 1976;  
M.A., Rice University, 1979;  
Ph.D., Tulane University, 1983. (1988)

**MARY WOODS, Coordinator, McNair Program, and Adjunct Instructor**

B.S., Tuskegee Institute, 1967;  
M.Ed., Georgia Southern University, 1996. (1985)

**NATHAN WOODSON, Temporary Instructor of Journalism**

B.S., Wingate University, 1991;  
M.B.A., Charleston Southern University, 2000. (2003)

**BETTY-WARE WRAY, Administrative Specialist and Adjunct Instructor**

B.A., Georgia Southern College, 1981;  
M.A., Georgia Southern College, 1988. (1984)

**\*HARRY R. WRIGHT, Associate Professor of Legal Studies**

B.A., Mercer University, 1976;  
J.D., Mercer University, 1979. (1983)

**NANCY S. WRIGHT, Assistant Professor Emerita of English and Assistant Dean Emerita, College of Liberal Arts and Social Sciences**

A.B., Emory University, 1964;  
M.Ed., Georgia Southern College, 1980. (1979)

**ERNEST TILLMAN WYATT, Associate Professor Emeritus of Communication Arts**

A.B.J., University of Georgia, 1967;  
M.A., University of Georgia, 1975. (1975)

**\*YAN WU, Assistant Professor of Mathematics**

B.Sc., Beijing Polytechnic University, 1992;  
M.S., University of Akron, 1996;  
Ph.D., University of Akron, 2000. (2000)

**MEHENNA YAKHOU, Adjunct Associate Professor of Accounting**

B.S., University of Algiers, 1977;  
M.B.A., University of California-Riverside, 1980;  
Ph.D., University of California-Irvine, 1985. (2001)

**BILL Z. YANG, Assistant Professor of Economics**

B.Sc., The University of Wuhan, 1982;  
M.A., Queen's University, 1987;  
Ph.D., University of Iowa, 1993. (2000)

**MARK A. YANOCHIK, Assistant Professor of Economics**

B.B.A., Kennesaw College, 1989;  
M.S., Auburn University, 1993;  
Ph.D., Auburn University, 1997. (1999)

**LISA SCHAFER YOCCO, Assistant Professor of Mathematics**

B.S., Augusta College, 1977;  
M.S., Florida State University, 1978. (1989)

**\*ALFRED YOUNG, Professor of History**

B.A., Louisiana State University, 1970;  
M.A., Syracuse University, 1972;  
M.Phil., Syracuse University, 1976;  
Ph.D., Syracuse University, 1977. (1989)

**RONALD E. YOUNG, JR., Assistant Professor of History**

B.A., Kalamazoo College, 1990;  
M.A., University of California-Los Angeles, 1991;  
Ph.D., University of California-Los Angeles, 1997. (1997)

**CHARLES F. ZANONE, IV, Assistant Director, Counseling and Career Development, and Adjunct Instructor**

B.E.S., University of Missouri, 1984;  
M.Ed., University of Missouri, 1986;  
Ph.D., University of Missouri, 1997. (1997)

**BENJAMIN H. ZELLNER, Professor of Physics**

B.S., Georgia Institute of Technology, 1964;  
Ph.D., University of Arizona, 1970. (1994)

**AIMAO ZHANG, Assistant Professor of Information Technology**

B.S., Indiana University of Pennsylvania, 1990;  
M.B.A., Indiana University of Pennsylvania, 1991;  
Ph.D., Southern Illinois University, 2001. (2001)

**CHAOHUI ZHANG, Temporary Assistant Professor of Mathematics**

B.S., Fudan University, 1984;  
M.S., Fudan University, 1987;  
Ph.D., State University of New York-Stony Brook, 1995. (2003)

**HONGYAN ZHANG, Temporary Instructor of Mathematics**

B.S., Nanjing University of Science & Technology, 1982;  
M.S., Wayne State College, 1997;  
M.S., University of Northern Iowa, 1999. (2002)

**\*JING-YUAN ZHANG, Professor of Physics**

B.S., Peking University, 1970;  
M.Sc., University of Science and Technology of China, 1981;  
D.Sc., University of Science and Technology of China, 1986. (1990)

**\*PIDI ZHANG, Associate Professor of Sociology**

Cert., Zaozhuang Teachers' College, 1980;  
M.A., Tianjin Foreign Languages Institute, 1986;  
M.A., University of South Carolina, 1993;  
Ph.D., University of South Carolina, 1997. (1997)

**\*WEN-RAN ZHANG, Professor of Computer Sciences**

Dipl., Shanxi Mining Institute, 1976;  
M.S., University of South Carolina, 1984;  
Ph.D., University of South Carolina, 1986. (2001)

**REBECCA ZIEGLER, Reference Librarian and Associate Professor**

B.A., University of Chicago, 1972;  
M.A., University of California-Los Angeles, 1976;  
Ph.D., University of California-Los Angeles, 1985;  
M.L.S., University of California-Los Angeles, 1989. (1990)

**\*CORDELIA D. ZINSKIE, Associate Professor of Curriculum,  
Foundations, and Reading**

B.A., Millsaps College, 1983;  
M.S., Memphis State University, 1985;  
Ed.D., Memphis State University, 1988. (1993)

**MICHELLE L. ZJHRA, Assistant Professor of Biology**

B.A., Reed College, 1990;  
Ph.D., University of Wisconsin, 1998. (2003)

**\*ALAN DREW ZWALD, Associate Professor of Kinesiology**

B.S., College of William and Mary, 1973;  
M.S.P.E., Ohio University, 1983;  
Ph.D., Ohio University, 1985. (1994)

**VICTORIA L. ZWALD, Instructor of Teaching and Learning**

B.S.Ed., Ohio University, 1984;  
M.Ed., Ohio University, 1985. (1994)



# Index

- A**
- Academic
    - Information 42
    - Intervention Policy 46
    - Policies 45
    - Renewal Policy 47
    - Services 13
    - Success Center (ASC) 19
  - Accel Program 21
  - Accommodations for Americans With Disabilities 2
  - Accounting
    - ACCT - Course Descriptions 304
    - B.B.A. 79
    - M.Acc. 245
  - Accreditation 9
  - Administrative Structure 12
  - Admissions 20
    - Credit By Examination 23
    - International Student Admission 23
    - Post-Baccalaureate Admission 23
    - Proficiency Exams 23
    - Readmission Policy 25
    - Residency 25
    - Special Admission for Mature (Non-Traditional) 24
    - Special Admission for Students Age 62 and Older 24
    - Transfer 22
    - Transient 23
  - Advisement 13
  - Africana Studies
    - AAST - Course Descriptions 304
    - Concentration 70
    - Interdisciplinary Minor 66
  - Allen E. Paulson College of Science and Technology 198
  - Alternative Master of Education, M.Ed.
    - Foreign Language Education 259
    - Middle Grades Education 266
    - Music Education 267
    - Secondary Education 271
  - American Studies
    - AMST - Course Descriptions 306
    - Concentration 70
    - Interdisciplinary Minor 67
  - Annual Notice of Privacy Rights 19
  - Anthropology
    - ANTH - Course Descriptions 307
    - B.A. 191
    - Minor 61
  - Applied Integrated Manufacturing Concentration 71
  - Art
    - ART - Course Descriptions 309
    - B.A.
      - Concentration in Art History 151
      - Concentration in Studio 152
    - B.F.A.
      - Concentration in Ceramics 157
      - Concentration in Drawing 160
      - Concentration in Graphic Design 153
      - Concentration in Jewelry 155
      - Concentration in Painting 161
      - Concentration in Photography 158
      - Concentration in Printmaking 159
      - Concentration in Sculpture 156
  - Art
    - Education
      - B.S.Ed. 104
      - M.Ed. 250
    - History Minor 61
  - Asian Studies Concentration 70
  - Astronomy
    - ASTR - Course Descriptions 314
  - Athletics, Intercollegiate 17
  - Attendance Verification 42
  - Attending Other Colleges and Universities 46
  - Auditing Courses 43
- B**
- Bachelor of Arts, B.A.
    - Anthropology 191
    - Art
      - Concentration in Art History 151
      - Concentration in Studio 152
    - Biology 201
    - Chemistry 203
    - Communication Arts 162
      - Theatre 169
    - Economics 80, 170
    - English 171
    - French 173
    - Geography 205
    - Geology 207
    - German 174
    - History 176
    - International Studies 55, 58
    - Music 179
    - Philosophy 172
    - Physics 213
    - Political Science 186
    - Psychology 189
    - Sociology 192
    - Spanish 175
    - Writing and Linguistics
      - Concentration in Creative Writing 194
      - Concentration in Linguistics 196
      - Concentration in Professional and Technical Writing 195
      - Concentration in Writing Theory and Practice 197
  - Bachelor of Business Administration, B.B.A.
    - Accounting 79
    - Economics 81
      - International Business Emphasis 82
    - Finance
      - Financial Services Emphasis 84
      - General 83
      - Personal Financial Planning Emphasis 85
      - Real Estate Emphasis 86
      - Risk Management and Insurance Emphasis 87
    - Information Systems 88, 146
    - Logistics and Intermodal Transportation 89
    - Management 90
      - Emphasis in Entrepreneurship/Small Business 91
      - Emphasis in Human Resource Management 92
      - Emphasis in Operations Management 93



- Bachelor of Business Administration, B.B.A.
    - Marketing
      - Emphasis in Fashion Merchandising 95
      - Emphasis in Retailing Management 96
      - Emphasis in Sales and Sales Management 97
      - Without an Area of Emphasis 94
    - Regional Economic Development 98
  - Bachelor of Fine Arts, B.F.A.
    - Art
      - Concentration in Ceramics 157
      - Concentration in Drawing 160
      - Concentration in Graphic Design 153
      - Concentration in Jewelry 155
      - Concentration in Painting 161
      - Concentration in Photography 158
      - Concentration in Printmaking 159
      - Concentration in Sculpture 156
  - Bachelor of General Studies Degree (B.G.S.) 54
  - Bachelor of Music, B.M.
    - Composition 179
    - Music Education
      - Choral 180
      - Instrumental 181
    - Performance
      - Instrumental 182
      - Instrumental/Emphasis in Jazz Performance 185
      - Piano 183
      - Voice 184
  - Bachelor of Science, B.S.
    - Child and Family Development 126
    - Communication Arts
      - Broadcasting/Administration Emphasis 164
      - Broadcasting/Information Emphasis 165
      - Broadcasting/Production Emphasis 166
      - Journalism 167
      - Public Relations 163
      - Speech Communication 168
    - Computer Science 145
    - Fashion Merchandising and Apparel Design 127
    - Geography 206
    - Geology 208
    - Hotel and Restaurant Management 128
    - Information Technology 147
    - Interior Design 129
    - International Trade 55, 57
    - Mathematics 209
    - Nutrition and Food Science (Dietetics) 131
    - Political Science 187
    - Psychology 190
    - Recreation 141
    - Sociology 193
    - Sport Management 142
  - Bachelor of Science in
    - Biology, B.S.B. 202
    - Chemistry, B.S.CHEM. 204
    - Civil Engineering Technology, B.S.C.E.T. 216
    - Construction Management, B.S.Cons. 215
    - Education, B.S.Ed.
      - Art Education 104
      - Biology Education 105
      - Business Education 106
      - Chemistry Education 107
      - Early Childhood Education 108
      - English Education 109
      - Family & Consumer Sciences 110
      - French Education 111
    - Education, B.S.Ed.
      - Geography Education 112
      - German Education 113
      - Health & Physical Education 114
      - History Education 115
      - Mathematics Education 116
      - Middle Grades Education 117
      - Physics Education 118
      - Political Science Education 119
      - Spanish Education 120
      - Special Education 121
      - Technology Education 122
    - Electrical Engineering Technology, B.S.E.E.T. 218
    - Health Science, B.S.H.S.
      - Community Health 132
      - Health Behavior 134
    - Justice Studies, B.S.J.S. 188
    - Kinesiology, B.S.K.
      - Exercise Science 133
      - Sports Medicine - Athletic Training Emphasis 136
    - Manufacturing, B.S.Manu.
      - Industrial Management 222
    - Mathematics, B.S.Mat. 210
    - Mechanical Engineering Technology, B.S.M.E.T. 220
    - Medical Technology, B.S.M.T. 135
    - Nursing, B.S.N. 138
    - Physics, B.S.P. 214
    - Printing Management, B.S.P.Mgt. 223
  - Bell Honors
    - BHON - Course Descriptions 314
  - Biology
    - B.A. 201
    - B.S.B. 202
    - BIOL - Course Descriptions 315
    - Education, B.S.Ed. 105
    - M.S. 299
    - Minor 62
  - Biostatistics
    - BIOS - Course Descriptions 320
    - M.P.H. 285
  - Botanical Garden 15
  - Broadcasting
    - BRCT - Course Descriptions 321
    - Minor 62
  - Brunswick Center 14
  - BS Degree Requirements in Foreign Languages 49
  - Business
    - Administration
      - BUSA - Course Descriptions 322
      - College of 75
      - M.B.A. 242
      - M.B.A. - With Area of Concentration 244
    - Education
      - B.S.Ed. 106
      - BEED - Course Descriptions 314
      - M.Ed. 251
    - Minor 62
- ## C
- Campus
    - Directory 478
    - Life and Activity Programs 39
    - Map and Legend 476
    - Recreation and Intramurals (CRI) 40
    - Career Services 37

- Center for  
 International Studies 55  
 the Performing Arts 16  
 Wildlife Education/The Lamar Q. Ball, Jr. Raptor 15
- Chemistry  
 B.A. 203  
 B.S.Chem. 204  
 CHEM - Course Descriptions 322  
 Education, B.S.Ed. 107  
 Minor 62
- Child and Family Development  
 B.S. 126  
 CHFD - Course Descriptions 324  
 Minor 62
- Civil Engineering Technology  
 B.S.C.E.T. 216  
 TCET - Course Descriptions 418
- Class Attendance 42
- Classical and Medieval Studies  
 Interdisciplinary Minor 67
- Classification 42
- Coaching Certificate Program 284
- Coastal Georgia Center 15
- College  
 Preparatory Curriculum (CPC) 21  
 Structure 12
- College of  
 Business Administration 75  
 Education 99  
 COED - Course Descriptions 327  
 Graduate Studies, Jack N. Averitt 232  
 Health & Human Sciences 123  
 Information Technology 143  
 Liberal Arts & Social Sciences 148  
 CLAS - Course Descriptions 326  
 Science & Technology, Allen E. Paulson 198
- Communication Arts  
 B.A. 162  
 Theatre 169  
 B.S.  
 Broadcasting/Administration Emphasis 164  
 Broadcasting/Information Emphasis 165  
 Broadcasting/Production Emphasis 166  
 Journalism 167  
 Public Relations 163  
 Speech Communication 168  
 COMM - Course Descriptions 327
- Community Health  
 B.S.H.S. 132  
 Education, M.P.H. 286  
 Minor 62
- Comparative Literature  
 COML - Course Descriptions 327  
 Interdisciplinary Minor 68
- Composition, B.M. 179
- Computer  
 Information Systems  
 CISM - Course Descriptions 325  
 Science  
 B.S. 145  
 CSCI - Course Descriptions 331  
 Minor 62
- Construction Management  
 B.S.Cons. 215  
 TCM - Course Descriptions 419
- Continuing Education 14  
 and Public Service (CEPS) 13  
 COOP - Course Descriptions 327  
 Core Curriculum Course Requirements 52
- Counseling  
 and Career Development Center 36  
 Education  
 COUN - Course Descriptions 328
- Counselor Education  
 Ed.S. 254  
 M.Ed. 252
- Course  
 Descriptions 303  
 Load 42
- Credit By Examination 23
- Criminal Justice  
 CRJU - Course Descriptions 330
- Curriculum  
 EDUC - Course Descriptions 338  
 Studies, Ed.D. 279
- D**
- Dean's List 45  
 Definition of a Major 42  
 Degree Requirements 47  
 Digital Imaging Systems Concentration 71  
 Directory Information 19  
 Distance Learning Center 14  
 Doctor of Education, Ed.D.  
 Curriculum Studies 279  
 Educational Administration 275  
 Dropping a Course 44  
 Dual-Degree Program 226  
 Dublin Center 15
- E**
- Eagle Entertainment 39
- Early Childhood  
 Education  
 B.S.Ed. 108  
 ECED - Course Descriptions 333  
 M.Ed. 255  
 Middle Grades-Secondary Education  
 ESED - Course Descriptions 344
- Economics  
 B.A. 80, 170  
 B.B.A. 81  
 International Business Emphasis 82  
 ECON - Course Descriptions 335  
 Minor 62
- Education  
 College of 99  
 Psychology  
 ESPY - Course Descriptions 346  
 Specialist, Ed.S.  
 Counselor Education 254  
 Educational Leadership 257  
 School Psychology 270  
 Teaching and Learning 274
- Educational  
 Administration, Ed.D. 275  
 Foundations  
 EDUF - Course Descriptions 338  
 Leadership  
 Ed.S. 257  
 EDLD - Course Descriptions 336  
 M.Ed. 256

## Educational

- Opportunity Programs 39
- Research
  - EDUR - Course Descriptions 340
- Electrical Engineering Technology
  - B.S.E.E.T. 218
  - TEET - Course Descriptions 422
- Electronic Broadcast Media Concentration 72
- Engineering
  - ENGR - Course Descriptions 343
  - Science
    - TENS - Course Descriptions 423
  - Studies Non-Degree 224
- English
  - B.A. 171
  - Education
    - B.S.Ed. 109
    - M.Ed. 258
  - ENGL - Course Descriptions 341
  - M.A. 292
  - Minor 62
  - Second Language
    - ESL - Course Descriptions 345
- Enrichment Program
  - ENPR - Course Descriptions 344
- Equal Opportunity Policy Statement 2
- European
  - Studies Concentration 70
  - Union Studies Certificate Program 59

## Exclusion 46

## Exercise Science

- B.S.K. 133
- Minor 62

## F

### Faculty 434

### Family & Consumer Sciences

- B.S.Ed. 110
- FACS - Course Descriptions 346

### Fashion Merchandising and Apparel Design

- B.S. 127
- FMAD - Course Descriptions 348
- Minor 63

### Federal Direct Parent Loan for Undergraduate Students 29

### Fees 33

- Business Regulations 33
- EAGLEXPRESS 34
- Graduation Fee 33
- In-State Tuition 33
- Late Registration Fee 33
- Meal Plans 34
- Out-of-State Tuition 33
- Parking Permits 33
- Refunds 34
- Returned Check Procedure 33
- Technology Fee 33
- Textbooks and Supplies 34
- University Fee 33

### Film

- FILM - Course Descriptions 347

## Finance

### B.B.A.

- Finance - Personal Financial Planning Emphasis 85
- Financial Services Emphasis 84
- General 83
- Real Estate Emphasis 86
- Risk Management & Insurance Emphasis 87

### Financial Accounting Concentration 72

### Financial Aid 27

- Appeal Process 31
- Assistantship Programs 27
- Athletes 31
- CO-OP Program 31
- Consortium Agreements 30
- Credit Hour Completion 30
- Dropped and Repeated Courses 31
- Drug Policy 32
- Employment Programs 27
- Federal College Work-Study Program 27
- Federal Direct Lending Program 28
- Federal Direct Stafford Loan 28
- Federal Pell Grant 27
- Federal Perkins Loan Program 28
- Federal Supplemental Education Opportunity Grant 28
- Grade Point Average (GPA Requirements) 30
- Grant/Scholarship Programs 27
- HOPE Promise Teacher Scholarship Loan 29
- HOPE Scholarships 30
- HOPE Teacher Scholarship Loan Program 29
- Learning Support Classes 31
- Loan Programs 28
- Maximum Loan Amounts 28
- Maximum Time Frame 30
- Other Financial Assistance 31
- Other Outside Sources of Financial Aid 30
- Post-baccalaureate Students 30
- Reinstatement of Financial Aid Eligibility 31
- Repayment Obligation 28
- Satisfactory Academic Progress Policy 30
- Service Cancelable Loan Programs 29
- State Grants 27
- Subsidized Federal Stafford Loan 29
- Teacher Quality Enhancement Scholarship/Service Repayable Loan 30
- Transfer Credits 31
- U.S. Marine Corps Platoon Leaders Class 32
- Unsubsidized Federal Direct Stafford Loan 29
- Veterans' Assistance Programs 31
- Vocational Rehabilitation 32
- Withdrawal from School 31

### Fine Arts, M.F.A. 295

### Foreign Language

- Degree Requirements 49
- FORL - Course Descriptions 349

### French

- B.A. 173
- Concentration 72
- Education
  - B.S.Ed. 111
  - M.Ed. 260
- FREN - Course Descriptions 349
- Minor 63

### Freshman Orientation Course 60

**G**

Gallery 303 18  
 General Technology  
     TCGT - Course Descriptions 419  
 Geographic Information Science Minor 63  
 Geographical Information Systems Concentration 72  
 Geography  
     B.A. 205  
     B.S. 206  
     Education, B.S.Ed. 112  
     GEOG - Course Descriptions 351  
     Minor 63  
 Geology  
     B.A. 207  
     B.S. 208  
     GEOL - Course Descriptions 352  
     Minor 63  
 Georgia  
     Georgia Leveraging Education Assistance Program 28  
     Southern University  
         GSU - Course Descriptions 355  
     Tech Regional Engineering Program (GTREP) 225, 226  
 German  
     B.A. 174  
     Concentration 72  
     Education, B.S.Ed. 113  
     GRMN - Course Descriptions 354  
     Minor 63  
 Grade Point Average (GPA) 44  
 Grades and Grade Points 42  
 Graduate  
     Engineering Technology  
         TGET - Course Descriptions 423  
     Studies, Jack N. Averitt College of 232  
 Graduation  
     Requirements 49  
     With Honors 50

**H**

Health  
     and Human Sciences, College of 123  
     and Physical Education  
         B.S.Ed. 114  
         M.Ed. 260  
     Behavior  
         B.S.H.S. 134  
         Minor 63  
     HLTH - Course Descriptions 358  
     Informatics Concentration 72  
     Services 36  
         Administration Concentration 287  
         Administration, M.P.H. 287  
 Henderson Library 16  
 Higher Education Administration  
     Concentration 257  
     M.Ed. 261  
 History  
     and Constitution (U.S. and Georgia) Requirements 48  
     B.A. 176  
     Education, B.S.Ed. 115  
     HIST - Course Descriptions 355  
     M.A. 293  
     Minor 63  
     of Georgia Southern University 11  
 Honors Day - Academic Awards 51

Hotel and Restaurant Management  
     B.S. 128  
     HNRM - Course Descriptions 361  
     Minor 63  
 Human Resource Management Concentration 72  
 Humanities  
     HUMN - Course Descriptions 362

**I**

Imaging Information Systems Concentration 72  
 Immunization Requirements 20  
 Independent and Distance Learning  
     University System of Georgia 433  
 Industrial  
     Management, B.S.Manu. 222  
     Safety and Environmental Compliance Minor 63  
 Information  
     Systems  
         B.B.A. 88, 146  
         Information Technology (IS/IT) Minor 64  
     Technology  
         Administration of Justice Concentration 72  
         B.S. 147  
         College of 143  
         IT - Course Descriptions 364  
 Institute of Arthropodology and Parasitology 17  
 Instructional Technology  
     ITEC - Course Descriptions 365  
     M.Ed. 262  
 Intercollegiate Athletics 17  
 Interdisciplinary  
     Concentrations 70  
     Minors 66  
     Studies  
         IDS - Course Descriptions 362  
 Interior Design  
     B.S. 129  
     INDS - Course Descriptions 362  
 International  
     Student  
         Admission 23  
         Programs and Services 59  
     Studies  
         Concentration 70  
         Interdisciplinary Minor 68  
         INTS - Course Descriptions 363  
 Irish Studies  
     Interdisciplinary Minor 68  
     IRSH - Course Descriptions 364

**J**

Jack N. Averitt College of Graduate Studies 232  
 Japanese  
     JAPN - Course Descriptions 366  
     Minor 64  
     Studies Interdisciplinary Minor 68  
 Joint Enrollment Program 21  
 Journalism  
     JOUR - Course Descriptions 366  
     Minor 64  
 Judicial Affairs , Office of 38  
 Justice Studies  
     B.S.J.S. 188  
     Minor 64

## K

### Kinesiology

- KINS - Course Descriptions 367
- M.S. 283

## L

### Lamar Q. Ball, Jr. Raptor Center for Wildlife Education 15

### Latin

- American Studies
  - Concentration 70
  - Interdisciplinary Minor 68
- LAST - Course Descriptions 372
- LATN - Course Descriptions 372

### Learning

- Skills Course 61
- Support 61
  - Dismissal 46

### Legal Studies

- LSTD - Course Descriptions 374

### Liberal Arts and Social Sciences, College of 148

### Liberty Center 15

### Library, Henderson 16

### Linguistics

- Concentration 71
- Interdisciplinary Minor 69
- LING - Course Descriptions 373
- Minor 64

### Logistics

- and Intermodal Transportation, B.B.A. 89
- LOGT - Course Descriptions 373

## M

### Management

- B.B.A. 90
  - Emphasis in Entrepreneurship/Small Business 91
  - Emphasis in Human Resource Management 92
  - Emphasis in Operations Management 93
- Concentration 73
- MGNT - Course Descriptions 378
- Minor 64

### Managerial Accounting Concentration 73

### Manufacturing

- Minor 64
- Technology
  - TMFG - Course Descriptions 426

### Marketing

- B.B.A.
  - Emphasis in Fashion Merchandising 95
  - Emphasis in Retailing Management 96
  - Emphasis in Sales and Sales Management 97
  - Without an Area of Emphasis 94
- Concentration 73
- Minor 64
- MKTG - Course Descriptions 380

### Master of

- Accounting, M.Acc. 245
- Arts, M.A.
  - English 292
  - History 293
  - Sociology 294
- Business Administration, M.B.A. 242
  - With Area of Concentration 244

### Master of

#### Education, M.Ed.

- Art Education 250
- Business Education 251
- Counselor Education 252
- Early Childhood Education 255
- Educational Leadership 256
- English Education 258
- French Education 260
- Health & Physical Education 260
- Higher Education Administration 261
- Instructional Technology 262
- Mathematics Education 264
- Middle Grades Education 265
- Music Education 267
- Reading Education 268
- School Psychology 269
- Science Education 270
- Social Science Education 272
- Spanish Education 272
- Special Education 273
- Technology Education 274
- Fine Arts, M.F.A. 295
- Health Services Administration, M.P.H. 287
- Music, M.M. 296
- Nursing, M.S.N. 288
- Public Administration, M.P.A. 297
- Science, M.S.
  - Biology 299
  - Kinesiology 283
  - Mathematics 300
  - Psychology 298
  - Recreation Administration 290
  - Sport Management 291
- Technology, M.T. 301

### Master of Public Health, M.P.H.

- Emphasis in Biostatistics 285
- Emphasis in Community Health Education 286

### Mathematics

- B.S. 209
- B.S.Mat. 210
- Education
  - B.S.Ed. 116
  - M.Ed. 264
- M.S. 300
- MATH - Course Descriptions 374
- Minor 64

### Mechanical Engineering Technology

- B.S.M.E.T. 220
- TMET - Course Descriptions 425

### Medical Technology, B.S.M.T. 135

### Medical Withdrawals 44

### Middle Grades

- and Secondary Education
  - MSED - Course Descriptions 382
- Education
  - B.S.Ed. 117
  - M.Ed. 265, 266
  - MGED - Course Descriptions 377

### Military Science

- Concentration 73
- Minor 64
- MSCI - Course Descriptions 381
- Non-Degree 211

### Minor In International Studies 55

### Minority Advisement Program 38

- Minors 61  
 Multicultural Student Center 38  
 Multimedia for Information Technology Concentration 73  
 Museum 15  
 Music  
   Applied  
     MUSA - Course Descriptions 383  
   B.A. 178  
   Ensemble  
     MUSE - Course Descriptions 386  
   M.M. 296  
   Minor 65  
   MUSC - Course Descriptions 383  
   Program 18  
 Music Education  
   B.M.  
     Choral 180  
     Instrumental 181  
   M.Ed. 267  
   M.Ed. - Alternative Master of Education 267
- N**
- Nessmith-Lane Continuing Education Building 14  
 Nursing  
   B.S.N. 138  
   M.S.N. 288  
   NURS - Course Descriptions 387  
 Nutrition and Food Science  
   (Dietetics), B.S. 131  
   Minor 65  
   NTFS - Course Descriptions 387
- O**
- Off-Campus Housing 38  
 Other Transcript Designations 43  
 Outreach Facilities 15
- P**
- Para-Medical Pre-Professional Program 228  
 Performance  
   B.M.  
     Instrumental 182  
     Instrumental/Emphasis in Jazz Performance 185  
     Piano 183  
     Voice 184  
 Performing Arts  
   Center 14  
   Center for the 16  
 Petition to  
   Drop Without Penalty 45  
   Review/Change a Grade 43  
 Philosophy  
   B.A. 172  
   Minor 65  
   PHIL - Course Descriptions 393  
 Physics  
   B.A. 213  
   B.S.P. 214  
   Education, B.S.Ed. 118  
   Minor 65  
   PHYS - Course Descriptions 394
- Political Science  
   B.A. 186  
   B.S. 187  
   Education, B.S.Ed. 119  
   Minor 65  
   POLS - Course Descriptions 395  
 Post-Baccalaureate Admission 23  
 Postal Services 17  
 Pre-  
   Dentistry 229  
   Dentistry Pre-Professional Program 228  
   Medical Program 229  
   Medicine 229  
   Medicine Pre-Professional Program 228  
   Natural Resources (Two-year) Transfer Program 227  
   Optometry 229  
   Pharmacy Transfer Program 229  
   Professional Programs  
     Para-Medical 228  
     Pre-Dentistry 228  
     Pre-Medicine 228  
   Veterinary 229  
   Veterinary Medicine 231  
 President's List 45  
 Printing Management  
   B.S.P.Mgt. 223  
   Minor 65  
   TCPM - Course Descriptions 420  
 Probation 45  
 Proficiency Exams 23  
 Psychology  
   B.A. 189  
   B.S. 190  
   M.S. 298  
   Minor 65  
   PSYC - Course Descriptions 399  
 Public  
   Administration  
     M.P.A. 297  
     PBAD - Course Descriptions 391  
   Relations  
     Minor 65  
     PRCA - Course Descriptions 398
- R**
- Raptor Center, Wildlife Education and The Lamar Q. Ball, Jr. 15  
 Reading  
   Education, M.Ed. 268  
   READ - Course Descriptions 401  
 Readmission 46  
   Policy 25  
 Recreation  
   Administration, M.S. 290  
   B.S. 141  
   RECR - Course Descriptions 402  
 Regents  
   Center for Learning Disorders (RCLD) 18  
   Engineering Transfer Program (RETP) 226  
 Regents'  
   Review Courses  
     RGTE - Course Descriptions 404  
     RGTR - Course Descriptions 404  
   Testing Program 47

## Regional

- Economic Development
  - B.B.A. 98
  - REDV - Course Descriptions 404
- Outreach Centers 14
- Registration Time Tickets 45
- Religious Studies
  - Concentration 71
  - Interdisciplinary Minor 69
  - RELS - Course Descriptions 404
- Repeating Courses 46
- Requirements
  - After Readmission 46
  - for All Degrees 42
- Research Services and Sponsored Programs , Office 18
- Residency 25
- Restricted Enrollment 46
- Retail Point of Sales (POS) Systems
  - Concentration 73
- Right of Appeal 46

## S

- S/U Grading Option 43
- Safety and Environmental Technology
  - TSEC - Course Descriptions 427
- Sales and Sales Management Concentration 73
- School Psychology
  - Ed.S. 270
  - M.Ed. 269
- Science
  - and Technology, Allen E. Paulson, College of 198
  - Education, M.Ed. 270
- Second
  - Degrees 50
  - Discipline Concentrations 71
  - Majors 50
- Secondary Education
  - M.Ed. 271
  - SCED - Course Descriptions 404
- SOAR 38
- Social Science Education, M.Ed. 272
- Sociology
  - B.A. 192
  - B.S. 193
  - M.A. 294
  - Minor 65
  - SOCI - Course Descriptions 407
- Spanish
  - B.A. 175
  - Concentration 73
  - Education
    - B.S.Ed. 120
    - M.Ed. 272
  - for Business
    - Interdisciplinary Minor 69
    - Minor 66
    - Minor 66
    - SPAN - Course Descriptions 409
- Special
  - Admission for
    - Mature (Non-Traditional) Students 24
    - Students Age 62 and Older 24
  - Education
    - B.S.Ed. 121
    - M.Ed. 273
    - SPED - Course Descriptions 413

## Speech Communication

- Minor 66
- SMCP - Course Descriptions 412
- Sport Management
  - B.S. 142
  - M.S. 291
  - SMGT - Course Descriptions 406
- Sports Medicine - Athletic Training Emphasis
  - B.S.K. 136
  - Minor 66
- Statistics
  - STAT - Course Descriptions 416
- Student
  - Conduct Code 36
  - Disability Resource Center 18
  - Life 36
  - Media 39
  - Notification Policy 2
  - Organizations 41
- Studies Abroad and Exchange Programs 59
- Studio Art Minor 66
- Supply Chain Management Concentration 74

## T

- Teaching and Learning, Ed.S. 274
- Technical Writing Concentration 74
- Technology
  - and Political Analysis Concentration 74
  - Education
    - B.S.Ed. 122
    - M.Ed. 274
    - Program Concentration 74
    - TCED - Course Descriptions 417
  - M.T. 301
  - Options Program (TOP) 226
- Testing
  - Office 19
  - Schedule 8
- Theatre
  - Minor 66
  - THEA - Course Descriptions 424
- Transcripts 45
- Transfer
  - Admission 22
  - Credit 22
  - Military Credit 22
- Transient
  - Admission 23
  - Students 45
- Tutoring Center 19

## U

- Undergraduate Academic Programs 55
- University
  - Advancement 16
  - Calendars 4
  - Honors
    - Program and 1906 Scholars 60
    - UHON - Course Descriptions 427
  - Housing 35
  - Mission 10
  - Programs and Courses 54
  - Store 41
  - Strategic Plan Themes 10
  - System of Georgia 431
    - Independent and Distance Learning 433

**V**

Visual Communications Design Concentration 74

**W**

WebMBA Consortium

WMBA - Course Descriptions 428

Withdrawal from School 44

Women's and Gender Studies

Concentration 71

Interdisciplinary Minor 69

WGST - Course Descriptions 427

Writing

Minor 66

WRIT - Course Descriptions 428

Writing and Linguistics

B.A.

Concentration in Creative Writing 194

Concentration in Linguistics 196

Concentration in Professional and Technical Writing 195

Concentration in Writing Theory and Practice 197

**Y**

Yoruba

YORU - Course Descriptions 430



# Legend

## ADMINISTRATIVE OFFICES

Pittman Administration Building	101	4D
Deal Hall	102	4D
Anderson Hall-Financial Aid	103	4D
Rosenwald Building	104	4D,E
Eidson Alumni House	105	4E
Welcome Center/Parking	108	3D
Auxiliary Services	109	6D
Public Safety	110	4C
Lewis Hall-Office of Admissions	113	4D
Watson Hall-University Housing	312	5D
Building 803	803	3E
Building 807	807	3E
Student Disabilities Resource Center	805	5E
Building 806	806	3E
College Plaza Building	814	1E

## ACADEMIC BUILDINGS

Hollis Building	200	3,4E
Herty Building	201	4E
Biology Building	202	4E
Math/Physics Building	203	4E
Institute of Arthropodology & Parasitology	204	4E
Foy Fine Arts Building	205	4E
Carruth Building	206	4D,E
Military Science	207	4,5E
Henderson Library	208	4D
Carroll Building	209	4D
Newton Building	210	5D
Academic Success Center	212	5D
Apparel/Interior Design Center & Complex	213-218	4C
Family Life Center	219	4C
Scene Shop	221	4C
Arts Building	224	4D
Nessmith-Lane Continuing Education Building	229	5,6D
College of Business Administration	231	5C,D
College of Science & Technology		
Allen E. Paulson	232	5C,D
Ceramics & Sculpture Studio	236	6C
College of Education	237	5C
Forest Drive Classroom Building	238	5D
Family & Consumer Science	239	4C
Nursing/Chemistry Building	250	5C
College of Information Technology	255	5C
Communication Arts Building	804	4D

## PHYSICAL EDUCATION

Hanner Complex (Fieldhouse)	500	3E
Hanner Building	500	3E
Ironworks	502	3E
Wiggins Baseball Building	510	3D

## OUTDOOR & SPECIAL EVENT FACILITIES

McCroan Auditorium	101	4D
Georgia Southern Museum	104	3,4D
Parrish Football Center	111	3E
Athletic Ticket Office, Cowart Building	112	8D
Center for Wildlife Education & Lamar Q. Ball, Jr. Raptor Ctr.	240	4C

Foy Fine Arts Building	205	4E
Russell Union Ballroom	401	4E
Russell Union Theater	401	4E
Anderson Pavilion	515	7B
Hanner Tennis Courts	601	3E
Football Practice Fields	602	2D
Paulson Stadium	603	7,8D
Soccer Fields	604	2D
Clements Stadium	605	3D,E
USACC Tower	606	6C
USACC Rifle Range	607	6C
Herty Pines Nature Preserve	611	3D
Georgia Southern Botanical Garden	612	5F

## RECREATION FACILITIES

Pittman Gym	225	4D
Sports Complex	503	2D,E
Recreation Activities Center (RAC)	511	6B
Anderson Sports Complex	503	7B
Student Recreation Fields	613	7B

## RESIDENCE HALLS

Veazy Hall	301	4D
Hendricks Hall	303	4C,D
Brannen Hall	304	3D
Sanford Hall	305	3D
Cone Hall	306	3D,E
Winburn Hall	307	4,5E
Olliff Hall	308	5E
Johnson Hall	310	5E
Watson Hall Pods	311	5D
Watson Hall Commons	312	5D
Kennedy Hall	330-332	6E
Southern Courtyard	341-344	6E
Southern Pines	351-355	6D

## STUDENT SERVICES

Parking & Transportation	108	3D
Williams Center	400	4E
Russell Union	401	4E
University Store	402	4E
Landrum Center	403	4,5E
Health Services	404	5D
Lakeside Cafe	405	5D
Academic Success Center	406	5E
Counseling Center	435	5D

## SUPPORT FACILITIES

Storage Warehouse	408	6D
Physical Plant Offices	409	6D
Physical Plant Engineering	412	6D
Central Receiving Warehouse	425	5B
GEMA	421	4C
Auxiliary Warehouse	425	5B
ETS Warehouse	430	5,6D
North Building	802	3E

## Campus Directory - General Information (912) 681-5611

	<u>Building</u>	<u>Number</u>
Academic Advisement Center: Undeclared	Williams Center	(912) 681-5401
Academic Success Center	Academic Success Center (ASC)	(912) 681-5371
Admissions	Lewis Hall	(912) 681-5391
Advisement: Business	Business Administration	(912) 681-0085
Advisement: Education	Education	(912) 681-0698
Advisement: Graduate Students	Call department or Grad. Studies	_____
Advisement: Health and Human Sciences	Hollis	(912) 871-1931
Advisement: Information Technology	Information Technology	(912) 486-7667
Advisement: Liberal Arts and Social Sciences	Call individual department	_____
Advisement: Science and Technology	Call individual department	_____
Athletics - Tickets	Cowart Building - Paulson Stadium	(912) 681-0123
Campus Recreation and Intramurals	Recreation Activity Center (RAC)	(912) 681-5436
Career Services	Williams Center	(912) 681-5197
Cashier's Office	Deal Hall	(912) 681-0020
College of Business Administration	Business Administration	(912) 681-5106
College of Education	Education	(912) 681-5648
College of Graduate Studies, Jack N. Averitt	Rosenwald	(912) 681-0578
College of Health and Human Sciences	Hollis	(912) 681-5322
College of Information Technology	Information Technology	(912) 486-7412
College of Liberal Arts and Social Sciences	Foy Fine Arts	(912) 681-5434
College of Science & Technology, Allen E. Paulson	Technology	(912) 681-5111
Continuing Education and Public Services	Nessmith Lane	(912) 681-5555
Counseling and Career Development Center	Counseling Center	(912) 681-5541
Distance Learning	Education	(912) 681-0882
Eagle Print Shop	Williams Center	(912) 681-5697
Emergency	_____	(9) 911
Financial Aid	Anderson Hall	(912) 681-5413
First Year Experience	Williams Center	(912) 681-5401
Graduate Studies, Admissions	Lewis Hall	(912) 681-5384
Health Services	Health Center	(912) 681-5641
I.D. Office	Russell Union	(912) 681-5311
Information Technology Services	Marvin Pittman Administration Bldg	(912) 681-5429
Institutional Compliance	Rosenwald	(912) 681-5136
International Student Office	Forest Drive	(912) 681-0693
Library	Henderson Library	(912) 681-5115
Multicultural Student Center	Russell Union	(912) 681-5409
Museum	Rosenwald	(912) 681-5444
Parking Services	Welcome & Parking	(912) 681-0702
Performing Arts Center	Nessmith Lane	(912) 681-0830
Postal Services	Landrum Center	(912) 681-5232
President, Office of	Marvin Pittman Administration Bldg	(912) 681-5211
Public Safety	Public Safety	(912) 681-5234
Regents Center for Learning Disorders	Building 803	(912) 681-0100
Registrar, Office of	Rosenwald	(912) 681-5152
Resident Life (Housing)	Watson Hall	(912) 681-5406
Russell Union Information	Russell Union	(912) 681-0399
Student Disability Resource Center	Building 805	(912) 871-1566 or TDD (912) 681-0666
Student Fees	Deal Hall	(912) 681-0999
Teacher Certification	Education Building	(912) 681-0698
Testing Office	Williams Center	(912) 681-5415
University Store	University Store	(912) 681-5181
Vice President for Academic Affairs (Provost)	Marvin Pittman Administration Bldg	(912) 681-5258
Vice President for Business and Finance	Marvin Pittman Administration Bldg	(912) 681-5491
Vice President for University Advancement	Marvin Pittman Administration Bldg	(912) 681-5253
Vice President for Student Affairs & Enrollment Management	Rosenwald	(912) 681-5256
Volunteer Services	Russell Union	(912) 871-1435



GEORGIA  
SOUTHERN  
UNIVERSITY

OFFICE OF ADMISSIONS

POST OFFICE BOX 8024  
STATESBORO, GA 30460-8024

BOUND PRINTED MATTER  
U.S. POSTAGE  
**PAID**  
STATESBORO, GA  
PERMIT NO. 286

*This book is also available on the web at < [students.georgiasouthern.edu/registrar](http://students.georgiasouthern.edu/registrar) >*

GENERAL INFORMATION

ADMISSIONS

FINANCIAL AID, FEES, HOUSING

STUDENT LIFE

ACADEMIC INFORMATION

UNIVERSITY PROGRAMS & COURSES

COLLEGE OF BUSINESS ADMINISTRATION

COLLEGE OF EDUCATION

COLLEGE OF HEALTH & HUMAN SCIENCES

COLLEGE OF INFORMATION TECHNOLOGY

COLLEGE OF LIBERAL ARTS & SOCIAL SCIENCES

ALLEN E. PAULSON COLLEGE OF SCIENCE & TECHNOLOGY

JACK N. AVERITT COLLEGE OF GRADUATE STUDIES

COURSE DESCRIPTIONS

FACULTY



2004-2005 CATALOG